



Graduate Elementary Programs K-8 Certification

Student Teaching Handbook

2015-16

Graduate Elementary Programs: Student Teaching Handbook

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

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

Dr. Katy Spangler

SOE 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.

SOE Vision

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

Student Teaching Policies and Requirements

Policies

1. Student teaching is a 6-credit graduate course, ED 688. All student teachers must register for this class. If you do not complete student teaching during the semester, you will receive a deferred grade and you may need to register for additional credit the following semester. In certain prearranged cases, a student teacher may register for 3 credits one semester and the remaining 3 credits the following semester.
2. Host teachers may register for a 3-credit course, ED 593. The tuition for this class is paid by the School of Education; however, host teachers are requested to pay the student fees.
3. Generally, student teaching covers a 15-week semester. If a student teacher requires extra time to meet the course requirements, additional weeks may be added. The host teacher and the University supervisor determine this. If a student teacher is hired for a classroom position during student teaching, we will make arrangements for you to complete your ED 688 requirements in your teaching position.
4. Full time or “solo” student teaching of 6 weeks is required. The student teacher, host teacher and University supervisor determine the timeline of this activity. Host teachers are expected to be out of the classroom for a reasonable amount of time to allow the student teacher to assume responsibility for classroom management and discipline.
5. Solo teaching includes planning, teaching and assessment, as well as other teacher duties and responsibilities in the school.
6. Student teachers must keep a plan book and leave lesson plans in the case of absence. Student teachers must provide a lesson plan for any observation by the host teacher, supervisor or principal. Lesson plans are not necessary for routine classroom procedures such as spelling tests or read aloud. Use the UAS lesson plan template please.
7. Student teachers may substitute teach when their host teachers are absent on a short-term basis if the local school districts allow. Student teachers are not building subs.
8. Student teachers may take personal leave for medical or personal reasons; however, leave of more than a week will require an extension of the student teaching timeline. They must be sure to call in any absence to the school in a timely manner.
9. We recommend that student teachers not take any additional coursework during student teaching.
10. University supervisors visit as often as is feasible. Generally, a weekly visit is made to local student teachers. For distant locations, the supervisor will visit less frequently, but the visits will be of longer duration. Supervisors will consult with the student teacher and host teacher regarding travel plans.

Requirements

1. Fifteen weeks in the building, with 6 weeks of full-time teaching.
2. An orientation meeting with student teacher, host teacher and University supervisor, including discussion of requirements, policies, observations, and meetings.
3. Eight “formal” documented observations that cover language arts, math, science, social studies, arts, P.E. and health. Five of these will be done by the University supervisor; others by the host teacher. Please provide a lesson plan prior to the lesson for your observer. Also, it is very helpful to inform the observer of anything in particular you wish the observer to look for. (For example, how well you call on all students; the level of your questions, pacing, wait time, etc.)
4. A mid-term assessment using the Evaluation of Classroom Practice as guideline. Goals for the completion of student teaching will be determined at this time. The host teacher completes a Dispositions Assessment at this time.
5. The Evaluation of Classroom Practice from host teacher, University supervisor and student teacher to be completed at the end of student teaching, and recorded in the online assessment system.
6. A final conference with student teacher, host teacher, principal (if possible) and University supervisor. The Evaluation of Classroom Practice may be used as a guideline to discuss the student teacher’s competencies. A mock job interview may also be included.
7. An original unit of study must be taught during student teaching. It is assessed using the Integrated Unit Rubric. Please upload the unit in the appropriate area in your online assessment system.
8. A teacher work sample must be done during student teaching. It is assessed with the Teacher Work Sample Rubric.
9. A Professional Portfolio must be presented upon completion of student teaching. This portfolio contains the student teacher’s philosophy, teacher work sample, unit and other artifacts of good teaching that relate to the 9 goals of the School of Education, as well as the goals of ACEI. Each portfolio entry should include a brief statement explaining what the artifact is and how it proves that you meet the standard in that area.

The artifacts are assessed using the Portfolio Rubric. The Professional Portfolio is used for the job application and interview process and will be augmented with theory and reflection during the final phase of the MAT degree. The Professional Portfolio contains entries in the following areas:

- Philosophy
- Development

- Diversity
- Language Arts
- Math
- Science
- Social Studies
- The Arts
- Health
- Physical Education
- Content (the backwards design unit)
- Assessment (the Teacher Work Sample)
- Engagement/Classroom Management
- Parents, Family and Community
- Professionalism (an artifact plus your Annotated Bibliography)
- Technology
- A current resume

The Professional Portfolio can be done as a hard copy, in an electronic format or as on online website. Make it user friendly so that others can easily access and understand it. Provide a table of contents and easy access to each clearly indicated section of the portfolio.

10. Please be sure that you and your host teacher are enrolled in your designated online assessment system. Instructions are included in the Appendix.

Responsibilities

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

Student Teacher Responsibilities

Student teachers are "like" teachers. They must be at school for the entire school and planning day. They should teach all the academic subjects: reading, writing, spelling, math, social studies, science, the arts, health, P.E. and the use of technology. Besides planning,

teaching and evaluating, the student teacher takes other school duties as assigned, such as recess, faculty meetings, bus duty, etc. The student teacher should be actively involved in the report card and parent conference processes. The student teacher participates in district seminars and audio conferences if scheduled.

