Master of Arts in Teaching Elementary K-8

2006-2007
Handbook

University of Alaska Southeast School of Education
Elementary K-8 Masters of Arts in Teaching Handbook **2006-2007**

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Foreword

Welcome to the School of Education (SOE) at University of Alaska Southeast (UAS) 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 SOE 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 SOE 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 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 SOE 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 SOE's Professional Education Center.

- ❖ The Associate in Applied Science Degree with emphasis in Early Childhood Education is offered by distance through the SOE at UAS in collaboration with the College of Rural Alaska UAF.

The SOE 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 SOE vision for graduates. The following passages describe the knowledge, skills and dispositions the SOE faculty can help you achieve. They also describe areas of potential the SOE faculty have seen in you as part of your admission to any SOE program:

School of 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 School of 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 School of Education.

Accreditation

NCATE
The Standard of Excellence
in Teacher Preparation

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. The School of Education programs are approved by the Alaska State Board of Education. All education programs through the School of Education at the University of Alaska Southeast are accredited by the National Council for the Accreditation of Teacher Education, a performance-based teacher accrediting body for schools, colleges, and departments of education recognized by the Alaska Department of Education and Early Development, the U.S. Department of Education, and the Council for Higher Education Accreditation.
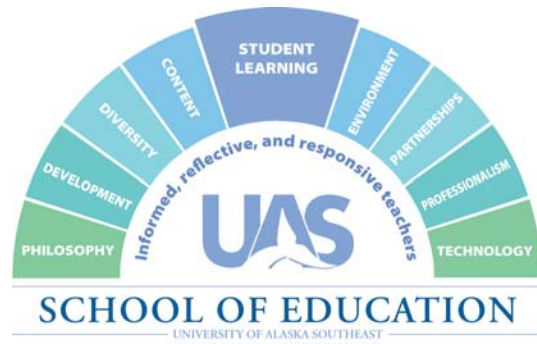
School of Education Mission Statement

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.

School of Education Vision

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

School of Education 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.

SOE Student Goals and Performances

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; 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

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 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 students 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 of 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 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 students' learning and assist students in reflecting on their own progress;

   d. Organizing and maintaining records of students' learning and using a variety of methods to communicate students' 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 students' 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 students' performances and clear expectations of what students 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 students' learning;

c. Participating in schoolwide efforts to communicate with the broader community and to involve parents and families in students' learning;

d. Connecting through instructional strategies and school and classroom activities and students' homes and cultures, workplaces and the community; and

e. Involving parents and families in setting and monitoring students' 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 Professional Code of Ethics

0 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

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

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

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

(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

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

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage or participation in any professional organization, and may not discriminate in employment practice, assignment or personnel evaluation;

(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;

(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4) may not sexually harass a fellow employee;

(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment or termination of employment;

(7) may not deliberately misrepresent the educator's or another's professional qualifications;

(8) repealed 10/25/2000;

(9) may not falsify a document or make a misrepresentation on a matter related to licensure, employment evaluation, test results or professional duties;

(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(11) may not intentionally file a false or malicious complaint with the commission;

(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;

(13) shall cooperate fully and honestly in investigations and hearings of the commission;

(14) repealed 10/25/2000;

(15) may not unlawfully breach a professional employment contract;

(16) shall conduct professional business through appropriate channels;

(17) may not assign tasks to unqualified personnel;

(18) may not continue in or seek professional employment while unfit due to

   (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues;

   (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;

(19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

Authority:
  AS 14.20.030 (a)
  AS 14.20.370

AS 14.20.450
AS 14.20.460
AS 14.20.480

20 AAC 10.030. MORAL TURPITUDE. For the purpose of AS 14.20.030(a)(2),
    (1) "moral turpitude" means conduct that is wrong in itself even if no statute were to
       prohibit the conduct; and
    (2) a crime involving moral turpitude includes:
      (A) homicide;
      (B) manslaughter;
      (C) assault;
      (D) stalking;
      (E) kidnapping;
      (F) sexual assault;
      (G) sexual abuse of minor;
      (H) unlawful exploitation of a minor;
      (I) robbery;
      (J) extortion;
      (K) coercion;
      (L) theft;
      (M) burglary;
      (N) criminal mischief;
      (P) forgery;
      (Q) criminal mischief;
      (R) forgery;
      (S) criminal impersonation;
      (T) bribery;
      (U) perjury;
      (V) unsworn falsification;
      (W) jury tampering;
      (X) terroristic threatening;
      (Y) possession or distribution of child pornography;
      (Z) unlawful distribution or possession for distribution or possession for distribution
         of a controlled substance;
     (AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)

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:

    1.1   recognize the validity and integrity of the traditional knowledge system;

    2.2   utilize Elder's expertise in multiple ways in their teaching;

    3.3   provide opportunities and time for students to learn through observation and hands-on knowledge and skills are naturally relevant;

    4.4   provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;

    5.5   adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing; and

    6.6   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 students. Educators who meet this cultural standard:

    1.1   regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;

    2.2   utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;

    3.3   provide integrated learning activities organized around themes of local significance and across subject areas;

    4.4   are knowledgeable in all areas of local history and cultural tradition that may have bearing on their work as a teaching, including appropriate times for certain knowledge to be taught; and

    5.5   seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally responsive educators participate in community events and activities in an appropriate, supportive way. Educators who meet this cultural standard:

    1.1   become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well-being of that community;

    2.2   exercise professional responsibilities in the context of local cultural traditions and expectations;

    3.3   maintain a close working relationship with and make appropriate uses of 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:

   1.1 promote extensive community and parental interaction and involvement in their children's education;

   2.2 involve Elders, parents and local leaders in all aspects of instructional planning and implementation;

   3.3 seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community; and

   4.4 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:

   1.1 recognize cultural differences as positive attributes around which to build appropriate educational experiences;

   2.2 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;

   3.3 reinforce the students' sense of cultural identity and place in the world;

   4.4 acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities; and

   5.5 recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.

Association for Childhood Education International
ACEI Standards

DEVELOPMENT, LEARNING AND MOTIVATION

1. Development, Learning and Motivation—Candidates know, understand and use the major concepts, principles, theories and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge and motivation.

CURRICULUM

2.1. English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas;

2.2. Science—Candidates know, understand and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences— as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy;

2.3. Mathematics—Candidates know, understand and use the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities and spatial relationships that can represent phenomena, solve problems and manage data;

2.4. Social studies—Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences and other related areas —to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5. The arts—Candidates know, understand and use—as appropriate to their own understanding and skills—the content, functions and achievements of dance, music, theater and the several visual arts as primary media for communication, inquiry and insight among elementary students;

2.6. Health education—Candidates know, understand and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7. Physical education—Candidates know, understand and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students;

2.8. Connections across the curriculum—Candidates know, understand and use the connections among concepts, procedures and applications from content areas to motivate elementary students, build understanding and encourage the application of knowledge, skills and ideas to real world issues.

INSTRUCTION

    3.1. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals and community;

    3.2. Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

    3.3. Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills;

    3.4. Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation and positive social interaction and to create supportive learning environments;

    3.5. Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the elementary classroom.

ASSESSMENT

    4.   Assessment for instruction—Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each elementary student.

PROFESSIONALISM

    5.1. Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers;

    5.2. Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents and other professionals in the learning community and actively seek out opportunities to grow professionally;

    5.3. Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children;

    5.4. Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

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: **http://www.uas.alaska.edu/financial_aid/**

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

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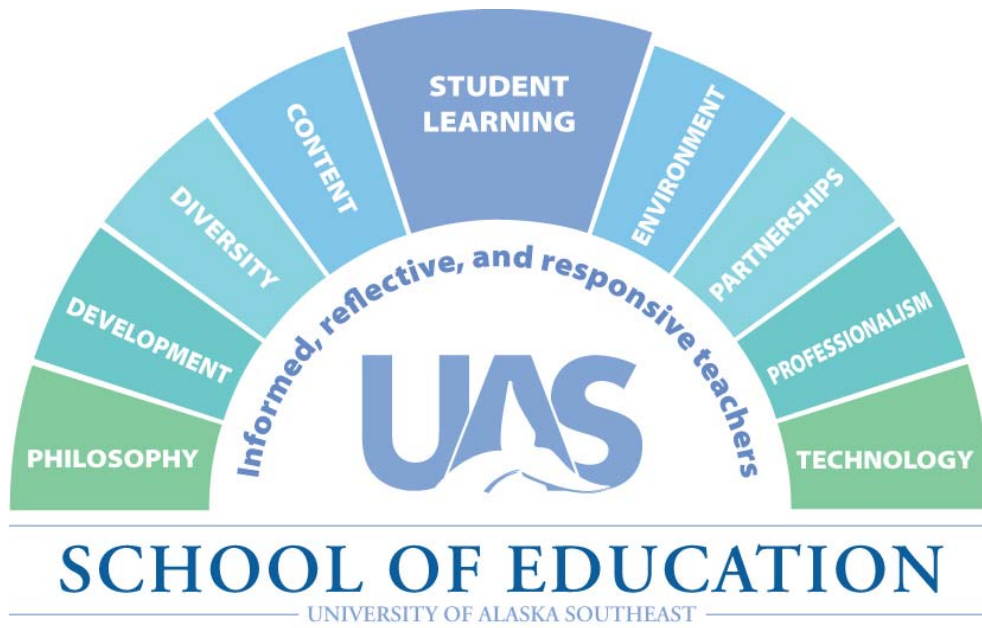
Program

Overview
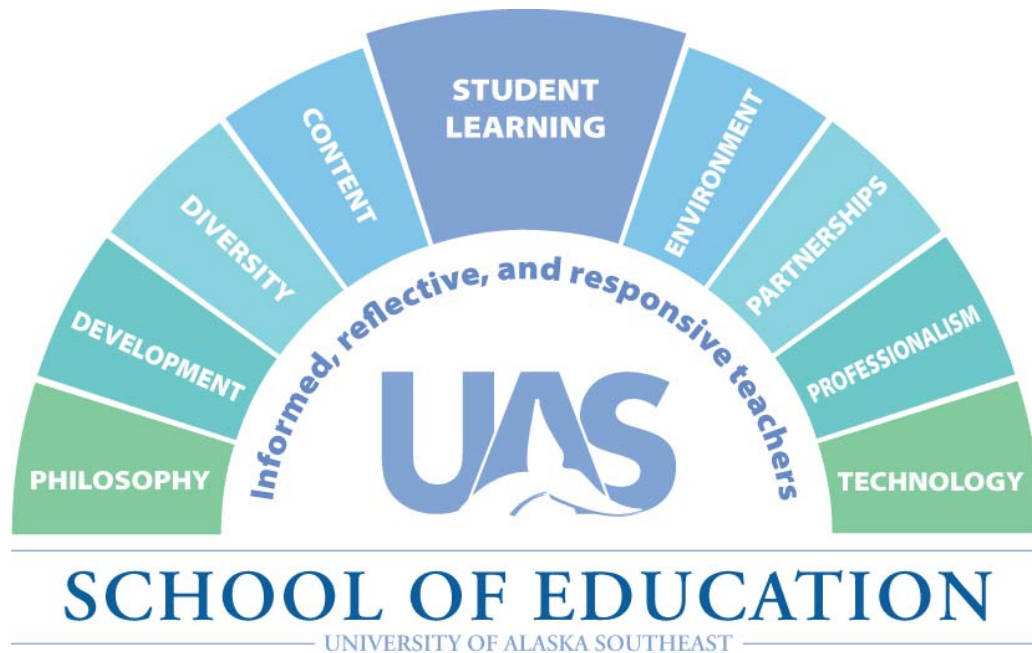
Elementary Masters of Arts in TeachingProgram

The Elementary Masters of Arts in Teaching program is an intensive twelve month program designed for baccalaureate graduates who wish to prepare for a career in teaching Kindergarten through eighth grade. The pedagogical concept on which it is based is one of immersion and experiential learning. It is similar in concept to medical and other professional internships where learning is applied through practical experience in the actual setting. For the entire academic year M.A.T. interns spend a majority of the week in the public schools with a mentor teacher (three full days in Fall, four full days in Spring), while completing graduate coursework on campus. University supervisors (called University Advisors), experienced elementary teachers, spend time with interns in the classroom each week and are involved in campus instruction as well, weaving a coherent fabric of learning and practice.

The Elementary Masters of Arts in Teaching program is designed to prepare well-qualified teachers for the state of Alaska and beyond, based on the criteria of state and national standards for quality teachers, instruction and schools. While credit is given for particular coursework, and coursework accurately reflects areas of focus, the conceptual framework of the Elementary MAT curriculum is both content-focused and interdisciplinary, with the Alaska State Content and Performance Standards as its objective.

Instruction in the program is based on a constructivist philosophy, in harmony with current theory nationally and developing practice, both nationally and locally. Such a philosophy implies active learning and critical thinking by students to construct understanding through meaningful experiences. Active learning takes place during coursework as well as applications in the internship.

Elementary K-8 M.A.T . Guiding Principles

The M.A.T. Elementary K-8 program is based on the following guiding principles, adopted by the University of Alaska Professional Education Coordinating Committee and approved by the UA Regents:

1. Preparation of education professionals is a responsibility shared by the entire education community--the state Department of Education, university faculty, school teachers, counselors, administrators and support personnel and families.

2. Effective educators have thorough knowledge of the subjects they teach and the areas in which they practice.

3. Effective educators believe all students can learn and therefore treat students with respect for their individual and cultural characteristics.

4. Educators who are familiar with the cultural, historical and political makeup of Alaska are better equipped to ground learning in, and connect their work to, the community and place in which they are situated.

5. Teaching effectiveness can best be assessed through a performance-based system which measures a professional candidate's subject knowledge, pedagogical knowledge and teaching ability in the classroom.

6. Technology is an integral part of today's society. Effective teachers use current technologies to improve student learning and in their own professional development.

7. In general, the quality of learning is increased through interdisciplinary project-based approaches which relate to students' real-life experiences and current needs.

8. The most effective professional preparation is on-the-job learning, coupled with reflective inquiry and study.

The UAS Elementary M.A.T. is committed to the following additional principles:
- instruction should be developed based on a constructivist philosophy, in harmony with current theory nationally and developing practice both nationally and locally. Achievement comes from students' active learning through meaningful experiences, which leads to them to construct a thorough understanding.
- academic and social autonomy, developed through student ownership, risk-taking and problem solving, leads to students who value and take responsibility for their learning.
- respect for diversity includes issues of gender, culture, language and learning styles.

Elementary K-8 M.A.T. students will demonstrate their competence in all areas of the Alaska State Teacher Performance Standards through a documented portfolio. Program graduates will be eligible for Alaska State Teacher Certification K-8.

MAT Elementary K-8
Course and Course Segment Sequence

Phase 1: Summer (July/August)

- Orientation
- ECE Development, Learning Theory & Guidance
- Intermediate Development, Learning Theory & Guidance
- Educational Technology

- Literacy Instruction
- Math Instruction
- Drama in Instruction
- Music Instruction
- Art Instruction

Phase 2: Fall

- Multicultural Education*
- Literacy Instruction
- Math Instruction
- Internship

- Science Instruction
- Social Studies Instruction
- Educational Technology
- Special Education*

  * Multicultural Ed and Special Education are integrated through Fall and Spring semesters

Phase 3: Spring

- Classroom Research
- Educational Technology
- Integrated Unit

- Internship
- Health and P.E. Education
- Special Education/Multicultural Ed*

  * Multicultural Ed and Special Education are integrated through Fall and Spring semesters

Phase 4: Summer

- Curriculum Development

- Alaska: Resources, People, Perspectives

MAT Elementary K-8
Course Descriptions

ED 681: Reading and Writing/Literacy Instruction: Theory & Practice I
3 credits
The process of reading and writing acquisition and development, and literacy pedagogical theories and practices, based on K-8 standards at national, state and local levels.   Principles from reading, language and child development are used to study the instructional development of reading, writing, listening, speaking, viewing, etc. for kindergarten through eighth grade. Factors such as phonics, other decoding strategies, comprehension, literacy response, assessment, genres and their text structures are considered. Development of writing skills and strategies within a writing process approach is demonstrated and applied to field experiences. Use of children's literature is demonstrated and integrated in field instruction. Technology support and integration is taught and modeled. Methods of developmentally appropriate instruction for diverse populations and interventions and accommodations for special populations are included.

The grade for this course will include work both in the first summer and fall, as well as a case study, incorporating knowledge of assessment and instruction in reading, writing, math, science and social studies, and considerations of diversity factors.

ED 682: Reading and Writing/Literacy Instruction: Theory & Practice II
3 credits
Continuation of Reading and Writing/Literacy Instruction Theory and Practice I. Application and extension of knowledge of literacy, literacy instruction, and second-language learning, including integrating children's literature into all instruction, and integrating drama, art and music into literacy instruction. This course content and the critical reflection of its implementation in the program's correlated internship experience will be used in the exit portfolio.

The grade for this course will include work from the fall semester as well as development and implementation of an integrated unit in the spring.

ED 686: Mathematics Instruction: Theory & Practice I
2 credits
Development of conceptual knowledge, procedures, reasoning processes and instructional practices of mathematics, based on K-8 standards at national, state and local levels. Factors of mathematics content and instruction studied include number systems, number sense, geometry, measurement, statistics, probability and patterns. Problem solving is emphasized. Technology support and integration is taught and modeled.

ED 687: Mathematics Instruction: Theory & Practice II
2 credits
Continuation of Mathematics Instruction: Theory and Practice I.   Theories of instructional design in mathematics and the resulting learning are examined and analyzed. Methods of developmentally appropriate instruction and interventions and accommodations for special

populations are included. This course content and the critical reflection of its implementation in the program's correlated internship experience will be used in the exit portfolio.

ED 640 Instruction in the Arts: Art, Music and Drama
1 credit
Introduction to the current theories of art, music, and drama education and the integration of the arts across the curriculum. Skills and techniques needed by elementary and middle school teachers to provide an effective program are explored.

ED 643 Learning Theory, Development and Guidance
1 credit
Study of the theories of learning, child development, behavior and guidance and the implications and applications to elementary and middle school instruction. Educational approaches in the field of early childhood education are explored as well as how guidance theories are related to what is known about child development and affective needs. Implications to teacher behavior, student-teacher relationships, community building, and communication are examined. Issues of choice, ownership, responsibility, autonomy, individual learning styles and multiple intelligences are considered in terms of developmentally appropriate practice. Connections to family and community are examined in relation to student learning and behavior.

ED 641 Instruction in Science, Social Studies, Physical Education and Health
2 credits
Theories, methods and materials of instruction and assessment in science, social studies, physical education and health. Emphasis on inquiry, conceptual learning and active learning in the context of local, state, and national standards. Discipline content is learned in demonstration lessons, to be applied in MAT field internship. Appropriate methods for diverse populations and intervention and accommodation for special populations are included. Technology support and integration is taught and modeled.

ED 645: Designing Curriculum for Effective Instruction
1 credit
Study of the backward design of curriculum and application to the development of an integrated curricular unit. Students learn to start with a learning objective, design final assessment for that objective and then design learning activities to facilitate the learning desired. Students develop an integrated unit which is subsequently taught in their internship residency.

ED 630: Educational Applications of Tool Software
3 credits
This course focuses on the use of technology as a teaching and administrative tool in education. Topics include use and management of tool software, telecommunications, multi-media and computer assisted instruction. Also addressed are classroom and building-level management of technology resources, software assessment and emerging technologies.

ED 632: Classroom Internet Integration
3 credits
This course covers distance education, on-line communication, internet, electronic mail, computer conferencing and emerging technologies and distance delivery techniques.