Other specific student teacher responsibilities include:

1. Confidentiality. Student teachers must hold in strict confidence information from contact with teachers and pupils. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher or your instructor. Information found in a pupil's cumulative records should be held in confidence. Children used as case studies should be identified with either a first name only or a pseudonym.
2. Attendance. A student teacher is considered a member of the faculty. As a student teacher, you will be expected to follow teachers' hours. Notify the school in advance if you are going to be absent.
3. Appearance. Dress professionally in a manner consistent with or just a bit dressier than the usual attire of the regular teaching staff. Be exceedingly careful with personal grooming. Women need to avoid low-cut blouses and trousers. Men: if you have a beard be sure it is well groomed. Remember: your students (and their parents) will be watching you very closely.
4. Classroom Observation. Most students will begin their student teaching as observers. Use this initial period to become acquainted with the students ~ learn their names, characteristics and individual differences. Observation is a purposeful activity, guided by a clearly formulated definition of what is to be learned. Good observation is analytic and active, the antithesis of just watching. You may record significant information about processes and procedures; look for answers to previously formed questions and remember at all times to be a learner, not a critic.
5. Planning. Keep a daily and weekly plan book, or online plans. All lessons should be prepared in advance. Go over the lesson(s) in advance with the host teacher when possible. Student teachers must have weekly plans approved by the host teacher. During solo teaching, the student teacher must have plans available in case of absence. When using a textbook teacher's manual, a formal lesson plan is not required, but do be sure to note the pages you are using and the objective of the lesson. When you are going to be observed, you need to provide a lesson plan for your observer. If you are using a text book or other materials, make them available to your observer as well.
6. Assessment. Throughout student teaching, you will be observed and assessed during teaching and interacting with children. Assessment is most valuable when the student and the observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher.

7. Ethics. All student teachers must abide by the Alaska Teacher Code of Ethics. Any breach of the Code of Ethics is grounds for immediate expulsion from the program and the school.
8. Praxis II. The student teacher should take the Praxis II test, Form 0014 or 5014, Elementary Content Knowledge, before student teaching. The School of Education must receive these results, including a copy of the disaggregated scores for English, Math, Social Studies and Science. The School of Education cannot recommend a candidate for certification until these scores are received. If the test is scheduled during the school day, be sure to arrange for your absence.

Host Teacher Responsibilities

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

Specific responsibilities of the host teacher include:

1. Becomes familiar with the background of the student teacher and uses this information to help the student teacher grow as a professional.
2. Prepares the students in the class for the student teacher's participation.
3. Creates an atmosphere in which the student teacher has a feeling of belonging and authority.
4. Provides a desk and work space for the student teacher.
5. Reviews the program expectations with the student teacher and University supervisor.
6. Requests the student teacher's assistance in setting up the room prior to the beginning of the school year (fall semester).
7. Introduces the student teacher to faculty, staff, parents and community.
8. Acquaints the student teacher with the needs of the students, the curriculum, the standards and the plans for instruction that semester.
9. Acquaints the student teacher with all the assessment and record keeping responsibilities that the host teacher maintains.
10. Provides the student teacher with books, materials and online access.
11. Communicates with the student teacher and University supervisor if there are any questions or concerns.
12. Provides a seating chart or other materials so the student teacher can learn names.

13. Acquaints the student teacher with appropriate school policies, personnel, materials, resources and programs.
14. Demonstrates and models a variety of teaching techniques and strategies.
15. Develops a schedule with the student teacher for the semester that includes taking over subjects and time periods, solo teaching and shifting back to full-time teaching responsibilities and defines the extent of the student teacher's responsibilities.
16. Requires and previews lesson plans in advance of teaching lessons and units.
17. Assists the student teacher in locating materials and teacher resources.
18. Observes the student teacher and provides specific constructive feedback.
19. Provides ongoing feedback, encouragement and recognition of success.
20. Registers and uses the online assessment system, LiveText.
21. Provides formal evaluations for lessons taught by the student teacher.
22. Allows the student teacher to “solo” for 6 weeks and leaves the room to give complete responsibility for teaching and management.
23. Discusses the Evaluation of Classroom Practice at mid-term. Participates in conferences to discuss the evaluations and helps the student teacher make goals for improvement.
24. Completes the Dispositions Assessment at mid-term.
25. Completes the Evaluation of Classroom Practice at the end of the semester. This is a documentation of the student teacher’s meeting of goals and standards.
26. Writes a final evaluation that summarizes the School of Education’s competencies.
27. Provides an opportunity for the student teacher to participate in quarterly report card/parent conference assessments.
28. Provides time for and maintains communication with the University supervisor.

Responsibilities of the School Administration

Local principals provide the link between the University and the local classroom. All placements of practicum students and student teachers are made through the building principals.

Specific responsibilities of the principals include:

1. Signs the Memorandum of Agreement with the University as part of the admissions process. (In some districts, this is done in the office of the Superintendent. The Memorandum is not required in the Anchorage or Mat Su Districts.)

2. Supervises the placement of candidates in “One Week Experience,” practicum placements and student teaching.
3. Welcomes candidates in the building and provides support as requested.
4. Observes the student teacher.
5. May write a letter of recommendation for the student teacher.
6. May assist the University supervisor in an exit interview for the student teacher.

Responsibilities of the University Supervisor

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

University supervisor responsibilities:

1. Provide an orientation to the student teacher and host teacher. Explain requirements and monitor assignments, provide a Student Teacher Handbook and directions for registering in the online assessment system.
2. Visit or contact schools regularly. Generally, the University supervisor visits local schools weekly. Remote sites are visited for more extended stays monthly if possible.
3. Serve as a mentor, advisor and evaluator for the student teacher.
4. Facilitate communication between all parties.
5. Assist the student teacher and host teacher as requested.
6. Lead mid-term and final conferences.
7. Provide a final written assessment based on the SOE goals.
8. Evaluate the Professional Portfolio, Teacher Work Sample and Unit projects.
9. Assign the final grade for the class.

A Sample Schedule for Student Teaching

The host teacher, student teacher, and University supervisor should agree on a schedule for the semester. The following is one sample, but they will vary depending on the district schedule and individual classroom needs.

Week	Suggested Activities	Notes
1	<ul style="list-style-type: none"> • Go to school when teachers report • Help set up classroom • Get to know school and personnel • Review overall curriculum goals for year Be sure to register for Praxis II if not already done <ul style="list-style-type: none"> • Be sure everyone is enrolled in LiveText 	<ul style="list-style-type: none"> • Supervisor will visit
2	<ul style="list-style-type: none"> • Students return: get to know them • Host teacher sets tone and routines • Student teacher takes some responsibility such as reading aloud, spelling and opening activities • Observation 	<ul style="list-style-type: none"> • Determine content of unit
3	<ul style="list-style-type: none"> • Student teacher takes on additional responsibilities in classroom 	<ul style="list-style-type: none"> • Host teacher begins observations
4	<ul style="list-style-type: none"> • Student teacher continues to take on additional responsibilities 	
5	<ul style="list-style-type: none"> • Student teacher adds responsibilities 	
6	<ul style="list-style-type: none"> • Student teacher responsible 1/2 day 	
7	<ul style="list-style-type: none"> • Full-time teaching 	
8	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Supervisor: formal observation • Begin unit • Mid-term conference
9	<ul style="list-style-type: none"> • Full-time teaching 	
10	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Participate in report cards and conferences
11	<ul style="list-style-type: none"> • Full-time teaching 	
12	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Supervisor: Formal observation
13	<ul style="list-style-type: none"> • Host teacher begins to phase in 	
14	<ul style="list-style-type: none"> • Host teacher continues phase in 	
15	<ul style="list-style-type: none"> • Student finishes project • Observations of other classrooms 	<ul style="list-style-type: none"> • Final conference
16	<ul style="list-style-type: none"> • Complete observations & other projects 	

Overall Student Teaching Tasks Checklist

Check	Student teaching requirements	Assessment documented by	Who does assessment	Who receives assessment	Date
	Initial conference & materials		All		
	Math: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Reading: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Writing: Plan, teach and assess	*Lesson design + Evaluation	US or HT	ST & US	
	Science: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Social Studies: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Arts: plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	P.E. plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Health: Plan, teach & assess	*Lesson design + Evaluation	US or HT	ST & US	
	Formative mid-term Eval Classroom Practice	ECP Forms & Goal Setting	All	ST	
	Dispositions Assessment	* Dispositions Assessment	HT	ST & US	
	15 weeks in school				
	6 weeks solo teaching				
	Narrative Letter		HT and US	ST	
	Final Conference: Evaluation of Classroom Practice	*ECP individually & consensus	All	US	
	Teacher Work Sample	* TWS Rubric	US	US	
	Written Integrated Unit	**Unit Rubric	IS	US	
	Professional Portfolio	*Professional Portfolio Rubric	US	US	
	Praxis II, test 0014 Scores	ETS + copy of disaggregated scores from Candidate	ETS	UAS	

*Documented online in LiveText

Lesson Design Template: MAT/Certification Elementary

Candidate Name:	Host Teacher Name:	
School:	Grade Level:	# of Students:
Date & Time of Lesson:	Length of Lesson:	
Topic of Lesson:	Content Area:	
Materials: include technology:		

Alaska Standard: _____

STAGE ONE

STAGE TWO:

Objective(s):	Student Assessment:
1.	1.
2.	2.

STAGE THREE: Opportunities to Learn

Introduction/Hook	
Processes and products	Differentiation/Accommodations/Modifications
Closure:	

How is this lesson sensitive to cultural and language issues?

Examples of questions for prior to the lesson:

- What is the objective of the lesson? How will you know if the students have met the objective?
- What provisions are you making for faster and slower learners?
- How does this lesson fit into the overall curriculum?
- Have you changed the lesson plan at all?

Examples of questions for reflection after the lesson:

- How did the lesson go?
- Did the students meet the objective? How do you know?
- Were there any unexpected events? How effectively did you respond?
- Comment on one student who did particularly well and one who did not meet your expectations. Why did this happen? What can you do to follow up with the student who did not do well?
- Are there any changes you would make in this lesson if you could do it again? Why?

Appendices

SOE Student Goals and Performances

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

Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their 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: Educators 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: Educators 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: Educators 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: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.

Performances

- a. Understand how to plan for instruction 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: Educators create and manage a stimulating, inclusive and safe learning community in which learners 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: Educators work as partners with parents, families and the community.

Performances

- a. Develop a sound, broad-based understanding of students' families and 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: Educators 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: Educators use technology effectively, creatively, and wisely in their practice.