ED 680: Advanced Multicultural Education
3 credits
Focuses on effective ways of accommodating cultural diversity in the classroom and facilitating the appreciation of the differences that exist among people. Exploration of ways in which teachers and school systems can support equitable learning for all students and appreciation for differences. Issues of the indigenous populations of Alaska and rural schooling will be included, with attention given to the Alaska Standards for Culturally Responsive Schools. Exploration of possible areas of school and teacher actions including prejudice reduction, curricular inclusion, an empowering school culture and an equity pedagogy.

ED 666: Advanced Studies in the Exceptional Learner
2 credits
Study of identification and accommodation of learning for exceptional children. Survey of current research and analysis of theory as a base for instruction and curricular decisions.

ED 626: Classroom Research
3 credits
Addresses the philosophy and methodology of ethnographic classroom research, the role of classroom research with the educational profession, and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research.

ED 620: Curriculum Development
3 credits
Basic definition of curriculum. Present need for curriculum improvement; criteria for selection of broad goals; types of curriculum framework and consideration of the organization of specific learning experiences as part of the curriculum structure.

ED 691 A/B: Teaching Internship I and II:
2 Credits
Intensive internship for MAT students.

ALST 600: Alaska Resources, People and Perspectives
3 credits
A study of the people of Alaska, including Alaska Natives and immigrants and their adaptations to the environment. Archeological, historic and contemporary periods will be reviewed highlighting events and issues from a range of cultural perspectives.

STUDENT LEARNING
CONTENT
DIVERSITY
DEVELOPMENT
PHILOSOPHY
Informed, reflective, and responsive teachers
ENVIRONMENT
PARTNERSHIPS
PROFESSIONALISM
TECHNOLOGY

UAS

SCHOOL OF EDUCATION
UNIVERSITY OF ALASKA SOUTHEAST
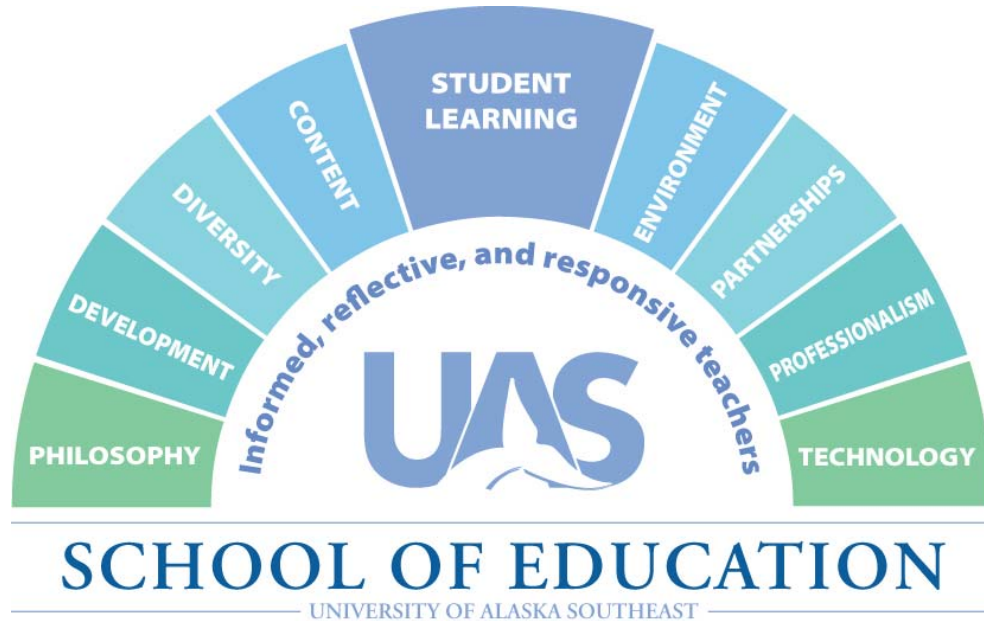
Instructional

Planning

and

Preparation

Basic Components of a Lesson Plan

Grade Level

**Objective of Learning Experience in terms of outcomes for students.
What will students learn? What are your goals for the students' learning?**

Standards/Core this lesson addresses
Alaska Content Standards Website:
www.educ.state.ak.us/contentstanddards/home.html

Assessment by teacher to determine if objectives have been realized. How will you know if students met your purpose? What will you look for in the students behavior?

Materials to be used in the lesson

Teaching/Learning Activities. How will learning be guided, supported, facilitated? Such as stating purpose, creating curiosity, exploring existing knowledge, demonstration/instruction, involvement/activity, closing/summary of learning.

Adaptations. How will students with specific disabilities be fully included in all activities related to this lesson? What cultural adaptations will you make.

Reflection

Lesson Plan Rubric

	Developing	Acceptable	Optimum
Quality of Lesson Plan	The way lesson demonstrates the assigned strategy lacks clarity. Directions in assignment are not followed. Lesson plan needs more detail or organization. Lesson is clearly taken from teacher, internet or commercial resource. Lesson lacks relevance to student interest.	Demonstrates the ability to design literacy instruction effectively. Demonstrates understanding of the principles or concepts of the teaching technique assigned. Lesson plan is clear.	Demonstrates the ability to design literacy instruction highly effectively. Demonstrates a full understanding of the teaching strategy assigned. Lesson is well organized. Content is original and creative. Student learning is designed to be relevant and engaging.
Quality of Lesson as conducted	Lesson taught without consideration for assessment of student learning. Lesson does not follow lesson plan and no explanation given in reflection.	Demonstrates the ability to teach and assess lesson effectively. Assessment allows for analysis and reflection.	Demonstrates the ability to teach and assess lesson highly effectively. Lesson is conducted so that students are engaged and learn. Assessment generates information for thorough reflection.
Adaptation for individual needs	Lesson activities are generally uniform for all students. No variation evident.	Some adaptation is evident. Explanation in reflection clearly demonstrates understanding of c... of adaptation for individual needs.	Adaptation is clearly demonstrated. Reflection discus... goes into detail about several considerations listed (cognitive & dev. levels, cult & ind. learning styles, lang background, etc.)
Impact on student learning	Lesson presentation was intern's focus without consideration of student's learning. No discussion of impact on student learning.	Has a general idea of student achievement of objective, but states too generally to reflect thorough knowledge.	Can show evidence of the intern's impact on student achievement as a result of this lesson.
Communication	Stated expectations for student achievement are fuzzy.	Outlines expectations in lesson plan and communicates them to students.	Clearly outlines expectations in lesson plan and communicates them to students.
Critical thinking	Activity requires little thinking and/or problem solving.	Makes some attempt to integrate critical thinking and/or problem solving in the activity.	Integrates critical thinking and/or problem solving in the activity and clearly identifies it as such.
Reflection / Self - Analysis	Analysis of lesson weak. Link between theory and practice does not reflect knowledge gained in coursework. Reflection does not include adaptation, impact, communication, and/or critical thinking .	Analyzes lesson and demonstrates knowledge of coursework in evaluating self. Reflection of adaptation, impact, communication, and/or critical thinking is not well developed or convincing.	Analyzes lesson with critical eye. Is honest and clearly demonstrates knowledge of coursework in evaluating self, including adaptation, impact, communication, and/or critical thinking

Lesson Reflection:

A reflection includes the following information:

1) Describe what happened in the lesson (include size of group, level, student response, etc.) in enough detail to make the interactions of your lesson clearly demonstrate that you understood the elements of the teaching strategy.

2) How did you adapt instruction in terms of individual cognitive and developmental levels, variations in cultural and individual learning styles, language background, and special strengths and weaknesses? How would you do so in the future?

3) Did the students meet the objectives of the lesson? How do you know? What impact did you have on student learning? How do you know?

4) How clearly did you communicate your expectations and challenging standards? How did you integrate critical thinking and problem solving into the activity?

5) What would you change to improve t he lesson the next time?

Exit Portfolio

Knowledge Statement

CONTENT AREAS:

Literacy -- Reading   and Writing   The Arts

Math   Health and P.E.

Social Studies   Technology

Science

Approximately three to six pages

1. **Review basic concepts of the subject**

   → <u>Content concepts</u>—what basic conceptual areas should be covered in this content area? Demonstrate your knowledge of this content.

   → <u>Learning/instructional concepts</u>—how is subject best learned/taught? Reflect your knowledge about <u>the way the subject may be taught.</u> Reflect your knowledge – at this point – of ways to implement
   Types of pedagogical approach (inquiry, discussion, directed, etc.)
   Types of materials
   Types of instructional groupings
   (You should cover the basic approaches suggested in the field. If you do not agree with something, discuss it in terms of why you would not use it.)

   → How the learning should be <u>assessed</u>, both in terms of formative and summative assessment.

Relate to local, state and national standards

2. **Use examples to demonstrate your ideas.**
   Anyone can make general statements. By using specific examples of what you have done, or might do, you show that you know how to apply your knowledge to make it work.

   You may also want to include:
   How do multicultural issues relate to teaching this subject (gender, ethnicity, special needs, etc.) How will you differentiate?
   How does technology relate to teaching this discipline?
   How will you relate to general learning principles of:
     Relevance/real world, background knowledge, practice, risk-taking, models, context, purpose, critical thinking or problem solving
   Is there a role that parents should play in this instruction?

Observation Form **A**

Grade level:

Before school begins:
Children ?
Parents & Families ?

First day:
Greeting:
 (where? what said? how said? etc.)

 Procedures / routines introduced:

Introductory activities
    Relieving anxiety --students / parents
    Familiarity student to student

Developing sense of belonging(in addition to anything else above):

Observation Form **A**

Other

Observation Form B

Grade level:

First week:
Familiarity of student to student:

Familiarity with routines/ procedures:

Developing sense of belonging

Support for Parents & Families
  Parent resource books by door
  Parent volunteer sign up sheets
  Teacher interaction before/after school

Teacher assessment of student's:
     cognitive level

Observation Form B

Teacher assessment of student's:
    personality/ maturity level

    learning style

    other

Other observations:

Observation Form C

Grade Level:

Sketch of furniture design in classroom:

Where do students store belongings?

How are supplies stored / accessed?

Where are the "meeting" areas?

Where are computers placed (students' and teacher's)?

Bulletin boards / things on walls:
How do they draw students in to learn?
How do they summarize information for future reference?

How does env. ensure ease of movement / traffic patterns ?

General feeling about the room environment:
 (In what ways are learning motivated? i.e. soft/hard; open/closed)

Observation Form C

Lighting

Use of Color

Use of music:

What does this environmental design suggest about the teacher's approach?

Observation Form C

Other observations:

Observation Form **E**

Building Community:
    Teacher-Student Relationships
    Student-Student Relationships

Grade level:

Familiarity of student to student:

Familiarity with routines/ procedures:

Developing sense of belonging

Support for Parents & Families

Observation Form **E**

Teacher assessment of
    cognitive level

Teacher assessment of:
    personality/ maturity level

    learning style

    other

Other observations:

Observation Form G

Elementary MAT
General Lesson Plan
Observation Form

Topic:
Grade Level:

INTRO:
Stated objective or purpose--what they will learn:

Hook / Anticipatory Set / Creating curiosity:

Exploration of existing background knowledge:

States expectations for behavior:

BODY OF LESSON:
Exploration of concept
☐ Teacher tells   ☐ Teacher-guided discussion   ☐ Teacher demonstrates/models
Description:

Directions for Activity/ Written work:

CONCLUSION:

Observation Form G

Summary of learning:
☐ By teacher: ☐ By students:

Directions for transition:

MANAGEMENT (what techniques were used? i.e. counting down, positive noticing, calling names, voice volume, etc.):
Getting attention:

Maintaining attention:

Keeping students on-task during activity:

What did you notice? How was it used?
Voice:
   volume:

   inflection:

   rate:

   use of /avoidance of repetitive expressions:

   amount of talk:

Hand gestures:

Eye contact:

Use of children's names:

Observation Form G

Body Posture

Body placement in room

Pacing

Other:

Observation Form H

Topic:
Grade Level:

Quantity of what is said:

Particular ways an idea is expressed:

Ways behavioral expectations are phrased:

Examples of language to express positive response :

Examples of language to express negative response or indicate need for change:

Observation Form D

Elementary MAT
Observation Form
Students

(Do at end of each day)

List as many names from memory as you can:

What do you know about a student (individual observation):
Interests / Previous experiences / Friends / Siblings / Current activities outside of school /

Student 1:

Student 2:

Student 3:

Student 4:

Student 5:

Observation Form D

Student 6:

SCHOOL OF EDUCATION
UNIVERSITY OF ALASKA SOUTHEAST
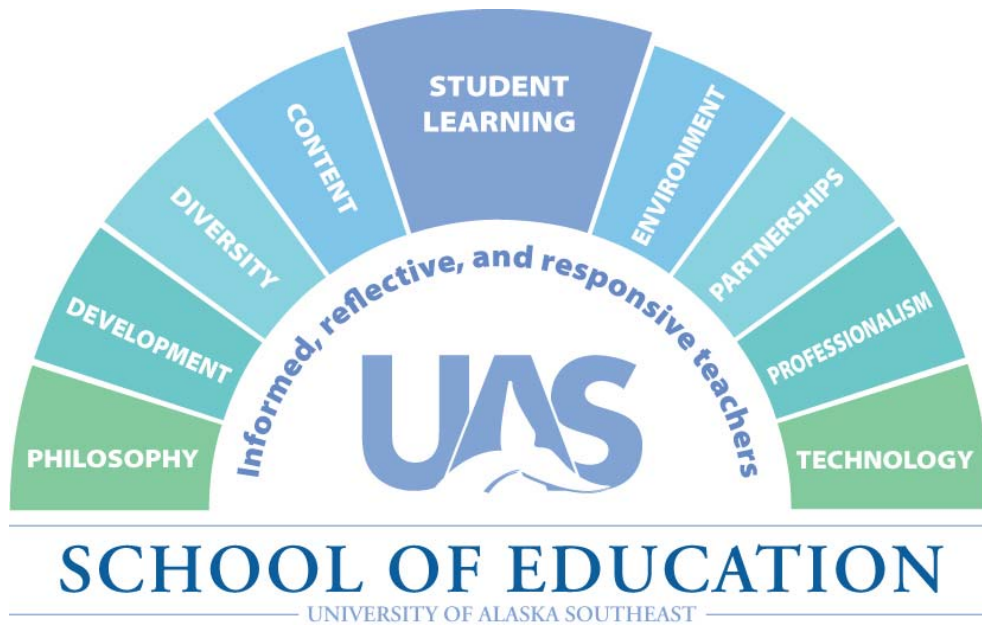
Admission

and

Assessment

Checkpoints

Descriptions of Assessments in
Elementary K-8 MAT Assessment Schedule

Praxis I   Standardized test of reading, writing & math skills

Transcript Analysis   Check for coursework in each content area

Recommendations   Letters of recommendation that testify to dispositions

Writing Assessment: Applicant must submit:
                                Statement of professional objectives
                                Impromptu response to education article
                                Sample of formal academic writing or professional writing

Course/segment grades: Each course or segment is graded. Instructor criteria for grades
                            will include demonstrated knowledge required by the appropriate
                            standards.

Case Study: Candidates do a case study of one of their students in December,
                            reviewing reading, writing, math, science and social studies
                            learning levels and interests.

Integrated Unit: Candidates design and teach an integrated unit. They produce a
                            teacher work sample to show the impact they had on student
                            learning and the modifications of lessons based on assessment.

Video Self-Reflection   Candidates do a video of their teaching and self-reflect on the
                            quality it reflects.

Internship Evaluation   Thorough evaluation of all applications of standards completed by
                            candidate, mentor teacher and internship advisor.

Portfolio   Final documentation of program standards performance evidence.
                            (See Appendix D.1 for Rubric and Internal Scoring Guide)

ACEI Standards - Elementary K-8 MAT Assessment Schedule

Assessment	Standards addressed with this assessment	When conducted	Performance levels set	Credibility-- accuracy, consistency, fairness, avoidance of bias	How results used to evaluate & improve program/candidate performance
--ADMISSIONS--					
Transcript Analysis	2a 2e 2b 2f 2c 2g 2d 2h	Admission	Counseling Case by case	Multiple measures	Content "contract" ongoing
Recommendation: Dispositions	3b	Admission		Multiple measures	Counseling for individual Data analysis for program
Writing Assessment	2b 3c	Admission		Identity-blind process Inter-rater reliability	Several items evaluated. Data analysis for program
--CONTINUOUS--					
Course/segment grades	2a 2e 3b 2b 2f 5b 2c 2g 2d 2h	Throughout program	Instructor criteria	Multiple measures	Minimum GPA Data analysis
Knowledge Statements					Rated by instructor based on rubric.
--MIDPOINTS—					
Praxis I	2a 2b 2d	Admission	Set by state	Outside assessment	Median/mode data each year of all applicants will reflect general score and set trends
Case Study	1 2c 3a 2a 2d 3b 2b 2e 4	December	See Rubric & Scoring Guide	Multiple measures	Rubric & comments provide feedback
Integrated Unit	1 3a 2a 3b 2i 3c 4	January - April	See Rubric & Scoring Guide	Multiple measures	Rubric & comments provide feedback. Feedback given on design before delivery
Video Self-Reflection	3c 3d 3e	January	See Rubric & Scoring Guide	IA & Mentor review	Feedback from IA Data Analysis
--GRADUATION--					
Internship Evaluation	1 2g 3e 2b 2h 4 2c 3a 5a 2d 3b 5b 2e 3c 5c 2f 3d 5d	December & April	See Internship Evaluation Form	Candidate/ Mentor Teacher/ IA consensus	Additional teaching if needed. Counseling Data analysis
Portfolio	1 2g 4 2a 2h 5a 2b 2i 5b 2c 3b 5c 2d 3c 5d 2e 3c 2f 3d	May	See Portfolio Rubric & Scoring Guide	Two directors review	Graduation requirement Data analysis

Admissions Documents

Praxis I

Passing score on the Praxis 1, manual or computer-based test:
See information on following pages

Writing Assessment

1. Statement of professional objectives
2. Sample of academic, work-related, or other writing
3. Impromptu writing sample

Recommendation/ Dispositions

See form on following pages

Transcript Analysis

See form on following pages

Assessment Checkpoints

The following rubrics and evaluations are designed to assess the MAT student's progress through the program:

- Case Study
- Integrated Unit
- Video Self-Reflection
- CTE Internship Evaluation
- Elementary K-8 MAT Supplementary Intern Evaluation
- Portfolio

Admissions Checkpoints

Praxis I, **CBEST, and WEST-B** - Passing scores from any of these three exams may be submitted to meet the testing requirement for teacher certification in Alaska. Scores from different exams (Praxis I, CBEST, WEST-B) **may not be combined** to form a set of passing scores. You must have passing scores from all sections of ONE of the three approved exams.

Praxis I - Passing scores for Praxis I tests in reading, writing and mathematics must be on file in Teacher Certification prior to submitting an Initial teacher application. Test scores must be sent to the teacher certification office directly from Education Testing Services (ETS).

For further information regarding the Praxis I, please contact Education Testing Service (ETS) at (609) 771-7395 or www.ets.org.

An average score of 174, with no score less than 172 on each of the reading, writing and math sections, is also considered a passing score on the Praxis I PPST exam

PRAXIS I QUALIFYING TEST SCORES		
	PPST	**CBT**
Reading	175	322
Writing	174	321
Math	173	318
PPST = Pre-Professional Skills Test		
CBT = Computer-Based Test		

CBEST - Passing scores for the CBEST exam must be submitted with the application for Initial teacher certification. Applicants must submit an original *Passing Status Verification Card*.

For further information regarding CBEST, please visit www.CBEST.nesinc.com.