Performances

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

Alignment ACEI, UAS and Alaska Beginning Teacher Expectations

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>1.0 Development, Learning, and Motivation</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>Goal 2: Teachers understand how human development affects learning and apply that understanding to practice.</p> <p>Performances</p> <ol style="list-style-type: none"> 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) 	<p>II. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.</p> <p><i>The beginning teacher is able to:</i></p> <ol style="list-style-type: none"> A. Identify the abilities of students based on a developmental continuum through formal and informal assessment (e.g. Observations, documentation, Alaska Developmental Profile, standards based assessments. B. Provide instructional opportunities to meet the needs of students based on <ul style="list-style-type: none"> • theories of learning and motivation • the individual and special needs of students (e.g. learning styles, stages of development, students with disabilities, English language learners, gifted students.)
<p>2.1 Reading, Writing, and Oral Language</p> <p>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</p>	<p>Goal 4: Teachers possess current academic content knowledge.</p> <p>Performances</p> <ol style="list-style-type: none"> 1. 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) 	<p>IV. A teacher knows the teacher's content area and how to teach it.</p> <p><i>The beginning teacher is able to:</i></p> <ol style="list-style-type: none"> A. Identify the connections in instructional plans to <ul style="list-style-type: none"> • Alaska's Performance Standards (Grade Level Expectations) where developed. • Alaska's State Content Standards; and • district curriculum

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p>2. Connect the content area to other content areas and to practical situations encountered outside the school. (S)</p> <p>3. Commit to professional discourse about content knowledge and student learning of content. (D)</p>	<p>B. develop and teach lessons/units that demonstrate</p> <ul style="list-style-type: none"> • accurate and current knowledge of the content • instructional strategies that are suited to teaching the content area, integrating technology where appropriate; • consideration of students' developmental stages of content mastery using an analysis of various assessment data (qualitative and quantitative); • a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity and performance skills; and • connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.
<p>2.2 Science</p> <p>Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>		
<p>2.3 Mathematics</p> <p>Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry,</p>		

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p>		
<p>2.4 Social Studies</p> <p>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>		
<p>2.5 The Arts</p> <p>Candidates know, understand, and use—as appropriate to their own understanding and skills—the</p>		

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>		
<p>2.6 Health Education</p> <p>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.</p>		
<p>2.7 Physical Education</p> <p>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</p>		

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
elementary students.		
<p>3.1 Integrating and applying knowledge for instruction</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	<p>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</p> <p>Performances</p> <ol style="list-style-type: none"> 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) 	<p>V. A teacher facilitates, monitors, and assesses student learning.</p> <p><i>A beginning teacher is able to</i></p> <ol style="list-style-type: none"> A. teach lessons based on <ul style="list-style-type: none"> • the Alaska Performance Standards (Grade Level Expectations) where developed. • Alaska Content Standards • district curriculum; and • individual and special needs of students B. select appropriate assessments that measure what students know, understand, and are able to do. C. and use data from formative, interim, and summative assessments to guide instruction and planning D. identify and use a variety of instructional strategies and resources that are appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students). E. assist students to reflect on their own progress using assessment data F. use a record keeping system to monitor and report student progress and attendance. G. communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>3.2 Adaptation to diverse students</p> <p>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	<p>Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.</p> <hr/> <p>Performances</p> <ul style="list-style-type: none"> 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) 	<p>III. A teacher teaches with respect for their individual and cultural characteristics.</p> <p><i>The beginning teacher is able to</i></p> <ul style="list-style-type: none"> A. Make connections with the local culture(s) and with the individual and cultural characteristics of the students to promote student learning. B. use resources and information about the community and Alaska in planning and delivery of instruction C. recognize and minimize bias in instructional materials and practice. D. use culturally appropriate communication and instructional strategies, way of knowing, and knowledge of the Alaska Cultural Standards in practice. E. identify and use instructional strategies and resources that are appropriate to the individual and special needs of students.
<p>3.3 Development of critical thinking and problem solving</p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem</p>		<p>IV. A teacher knows the teacher's content area and how to teach it.</p> <p><i>The beginning teacher is able to:</i></p> <ul style="list-style-type: none"> A. develop and teach lessons/units that demonstrate <ul style="list-style-type: none"> • a variety of teaching strategies that encourage students' development of critical thinking, problem solving, creativity and performance skills; and • connections across

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
solving.		disciplines that enable students to apply their content knowledge and process skills to real world situations.
<p>3.4 Active engagement in learning</p> <p>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.</p>	<p>Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.</p> <p>Performances</p> <ul style="list-style-type: none"> 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) 	<p>VI. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</p> <p><i>A beginning teacher is able to</i></p> <ul style="list-style-type: none"> A. create and maintain a learning environment that is physically, emotionally, and intellectually safe. B. establish a culture of learning by <ul style="list-style-type: none"> • setting clear expectations of high standards for student performance • promoting pride in student accomplishments • teaching students to be responsible for their individual and collaborative learning and decision-making • promoting respect for individual differences; and • responding appropriately to student behavior C. implement a classroom management plan (e.g., routines, procedures, scheduling, classroom physical arrangement) that establishes an environment in which <ul style="list-style-type: none"> • students are actively engaged, contribution members • time is managed for

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
		maximum learning (e.g., transitions, pacing, administrative procedures) <ul style="list-style-type: none"> • the discipline plan incorporates district, school, and classroom standards of behavior
<p>3.5 Communication to foster collaboration</p> <p>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>		
<p>4.0 Assessment for instruction</p> <p>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</p>	<p>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</p> <hr/> <p>Performances</p> <ol style="list-style-type: none"> 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 	<p>V. A teacher facilitates, monitors, and assesses student learning.</p> <p><i>A beginning teacher is able to</i></p> <ol style="list-style-type: none"> A. teach lessons based on <ul style="list-style-type: none"> • the Alaska Performance Standards (Grade Level Expectations) where developed. • Alaska Content Standards • district curriculum; and • individual and special needs of students B. select appropriate assessments that measure what students know, understand, and are able to do.

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
each elementary student.	learning. (S) c. Value assessment and instruction as integrated processes. (D)	C. and use data from formative, interim, and summative assessments to guide instruction and planning D. identify and use a variety of instructional strategies and resources that are appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students). E. assist students to reflect on their own progress using assessment data F. use a record keeping system to monitor and report student progress and attendance. G. communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.
<p>5.1 Professional growth, reflection, and evaluation</p> <p>Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and</p>	<p>Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.</p> <hr/> <p>Performances</p> <p>d. Support their philosophy of education with research-based theory and evidence. (K)</p> <p>e. Apply philosophy, beliefs, and theory to practice. (S)</p> <p>f. Abide by a philosophy of education and remain flexible to revising it based on new research</p>	<p>I. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</p> <p><i>The beginning teacher is able to</i></p> <p>A. state a personal philosophy of education supported by research, professional literature, and experience with students</p> <p>B. identify teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education</p> <p>C. demonstrate teaching practices that represent the teacher's philosophy of education</p>

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>and teaching experience. (D)</p> <hr/> <p>Goal 8: Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.</p> <hr/> <p>Performances</p> <p>a. Keep current in knowledge of content and teaching practice. (K)</p> <p>b. Participate in and contribute to the teaching profession. (S)</p> <p>c. Communicate effectively with students, colleagues and supervisors. (S)</p> <p>d. Value professional ethics, democratic principles and collaborative learning communities. (D)</p>	<p>VIII. A teacher participates in and contributes to the teaching profession.</p> <p><i>A beginning teacher is able to</i></p> <p>A. adhere to the Alaska Code of Ethics and Teaching Standards (20 AAC 10.020) and explain how it impacts decision-making.</p> <p>B. commit to continuous professional growth by</p> <ul style="list-style-type: none"> • setting professional goals based on identified strengths, weaknesses and feedback from colleagues, supervisors, administrators, mentors and other professionals; • reflecting upon own teaching practices including progress towards goals; and • pursuing professional development opportunities (e.g., certification advancement, professional organization affiliation, district in-services); <p>C. working cooperatively with colleagues, supervisors, administrators, mentors, and other professionals.</p> <p>D. demonstrating compliance with the federal, state, district, and school policies, procedures, and schedules (e.g., FERPA, IDEA, ESEA, test security, treatment of students).</p> <p>E. considering feedback from colleagues, supervisors, administrators, mentors, and other professionals.</p>
<p>5.2 Collaboration with families,</p>	<p>Goal 7: Teachers work as partners with</p>	<p>VII. A teacher works with parents, families and the community.</p>

ACEI Standards 2007	UAS School of Education Conceptual Framework	AK Beginning Teacher Expectations
<p>colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.</p>	<p style="text-align: center;">parents, families and the community.</p> <p>Performances</p> <ul style="list-style-type: none"> 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) 	<p><i>The beginning teacher is able to</i></p> <ul style="list-style-type: none"> A. promote regular communication between the classroom and students’ families B. participate in school wide efforts, where available, that involve families and the public in the school community C. use instructional strategies that connect classroom activities with students’ cultures, families and the local community (e.g., relating curriculum to local lifestyles, culturally relevant lesson plans, local experts, local artists, field trips). D. provide parents and families the opportunity to set and monitor student learning goals.
	<p>Goal 9: Teachers use technology effectively, creatively and wisely.</p> <p><i>Performances</i></p> <ul style="list-style-type: none"> a. Operate computers and other technologies and evaluate their potentials and limitations (K). b. Integrate technology in planning, instruction and assessment to support student learning. (S) c. Value technology as a tool for student and teacher lifelong learning. (D) 	

The Graduate Competencies at UAS

You will practice all of these competencies during student teaching:

Communication

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

Professional Behavior

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

Critical Thinking and Problem Solving

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

School of Education
University of Alaska Southeast
Professional Dispositions Progress Report

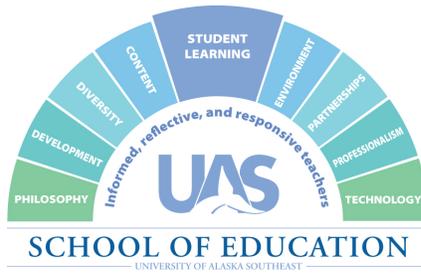
At UAS, we expect that teacher candidates will work professionally with students, families, professional colleagues and the community. Candidates admitted to UAS are selected on the basis of potential to demonstrate professional dispositions. Their professionalism in a variety of school and university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

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

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

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

Dr. Deborah Lo
Dean of Education



A general Professional Dispositions Assessment is found in LiveText and is due around midterm during the student teaching experience.
The attached form is for additional documentation should disposition issues arise.