CBEST QUALIFYING TEST SCORES
Total Score: 123 or higher
No individual score less than 37

** EFFECTIVE SEPTEMBER 30, 2005 **

WEST-B - Passing scores for the WEST-B exam must be submitted with the application for Initial teacher certification. Applicants must submit an original *Examinee Score Report* showing passing scores on all three sections of the exam.

For further information regarding WEST-B, please visit www.WEST.nesinc.com.

WEST-B QUALIFYING TEST SCORES	
Reading	240
Writing	240
Math	240

Dispositions Letter of Recommendation for Master of Arts in Teaching

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 _____

Instruction to Evaluator:

The UAS School of 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 reverse 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.

One of His/Her	Strengths	Adequate	Could Improve
Self-initiative/independence			
Reliability/dependability			
Tact/diplomacy			
Collegiality			
Open-minded			
Flexibility			
Reflectiveness			
Ethical behavior			
Patience			
Creativity/originality			
Appreciation of cultural diversity			
Values multiple perspectives			
Values community			
Care/empathy			
Persistence			

Please return to the School of Education, Attn: Susan Stuck
11120 Glacier Highway • Juneau, Alaska 99801-8671 • (907) 796-6424 • Fax (907) 796-6059
Toll Free 1-866-465-6424   Toll Free Fax 1-866-465-5159
http://www.uas.alaska.edu

MAT Elementary-Juneau
Dispositions

Letter of Recommendation for _____

Printed Name _____ Title _____

Organization _____

Address _____

Signature _____ Date _____

Relationship to applicant _____

How long have you known the applicant? _____

Please return to the School of Education, Attn: Susan Stuck
11120 Glacier Highway • Juneau, Alaska 99801-8671 • (907) 796-6424 • Fax (907) 796-6059
Toll Free 1-866-465-6424   Toll Free Fax 1-866-465-5159
http://www.uas.alaska.edu

MAT Elementary-Juneau
Dispositions

University of Alaska Southeast - Elementary MAT

Transcript Evaluation

Applicant's Name _____

__ **Literature**
    __Intro__2nd class   __more

__ **Written Composition**
    __Intro__2nd class   __more

__ **Speech**

__ **Math**
    __Developmental   __College Basic   Other: _____

__ **History / Geography**
    __US   __West Civ   __World Civ   Other: _____

__ **Psychology**
    __Intromore: _____

__ **Other Social Science**
  __ Sociology   __ Art
  __ Anthropology   __ Music
  __ Other   __ Drama

__ **Biological Science**   __courses
__ **Physical Science**   __courses   __ **Other**:
__ **Earth Science**   __courses
___**Space Science**

RECOMMENDATION:

Optimal	Acceptable	Conditional	Not Met

Comments: _____

_____

_____

Coursework areas:

- _____
- _____
- _____

UAS Elementary MAT
Fall

Case Study

Choose one student to observe over the next semester. Present an in-depth description of this student's <u>learning behaviors</u>, <u>attitudes</u>, <u>interests</u>, <u>talents</u>, <u>strengths</u> and <u>weaknesses</u>. You should include your best guess about his/her <u>learning style,</u> <u>level of thinking</u> and which of the <u>intelligences</u> are strong and weak. How does the student's <u>gender</u> affect his/her learning? Does the student's <u>home culture</u> have an influence?

Your examination of this student will be academic as well as social and cognitive. Do a miscue analysis to determine <u>reading</u> strategies used and/or needed.   Determine this student's ability level and or learning strategies in <u>spelling, handwriting and writing</u> process. What strategies does this student use to do problem solving in <u>math</u>? What are this student's attitudes, interests and/or abilities in <u>social studies</u>? In <u>science</u>? Include <u>all content areas</u> of instruction.

You may supplement your observations with interviews of the student, of other students, of the teacher, of other teaching staff that may be involved with this student, etc. In other words, try to get to know this student "inside and out" as much as possible.

Include "vignettes" from observations, assessment forms (miscue and others) and quotes from interviews to "verify" your statements.

Give <u>suggestions for future instruction</u> in each area with this student based on your diagnosis of his/her strengths and weaknesses. That is, what types of <u>behavioral management</u>, <u>instructional techniques</u> and <u>curricular approaches</u> will be most effective for this student.

Your report should reflect what you have learned through your readings and class activities.

YOUR CASE STUDY REPORT WILL BE DUE DECEM BER 3rd.

CASE STUDY RUBRIC

		Developing	Acceptable	Optimum
		1　　　　　　2	3　　　　　　4	5　　　　　　6
#1	Assessment & Instruction in Reading	Assessment procedure faulty. Does not use miscue techniques sufficiently. Assessment interpretation insufficient or vague. Instructional suggestions inadequate or not connected to assessment findings.	Demonstrates understanding of the techniques of miscue assessment and the implications of the results of the assessment for instruction in Reading	Uses miscue analysis and informal techniques very effectively and draws clear implications for instruction in Reading. Instructional implications reflect broad knowledge of teaching strategies, methods and materials.
#2	Assessment & Instruction in Writing	Assessment procedure faulty. Does not use six-trait analysis sufficiently Assessment interpretation insufficient or vague. Instructional suggestions inadequate or not connected to assessment findings.	Demonstrates understanding of the techniques of six-trait assessment and the implications of the results of the assessment for instruction in writing.	Uses six-trait analysis and informal techniques very effectively and draws clear implications for instruction in Writing. Instructional implications reflect broad knowledge of teaching strategies, methods and materials.
#3	Assessment & Instruction in Mathematics	Assessment procedure not described or faulty. Assessment interpretation insufficient or vague. Instructional suggestions inadequate or not connected to assessment findings	Demonstrates understanding of the techniques of assessment and the implications of the results. Adaptations may be incomplete due to inexperience and/or lack of knowledge	Uses formal and/or informal assessment effectively by adapting instruction based upon those results. Instructional suggestions reflect a broad knowledge of teaching strategies, methods and materials.
#4	Assessment & Instruction in Science	Formal or informal assessment in Science not described or faulty. Instruction suggestions missing or not drawn from assessment.	Demonstrates understanding of the techniques of assessment and implications of the results of the assessment for instruction in Science	Uses formal and/or informal techniques for assessment effectively and draws clear implications for instruction in Science. Instructional implications reflect broad knowledge of teaching strategies, methods and materials.

		Developing 1 2	Acceptable 3 4	Optimum 5 6
#5	Assessment & Instruction in Social Studies	Formal or informal assessment in Social Studies not described or faulty. Instruction suggestions missing or not drawn from assessment.	Demonstrates understanding of the techniques of assessment and implications of the results of the assessment for instruction in Social Studies	Uses formal and/or informal techniques for assessment effectively and draws clear implications for instruction in Social Studies. Instructional implications reflect broad knowledge of teaching strategies, methods and materials.
#6	Application of knowledge of development	Justification of development missing or reflects a lack of understanding of the concepts, theories and research related to development of children and young adolescents.	Justifies how suggested learning opportunities support the student's development, acquisition of knowledge and motivation.	Justification clearly demonstrates thorough knowledge of concepts, theories and research related to development of children and young adolescents.
#7	Knowledge of necessary components	Inclusion of components of knowledge of student, learning theory, subject matter, curricular goals and community not complete when considering instruction.	Demonstrates ability to plan instruction based on knowledge of the student, learning theory, subject matter, curricular goals and community	Demonstrates excellent knowledge of components and how to assess for them and uses information obtained to effectively plan appropriate instruction.
#8	Differentiation	Does not demonstrate how instruction is adapted to the particular student's needs in learning style and level.	Demonstrates ability to plan for differentiation for a particular student in learning style and level.	Differentiation is clear, consistent and manageable for ongoing instruction.
#9	Assessment	Does not adequately demonstrate the use of formal and informal assessment strategies to strengthen instruction.	Demonstrates ability to use formal and informal assessment strategies to strengthen instruction	Both formal and informal assessment strategies are demonstrated for each content area.
#10	Writing/ Communi-cation	Writing problems disrupt understanding of content	Writing organized. Writing conventions are used mostly accurately	Writing extremely smooth and well organized. Writing conventions are all used accurately

INTEGRATED UNIT RUBRIC

		Developing 1 2	Acceptable 3 4	Optimum 5 6
#1	Student Development	Unit reflects that candidate's knowledge of student development is lacking; this is evident in appropriateness of goals, activities and directions in relation to the range of student development in the class.	Unit design reflects knowledge of student development. Goals, activities, directions are appropriate to class level of student development.	Unit design reflects depth of knowledge of student development. Activities, expectations are appropriate to the range of levels of student cognitive, social and emotional development in class.
#2	Content Knowledge	Unit reflects that candidate has limited knowledge in those content areas and applies that level of knowledge to the design.	Unit reflects that candidate has sufficient knowledge in those content areas and applies that level of knowledge to the design.	Unit reflects that the candidate is skilled in the central concepts, tools of inquiry and structures of content of those content areas and applies that level of knowledge to the design.
#3	Connections Between Content Areas	Unit design reflects the limited ability of the candidate to know, understand and use the connections among concepts, procedures and applications from content areas.	Unit design reflects that candidate knows, understands and uses the connections among concepts, procedures and applications from content areas.	Connections are natural and logical and strengthen both the understanding and the motivation to learn.
#4	Integration Builds	Naïve unit design with few content area perspectives included. Integration is often mechanical or forced; it is unclear how the candidate envisions integration as a way to build understanding.	Unit design reflects that the candidate can use integration to build understanding	Multiple content area perspectives build a depth of understanding by students and the ability to apply new knowledge back to various contents.
#5	Related to Real World	Real world issues may be mentioned. However, it is unclear how the candidate uses integration to apply knowledge, skills and ideas to real world issues.	Unit design reflects that candidate can use integration to apply knowledge, skills and ideas to real world issues	Real world issues are relevant and engaging to student.
#6	Curricular Design	Unit design reflects incomplete knowledge and understanding of backward design for integrated units.	Unit design reflects knowledge and understanding of backward design for integrated units	Unit design reflects sophisticated understanding of principles of backward design for integrated units.
#7	Differentiation	Little or no evidence of differentiation of instruction to accommodate individual needs.	Differentiated instruction for individual differences is clearly present in some lessons.	Differentiation is elegant and seamless in instruction and clearly present in all lessons, where needed.

		Developing 1 2	Acceptable 3 4	Optimum 5 6
#8	Instructional Approaches	Instructional approach is one-size-fits all. There is little variation to meet needs of diverse students.	Varied instructional approaches to create learning opportunities for diverse students. Some evidence of culturally responsive instruction.	Instructional approaches are inclusive for differing learning styles, intelligences, cultural differences, etc.
#9	Critical Thinking, Problem Solving	It is not clear that the candidate knows the language, teaching strategies or activities that lead to critical thinking, problem solving or performance skills. Skill-based teaching may be confused with promoting authentic inquiry.	Lessons reflect that the candidate knows the language, teaching strategies and activities that lead to critical thinking, problem solving or performance skills. Resources used in the unit extend beyond the classroom (e.g. print, electronic, human).	All lessons reflect language, teaching strategies and activities that lead to critical thinking, problem solving or performance skills.
#10	Assessments	It is unclear how candidate uses assessment to measure growth and inform decision making about ongoing instruction.	Multiple assessments measure growth and inform continuous decision making about ongoing instruction.	Assessments are naturally integrated into instruction and used with great skill for continuous decision making about ongoing instruction.
#11	Self-Reflection (Adjusting instruction to address impact on student learning)	A candidate may describe classroom actions however analysis absent or shallow. Candidate considers too late to make changes for ingoing instruction.	Self-reflection after teaching indicates candidate can evaluate the effects of decisions and actions on students, parents and colleagues. Reflection shows how candidate occasionally self-monitored during the unit to adjust for effective learning.	Self-reflection after teaching indicates candidate's ability to analyze and evaluate in depth regarding the effects of decisions and actions on students, parents and colleagues. Reflection shows how candidate constantly self-monitored during the unit to adjust for effective learning.
#12	Self-Reflection (Determining the overall value of the integrated unit to meet Content Standards and Core Curriculum)	Self-reflection after teaching indicates little assessment of the value of the integrated content taught in relation to student attainment of key Alaska Content Standards and Core Curriculum.	Self-reflection after teaching indicates adequate assessment of the value of the integrated content taught in relation to student attainment of key Alaska Content Standards and Core Curriculum.	Self-reflection after teaching indicates skilled assessment of the value of the integrated content taught in relation to student attainment of key Alaska Content Standards and/or Core Curriculum. Thoughtful suggestions may be made for unit revision.

Project Design Template

Project Designers

Grade Level/Content Areas

Project Title

Project Synopsis

Identifying Desired Results

What are the main concepts you want students to understand as a result of this unit?

What will the students understand as a result of this unit (standards/curriculum)?

What are the overarching essential questions that will frame this unit?

What are the essential "unit" questions that will focus this project?

Determining Acceptable Evidence

Culminating performance task: Describe the task that will show students understand the concepts you targeted.

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Which type(s) of understanding does this performance emphasize:
- ☐ Explanation
- ☐ Interpretation
- ☐ Application
- ☐ Perspective
- ☐ Empathy
- ☐ Self Knowledge

Dipstick Assessments: What will you use along the way to check student understanding? (Quizzes, tests, reflections, observations, work samples, dialogues, academic prompts, etc.)

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Student Self-Assessment: List or describe how students will participate in their assessment.

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Planning Learning Experiences and Instruction

What knowledge and skills will students need in order to reach unit goals and complete culminating task successfully?

Students need to know:	Students need to be able to (*Star skills that require practice):
	Habits of Mind:

List the resources you will need:

Teacher resources:	Student resources:

Planning Learning Experiences and Instruction

Sequence of Teaching and Learning Experiences	Timeline

VIDEO SELF-REFLECTION

The equipment and tape: Discuss this assignment with your Internship Advisor (IA) <u>before</u> you make the video tape. You should choose either video or 8 mm tape, depending on what equipment you have at home or elsewhere to review the tape, and your IA will need to view it as well. It is more convenient for you to purchase or borrow a tape for use so you will be able to keep the tape for a while to review it at your convenience. Most schools have video equipment. The university also has equipment that may be checked out (from the computer lab desk).

Being taped: You may choose who tapes you. You may have your mentor teacher, your internship advisor or another intern tape you. There are advantages and disadvantages to each choice. You want someone who will know how to zero in on your lesson, on the students, on your physical movements, your facial expressions, etc., to catch as many aspects of your teaching as possible. It is often best to put the camera up a few days in advance so the novelty has worn off with the students.

Watching the tape: Watch many times! The first time or two you will be distracted by the surface features ("Ooh! My hair was a mess!" or "I'm so short!").   Then watch once for your facial expressions and voice intonation. Then watch again for student behaviors and reactions to you. Watch again for your body movements and positioning with students. Continue to zero in on different aspects of your teaching this lesson each time you view it. Use the rubric to guide you about things to look for.

Look for all of the positive things you can identify that you do as well as the things you can improve. It is important to take credit for what you have accomplished.

Complete the rubric: Complete the rubric and the reasoning behind your evaluations (back of page).

Meet with your Internship Advisor: Meet with your IA when you can discuss the video and self-reflection. Your IA will want to either view the tape with you or view it independently before they meet for this conference.

You should have your meeting by February 28th.

Please rate yourself by making an X at the left or right (low or high) of a box on each line to correspond with a number 1 – 6. Then explain why you rated yourself that way on the back.

		Developing 1 2	Acceptable 3 4	Optimum 5 6
#1	Teaching strategies; encourage critical thinking	Strategies that encourage critical thinking still need development.	Questioning, modeling or such strategy used to encourage complex thinking sometime in the lesson.	Teaching strategies intrinsically promote critical thinking throughout lesson.
#2	Teaching strategies; encourage problem solving	Strategies that encourage problem solving still need development.	Activity includes problem that students must solve individually or cooperatively.	Teaching approach allows for open ended problem-solving, so all students are challenged.
#3	Teaching strategies; encourage performance skills	Strategies that encourage performance skills still need development.	Lesson/activity includes task that allows students to be actively productive	Variety of instructional material, use of technology and teaching strategies promote effective development of student performance skills
#4	Teaching/ communication fosters active engagement in learning and active inquiry	Communication that will elicit engagement is developing. Inclusive communication is developing. Candidate struggling to elicit active engagement from students.	Candidate's tone of voice and word choice elicits engagement and equity for children. Students' bodies demonstrate focus and interest due to communication monitoring by candidate. Activity allows for student pursuit of answers to their own questions.	Candidate's tone of voice and choice of words elicits engagement and equity for all children. Students' bodies demonstrate focus and interest due to communication monitoring by candidate, both verbal and nonverbal. Activity encourages student pursuit of answers to their own questions.
#5	Teaching fosters self-motivation	Student motivation and structures to encourage it are purely extrinsic or missing. Needs to review content about effective classroom management, motivation and behavior.	Reflects some knowledge of effective classroom management, human motivation and behavior from coursework. Structure of lesson encourages student self-control and intrinsic motivation.	Application of knowledge of effective classroom management, human motivation and behavior from coursework evident. Learning community evident in which students take responsibility for selves and one another.
#6	Teaching/communication fosters positive social interaction and collaboration	Communication lacks messages for positive social interaction and collaboration. Activity structure does not support collaboration.	Tone, message and/or activity structure encourage positive social interaction and/or collaboration.	Uses appropriate and effective interpersonal communication techniques to create effective learning environment.
#7	Teaching/communication fosters supportive learning interaction and environment	Communication to foster a supportive learning atmosphere needs development.	Tone, message clarity, lesson structure, etc. leads to supportive learning interaction and/or environment.	Relationships with students reflect communication that promotes positive relationships, cooperation, conflict resolution and purposeful learning in the classroom.

Video Self-Reflection: Please comment on why you evaluated yourself as you did on the rubric.

Teaching strategies encourage critical thinking:

Teaching strategies encourage problem solving:

Teaching strategies encourage performance skills:

Teaching/ communication fosters active engagement in learning and active inquiry:

Teaching fosters self-motivation:

Teaching/communication fosters positive social interaction and collaboration:

Teaching/communication fosters supportive learning interaction and environment:

This assessment must be based on multiple and frequent interactions between the host teacher, intern and university advisor.

The evaluator will circle the number which best reflects the intern's current performance in relation to the nine specific goal/performance expectations. After the midterm conference, the intern will prepare a growth plan. Any detailed narrative comments relating to specific goals will be attached.

At the completion of student teaching/internship, the candidate must achieve level 3 in all goal areas.

University of Alaska Southeast
School of Education
Intern Evaluation Form

Intern: Host Teacher:

University Intern Advisor: School District:

Grade Level/Subject Area:

☐ Self Evaluation   ☐ Host Mentor Teacher   ☐ University Intern Advisor

☐ Midterm Evaluation   ☐ Final Evaluation

	In progress toward goals			Meets goals	Exceeds goals	
	1	2	3	4	5	6

#1 Philosophy and Practice
Teachers articulate, maintain and develop a philosophy of education that they also demonstrate in practice.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#2 Human Development
Teachers understand how human development affects learning and apply that understanding to practice.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#3 Diversity/Differentiated Instruction
Teachers differentiate instruction with respect for individual and cultural characteristics.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#4 Academic Content Knowledge
Teachers possess current academic content knowledge.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#5 Student Learning
Teachers facilitate student learning by using assessment to guide planning, instruction and modification of teaching practice.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#6 Learning Environment
Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#7 Partnerships
Teachers work as partners with parents, families and the community.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#8 Professional Ethics, Habits of Mind
Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships and habits of mind.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

#9 Technology
Teachers use technology effectively, creatively and wisely.
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

The purposes of intern evaluation include:

- Demonstrating intern achievement of goals and performance expectations aligned to state standards;
- Promoting self reflection on his/her teaching practices;
- Promoting personal growth and self evaluation as a beginning teacher;
- Communicating what is valued in the teaching/learning process;
- Promoting collaboration among interns, school and university educators.