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

Dr. Katy Spangler, Distance Elementary
klspangler@uas.alaska.edu

School of Education
University of Alaska Southeast
11120 Glacier Highway, Juneau, Alaska 99801
Phone: 907-796-6050
Fax: 907-796-6059

Candidate Name: _____

Program: _____

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

1. Ethics

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

Explain:

2. Attendance

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

3. Punctuality

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

4. Punctuality in assignments and duties

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

5. Initiative/Independence/Creativity

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

6. Reliability/Dependability

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

7. Oral Communication

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

Example:

8. Listening skills

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

9. Capacity for Clear Thinking

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

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

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

11. Collegiality

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

12. Response to Feedback/Supervision

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

___ Defensive: Unreceptive to feedback

13. Sense of Self

___ Accurate self-perception of strengths and weaknesses

___ Confident, resilient, flexible

___ Unsure of self as a teacher

___ Inaccurate self-perception; unable to assess strengths and weaknesses

14. Attitude

___ Confident

___ Pleasant

___ Shows sense of humor

___ Shows lack of confidence

___ Negative: sense of distress

15. Professional Appearance

___ Always maintains a professional appearance

___ Usually maintains a professional appearance

___ Unprofessional attire

___ Poor grooming habits

Explain:

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

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

Please return this form to the Coordinator of the SOE 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 Education, University of Alaska Southeast.)

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

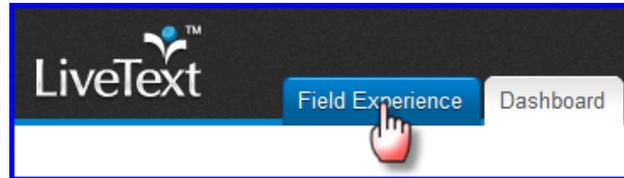
When issues or concerns are raised on the teacher candidate's progress through a Professional Dispositions Progress Report, the following steps will be followed:

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

For University Supervisors

LiveText Field Experience Module – Instructions for College/University Supervisors

- I) When you have been assigned the role of a Field Experience supervisor by an administrator, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**) the next time you log in to LiveText. Click this tab.



- II) Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the "View Placement Details" button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.

A screenshot of the LiveText 'Field Experience' page. The page title is 'Field Experience' and there are tabs for 'Placements' and 'Profile'. Under 'Placements', there is a section for 'Fortenberry Hilfenburger' with an email icon. Below this, it lists 'Internship: Field Experience I', 'School: Lake View High School', and 'Supervisor: John Lapham'. To the right of this information is a 'View Placement Details' button with a calendar icon and dates 'Start Date: 07/09/2012' and 'End Date: 08/01/2013'. Below this is a 'Class Participation Rubric' section. It lists 'By Fortenberry Hilfenburger' and 'By John Lapham', each with a 'Class Participation Rubric' link. To the right of these links are 'Begin Assessment' buttons with calendar icons and dates '07/30/2013' and '(Not Started)'. Red arrows point from text annotations to the 'View Placement Details' and 'Begin Assessment' buttons. The text annotations are: 'Click here to view the full placement details' pointing to the 'View Placement Details' button, and 'Click here to complete your assigned assessment(s)' pointing to the 'Begin Assessment' button.

- III) You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.

Field Experience

Placements Completed

Basics Demo Fourteen

Placement Details (1)

Student: Basics Demo Fourteen
Mentor: UMKC Test Mentor
Start date: 12/31/2011
End date: 12/31/2012

Internship Site
123 Nowhere Man, Nowhere Land, AK000000

View Demographics (2)

Assessments (4)

Community Knowledge and Engagement Rubric 12/30/2012
[View Completed >](#)

By Basics Demo Fourteen
Community Knowledge and Engagement Rubric 12/30/2012
[View Completed >](#)

By UMKC Test Mentor
Community Knowledge and Engagement Rubric 12/30/2012
In Progress

Attachments (5)

Developmental Rubric.pdf

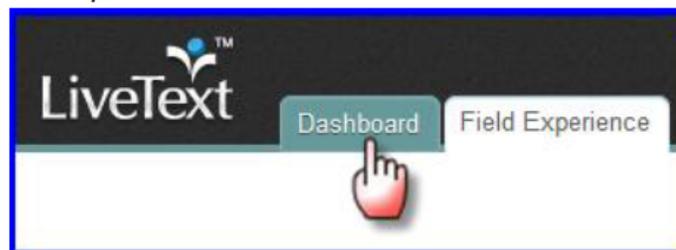
Time Log (6)

Required Hours: 80

Date	Class Info	Activity	Hrs. Min	Approv
03/29/12	10th Grade	Science lab	03:00	✓
04/02/12	Working with students	lab	03:00	✓
04/12/12	Chemistry	Lesson Planning	08:00	✓
04/13/12	11th Grade	Study Session	04:00	
04/17/12	Physics	Teaching	03:00	
04/19/12	Chemistry	Teaching	03:00	
04/23/12	After School Program	Science Olympiad meeting	04:00	
TOTAL:			28:00	

[Approve Hours](#)

- 1) Basic details about the placement will display to the left.
- 2) To view demographic information about the school and classroom, click **View Demographics**.
- 3) To write an email to the student, the mentor, or both click the corresponding email icon or link.
- 4) To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
 - 1) Click the cells to highlight the level of performance achieved in each area.
 - 2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To open any attachment uploaded by the student, click its title in the **Attachments** area.
- 6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student and approved by the mentor.



- IV) To return to your LiveText **Dashboard**, click the tab at the top of the screen.

Live Text Instructions for Host Teachers:

LiveText Instructions for Cooperating Teachers/Mentors

- I) To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read like this:

*“Dear **YOUR NAME**,*

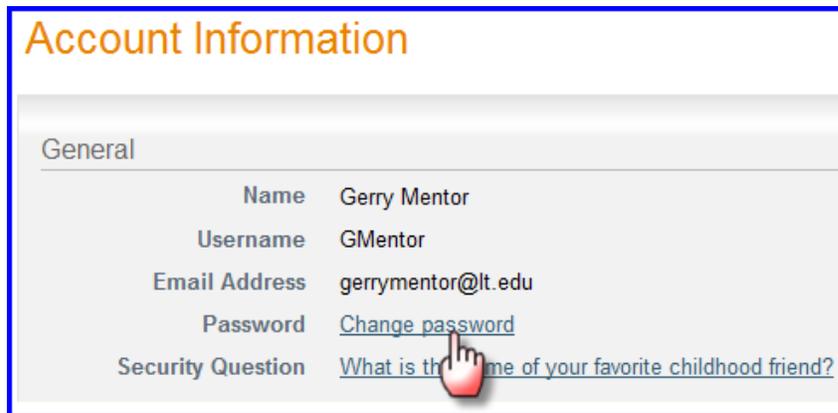
Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to www.livetext.com and enter the following username and password:

*User name: **[YOUR USERNAME]***

*Password: **[YOUR PASSWORD]***

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

- II) Visit the website www.livetext.com and log in with the username and password provided to you.
- III) You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the **OPTION** to change the password by:
- 1) Clicking **My Account** in the upper right corner
 - 2) Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.



- IV) Under the **Placements** tab you will see all students assigned to you. Basic details about the placement will appear below the student's name. Click the "View Placement Details" button to see all activities associated with this placement. You may also click **Begin Assessment** or **Continue Assessment** to go directly to your assessment.

Field Experience

Placements Profile

Placements

Fortenberry Hilfenburger

Internship: Field Experience I
School: Lake View High School
Supervisor: John Lapham

Start Date: 07/09/2012
End Date: 08/01/2013

[View Placement Details](#)

Class Participation Rubric

By Fortenberry Hilfenburger
Class Participation Rubric

By John Lapham
Class Participation Rubric

07/30/2013
[Begin Assessment >](#)

07/30/2013
(Not Started)

07/30/2013
(Not Started)

Click here to view the full placement details

Click here to complete your assigned assessment(s).

V) You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

Field Experience

Placements Completed

Basics Demo Fourteen

Placement Details

1 Student: Basics Demo Fourteen
Mentor: UMKC Test Mentor
Start date: 12/31/2011
End date: 12/31/2012 **3**

2 [View Demographics](#)

Internship Site
123 Nowhere Man , Nowhere Land, AK-XXXXX

Academic Details
Course: Basics Demonstration
Course #: LiveText Basics
Course Desc:
Term: LTCAC11
Teaching Field: World History
Grade Level: 12th

Assessments **4**

Community Knowledge and Engagement Rubric 12/30/2012
[View Completed >](#)

By Basics Demo Fourteen
Community Knowledge and Engagement Rubric 12/30/2012
[View Completed >](#)

By UMKC Test Mentor
Community Knowledge and Engagement Rubric 12/30/2012
In Progress

Attachments **5**

[Developmental Rubric.png](#)

Time Log **6**

Required Hours: 80

Date	Class Info	Activity	Hrs:Mn	Apprv
03/29/12	10th Grade	Science lab	03:00	<input checked="" type="checkbox"/>
04/02/12	Working with students	lab	03:00	<input checked="" type="checkbox"/>
04/12/12	Chemistry	Lesson Planning	08:00	<input checked="" type="checkbox"/>
04/13/12	11th Grade	Study Session	04:00	<input type="checkbox"/>
04/17/12	Physics	Teaching	03:00	<input type="checkbox"/>
04/19/12	Chemistry	Teaching	03:00	<input type="checkbox"/>
04/23/12	After School Program	Science Olympiad meeting	04:00	<input type="checkbox"/>
TOTAL:			28:0	<input type="checkbox"/>

[Approve Hours](#)

1) Basic details about the placement will display to the left.

2) To view and enter demographic information about the school and classroom, click **View Demographics**.

1) **School Demographics** may already have been added by the college or university.

2) Click in the boxes next to each category in "Classroom Demographics" and type in a number.

Classroom Demographics	
Total Students	0
Ethnic Distribution	#
American Indian	
Asian	
Hispanic	
Pacific Islander	
White	
Special Programs	#
English Language Learners	
Free Lunch Program	
Students with Disabilities	
Students in Accelerated Programs	

**Click and type
in numbers**



- 3) To write an email to the student, supervisor, or both click the corresponding email icon or link.
- 4) To fill out your assessment rubric(s), click on the **Begin Assessment** or **Continue Assessment** link.
 - 1) Click the cells to highlight the level of performance achieved in each area.
 - 2) Add comments to any row of the rubric by clicking the **Add Comment** icon and typing in the text box.
 - 3) Add comments for the *entire* assessment using the text box at the top of the rubric.
- 5) To open any attachment uploaded by the student, click its title in the **Attachments** area.
- 6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To

Comments And Feedback:

Provide any final comments and feedback on the internship experience.