_____
Intern Signature   Date

_____
Host Mentor Teacher Signature   Date

_____
University Intern Advisor Signature   Date

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

Knowledge: Support their philosophy of education with research-based theory and evidence.

Performance: Apply philosophy, beliefs, and theory to practice.

Disposition: Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experiences.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6	
Interacts with students and colleagues demonstrate a developing skill at actualizing beliefs.	Interacts with students and colleagues in such a way as to demonstrate understanding and consistent actualization of his/her approach toward education.	Critically and thoughtfully reflects on a philosophy of education, revising it as new learning occurs.	
Behaves in ways not always consistent with intentions, but progress is apparent.	Demonstrates consistency between belief and practice, and recognizes when they are not consistent.	Gives rationale for ways in which practice mirrors personal philosophy and research-based theories.	
Provides limited evidence of reflection on practice, beliefs and theory.	Reflects orally on how design and teaching of lessons/units achieves instructional purpose, based on an emerging philosophy of education and major trends and theories.	Articulates clearly how design, teaching and assessing of lessons/units achieves instructional purpose based on current philosophy of education and research, trends, strategies and available resources.	
Is familiar with the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools	Incorporates indicators included in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools into practice.	Regularly reflects upon and applies a growing number of indicators included in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools	

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

Knowledge: Identify ways students' developmental levels affect their thinking processes and learning.

Performance: Accommodate differences in how students learn based on knowledge of individual's social, emotional and intellectual maturation.

Disposition: Appreciate unique thinking processes of learners at different stages of development.

The intern teacher: **Evidence/Observations:**

1	2	3	4	5	6	
Is aware of human development theories and recognizes need for developmentally appropriate learning activities for all students in a diverse classroom. Attempts to promote thinking through developmentally appropriate instructional activities.		Consistently applies current human development theory (social, emotional, intellectual) in designing curriculum and learning activities. Consistently selects developmentally appropriate activities that promote thinking and social success.		Articulates in depth knowledge of current human development theories with colleagues, and can use that understanding to forecast student growth and provide appropriate support. Continually seeks, applies and shares developmentally appropriate learning activities that promote thinking and social success.		

Goal #3: Teachers differentiate instruction.

Knowledge: Identify strategies for differentiating instruction based on student differences.

Performances: Design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources.

Disposition: Appreciate multiple perspectives and value individual differences.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6
With assistance can design lessons that differentiate instruction.	Reflects understanding of different learning styles and multiple intelligences of students in his/her instruction.	Adapts instruction to accommodate learning styles of individual students.
Is able to demonstrate a differentiated lesson, with generally clear goals and objectives.	Plans and teaches unit with clear goals and objectives that reflect differentiated instruction.	Regularly plans and delivers differentiated instruction that meets individual needs of students.
Allows some student choice in how they demonstrate knowledge/skills.	Provides for student choice in how they demonstrate their knowledge and skills.	Plans for and provides frequent open-ended tasks and activities where students show how they acquire knowledge and skills.
Demonstrates growing awareness of students' level of engagement.	Redirects students when they are disengaged in class activities.	Demonstrates a repertoire of strategies to engage all students in activities/lessons/units of instruction.
Acknowledges individual and cultural differences, and has general sense of Alaskan contexts.	Differentiates instruction with respect for individual, cultural, and Alaskan contexts.	Creates and maintains classroom community which respects individual and cultural characteristics, and diverse Alaskan contexts.
Recognizes different points of view, communication styles and cultural values.	Presents different points of view and multiple perspectives in plans and instruction, including students' personal, family, and community experiences, communication styles and cultural values.	Mindfully selects curriculum topics and resources and instructional units, which reflect multiple perspectives, including students' personal, family, and community experiences, communication styles and cultural values.
Attempts to make instruction relevant to students and connected to the local community.	Models instruction that is relevant to students and connected to the local community.	Tailors instruction to diversity of students and unique characteristics of local community.

Goal #4: Teachers possess current academic content knowledge.

Knowledge: 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.

Performances: Connect the content area to other content areas and to practical situations encountered outside the school.

Disposition: Commit to professional discourse about content knowledge and student learning of content.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6
Demonstrates basic knowledge of content, curriculum and state standards, and, with assistance, integrates standards, key concepts of content area(s) in lessons and/or activities.	Regularly demonstrates familiarity with national/state/local standards, key concepts and how they are structured, and central skills in his/her content area/discipline.	Using national, state, local standards as a foundation, designs, structures, and delivers instruction that promotes higher-level thinking and in-depth understanding of content.
Recognizes lessons/activities where content is taught across curriculum.	Designs and delivers interdisciplinary lessons that also reflect in-depth knowledge of content.	Regularly designs and delivers interdisciplinary instruction that reflects in-depth knowledge of content and also incorporates real world applications.
Acknowledges student interest, experiences and opportunities within existing curriculum framework.	Makes connections to student interests and experiences, and local resources in order to extend student content knowledge.	Creatively and consistently deliver instruction which reflects student interests /experiences and local resources as well as content/performance standards.
Occasionally collaborates with colleagues about content and student learning of content knowledge.	Collaborates with colleagues about content and student learning of content knowledge.	Engages in thoughtful and critical examination of content and its impact on student performance/ achievement with colleagues.
Seeks assistance in understanding content knowledge from texts, peers and faculty.	Designs lessons that include key concepts and skills of field /discipline.	Has sufficient depth of knowledge to adjust instruction in response to student levels of understanding.
Is aware of some new developments in the field/discipline.	Using technology and other means, seeks out new developments in the field which support relevant learning.	Seeks and enthusiastically applies relevant, current research and ideas from his/her discipline/field in instruction.

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

Knowledge: Understand how to plan for instruction that is based on student needs and curriculum goals.

Performance: Plan, teach, and assess for optimal student learning.

Disposition: Value assessment and instruction as integrated processes.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6
Includes some use of assessments tools in lesson planning.	Uses lesson plans and assessment tools tied to specific learning goals.	Uses varied lesson plans, instructional approaches and assessment tools to improve individual, small, and large group instruction.
Attempts various methods of assessment.	Uses varied methods of assessment and record keeping to show the differences and strengths of students using technology as a support when appropriate.	Has growing awareness of student experiences and strengths, and relates to development of multiple assessments and reporting formats. Uses technology tools to create and store student performance data.
Occasionally uses communication strategies(e.g. audio-visual aids etc) to promote active learning.	Models verbal, non-verbal and media communication strategies to engage diverse learners.	Consistently uses extensive knowledge of technologies, media communication tools and written, verbal and non-verbal communications to foster active inquiry.
Uses some teaching strategies that encourage development of critical thinking and problem solving	Uses a variety of teaching strategies that encourage development of critical thinking and problem solving.	Adapts and extends teaching strategies based on diverse student needs and curricular goals.
Plans, develops and uses lessons that have entry for students at differing ability levels.	Plans, develops and uses lessons that have entry for students at all ability levels.	Researches, develops and refines practices that address the individual needs and abilities of all students
Collaborates with host teacher to communicate feedback from assessments to parents/families, students.	With host teacher, regularly communicates assessment results with parents/families, students, using formats they understand.	Regularly explains and analyzes feedback from assessments with parents/families, students, administrators.
Pre-assesses students, before instruction.	Uses several indicators to determine what students know/are able to do prior to instruction.	Scaffolds instruction based on students' prior knowledge/skills.
Collects student self-reflections.	Uses student self and peer reflections tools as part of assessing knowledge and skills.	Using student reflections, plans and revises instruction. Involves students in creation of assessment tools, as appropriate.
Ties instruction and assessment to district curriculum and state/local standards.	Communicates state/district standards and expectations to students and families, along with the degree to which students are meeting them.	Ensures that students/families understand what students are expected to know/be able to do and that they can articulate what it means to meet the standards.
Practices using assessments to tailor instruction to student needs.	Uses short and long term, formative and summative assessments that address student needs and curriculum framework.	Uses appropriate technology tools to help individualize instruction based on assessment results, and to develop new assessments.

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

Knowledge: Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn.

Performance: Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills.

Disposition: Commit to ensuring student well-being and development of self-regulation and group interaction skills.

The intern teacher: **Evidence/Observations:**

1	2	3	4	5	6	
Clearly communicates district, school and classroom behavioral expectations to students.		Promotes awareness of fair and appropriate behavioral expectations through lessons/activities.		Clearly establishes, reinforces and communicates, using a variety of approaches, consistent, fair and appropriate behavioral expectations.		
Is aware of how to promote student self directed learning.		Creates environment that encourages student engagement and time on task.		Teaches students to be responsible for their own decision making and learning and to work both collaboratively and independently on purposeful activities.		
Teaches positive social skills and methods of collaborating in groups.		Communicates behavioral and social expectations and procedures through various formats.		Actively engages all students in learning, intellectually, emotionally, and physically.		
Attempts methods/strategies to create a managed environment.		Regularly uses a classroom management strategy to maintain a safe environment, where students feel comfortable expressing ideas and opinions, trying solutions to problems, and attempting challenging work.		Uses knowledge of human motivation and behavior in a repertoire of management strategies to engage all learners.		
Establishes a safe learning environment.		Facilitates a safe and caring environment for all students.		Creates and maintains a positive, inclusive, nurturing environment for all students.		
Gives feedback, consistent with clearly communicated expectations.		Maintains organizational systems that keep students, parents/families informed of behavior.		Frequently gives feedback to students, parents/families regarding behavior and social interactions.		
Addresses inappropriate behaviors and disrespectful language.		Takes advantage of inappropriate behaviors as "teachable moments".		Is highly aware of classroom environment and stops any inappropriate behaviors/language before or as they occur.		

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

Knowledge: Develop a sound, broad-based understanding of students' families and the local communities.

Performance: Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling.

Disposition: Recognize the school as an integral part of the community and value parents as partners in promoting student learning.

The intern teacher: **Evidence/Observations:**

1	2	3	4	5	6
Is aware of parental/familial responsibilities and school-related concerns, and is available to parents/families.		Demonstrates an appreciation for parental responsibilities and concerns regarding students and assists host teacher to support parent needs.		Teams with host teacher to provide timely, constructive, respectful dialogue with parents/ families, to enhance student learning.	
Demonstrates little if any communication with students' families.		Teams with host teacher to initiate contact with parents/families, including conferences.		Demonstrates understanding that successful parent/community relations are based upon frequent, parent friendly communication.	
Gives little evidence that he/she reaches out to all parents/ families to help them understand instructional programs.		Can adequately communicate information to all families and field questions about instructional programs.		Respectfully fields questions about instructional programs and approaches to a diverse parent community with varied needs.	
Supports the idea of parent /community volunteers in the classroom.		Interacts with school and community groups on projects or activities which support/enrich curriculum and welcomes parents in school.		Consistently seeks out and uses services offered by parents/families and the community to assist student learning.	
Cooperates in school/community events and partnerships.		Participates in school based community events and/or non-instructional activities.		Participates in community events and/or non-instructional activities.	
Is willing to consult with other adults regarding the education and well-being of students.		Demonstrates ability to maintain respectful two-way communication with colleagues/specialists and parents/families to make decisions that support, and monitor student learning goals.		Applies knowledge of community/school relations to further build shared decision making and trust between teachers, specialists and families.	

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Knowledge: Keep current in knowledge of content and teaching practice.

Performances: Participate in and contribute to the teaching profession. Communicate effectively with students, colleagues, and supervisors.

Disposition: Value professional ethics, democratic principles and collaborative learning communities.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6
Listens to and respects different points of view of students and fellow staff members.	Encourages different points of view among students and fellow staff members.	Promotes cooperation and harmony among students and colleagues, including school support staff and supervisors.
Contributes to general well-being of the school/district staff.	Works effectively to enhance the education program of the school/district.	Demonstrates leadership in regards to the overall program of the school/district and community expectations.
Is aware of professional behaviors and code of ethics for educators.	Abides by a standard of professional behavior and ethics that also shows sensitivity to local community culture.	Maintains a high standard of professional responsibility and ethics.
Attends school/district inservices, staff meetings.	Actively participates in school in-services, staff meetings, committees, etc.	Contributes to school/district collaborative learning community.
When asked shares teaching ideas with a colleague.	Reflects on learning/teaching strategies and shares insights with peers (intern teachers)	Reflects on learning/teaching strategies with host teacher and/or district staff.
Recognizes adult self-directed learning and evidence of critical thinking.	Values critical thinking, flexibility and self-directed learning as habits of mind.	Models critical thinking, flexibility and self-directed learning as habits of mind.
Provides evidence of self reflections	Documents evidence of continuing self assessment. and professional dialogue.	Demonstrates commitment to reflection, assessment, and learning as ongoing processes, personally and collegially.
Is familiar with professional organizations and resources as well as district committees, etc.	Reads professional journals and uses relevant resources in practice.	Joins and participates in professional organizations, provides examples of professional learning through technology use.
Conducts him/herself according to school and district policies and practices.	Respectfully represents students, colleagues, and school in public settings.	Maintains professional, appropriate relationships with students, colleagues, and families.
Is aware of community values, expectations.	Promotes community values in classroom/school.	Reinforces community values in instruction and classroom environment.

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

Knowledge: Operate computers and other technologies and evaluate their potentials and limitations.

Performance: Integrate technology in planning, instruction, and assessment to support student learning.

Disposition: Value technology as a tool for student and teacher lifelong learning.

The intern teacher: **Evidence/Observations:**

1 2	3 4	5 6	
Operates computers in basic ways for limited purposes, and/or with much assistance or many questions.	Operates computers and other technologies appropriate to different purposes.	Operates computers and other technologies (including word processing, Internet, spreadsheets, multi-media) in a way that specific learning needs of diverse students.	
Demonstrates an awareness of the operation of technology systems and hardware and software available to teachers and students.	Demonstrates sound understanding of nature and operation of technology systems and uses available technology resources, including district network.	Helps colleagues use available technology effectively and/or suggests new uses.	
Incorporates technology into lesson plans in superficial and trivial ways.	Reflects upon when to use and when not to use technology to promote student learning.	Makes appropriate choices about use of technology systems, resources and services, in order to improve student achievement and understanding.	
Uses technology with much assistance to research, plan and assess lessons that meet the needs of diverse students.	Uses technology resources to plan, teach and document diverse student learning, including district assessments.	Uses technology tools (including such things as digital cameras, video …) to plan and deliver differentiated instruction that responds to students' needs and developmental levels.	
Uses technology tools to process data and report results.	Examines technology-based assessment strategies and tools designed to evaluate specific learning activities/units.	Uses technology tools to collect, analyze and communicate student achievement and performance data to multiple audiences.	
Demonstrates limited use of technology productivity tools to complete required professional tasks, such as the formatting of documents	Uses technology to enhance personal productivity and professional practices such as creating newsletters to send home and worksheets.	Troubleshoots common technology problems that arise when working on units that rely on technology and uses technology to collaborate and communicate with peers, parents and community.	
Demonstrates awareness of legal, ethical, cultural, and societal issues related to technology.	Identifies technology-related legal and ethical issues including copyright, privacy and security, and establishes guidelines for students.	Models and advocates legal, ethical and safe behaviors among students regarding the use of technology and information.	
Allows students to use computers to complete such things as worksheet activities or play non-educational games	Gives students meaningful opportunities to use technology such as the Internet as a primary research tool.	Provides opportunities for students to use technology in ways that involve research, collaboration and/or communication, to solve problems, create new knowledge or use higher level thinking skills.	

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University of Alaska Southeast
School of Education
Elementary K-8 Master of Arts in Teaching
Intern Evaluation Supplemental Form

Intern: _____

Teacher: _____

University Advisor: _____

☐ Self-Evaluation ☐ Mentor Teacher ☐ University Intern Advisor

☐ Conference ☐ Midterm Evaluation ☐ Final Evaluation

<u>Evaluation Area</u>

YOU MUST CIRCLE A NUMBER. NO MARKS BETWEEN NUMBERS.

	In Progress Toward Goals		Meets Goals		Exceeds Goals	
2B: English Language Arts	1	2	3	4	5	6
2C: Science	1	2	3	4	5	6
2D: Mathematics	1	2	3	4	5	6
2E: Social Studies	1	2	3	4	5	6
2F: The Arts	1	2	3	4	5	6
2G: Health Education	1	2	3	4	5	6
2H: Physical Education	1	2	3	4	5	6
2I: Connections across Curriculum	1	2	3	4	5	6

_____   _____
Intern Signature   Date

_____   _____
Host Mentor Teacher Signature   Date

_____   _____
University Intern Advisor Signature   Date

2b. English Language Arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas.

The intern teacher:

Evidence/Observations

1 2	3 4	5 6
More knowledge of the English language and/or language learning would strengthen the ability to help students or model for students.	Literacy teaching reflects adequate knowledge of English language arts and of how children and young adolescents learn to read, write, speak, view and listen effectively.	Literacy teaching reflects extensive knowledge of the English language arts and true knowledge and understanding of how children and young adolescents learn to read, write, speak, view and listen effectively.
Lesson/unit plans do not have appropriate objectives and related assessment plans, do not reflect understanding of the reading/writing/language instructional techniques being used and/or are unclear.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of language activities) that will result in most students becoming competent, effective users of language.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of language activities) that will result in all students becoming competent, effective users of language.
Instructional strategies used in reading are limited. Resulting student enjoyment of reading is limited.	Teaches students to read adequately, encourages students' enjoyment of reading and teaches some comprehension strategies.	Teaches students to read competently, encourages students' enthusiasm for reading and teaches students a variety of strategies to monitor their own reading comprehension.
Students read and learn to read in only one or two genres.	Familiar with and able to use a variety of genres with students.	Familiar with and effectively teaches skills in a variety of genres.

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Activities are designed at a literal level or predominantly focus on decoding/encoding, which doesn't lead to critical thinking.	Curriculum and activities usually help students think critically about what they read and listen to.	Curriculum and activities generate extensive critical thinking about verbal and written material.	

1 2	3 4	5 6	
Knowledge of how to develop effective writing and speaking skills in developing. Provides experiences in writing and speaking that provide practice.	Knows how to develop effective writing and speaking skills. Provides different writing and speaking experiences, which enable students to explore the uses of different types of writing and speaking with different audiences.	Knowledge of effective ways to develop writing and speaking skills is clearly evident through the creative and effective ways students are guided to use different types of writing and speaking with different audiences.	
Provides formative and summative assessment and is developing use of the information it provides.	Familiar with error patterns and misconceptions they may expect in students' communication and help students to self-monitor. Use formative and summative assessment effectively to determine students' competence and to plan further instruction.	Is constantly aware of each student's progress in all areas of literacy and language development through formative and summative assessment, including analysis of error patterns and identification of misconceptions. Extensively develops students' ability to self-monitor.	

2c. Science—Candidates know, understand and use fundamental concepts in the subject matter of science, including physical, life and earth and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

The intern teacher:

Evidence/Observations

1 2	3 4	5 6	
Amount of knowledge of science content and fundamentals inhibits the effective teaching of science. Instructional design in science is limited and not engaging to students. Science lesson plans do not have appropriate objectives and related assessment plans and/or are unclear.	Science teaching reflects knowledge of the content and fundamentals of science. Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of science activities) that will result in all students learning science.	Extensive knowledge of content and fundamentals of science is evident in science teaching. Lessons/unit designs reflect understanding that students learn science by direct, hands-on experience, and by connecting concepts learned to their lives outside the classroom. Students learn by engaging their curiosity and imagination, by being good observers and by recognizing that they are already scientists in their daily lives.	

Science instruction is limited to direct teaching, use of textbook, or other prepared materials. Lessons focus on transmission of information and rote learning or memorization of facts. State or local standards are not clearly reflected.	Engages students in science inquiry process using gathering information, asking questions, observing, experimenting, discovering and exploring. Demonstrates that it is the systematic examination, classification and exploration of our world in an effort to make predictions and explanations.	Engages students in science inquiry process that involves asking questions, planning and conducting investigations, using appropriate techniques to gather data, thinking critically about relationships, constructing and analyzing alternative explanations, and communicating scientific arguments and explanations. Facilitates student construction of science knowledge that is deep and enduring.	

1 2	3 4	5 6	
Has little idea or ignores naïve theories and misconceptions children hold about scientific phenomena.	Is familiar with naïve theories and misconceptions children hold about scientific phenomena and helps children build understanding.	Demonstrates varied ways of acknowledging the existence of naïve theories and misconceptions children hold about scientific phenomena and enabling children to construct appropriate understanding of science.	
Understands the use of assessment through diverse data-collection methods as ways to inform teaching and guide instruction.	Demonstrates understanding that the use of assessment through diverse data-collection methods as ways to inform teaching and guide instruction.	Assessment not only informs teaching and guides instruction, but helps teacher adjust teaching to reflect student interests, needs and learning styles.	

2d. Mathematics—Candidates know, understand and use the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities and spatial relationships that can represent phenomena, solve problems and manage data.

The intern teacher:

Evidence/Observations

1 2	3 4	5 6	
Amount of knowledge of content and fundamentals of math and math learning somewhat inhibits the effective teaching of math.	Mathematics teaching reflects knowledge of the content and fundamentals of math and math learning.	Extensive knowledge of the content and fundamentals of math and math learning is evident in math teaching.	
Instructional design in mathematics is limited and not engaging to students. Math lesson plans do not have appropriate objectives and related assessment plans and/or are unclear.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of activities) that will result in most students becoming effective users of math to represent phenomena, solve problems and manage data.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies, and a variety of activities) that will result in all students becoming effective users of math to represent phenomena, solve problems and manage data.	
Lessons are entirely based on textbooks or other prepared materials. Lessons focus on transmission of information and role learning or memorization of facts. State or local standards not clearly reflected.	Regularly engages students in math reasoning, mathematical language, and appropriate techniques for developing the understanding of mathematical concepts.	Continually engages students in math reasoning, mathematical language and appropriate techniques for developing the understanding of mathematical concepts applied in real life settings, which reflect local and state standards. Facilitates student construction of math knowledge that is deep and enduring.	

1	2	3	4	5	6	
Instruction is limited to a few areas of mathematics. Instruction attempts to accommodate some differences in student developmental levels. Provides formative and summative assessment and is developing use of the information it provides.		Covers the various areas of mathematics, appropriate to developmental level, necessary for a comprehensive mathematical knowledge. Knows what mathematical preconceptions, misconceptions, and error patterns to look for in student work as a basis to improve understanding and construct appropriate learning experiences and assessments.		Skillfully facilitates learning in all of the various areas of mathematics appropriate to developmental level, necessary for a comprehensive mathematical knowledge. Is constantly aware of each student's preconceptions, misconceptions and error patterns through formative and summative assessment and uses the information to adapt instruction in such a way to improve understanding and facilitate construction of math knowledge. Extensively develops students' ability to self-monitor his/her own learning.		

2e. Social Studies—Candidates know, understand and use the major concepts, procedures and modes of inquiry from the social studies: the integrated study of history, geography, the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

The intern teacher:

Evidence/Observations

1 2	3 4	5 6	
Amount of knowledge of social studies somewhat inhibits the effective teaching of social studies.	Social studies teaching reflects knowledge of the content and fundamentals of social studies, including history, geography and the social sciences.	Social studies teaching reflects extensive knowledge of the content and fundamentals of social studies, including history, geography, and the social sciences. Advanced knowledge leads to integrating instruction and highlighting relationships between concepts.	
Social studies lesson/unit plans do not have appropriate objectives and related assessment plans and/or are unclear.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of activities) that will result in all students becoming effective users of and knowledgeable in social studies.	Demonstrates the ability to design instruction (multiple instructional strategies, technologies and a variety of activities) that will result in all students becoming effective users of and knowledgeable in social studies.	
Lessons are entirely based on textbooks and other prepared materials. Lessons focus on transmission of information and rote learning or memorization of facts. State or local standards not clearly reflected.	Engages students in appropriate techniques for the study of major themes, concepts and modes of inquiry drawn from the fields of social studies and reflects local and state standards in a majority of lessons.	Engages students in appropriate techniques for the study of major themes, concepts and modes of inquiry drawn from the fields of social studies and applied in real life settings, which reflects local and state standards on a regular basis. Facilitates student construction of social studies knowledge that is deep and enduring.	

1 2	3 4	5 6	
Lessons focus entirely on rote learning or memorization. Sources limited to textbook or one other source.	Helps students think critically, construct knowledge and use of a variety of sources.	Helps students think critically and use a variety of sources, acquire and manipulate data, analyze points of view and formulate well-supported arguments, policies, and positions.	
Does not use assessment for planning and implementing instruction.	Usually uses formative and summative assessments in planning and implementing instruction.	Consistently uses a variety of formative and summative assessments in planning and implementing instruction.	

2f. The Arts—Candidates know, understand and use, as appropriate to their own understanding and skills, the content, functions and achievements of dance, music, theater and the several visual arts as primary media for communication, inquiry and insight among elementary students.

The intern teacher:

<div align="right">Evidence/Observations</div>

1 2	3 4	5 6	
Amount of knowledge of the content of dance, music, theater and visual arts somewhat inhibits the use and teaching of the arts as primary media for communication, inquiry and insight among elementary students.	Candidates know and understand the content of dance, music, theater and visual arts as primary media for communication, inquiry and insight among elementary students.	Use of dance, music, theater and visual arts as primary media for communication, inquiry and insight demonstrates extensive knowledge of the content of those fields of the arts.	
Understands the need to encourage appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity.	Demonstrates ability to encourage the appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity.	Regularly encourages the appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and creativity.	
Is aware of the ways arts can be used as a means of communication, inquiry or to develop insight in a content area.	Uses the arts as a means of communication, inquiry or to develop insight in a content area, i.e., science, social studies, math, reading, etc.	Creatively models and uses the arts as a means of communication, inquiry or to develop insight in a content area.	

2g. Health Education—Candidates know, understand and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

The intern teacher:

1 2	3 4	5 6	
Is aware of the health issues and foundations of good health necessary for student development of healthy lifestyles.	Understands the health issues and foundations of good health necessary for student development of healthy lifestyles.	Understanding of health issues and foundations of good health necessary for student development of healthy lifestyles with students clearly evident in teaching and interactions with students.	
Is aware of the need to teach health issues affecting K-8 students effectively. Knows methods that help students recognize misconceptions and potentially dangerous situations.	Demonstrates the ability to teach health issues affecting K-8 students effectively. Teaching includes methods that help students recognize misconceptions and potentially dangerous situations.	Effectively teaches health issues affecting K-8 students effectively. Teaching includes methods that help students recognize misconceptions and potentially dangerous situations.	

2h. Physical Education—Candidates know, understand and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to faster, active, healthy lifestyles and to enhance the quality of life for elementary students.

The intern teacher:

<div align="right">Evidence/Observations</div>

1 2	3 4	5 6	
Understanding of physical, development, principles of movement and motor skills, the value of physical activity and the dangers of inactivity is developing.	Understands physical development, principles of movement and motor skills. Knows the value of physical activity and the dangers of inactivity.	Extensive understanding of physical development, principles of movement and motor skills, the value of physical activity and the dangers of inactivity is clearly evident.	
Understands how to develop skills to help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context.	Able to develop skills to help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context.	Demonstrates effective methods to develop skills to help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context.	
Understands the methods to develop motor skills.	Demonstrates competence in developing motor skills.	Demonstrates creative methods in developing motor skills.	
Understands ways to adapt and adjust lesson activities to each student's needs and abilities.	Demonstrates the ability to adapt and adjust lesson activities to each student's needs and abilities.	Adapts and adjusts lesson activities to each student's needs and abilities in ways that are respectful and unobtrusive.	

2i.	Connections Across the Curriculum—Candidates know, understand and use the connections among concepts, procedures and applications from content areas to motivate elementary students, build understanding and encourage the application of knowledge, skills and ideas to real world issues.

The intern teacher:

Evidence/Observations

1	2	3	4	5	6	
Ability to make connections among concepts, procedures and applications across content areas is developing.	Recognizes and makes connections among concepts, procedures and applications across the content areas.	Ability to make connections among concepts, procedures and applications across content areas is extensive.	
Single perspectives are usually presented.	Models the use of multiple perspectives to understand complex issues.	Multiple perspectives is an inherent concept in all subject areas and students are encouraged to engage in considering alternative perspectives.	
Learning experiences that encourage the application of knowledge, skills, tools and ideas across fields of knowledge are extremely limited.	Create learning experiences that encourage the application of knowledge, skills, tools and ideas across fields of knowledge.	Learning experiences that encourage the application of knowledge, skills, tools and ideas across fields of knowledge are used frequently and creatively.	
Real world applications are rarely present in learning experiences.	Activities are designed to relate knowledge, skills and ideas to students' lives and to real world situations.	Activities are often designed to related knowledge, skills and ideas to students' lives and to real world situations.	

School of Education
Elementary K-8 Masters of Arts in Teaching (Campus)
PORTFOLIO RUBRIC

		1 Developing 2	3 Acceptable 4	5 Optimal 6
SOE Goal #1 Philosophy				
1.1	**Philosophy Statement** NCATE/ACEI #3.1/ 5.1	General educational philosophy statement reflects developing understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.	General educational philosophy statement reflects understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.	General educational philosophy statement demonstrates deep understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.
1.2	**Philosophy Reflection & evaluation** NCATE/ ACEI #3.1/5.1/5.2	Evidence and reflection demonstrate developing knowledge of strategies for reflecting on candidate's practice and influence on K-8 students' learning.	Evidence and reflection demonstrate knowledge of strategies for reflecting on candidate's practice and influence on K-8 students' learning.	Provides evidence of use of strategies to reflect on practice and influence on K-8 students' learning. Demonstrates ways he/she has sought out sources of research and resources for professional learning.

	SOE Goal #2 Development, Learning and Motivation			
2.1	Development and Learning: Statement NCATE/ ACEI #1	Candidate's knowledge of major concepts, principles, theories and research related to development of children and young adolescents is general; understanding is minimal.	Candidate demonstrates that he/she knows, and understands major concepts, principles, theories and research related to development of children & young adolescents.	Candidate demonstrates a clear depth of understanding of major concepts, principles, theories and research related to development of children and young adolescent.
2.2	**Development and Learning: Evidence** NCATE/ ACEI #1	Connections between concepts, principles and theories and teaching strategies/ learning approaches are vague or unidentified.	Candidate demonstrates that he/she uses development concepts, principles, theories and research to construct appropriate learning opportunities.	Application of concepts, principles, theories and research related to development to learning opportunities reflects depth of knowledge and understanding.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
	SOE Goal #3 Adaptation to Diverse Students			
3.1	**Diversity: Statement** NCATE/ ACEI #3.2	Statement reflects candidate knowledge of how learning is influenced by individual experiences, disabilities, prior learning, language and culture is developing. Candidate demonstrates developing knowledge of strategies used to provide equitable learning and mutual respect. Candidate demonstrates developing knowledge of developmental differences and how to seek outside resources when necessary.	Statement reflects candidate knows how learning is influenced by individual experiences, disabilities, prior learning, language and culture. Candidate demonstrates knowledge of strategies used to provide equitable learning and mutual respect. Candidate demonstrates knowledge of developmental differences and how to seek outside resources when necessary.	Statement reflects candidate understands clearly how learning is influenced by individual experiences, disabilities, prior learning, language and culture. Candidate demonstrates extensive knowledge of strategies used to provide equitable learning and mutual respect. Candidate demonstrates extensive knowledge of developmental differences and how to seek outside resources when necessary.
3.2	**Diversity: Evidence** NCATE/ ACEI #3.2	Supporting evidence demonstrates some ability to apply knowledge to provide differentiation to student needs.	Supporting evidence demonstrates ability to apply knowledge (above) to provide differentiation to student needs.	Supporting evidence demonstrates skilled sensitivity and talent to apply knowledge to provide differentiation to student needs and create a classroom atmosphere conducive to respect and acceptance.

	SOE Goals 4 and 5 Content Knowledge, Curriculum, Instruction & Assessment			
4.2.1.1	**English Language-Arts:Cnt. Knowledge** *Statement* NCATE/ ACEI #2.1	Literacy statement reflects limited knowledge of how and why children and young adolescents learn to read, write, speak, view and listen effectively.	Literacy statement reflects knowledge of how and why children and young adolescents learn to read, write, speak, view and listen effectively.	Literacy statement clearly reflects a high level of knowledge of oral and written literacy learning process, both wide and deep, that meets the needs of diverse learners including those who are culturally and linguistically diverse. Statement reveals evidence of the candidate's own accomplished literate behaviors
5.2.1.1	**English Language-Arts: Ped. Knowledge** *Statement* NCATE/ ACEI #2.1/4	The candidate demonstrates limited proficiency in instructional design and assessment that results in all students becoming competent effective users of language.	Literacy statement reflects the ability to design instruction (multiple instructional strategies, technologies and a variety of language activities) and assessment that will result in all students becoming competent, effective users of language.	Literacy statement clearly reflects a high level of knowledge of oral and written literacy instructional design and assessment, both wide and deep, that meets the needs of diverse learners including those who are culturally and linguistically diverse. Statement reveals evidence of the candidate's ability to model accomplished literate behaviors for students.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
/5.2.1.2	**English Language-Arts: Evidence** NCATE/ ACEI #2.1/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge to facilitate student' language development effectively.	Supporting evidence demonstrates ability to use pedagogical knowledge to facilitate students' language development effectively. Teaching reflects some assessment.	Supporting evidence is a clear indication of the candidate's pedagogical professional competence and ability to facilitate optimum student language development. Teaching strategies are clearly a result of effective assessment.
4.2.2.1	**Science: Content Knowledge Statement** NCATE/ ACEI #2.2	Statement reflects limited knowledge of concepts in science and/or limited to particular type of science.	Statement reflects knowledge of concepts in: science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, science inquiry, in the areas of physical, life, and earth and space science.	Demonstrates thorough understanding of science in all areas, including all of "meets,"
5.2.2.1	**Science: PedagogicalK nowledge Statement** NCATE/ ACEI #2.2/4	Statement reflects limited knowledge of concepts in science pedagogy and assessment and/or limited to particular type of science.	Statement reflects how to develop knowledge of and assess concepts in: science and technology, science in personal and social perspectives, history and nature of science, unifying concepts of science, science inquiry, in the areas of physical, life, and earth and space science.	Demonstrates clear understanding of science pedagogy and assessment in all areas, including all of "meets," as well as the ability to accommodate to student learning styles and real life interests in science.
4/5.2.2.2	**Science: Evidence** NCATE/ ACEI #2.1/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge and assessment to facilitate students' knowledge of science effectively.	Supporting evidence demonstrates ability to use pedagogical knowledge and assessment to facilitate students' knowledge of science effectively.	Supporting evidence clearly demonstrates candidate's pedagogical competence (instruction and assessment) in science. Ability to foster inquiry, make science relevant, and relate science concepts to other concepts for all children is evident.
4.2.3.1	**Math: Content Knowledge Statement** NCATE/ ACEI #2.3	Statement reflects limited knowledge of mathematical understanding. Candidate has rote knowledge of the principles and standards of mathematics.	Demonstrates mathematical understanding at a basic level in all areas of mathematical thinking.. Candidate understands the principles and standards of mathematics learning	Statement clearly reflects a thorough mathematical understanding. Candidate shows a rich understanding of the principles and standards of mathematics. Statement demonstrates a high level of mathematical thinking that is modeled for students.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
5.2.3.1	**Math: PedagogicalK nowledge Statement** NCATE/ ACEI #2.3/4	Statement reflects limited knowledge of how students construct mathematical understanding and move to representational then abstract forms. Candidate has rote knowledge of the principles and standards of mathematics and is developing proficiency in appropriate lesson design.	Demonstrates knowledge of how students construct mathematical understanding and the continuum of development from concrete, representational, to abstract learning. Candidate understands the principles and standards of mathematics teaching and is able to design appropriate activities using a variety of instructional strategies that will result in students becoming competent and effective mathematical thinkers and practitioners.	Statement clearly reflects a high level of knowledge of how students construct mathematical understanding on the continuum of concrete, representational, to abstract learning. Candidate shows a rich understanding of the principles and standards of mathematics. Activities are through and addresses a diverse learning population. Statement demonstrates a high level of mathematical thinking that is modeled for students.
4/5.2.3.2	**Math: Evidence** NCATE/ ACEI #2.3/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge and assessment to facilitate students' knowledge and processes of mathematics effectively.	Supporting evidence demonstrates ability to use pedagogical knowledge and assessment to facilitate students' knowledge and processes of mathematics effectively.	Supporting evidence clearly demonstrates candidate's pedagogical competence (instruction and assessment) in mathematics. Ability to foster the growth of concepts, procedures and reasoning processes.
4.24.1	**Social Studies: Content Knowledge Statement** NCATE/ ACEI #2.4	Statement reflects limited knowledge of concepts in social studies and/or limited to knowledge of only a particular area of social studies.	Statement reflects knowledge of concepts in social studies, especially history, geography, civics and the social sciences. Reflects knowledge of local and state standards	Demonstrates thorough understanding of social studies in all areas, including history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology and sociology) and other related areas (such as humanities, law, philosophy, religion, mathematics, science and technology). Knowledge is sufficient to reflect creative inter-relationships between social studies areas and with other content areas.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
5.24.1	**Social Studies: PedagogicalK nowledge Statement** NCATE/ ACEI #2.4/4	Statement reflects limited knowledge of concepts in social studies pedagogy and assessment and/or limited to teaching strategies in only a particular area of social studies.	Demonstrates ability to use multiple instructional strategies, technologies and a variety of activities. which lead to students' growth of knowledge and skills in social studies. Suggested activities include critical thinking and construction of knowledge Suggested activities guide students to multiple perspectives and a variety of sources. Demonstrates knowledge of appropriate formative and summative assessments	Demonstrates robust understanding of social studies pedagogy in all areas, ways to develop it through creative and critical thinking, as well as the ability to accommodate to student learning styles and real life interests. Demonstrates the ability to effectively integrate social studies instruction with other content areas effectively.
4/5.2.4.2	Social Studies: Evidence NCATE/ ACEI #2.4/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge to facilitate students' knowledge of social studies effectively.	Supporting evidence demonstrates ability to use pedagogical knowledge (above) to facilitate students' knowledge of social studies effectively.	Supporting evidence clearly demonstrates candidate's pedagogical competence (instruction and assessment) in social studies. Lesson demonstrates candidates ability to facilitate student' critical thinking, use of a variety of sources, etc.
4.2.5.1	The Arts: **Content Knowledge Statement** NCATE/ACEI #2.5	Developing ability to appreciate and use the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity. Developing ability to use the arts as a means of communication or inquiry	Demonstrates ability to appreciate and use the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity. Uses the arts as a means of communication or inquiry,	Demonstrates appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and creativity. Effectively uses the arts as a means of communication or inquiry,
5.2.5.1	The Arts: PedagogicalKn owledge StatementNCATE /ACEI #2.5/4	Developing ability to encourage the appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity in students.. Developing ability to use the arts as a means of communication, inquiry, or to develop insight in a content area. i.e. science, social studies, math, reading, etc.	Demonstrates ability to encourage the appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity in students. Uses the arts as a means of communication, inquiry, or to develop insight in a content area. i.e. science, social studies, math, reading, etc.	Demonstrates a skillful ability to encourage the appreciation and use of the basic elements of music, dance, theater and visual arts as a means of self-expression and to promote creativity. Effectively uses the arts as a means of communication, inquiry, or to develop insight in a content area. i.e. science, social studies, math, reading, etc.

		1　　Developing　　2	3　　Acceptable　　4	5　　Optimal　　6
4/5.2.5.2	**The Arts: Evidence** NCATE/ ACEI# 2.5/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge (above) to facilitate students' ability and appreciation of the arts.	Supporting evidence demonstrates ability to use pedagogical knowledge (above) to facilitate students' ability and appreciation of the arts.	Supporting evidence clearly demonstrates candidate's pedagogical competence to facilitate students' ability and appreciation of the arts.
4.2.6.1	Health: Content Knowledge Statement NCATE/ ACEI #2.6	Developing understanding of health issues affecting K-8 students. Developing recognition of misconceptions and potentially dangerous situations in health..	Demonstrates understanding of health issues affecting K-8 students. Recognizes misconceptions and potentially dangerous situations for health.	Demonstrates a thorough understanding of health issues affecting K-8 students. Has thorough knowledge of misconceptions and potentially dangerous situations for health.
5.2.6.1	Health: PedagogicalKnowledge Statement NCATE/ ACEI #2.6/4	Developing the ability to teach health issues affecting K-8 students effectively. Developing methods that help students recognize misconceptions and potentially dangerous situations.	Demonstrates the ability to teach health issues affecting K-8 students effectively. Teaching includes methods that help students recognize misconceptions and potentially dangerous situations for health.	Demonstrates a skillful ability to teach health issues affecting K-8 students effectively. Effectively uses methods that help students recognize misconceptions and potentially dangerous situations for health.
4/5.26.2	Health: Evidence NCATE/ ACEI #2.6/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge (above) to facilitate students' knowledge of health effectively	Supporting evidence demonstrates ability to use pedagogical knowledge (above) to facilitate students' knowledge of health effectively.	Supporting evidence clearly demonstrates ability to use pedagogical knowledge (above) to facilitate students' knowledge of health effectively
4.2.7.1	Physical Education: Content Knowledge Statement NCATE/ ACEI #2.7	Developing the ability to achieve and maintain a healthy level of physical fitness, Building competence in developing motor skills.	Demonstrates the ability to achieve and maintain a healthy level of physical fitness, Demonstrates competence in developing motor skills.	Demonstrates a skillful ability to achieve and maintain a healthy level of physical fitness. Demonstrates competence in developing motor skills.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
5.2.7.1	Physical Education: PedagogicalKnowledge Statement NCATE/ ACEI #2.7/4	Developing the ability to develop skills that help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context. Building competence in developing motor skills.	Demonstrates the ability to develop skills that help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context. Demonstrates competence in developing motor skills. Demonstrates the ability to adapt and adjust lesson activities to most student's needs and abilities.	Demonstrates a skillful ability to develop skills that help students achieve and maintain a healthy level of physical fitness, including managing the physical education instructional context. Demonstrates competence in developing motor skills. Demonstrates the ability to adapt and adjust lesson activities to each student's needs and abilities
4/5.2.7.2	Physical Education: Evidence NCATE/ ACEI #2.7/4	Supporting evidence demonstrates developing ability to use pedagogical knowledge (above) to facilitate students' skills and knowledge of physical fitness effectively.	Supporting evidence demonstrates ability to use pedagogical knowledge (above) to facilitate students' skills and knowledge of physical fitness effectively.	Supporting evidence clearly demonstrates ability to use pedagogical knowledge (above) to facilitate students' skills and knowledge of physical fitness effectively.
4/5.2.8.1	**Connections Across Curriculum: Statement** NCATE/ ACEI #2.8	Integrated Unit, evaluations and/or self-reflections reflect developing understanding of the use of connections from content areas to build student learning.	Integrated Unit, evaluations and/or self-reflections demonstrate understanding of the use of connections from content areas to build student learning.	Integrated Unit, evaluations and/or self-reflections demonstrate command of the use of connections from content areas to build student learning effectively.
4/5.2.8.2	**Connections Across Curriculum: Integrated Unit** NCATE/ ACEI #2.8		(See Integrated Unit Rubric)	
5.4.1	**Assessment/Work Sample: Statement** NCATE/ACEI #4	Discussion of work sample or classroom research project demonstrates beginning understanding of using the process of assessment to guide and inform instruction.	Analysis of work sample or classroom research project demonstrate understanding of the connections between valid assessment and instructional practice	Analysis and supporting evidence of work sample or classroom research project demonstrate the connections between authentic assessment and quality instruction which results in student learning.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
5.3.3.1	**Critical Thinking, Problem Solving: Statement** NCATE/ ACEI #3.3	Demonstrates developing knowledge of cognitive processes associated with kinds of learning. Demonstrates developing knowledge of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills	Demonstrates knowledge of cognitive processes associated with kinds of learning. Demonstrates knowledge of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills	Demonstrates extensive knowledge of cognitive processes associated with kinds of learning. Demonstrates knowledge of advantages and limitations of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills including technology.
5.3.3.2	**Critical Thinking, Problem Solving: Evidence** NCATE/ ACEI #3.3	Supporting evidence demonstrates some attempt to use strategies and good choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills.	Supporting evidence demonstrates use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills.	Supporting evidence demonstrates skillful use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills. Provides a plausible rationale for choice of strategies and instructional materials.

	SOE Goal 6: Learning Community		
6.1	**Active Engagement: Statement** NCATE/ ACEI #3.4	Demonstrates developing knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of some strategies to foster active engagement, self-motivation and positive social interaction.	Demonstrates knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of strategies to foster active engagement, self-motivation and positive social interaction. Strategies to promote positive relationships, cooperation, conflict resolution and purposeful learning are also reflected in statement.	Demonstrates clear knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of a variety of strategies to foster active engagement, self-motivation and positive social interaction. Strategies to promote positive relationships, cooperation, conflict resolution and purposeful learning are also well represented in statement.
6.2	Active Engagement: Evidence NCATE/ ACEI #3.4	Supporting evidence (lessons, video self-reflection, etc) reflect some consideration of classroom management, human motivation and behavioral guidance. Evidence of attempts to foster active engagement, self-motivation and positive interaction present.	Supporting evidence (lessons, video self-reflection, pictures) reflect effective use of strategies to foster active engagement, self-motivation and positive social interaction.	Supporting evidence (lessons, video self-reflection, pictures) reflect effective use of strategies to successfully foster active engagement, self-motivation and positive social interaction. A variety of strategies mentioned above are demonstrated.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
6.3	Communication: Statement **NCATE/ACEI #3.5**	Demonstrates some knowledge of verbal and nonverbal communication, cultural and gender effects on communication. Demonstrates adequate written discourse.	Demonstrates adequate knowledge of verbal and nonverbal communication, and cultural and gender effects on communication. Models communication strategies for students' effective collaboration and communication. Demonstrates effective written discourse.	Demonstrates clear knowledge of verbal and nonverbal communication, and cultural and gender effects on communication. Models communication strategies for students' effective collaboration and communication in active learning situations. Models effective written discourse to extend students' understanding of subject matter.
6.4	Communication: Evidence **NCATE?ACEI #3.5**	Supporting evidence (classroom management and instruction) indicates some use of verbal and nonverbal communication skills to help students learn actively.	Supporting evidence (classroom management and instruction) indicates adequate use of verbal, nonverbal and written communication skills to help students learn actively.	Supporting evidence (classroom management and instruction) indicates effective modeling and use of verbal, nonverbal and written communication skills to help students learn actively.

		SOE Goal 7: Collaboration with Parents and Families		
7.1	Collabor-ation with Families: **Statement** NCATE/ ACEI #5..3	Statement reflects a developing knowledge of the importance of establishing and maintaining a positive collaborative relationship with families to promote growth in children. Statement demonstrates a developing knowledge of strategies to promote family involvement	Statement demonstrates knowledge of the importance of establishing and maintaining a positive collaborative relationship with families to promote growth in children. Statement demonstrates knowledge of multiple strategies to promote family involvement	Statement demonstrates knowledge of the importance of establishing and maintaining a positive collaborative relationship with families to promote growth in children. Statement demonstrates extensive knowledge of multiple strategies to promote family involvement, and reflects respect for family choice.
7.2	**Collabor-ation with Families: Evidence** NCATE/ ACEI #5.3	Supporting evidence demonstrates candidate awareness of the need for positive collaboration with families. Evidence reflects something that promotes family involvement.	Supporting evidence demonstrates candidate values positive collaboration with families. Evidence reflects some variety in strategies to promote family involvement.	Supporting evidence demonstrates candidate values positive collaboration with families. Evidence reflects a wide variety of strategies to promote family involvement.

		1 Developing 2	3 Acceptable 4	5 Optimal 6
		SOE Goal 8: Professionalism		
8.1	Collabor-ation with Colleagues and Community: **Statement** NCATE/ ACEI #5.4	Statement demonstrates developing awareness that collegial activities contribute to productive learning environment. Awareness of appropriate specialists to assist with students' learning and well-being is evident. Awareness of importance of using larger community to enhance student learning and well being is indicated. Statement reflects a commitment to the professional codes of ethical conduct.	Statement demonstrates awareness that collegial activities contribute to productive learning environment. Awareness of and collaboration with appropriate specialists to assist with students' learning and well-being is described. Some use of larger community to enhance student learning and well being is indicated. Statement reflects a commitment to the professional codes of ethical conduct. Conducts professional inquiry into own practice and shares information with colleagues.	Statement provides strong rationale that collegial activities contribute to productive learning environment. Collaboration with appropriate specialists to assist with students' learning and well-being is well documented. Use of larger community to enhance student learning and well being is demonstrated. Statement reflects a commitment to the professional codes of ethical conduct.
8.2	**Collabor-ation with Colleagues and Community: Evidence** NCATE/ ACEI #5.4	Supporting evidence demonstrates and supports attributes described above.	Supporting evidence demonstrates and supports attributes described above.	Supporting evidence demonstrates and supports attributes described above.

		SOE Goal 9: Technology		
9.1	**Technology: Statement**	Knowledge of technology is evident and applied somewhere in teaching.	Knowledge and skill in using technology to make learning more effective and efficient is evident. Uses technology effectively as media communication tools. Statement reflects understanding of how technology can support all interactive relationships.	Demonstrates knowledge and skillful use of technology to facilitate learning. Technology is used effectively as a tool but never dominates lesson to the detriment of content learning. Statement demonstrates clear understanding of how technology can support all relationships.
9.2	**Technology: Evidence**	Supporting evidence demonstrates developing ability to use technology as a tool in learning.	Supporting evidence demonstrates ability to use technology as a tool in learning.	Supporting evidence demonstrates skillful ability to use technology as a tool in learning.
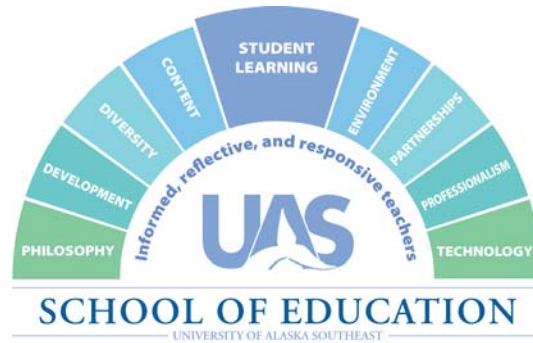
School of Education
University of Alaska Southeast
Professional Dispositions Report

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

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

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

Please complete this form and return it to the appropriate program coordinator:
Dr. Katy Spangler, Distance Elementary
Dr. Mary-Claire Tarlow, Elementary
Dr. Shirley Kaltenbach, Reading
Dr. Thomas Duke, Special Education
Dr. David Marvel, Secondary
Dr. Jeffrey Lofthus, Bachelors of Elementary Education

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

School of Education   *Telephone: (907)796-6417*
University of Alaska Southeast   *Fax: (907) 796-6059*
11120 Glacier Hwy
Juneau, AK 99801

Candidate Name_____

Program _____

Please check all statements that apply.   Multiple statements in each category may be checked.

Not Acceptable	Acceptable
Ethics	
_Acts in a way that does not demonstrate professional ethics. __Lack of honesty	_Demonstrates professional ethics, democratic principles, and collaborative learning communities _Maintains high ethical and professional standards (e.g. does not share confidential information) _Complies with program policies and professional practices and responds to these guidelines in appropriate ways _Complies with the UAS Student Code of Ethics , available in the UAS catalog, (e.g. prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission code of ethics, available in student handbook.
Attendance	
___Frequently absent (number of times___)	_Perfect attendance record _Rarely absent
Punctuality	
___Frequently late (number of times___)	_Always on time _Generally punctual
Punctuality in assignments and duties	
___Frequent lack of preparation: chronic lateness in turning in assignments or performing duties	__Assignments and class preparation always on time __Assignments and class preparation generally on time __Occasional late assignments or lack of preparation for tasks.
Initiative/Independence/Creativity	
___Too passive, too dependent on others for directions, ideas and guidance.	___Creative, resourceful, implements plans independently ___Self starter: Identifies needs and attends to them immediately ___Has good ideas, works effectively with limited supervision

100

Reliability/Dependability

__Frequently fails to complete assigned tasks and duties	__Responsible: Attends to assigned tasks or duties on schedule without prompting __Sometimes needs to be reminded to attend to assigned tasks or duties __Sometimes fails to complete assigned tasks and duties

Oral Communication

___Inarticulate/hesitates to express self ___Makes frequent grammatical errors	__Expressive, animated ___Articulate, uses standard English ___Able to translate thoughts into clear explanations

LISTENING SKILLS

__Appears not to listen: interrupts __Shows limited regard for speaker	__Can learn from others __Appropriate conversation skills
NOT ACCEPTABLE	*ACCEPTABLE*

Capacity For Clear Thinking

___Unable to process multiple perspectives ___Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information __Inability to set priorities	___Reflects on teaching ideas, practice and student results to decide on next steps ___Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner ___Poses probing questions and problems once issues are identified

TACT/JUDGMENTS (with students, peers and/or instructor)

___Limited sensitivity and diplomacy ___Appears thoughtless: Insensitive to other's feelings and opinions. __Abrasive with peers or instructor __Lack of judgment in decisions or actions	___Diplomatic: Highly sensitive to other's feelings and opinions ___Perceives what to do or say in order to maintain good relations with others and responds accordingly ___Makes reasonable judgments in complex situations ___Takes thoughtful risks

Collegiality

___Reluctant to share ideas and materials ___Prefers to work alone ___Responds negatively to colleagues	___Willingly shares ideas and materials: committed to professional discourse ___Prefers being part of a team; strong group interaction skills; supports a collaborative learning community

Response To Feedback/ Supervision	
___Receptive, but doesn't implement suggestions ___Defensive: Unreceptive to feedback	___Solicits an implements suggestions and feedback from others ___Receptive to suggestions and feedback

Sense Of Self	
___Unsure of self as a teacher ___Inaccurate self perception--unable to assess strengths and weaknesses	___Accurate self perception of strengths and weaknesses ___Confident, resilient, flexible

Attitude	
___Shows lack of confidence ___Negative: sense of distress ___Inability to handle stress	___Confident ___Pleasant ___Shows sense of humor

Professional Appearance	
___Unprofessional attire ___Poor grooming habits	___ Always maintains a professional appearance ___Usually maintains a professional appearance

OTHER	

OTHER	

Additional description / detail / explanation of concerns:

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

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

Person completing this form _____

Position/title _____   Date _____

Signature of teacher candidate (optional) _____ Date _____

(signing indicates report has been received only. Candidate may add information or views on the reverse side of this form.)
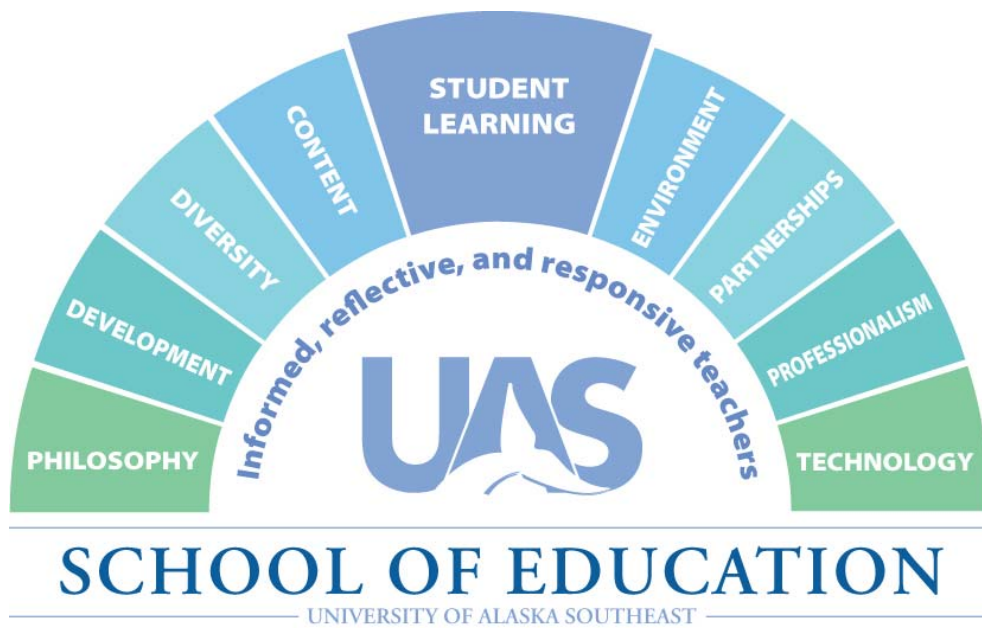
Please return this form to the Coordinator of the Teacher Education program. A copy will be provided to the candidate.

This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the School of r Education, University of Alaska Southeast.

Procedures for Progress in Dispositions

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

Step 1	University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information. The program coordinator may choose a) to meet with the candidate to discuss any concerns and to develop a plan to assist the candidate in remedying the concerns; or b) to merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate and convey concerns, and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary,
Step 2	When two or more negative reports are received, the program coordinator will meet with the candidate. In attendance will be the program coordinator and the candidate. Others who may be present are the candidate's advocate e.g. a friend, other faculty member, relative, etc.; and any of those who have turned in progress reports or other written documentation. The goals of this meeting will be a) to share concerns; b) to gather additional information, and c) to develop an agreement to which candidate commits to remedying the concerns. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program. A follow-up meeting will be scheduled to monitor whether the candidate's progress merits continuation in the program. If sufficient progress has been made, the candidate's good professional standing will be reinstated. Letters about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program A written record of all meetings will be kept with the candidate's file and will also be sent to the teacher candidate.
Step 3	In the event that Steps One and Two do not resolve the issue or concern, it can be brought before a panel for consideration. The panel, appointed by the Dean, will consist of at least three members of the education faculty. The faculty panel may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate .The faculty panel will make recommendations to the program coordinator. These may include, but are not limited to, reinstatement, specific remedial activities (additional coursework, additional time spent in the classroom or school community), probation or removal from the teacher education program. A letter will be sent to the candidate outlining the decisions of the faculty panel.
Step 4	If the candidate is removed from the teacher education program, the candidate may appeal this decision, in writing, to the Dean of Education. The candidate may attach any documentation or statements for the Dean's consideration. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate. To review this academic decision, candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg.)R09.03.02. If the final decision is removal from the program, the letters will remain part of the candidate's permanent file.

SCHOOL OF EDUCATION

UNIVERSITY OF ALASKA SOUTHEAST

Responsibilities

and

Roles

ROLES AND RESPONSIBILITIES

THE INTERN'S ROLE

Attendance
An intern is considered a staff member of the faculty to which he/she is assigned. Daily attendance is expected unless ill. If an intern is unable to attend, **the mentor teacher and the university internship advisor should be notified prior to school time.** As a staff member, the intern will be expected to observe school regulations for specific time obligations before and after school. This time is to be used in planning and preparing for teaching and also conferencing with mentor teachers.

Personal Grooming and Dress
As a professional, the intern will want to be exceedingly careful about personal grooming and dress. Interns should dress in a manner consistent with the usual attire of the regular teaching staff.

Ethical Behavior
Hold in strict confidence information from your contact with teachers and pupils. The intern should avoid gossiping about or criticizing the school and its personnel. Any concerns or problems should be discussed with the mentor teacher or university advisor rather than with friends. Information found in each pupil's cumulative record folder, which may be available to the intern, must be held in confidence. Refer any inquiries concerning pupil or school practices to the mentor teacher and/or university advisor.

Preparing for Teaching
A three-ring notebook for daily lesson planning is recommended. The notebook should contain lesson plans, observation and conference records, and teaching ideas. It will provide a record for the mentor teacher and the university advisor to evaluate progress in organization and instructional planning and to give suggestions for planning.

Instructional Planning
Written lesson plans will be required and should be submitted to the mentor teacher for approval. This should be done well in advance of the teaching experience so that there will be an opportunity to recommend any changes deemed necessary. The university advisor may want to see these lesson plans when visiting the classroom.

Observing in the Classroom
Most interns begin their teaching experience as observers. This initial period is used to become acquainted wit the students, learning their names, their characteristics, and their individual differences.

Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. Interns may record significant information about processes and procedures, look for answers to previously formed questions, and remember at all times the role of learner is inconsistent with that of critic.

THE MENTOR TEACHER'S ROLE (Focus Teacher)

The mentor teacher acts as a professional teacher and as a teacher educator. As a professional teacher, the mentor teacher is primarily responsible to the pupils in the class. This responsibility will, of necessity, influence decisions which must be made as teacher educator.

As teacher educator, the mentor teacher is expected to:
1. Provide the opportunity for the intern to observe, to participate in teaching tasks, and ultimately to assume full teaching responsibilities.
2. Assist the intern in developing insight into pupil personality and capability.
3. Guide instructional planning.
4. Critique teaching on a regular basis.
5. Act as a resource person in matters pertaining to instruction, management, discipline, and related aspects of teaching.
6. Evaluate performance of intern using the university's intern evaluation form, and discuss the evaluation with the intern and university advisor in four conferences throughout the year.
7. Communicate any concerns about the intern to the Intern Advisor and keep the IA regularly updated on the intern's progress in those matters.
8. File with the university a narrative evaluation on the form provided. File with the Alaska Teacher Placement Office in Fairbanks a reference form supplied to the mentor teacher by the intern.

Suggestions for Providing Orientation to the Intern
1. Introduce intern to pupils and parents.
2. Discuss with the intern the general philosophy of the school district and the specific philosophy of the school relating to discipline and curriculum.
3. Provide for the intern copies of district documents (instructional goals and objectives, personnel policies and performance standards, and curriculum guides and core.)
4. Acquaint the intern with the physical features of the room and school. Introduce the intern to other faculty members and staff and encourage their friendship and cooperation.
5. Provide a desk and space for the intern to store his/her personal belongings and teaching supplies.
6. Aid the intern in becoming acquainted with the pupils in the classroom. Provide the intern with a class roll.
7. Acquaint the intern with all the reports and records that are expected to be maintained by the regular classroom teacher. The intern should realize the importance of these records being kept in a neat, prompt, and accurate manner.
8. Share with the intern the routine duties to which regular teachers are assigned as well as the housekeeping responsibilities in the classroom.
If possible, provide the intern with teacher's editions of textbooks, plan book, and grade book.

Training Guidelines
1. Acquaint the intern with rationale for specific teaching techniques, materials, and areas of emphasis. Include him/her in long-range goals.
2. Work out schedules with the intern, assigning specific times and roles, including a regular conferencing time.

3. Give the intern an opportunity to observe the mentor teacher teach a particular subject before he/she is asked to teach a lesson.
4. Acquaint the intern with the classroom management systems and involve him/her in the process.
5. Always keep the intern informed as to where he/she stands. Arrange daily conference time to discuss your observation of the lesson with the intern. Do not be afraid to critique since this is part of the intern's growth. This critique should include the positive aspects of the lesson and recommendations for improvement.
6. The intern should be allowed to participate in the following:
    a. a home visitation and/or parent conferences at school
    b. cooperative programming with other teachers (regular and specialists)
    c. staff meetings.
    d. conferences with school specialists such as the special services staff, school social worker, nurse, speech therapist, etc.
    e. report card preparation and pupil evaluation
    f. opening and/or closing of the school semester
7. Interns may substitute in their assigned classroom for pay, up to ten (10) days during the semester. Any additional substitutions for absences by the mentor teacher must be handled on a case-by-case basis, in advance, with the university's internship advisor.

THE MENTOR TEACHER'S ROLE (Contrast Teacher)

The Contrast Teacher does not take on the major responsibilities of training the intern as compared with the Focus Teacher. The Contrast Teacher makes his/her classroom available for the intern for observation and for some lessons. The Contrast Teacher answers the intern's questions and provides information about how the children at that grade level differ from the Focus Teacher's. The Contrast Teacher should consider providing the following:
1. Provide the opportunity for the intern to observe and to participate in teaching tasks.
2. Answer questions to allow the intern to develop insight into student development and personalities at that grade level.
3. Give the intern some feedback about their teaching strategies with that grade level.
4. Act as a resource person in matters pertaining to instruction, management, discipline and related aspects of teaching as they might contrast with the focus grade level.

Suggestions for Providing Orientation to the Intern
1. Acquaint the intern with district documents specific to that grade level, especially curriculum documents.
2. Acquaint the intern with the daily schedule and management strategies and policies that are used in the classroom.
3. Provide the intern with a class roll.
4. Acquaint the intern with particular situations with students that the intern should be aware of when teaching that class.

THE SCHOOL ADMINISTRATOR'S ROLE

The school principal welcomes the intern as a member of the faculty and staff and includes the intern in any professional activities at the school, as appropriate. All placements of Internships are made through the school principal.

The school administrator will:

1. Work closely with the Program Coordinator in placements, communication and problem solving, when necessary.
2. Welcome interns in the building and provides support as requested.
3. Provide feedback to intern concerning professional behavior if needed or noticed.
4. Observe the intern during March or April to give feedback concerning teaching effectiveness, as one would with a beginning teacher.
5.   May write a letter of reference for the intern.
6.   May conduct a "practice interview" if appropriate.

THE UNIVERSITY INTERNSHIP ADVISOR'S ROLE

The university internship advisor acts as a resource person for the intern and mentor teacher.
The university internship advisor will:

1. Provide an orientation for all interns and mentor teachers.
2. Observe and confer with intern and mentor teacher on a regular basis. The university advisor will schedule weekly observations and conferences with interns. A written record of observations and conferences will be placed in the intern's folder at the university. Copies will be given to the intern and the mentor teacher.
3. Serve as a mentor, advisor and evaluator for intern.
4. Facilitate communication between all parties.
5. Organize and conduct midterm and final conferences.
6. Participate with mentor teacher in determining course grade for internship.
7. File with the university a narrative evaluation. File with the Alaska Teacher Placement Office in Fairbanks a reference form (supplied by the intern).

DEVELOPING THE ROLE OF TEACHER:
From student to teacher: Transitioning through the Year

The MAT students build their knowledge and skills throughout the year. They also change their sense of self to add the role of teacher. The following is a suggested sequence to guide mentors and interns in the "journey" from student to teacher.

SEPTEMBER: The MAT is like a practicum student at this point. At this time the MAT intern does support tasks and observes the teacher's techniques. Discuss what occurred and why it is helpful. Alert the MAT to watch for particular actions or reflect on particular student learning behavior.   Explain your procedures for baseline assessments, and include your intern in the process. Introduce the intern to parents as a teacher intern and involve the intern in parent interactions. At this point, classroom management is a strong focus for the intern.

OCTOBER: The MAT intern should be part Aide and part apprentice at this point. The MAT should be given individual lessons to try after watching the teacher do a similar lesson. Doing simple lessons with the whole class and more involved lessons with a small group would be appropriate. Allow time to discuss written lesson plan fully before the lesson, and time after the lesson to debrief and ask and answer questions. A dialogue journal/ notebook is helpful, if time for verbal discussion isn't available.   By the end of October, interns should be able to be responsible for a reading group or a math group, under supervision of the teacher.

NOVEMBER: The MAT intern should continue the role of an apprentice, but be given larger chunks of teaching to do. Start with an hour lesson. Then go to two hours back to back, including transitions. Give the MAT support in planning these lessons, and provide time that teacher and intern can debrief some time after the lessons. OR The teacher might decide to ask the intern to teach a particular subject for the week (i.e., math, social studies, science, etc.). The intern does not have evening time to dedicate to lesson-planning or lesson preparation because of graduate coursework. However, the intern can use after-school time, times when students are at specials, and even class time when he or she is not needed for instructional support. By the end of November interns should be able to plan and teach at least one subject for a week, or a group of subjects for a morning or for an afternoon. Include interns in midline assessments and in parent-conferences, acknowledging their involvement as a part of your "team."

Note: The mentor teacher should expect to provide more support in management when the curriculum task is new. However, as the intern gains experience with the task, then management support should be withdrawn, so that the intern experiences the full range of responsibilities for teaching.

DECEMBER: The MAT interns should be involved in lesson planning and teaching. Since the interns' time and ability to plan and prepare is limited, they should be given different subjects and time periods so that they experience the entire range of instructional tasks. By the end of December, interns should have taken responsibility for teaching several different subjects, one at a time. The interns should be developing strong skills for transitions and classroom management.

JANUARY: At this point, the MAT intern should be considered a junior colleague. Continue to expose the interns to all aspects and content of instructional responsibilities. MAT interns might do math for a week or two, then the teacher would resume teaching math and the intern would teach social studies for a week, then science, etc. This includes the formative assessment needed for instructional decision making.

FEBRUARY: The mentor teacher should provide feedback and critique the intern as a fellow teacher at this point. By the end of February the intern should have taught every subject, and had full experience with planning and assessment.

MARCH/APRIL: The MAT intern will take the primary teaching role for approximately four weeks. During this time, the mentor teacher should observe and provide feedback at different times and for different types of instruction. The mentor teacher may also use this opportunity to tutor individual children, plan future curricular units, and support the MAT intern as an assistant might do (and as the MAT intern has done during other parts of the year). Mentors can sometimes help the intern establish authority with the students early in the full-time residency by allowing some time alone with the students. Once some authority is established, the intern will benefit from the mentor teacher's observation and feedback.   Interns should be involved in assessments and conduct some of the parent conferences, while being involved in all of them.

MAY: The MAT interns should spend time teaching in the contrast classroom and visiting other sites and grade levels to familiarize themselves with the variety of curriculum, pedagogy, and teaching styles appropriate to different developmental levels and different populations. The intern is still responsible to the mentor teacher and arranges days/ visits outside of the mentor's classroom with the mentor teacher's consent.
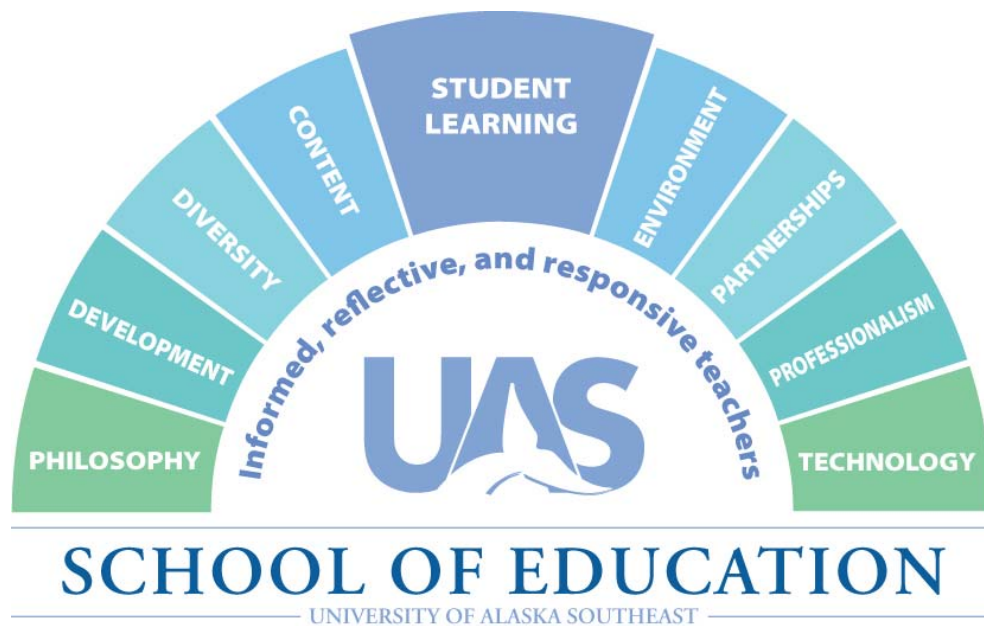
Entry into the

Profession /

Ongoing Learning

Alaska State Teacher Certification Information
TYPE A TEACHER CERTIFICATE

What do I need to receive a five-year Type A Teacher Certificate?

* Completion of an approved teacher education program
* Bachelor's or higher degree from a regionally accredited institution
* Recommendation of the preparing institution for endorsements
* Six (6) semester hours or nine (9) quarter hours of credit taken within the five years immediately prior to application date
* Three semester hours of approved Alaska studies and three (3) semester hours of approved multicultural education/cross-cultural communications
* Complete application packet, which includes a signed and notarized application, the institutional recommendation form, official transcripts, two sets of completed fingerprint cards, and all fees
* Official scores demonstrating you meet Alaska qualifying scores on the Praxis I tests of reading, writing, and math skills (Contact the Education Testing Service--609-771-7395or **www.teachingandlearning.org** or PO Box 6051, Princeton, NJ 08541-6051--for information, registration, and score reporting to EED).
* OR an original CBEST Passing Status Verification card, showing a passing score of at least 123 and no individual score less than 37. A photocopy of the Passing Status Verification card will not be accepted.

Applicants who do not meet the requirement of six (6) semester hours of credit earned in the prior five (5) years, but who meet all other requirements, may be eligible to apply for a Temporary Certificate valid for one year.

Applicants meeting all other requirements for certification, but who lack three (3) semester hours of credit in Alaska studies and three (3) semester hours of credit in multicultural education or cross-cultural communications, may apply for a Provisional Certificate.

The list of approved courses which meet the Alaska Studies and Multicultural Education/Cross-Cultural Communications requirements is available at
http://www.eed.state.ak.us/TeacherCertification/Approvedcourses.html.

Special Education
If you wish to teach special education to children with disabilities, you must, in addition to meeting other requirements for Type A certification, secure an endorsement based upon completion of an approved teacher training program in special education.

Preschool Handicapped
If you wish to teach preschool handicapped children and are not eligible for an endorsement in preschool handicapped education, you must have completed at least six (6) semester hours in early childhood special education in addition to a Type A certificate. (This six [6] hours does not constitute an endorsement.)

Gifted
If you wish to teach gifted children, you must, in addition to meeting requirements for Type A certification, have completed at least six (6) semester hours in gifted education. (This does not constitute an endorsement.)

Vocational Education
If you wish to teach vocational trades, you must have an endorsement in vocational education or a Type M Limited Certificate.

Praxis II

Praxis II meets the "highly qualified" status for Alaska's compliance with the Federal No Child Left Behind (NCLB) regulations. You must pass this examination to gain your Alaska Type A certification. If you are going to teach in another state, refer to the National Registration booklet and contact the department of education for the requirements of that state.

When registering for the test you must request that your scores be sent directly to:

Place	Code To Put On Form
Alaska State Department of Education and Early Development	R7027
University of Alaska Southeast	R4897

The test chosen by UAS School of Education for elementary education is:

Test Name	Test Number	Required Score
Elementary Education: Content Knowledge	10014	143

Test Name	Test Number	Required Score
Middle School – English Language Arts	0049	154
Middle School - Mathematics	0069	145
Middle School – Science	0439	136
Middle School – Social Studies	0089	147
Middle School – Content Area	0146	140

ETS Web Registration/ETS Home Page to download National Registration booklet
http://www.ets.org/praxis/taags/prx0014.html

http://www.ets.org/praxis/prxreg.html

On-Going Learning at UAS

Master of Education (M.Ed.)   with emphasis in

• Early Childhood Education (D)
• Educational Technology (D)
• Elementary (J)
• Reading (D)
• Secondary (J)

The Master of Education programs extend and develop classroom skills and abilities of practicing teachers in elementary and secondary education. Applicants to the Master of Education Program must have a bachelor of education degree or its equivalent from an accredited institution or an Alaska teaching certificate.   A description of each program follows:

Early Childhood Education (Distance)
(Preschool and Primary grade teachers)
The M.Ed. Early Childhood Education Program is designed as a part-time program for practicing preschool and primary teachers, with an emphasis on classroom application. It is possible for teachers to complete the course work during two school years and three summers, while teaching in their own district. Though most of the program can be distance delivered, at least two weeks of on-campus time is required during two summers.

The purpose of this program is to extend and develop classroom skills and abilities for practicing teachers in levels pre-kindergarten through third grade. The plan of study should reflect the graduate student's own professional and personal growth objectives. A maximum of 3 credits of 400-level coursework can be included in the approved plan of study.

Educational Technology (Distance)
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 candidate has taken ED630 and ED632 and passed with a 'B' or better. ED S698 Master' Research Project or Portfolio is the final course in the program sequence.

Reading (Distance)
The M.Ed. in Reading program is designed specifically to deepen P-12 teachers' pedagogical content knowledge with the aim of improved student literacy achievement for all Alaska students and beyond. This program is delivered in face-to-face and distance formats so that it is possible to complete the degree while teaching in your own district. Technological tools facilitate course delivery, communication, and research. Enhancements include braided discussions, audio conferencing, video reflections, and use of Internet resources.

Candidates in the reading masters program focus on developmental, cognitive, and socio-cultural aspects of reading acquisition, instruction, and assessment. Professional and caring attitudes and beliefs about teaching lead to responsive and rigorous instruction in reading and literacy for all P-12 students, including those who are culturally and linguistically diverse. Accomplished

teaching professionals promote collaboration with students, colleagues, parents/families, and the larger community to improve literacy learning and student achievement in their contexts. Candidates prepare an exit portfolio in line with the goals of the Center for Teacher Education and the program standards of the International Reading Association to demonstrate levels of knowledge and pedagogy commensurate with the skills and dispositions of highly competent advanced teaching professionals.

Elementary Education (Juneau)

The full curriculum for the M.Ed. Elementary is offered only to students participating as a cohort group. Therefore, interested students should contact the program chair for course sequencing information. The purpose of this program is to extend and develop classroom skills and abilities for practicing teachers in elementary education (K–8). Candidates will review recent research concerning elementary and middle-school learning and pursue more in-depth understanding and of teaching and learning strategies in Language Arts and Math. Candidates may develop an area of interest for one portion of their program, with approval of their advisor.

Secondary Education (Juneau)

The full curriculum for the M.Ed. Secondary is offered only to students participating as a cohort group. Therefore, interested students should contact the program chair for course sequencing information. The purpose of this program is to extend and develop classroom skills and abilities for practicing teachers in secondary education, as well as renew and extend expertise in the area of specialization.

Recommended Professional Associations
for Ongoing Learning

GENERAL EARLY CHILDHOOD:
> **ACEI***: Association for Childhood Education International*
> *301-570-2111   www.udel.edu/bateman/acei/*
> **NAEYC***: National Association for the Education of Young Children*
> *202-232-8777   www.naeyc.org/*

> **SOCIAL STUDIES:**
> **NCSS***: National Council for the Social Studies*
> *301-588-1800   www.ncss.org/*

ENGLISH LANGUAGE ARTS
> **NCTE***: National Council for Teachers of English*
> *217-278-3639   www.ncte.org/homepage/*
> **IRA***:   International Reading Association*
> *302-731-1600   www.reading.org/*

MATH
> **NCTM:** *National Council for Teachers of Mathematics*
> *703-620-9840   www.nctm.org/*

SCIENCE
> **NSTA***: National Science Teachers Association*
> *703-243-7100   www.nsta.org/*

ARTS:
> **NAEA***: National Art Education Association*
> *703-860-8000   www.naea-reston.org/news.html*

PE & HEALTH
> **AAHPERD***: American Alliance for Health Physical Education Recreation and Dance*
> *www.aahperd.org/aahperd/template.cfm*
> **AAHE***: American Association for Health Education*
> *www.aahperd.org/aahe/template.cfm*
> **NASPE***: National Association for Sport & Physical Education*
> *www.aahperd.org/naspe/template.cfm*

GENERAL EDUCATION
> **ASCD***: Association for Supervision and Curriculum Development*
> *1-800-933-2723   www.ascd.org/*
> **PDK***: Phi Delta Kappa*
> *812-339-1156   www.pdkintl.org/*

What is the
National Education Association?

NEA has a long, proud history as the nation's leading organization committed to advancing the cause of public education. With its headquarters in Washington, D.C., NEA has 2.7 million members who work at every level of education, from pre-school to university graduate programs. NEA has affiliates in every state, as well as in more than 13,000 local communities across the United States.

Founded in 1857 "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States," the NEA has remained constant in its commitment to its original mission as evidenced by the current mission statement:

To fulfill the promise of a democratic society, the National Education Association shall promote the cause of quality public education and advance the profession of education; expand the rights and further the interest of educational employees; and advocate human, civil, and economic rights for all.

In pursuing its mission, the NEA has determined that it will focus the energy and resources of its 2.7 million members toward the "promotion of public confidence in public education."

Who's eligible to become a member of the National Education Association?

Anyone who works for a public school district, a college or university, or any other public institution devoted primarily to education is eligible to join NEA. NEA also has special membership categories for retired educators and college students studying to become teachers.

In 1929, NEA members initially adopted *The Code of Ethics of the Education Profession*. The *Code* "indicates the aspiration of all educators and provides standards by which to judge conduct."

Who sets NEA policy?

NEA members nationwide set Association policy, most notably through an annual Representative Assembly (RA) that convenes an Annual Meeting every July. NEA members at the state and local level elect the more than 9,000 RA delegates, who, in turn, elect NEA's top officers, debate issues and set NEA policy. Between Annual Meetings, the Board of Directors and the Executive Committee are NEA's top decision-making bodies.

What does NEA do?

NEA is a volunteer-based organization supported by a network of staff at the local, state, and national level.

At the local level, NEA affiliates are active in a variety of activities as determined by the local members. These may range from raising funds for scholarship programs to conducting professional workshops on issues that affect faculty and school support staff to bargaining contracts for school district employees.

At the state level, NEA affiliate activities are equally wide-ranging. NEA state affiliates, for instance, regularly lobby legislators for the resources schools need, campaign for higher professional standards for the teaching profession and file legal actions to protect academic freedom and the rights of school employees.

At the national level, NEA lobbies Congress and federal agencies on behalf of its members and public schools, supports and coordinates innovative projects, works with other education organizations and friends of public education, provides training and technical assistance to its affiliates and generally conducts activities consistent with the policies set by its elected governing bodies.

At the international level, NEA is linking educators around the world in an ongoing dialogue dedicated to making schools as effective as they can be.

NEAFT Partnership

The National Education Association and American Federation of Teachers formed the NEAFT Partnership out of a commitment by both organizations to work together on behalf of our members and on behalf of all those whom our members serve.

As separate organizations and through the Partnership, the nation's two leading education organizations are committed to nurturing and improving public education above all. We are determined to fight for family needs, which must be met in order to make our public schools the equalizer they have been and should be for society. This encompasses quality of life issues, such as health care for all Americans, safe neighborhoods and a caring government.

The Partnership leaves each organization free to differ and to conduct each organization's work separately and independently, but enables the two groups to work together in a new relationship focused at every level of our organizations on common interests we share about critical educational issues and issues of vital significance to children. See the NEAFT Partnership Document for more information.
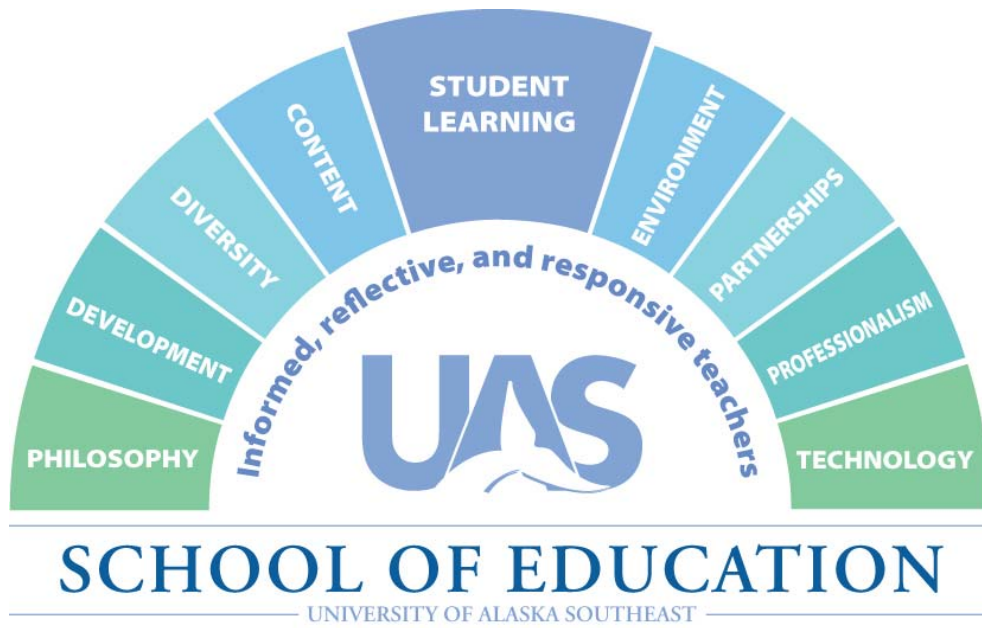
Projected

Calendar

MAT 2006 -2007 Schedule

July

		MON	TUE	WED	THUR	FRI	
				June 28 Orientation 8:30-11:30 LT/G/ECE 1:30-4:30	June 29 Orientation 8:30-11:30 LT/G/ECE 1:30-4:30	June 30 SAGA	
		3 LT/G/ECE 8:30-11:30 ED TECH 1:30-4:30	4 HOLIDAY	5 LT/G/ECE 8:30-11:30 ED TECH 1:30-4:30	6 LT/G/ECE 8:30-11:30 ED TECH 1:30-4:30	7 LT/G/ECE 8:30-11:30 ED TECH 1:30-4:30	
		10 LT/G/ECE 8:30-11:30 ED TECH 1:30-4:30	11 LT/G/ECE 8:30-11:30 Literacy 1:30-4:30	12 LT/G/ECE 8:30-11:30 Literacy 1:30-4:30	13 LT/G/ECE 8:30-11:30 Literacy 1:30-4:30	14 LT/G/ECE 8:30-11:30 Orientation 1:00 – 4:00 JSD School Tours	
		17 Literacy 8:30-11:30 LT/G/ECE 1:30 – 4:30	18 Literacy 8:30-11:30 Music 1:30-4:30	19 Literacy 8:30-11:30 Music 1:30-4:30	20 Literacy 8:30-11:30 Music 1:30-4:30	21 Literacy 8:30-11:30 Music 1:30-4:30	
		24 Math 8:30-11:30 Art 1:30-4:30	25 Math 8:30-11:30 Art 1:30-4:30	26 Math 8:30-11:30 Art 1:30-4:30	27 Math 8:30-11:30 Art 1:30-4:30	28 OFF	

August

	MON	TUE	WED	THUR	FRI	
	July 31 ILT/I/G 8:30-11:30 Math 1:30-4:30	1 ILT/I/G 8:30-11:30 Math 1:30-4:30	2 ILT/I/G 8:30-11:30 Math 1:30-4:30	3 ILT/I/G 8:30-11:30 Math 1:30-4:30	4 Orientation Library 8:30 – 11:30 OFF	
	7 LT/I/G Drama 1:30-4:30	8 LT/I/G Drama 1:30-4:30	9 LT/I/G Drama 1:30-4:30	10 LT/I/G Drama 1:30-4:30	11 OFF	
	14	15	16	17	18 Mentor Teacher Lunch	
Observations (due 8/26 to 1A) Building Community (E) Lesson Plan (3)(G) Students (D)	21 Teacher Inservice Day	22 Staff Orientation	23 1st Day Of School 1-12	24	25	
Do at least one read-aloud in both Focus and contrast Visit contrast Class	28 First day of school, K	29	30	31		

MAT 2006 -2007 Schedule

SEPTEMBER

	MON	TUE	WED	THUR	FRI	
					1	
Observatioons (due 9-9 to IA) Lesson Plan (2)(G) Language of the Lesson (H) Read Aloud	4 Labor Day Holiday	5	6	7	8	9
Develop Schedule for contrast Class Visitation	11 UAS 815-11:15 Mat 1:15-4:15 MC Ed	12 UAS Literacy Science	13 UAS 4:30-7:30 Ed Tech	14	15	9-4 Project Wild Workshop HB 113
1/2 day in contrast class	18 UAS Math MC Ed	19 UAS Literacy Science	20 UAS 4:30-7:30 Ed Tech	21	22	23
	25 UAS Math MC Ed	26 UAS Literacy Science	27 UAS 4:30-7:30 Ed Tech	28	29	

OCTOBER

	MON	TUE	WED	THUR	FRI	
	2 UAS Math MC Ed	3 UAS Literacy Science	4 UAS 4:30-7:30 Ed Tech	5	6	
Full day teaching 10/11, 12 or 13	9 UAS Math MC Ed	10 UAS Literacy Science	11 UAS 4:30-7:30 Ed Tech	12 Take Over Teaching Day One Day	13	
Digital Story Telling Due 10/18	16 In JSD schools	17 In JSD schools	18 JSD Holiday UAS Math Science 4:30-- Ed Tech	19 JSD All Staff Inservice UAS MC Ed	20 JSD All Staff Inservice (Reading Conference)	
Writing process project due 10/23 Comprehension Lesson Plan Due 10/24	23 UAS Math MC Ed	24 UAS Literacy Science	25 UAS 4:30-7:30 Ed Tech	26	27	
Science Knowledge Statement (due 10/30) Literacy Response lesson due 10/31	30 UAS Math MC Ed	31 UAS Literacy Social Studies				

NOVEMBER

	MON	TUE	WED	THRU	FRI	
			1 UAS 4:30-7:30 Ed Tech	2	3	
2 Full days teaching 11/8, 9, 10 MC Ed: Due 11/10 YaYa Box Pres AANE Guidelines Paper Five App to MC Ed Paper Miscue Analysis Due 11/7	6 UAS Literacy Social Studies	7 UAS Spec Ed MC Ed	8 UAS 4:30-7:30 Ed Tech	9 Take Over Two	10 Teaching Days	
Parent Newsletter (Literacy) due 11/14	13 UAS Spec Ed MC Ed	14 UAS Literacy Social Studies	15 UAS 4:30-7:30 Ed Tech	16	17	
	20 UAS Math Spec Ed	21 UAS Literacy Social Studies Parent	22 UAS 4:30-7:30 Ed Tech Conferences	23 Thanksgiving	24 Holiday	
Case Study Due 11/28	27 UAS Math MC ED	28 UAS Literacy Social Studies	29 UAS 4:30-7:30 Ed Tech	30		

DECEMBER

	MON	TUE	WED	THUR	FRI	
					1 Deadline for Sign up for Praxis II	www.ets.org/ praxis (Rec'd by 12/08)
Multicultural Know St. due 12/4 1st Intern Evaluation Conf.	4 UAS Math MC Ed	5 UAS Literacy Social Studies	6 UAS 4:30-7:30 Ed Tech	7	8	
Literacy Knowl St due 12/12 Math Knowl St. due 12/11 Social Studies Knowl St due 12/15	11 UAS Math MC Ed	12 UAS Literacy Social Studies	13 UAS 4:30-7:30 Ed Tech	14	15	
	18	19 JSD	20 Winter	21 Break	22	
	25	26 JSD	27 Winter	28 Break	29	

JANUARY 2006

	MON	TUE	WED	THUR	FRI	
Review schedule for contrast class visitation	1 Winter Break	2 JSD First Day UAS 4:30-7:30 Ed Tech	3	4	5 UAS 8:15-11:15 Int Unit 1:15-4:15 Cl Research	**6** Praxis II test
	8	9 UAS 4:30-7:30 Ed Tech	10	11	12 UAS Int Unit Cl Research	
Video self-reflection (due 1/16)	15 UAS Literacy Cl Research	16 UAS 4:30-7:30 Ed Tech	17	18	19 UAS Int Unit Cl Research	
	22	23 UAS 4:30-7:30 Ed Tech	24	25	26 UAS Int Unit Cl Research	
	29	30 UAS 4:30-7:30 Ed Tech	31			

FEBRUARY

	MON	TUE	WED	THUR	FRI	
Integrated Unit Design Due 2/3				1	2 UAS 9-12 Interviews 1-4 Cl Research	
	5	6 UAS 4:30-7:30 Ed Tech	7 Terra Nova Test Gr 5 & 7	8	9 UAS 9-12 Spec Ed 1-4 Cl. Res.	
	12	13 UAS 4:30-7:30 Ed Tech	14	15	16 UAS 9-12 Spec Ed 1-4 Cl. Res.	
	19 UAS 9-12 Career Prep 1-4 Cl. Res.	20 UAS 5:00 – 8:00 PE/ Health	21	22	23 UAS 9-12 Spec Ed 1-4 Cl. Res.	
	26	27 UAS 5:00 – 8:00 PE/ Health	28			

MARCH

	MON	TUE	WED	THUR	FRI	
				1	2 UAS 9-12 Sp. Ed 1-4 Cl. Res.	
	5	6 UAS 5-8 PE/Health	7 JSD Parent	8 Conferences	9 UAS 9-12 Spec. Ed 1-4 Cl. Res.	
	12	13 UAS 5-8 PE/Health	14	15	16 UAS 9-12 Spec Ed 1-4 Cl. Res.	
	19	20 UAS 5-8 PE/Health	21	22	23 UAS 9-12 Lit/Share Bo 1-4 Cl Res	
Spring Break	26	27 JSD Sprng	28 Break	29	30	

APRIL

	MON	TUE	WED	THUR	FRI	
	2 RURAL	3 PRACTICUM	4	5	6	
	9 RURAL	10 PRACTICUM Testing	11	12	13	
	16 Full-Time	17 Residency	18	19	20	
	23 Full-Time	24 Residency	25	26	27	
	30 Full-Time					

MAY

	MON	TUE	WED	THUR	FRI	
	← Full-Time	1 Residency	2	3	4 →	
	7 ← Full-Time	8 Residency	9	10	11 →	
Draft Portfolios due May 18th	14 Visitation Week	15	16	17	18 Draft Portfolios Due	
MAT Vacation Week	21	22	23 MAT	24 Vacation	25	
	28 Memorial Day Holiday	29 UAS 9-12 1-4	30 UAS 9-12 1-4	31 JSD Last Day Of School		

JUNE

	MON	TUE	WED	THUR	FRI	
					1 UAS 9-12 1-4	
	4 UAS 9-12 1-4	5 UAS 9-12 1-4	6 UAS 9-12 1-4	7 UAS 9-12 1-4	8 UAS 9-12 1-4	
	11 UAS 9-12 1-4	12 UAS 9-12 1-4	13 UAS 9-12 1-4	14 UAS 9-12 1-4	15	
Final Portfolio due 6/19	18 UAS 9-12 1-4	19 UAS 9-12 1-4	20 UAS 9-12 1-4	21 UAS 9-12 1-4	22	23 Graduation
	25	26	27	28	29	

Adopted 1/17/06

JUNEAU SCHOOL DISTRICT
2006-2007
School Calendar

August

s	m	t	w	t	f	s
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		23	24	25	26	
27	28	29	30	31		

September

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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

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8	9	10	11	12	13	14
15	16	17	18			21
22	23	24	25	26	27	28
29	30	31				

November

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19				23	24	25
26	27	28	29	30		

December

s	m	t	w	t	f	s
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

s	m	t	w	t	f	s
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25		27
28	29	30	31			

February

s	m	t	w	t	f	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

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				1	2	3
4	5	6				10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26		28
29	30					

May

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		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
29	21	22	23	24	25	26
27		29	30			

June

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						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July

s	m	t	w	t	f	s
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
10 New Student Registration / Students New to District
21 Teacher Inservice (No Student Attendance)
22 Staff Orientation (No Student Attendance)
23 First Day of School, 1-12
28 First Day of School, Pre-K & K

September
4 Labor Day (Holiday)

October
3, 4, 5 H.S. Qualifying Exams
18 Alaska Day (Holiday)
19, 20 All Staff Inservice (No Student Attendance)
27 End of First Quarter (44 days)

November
8 End of First Trimester (52 days)
20 HS Parent Conferences: (Students attend full day/Eve.Conferences)
21 HS Parent Conferences: (Student half day) - Conferences
22 HS Parent Conferences: (Student half day) - No Conferences
21-22 Elem./MS Parent Conferences (No Student Attendance)
23-24 Thanksgiving (Holiday)

December
Dec. 18 - Jan. 1 Winter Break

January
1 New Year's Day (Holiday)
2 RETURN TO SCHOOL
15 Martin Luther King Day (Holiday)
19 End of First Semester/2nd Quarter (44 days)
26 All Staff Inservice (No Student Attendance)

February
6-8 State Terra Nova Test for Grades 5 & 7
19 Presidents' Day (Holiday)
23 End of Second Trimester (59 days)

March
6 HS Parent Conferences: (Students attend full day/Eve.Conferences)
7 HS Parent Conferences: (Student half day) - Conferences
8 HS Parent Conferences: (Student half day) - No Conferences
7-8 Elem/MS Parent Conferences (No Student Attendance)
9 All Staff Inservice (No Student Attendance)
23 End of Third Quarter (40 days)
26-30 Spring Break

April
3-5 H.S. Qualifying Exams & Standards Based Assessment for Grade 9
10-12 Standards Based Assessment for Grades 3-8
26 Take Your Child To Work Day
27 All Staff Inservice (No Student Attendance)

May
28 Memorial Day (Holiday)
31 Last Day of School

June
1 Staff Work Day
(59 days in Trimester/ 42 in Qtr.)

Total Student Days - 170
Total Teacher Days - 182

Staff and students are "Off"
Quarter Ends
Trimester Ends
Staff work/inservice/conference, etc. NOTE: JPSS starts conferences in evening of first day, the day is an attendance day for students.
School start and end days

6/30/2006

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