3

▼ Civic Knowledge and Engagement Show/Hide Rubric Descriptions

	4 Capstone (4 pts)	3 Milestones (3 pts)	2 Milestones (2 pts)	1 Benchmark (1 pts)
Diversity of Communities and Cultures NCATE-2007.4d, NY-LEMOYNE-TEAC.4	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Analysis of Knowledge NCATE-2007.4a, NY-LEMOYNE-TEAC.5	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic-Identity and Commitment NCATE-2007.4c	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Civic	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.

1

2

Comment

Type comments here...

Submit Cancel

5) To open any attachment uploaded by the student, click its title in the **Attachments** area.

6) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To approve the student's entries, check the box next to the entry and click **Approve Hours**.

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

Lesson Observation Form Elementary MAT: 2015

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

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

Date	Grade	Lesson Topic	# Children	

Math	Reading	Writing	Spelling	SS	Science	Art	Music	PE	Health	Drama	Tech	NA

	In Progress: Needs Development	Meets the standard for a beginning teacher	Exceeds expectations for a beginning teacher: professional	NA
Planning and Preparation				
The lesson plan was complete ACEI-2007.3.1				
Lesson Objective(s) was clear and the students knew what it was				
The teacher candidate was prepared: knew the lesson and materials were ready				
The lesson was developmentally appropriate ACEI-2007.1				
Content knowledge was accurate and current ACEI-2007.2.1 ACEI-2007.2.2 ACEI-2007.2.3 ACEI-2007.2.4 ACEI-2007.2.5 ACEI-2007.2.6 ACEI-2007.2.7				
The teacher candidate demonstrated understanding of the context of the lesson in the curriculum ACEI-2007.3.1				
Classroom Management				
Proactive classroom management (routines and procedures) promoted student engagement ACEI 3.4				
Management of student behavior promoted student engagement and learning. ACEI 3.4				
The students were interested and engaged in active learning ACEI-2007.3.4				
Instruction				

The teacher candidate communicated directions and instruction effectively ACEI-2007.3.5				
Activities were differentiated for individuals and groups while maintain high expectations that align with the objective(s) for all students ACEI-2007.3.2				
A variety of tasks or questions promoted higher order thinking, problem solving, and/or creativity ACEI-2007.3.3				
Learning strategies, scaffolding and other instructional techniques that align with the objective(s) were used effectively (describe)				
Technology was used effectively and wisely and was relevant to the objective(s). UAS Goal 9				
Formative assessment provided feedback for the learners and was aligned with and supported the accomplishment of the objective(s). ACEI Goal 4				
The teacher candidate was flexible and responsive to student needs ACEI Goal 3.2				
The students met the learning objectives ACEI-2007.3.1				
Professionalism				
The teacher candidate focused on student learning ACEI-2007.4				
The teacher candidate reflected on lesson design, management and learning ACEI-2007.5.1				
The teacher candidate accepted feedback in a professional manner ACEI 5.2				

Observer Comments:

Instructor

Dr. Katy Spangler

Phone: 907-694-7019

Fax: 907-694-8797

Email: katy.spangler@uas.alaska.edu

Class meetings:

- Daily with student teacher
- One audio conference if necessary

Course Context

Special topics course for K-8 teachers who are supervising a student teacher in the Graduate Elementary Programs.

Course Description

Supervision of a candidate for the K-8 credential in a 15-week student teacher placement. The host teacher meets daily with the student teacher, supervising practice teaching and all professional experiences in the classroom and school.

Relation to Conceptual Framework

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)

Required Texts

- Student Teaching Program Handbook.

Optional Texts

Please see the student teacher's texts if you are interested.

Course Objectives

1. Effectively mentor a student teacher;
2. Add to personal professional knowledge; and
3. Develop skills for mentoring, observation and assessment of teaching practice.

Course Content

1. Overview of student teacher's program and requirements;
2. Introduction to basic mentoring skills in communications and assessment;
3. Overview of lesson evaluation plan; and
4. Ongoing assessment, feedback and modeling.

Course Requirements

1. Daily mentoring of student teacher;
2. Attendance in orientation, mid-term and exit interview with the student teacher and university supervisor;
3. Observation forms for designated formal observations;
4. Mid-term Student Teaching Evaluation Form;
5. Final Student Teaching Assessment Form; and
6. Narrative final evaluation.

Grading

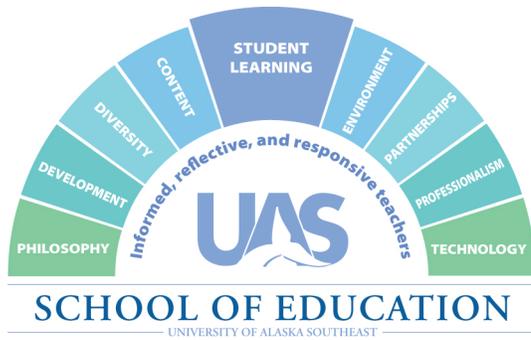
Pass/Fail. The passing grade is obtained for participating in required meetings and turning in all required paperwork.

A Sample Schedule for Student Teaching

The host teacher, student teacher and University supervisor should agree on a schedule for the semester. Following is one sample, but they will vary depending on the district schedule and individual classroom needs.

Week	Suggested Activities	Notes
1	<ul style="list-style-type: none">• Go to school when teachers report• Help set up classroom• Get to know school and personnel• Review overall curriculum goals for year	<ul style="list-style-type: none">• Supervisor will visit
2	<ul style="list-style-type: none">• Students return; get to know them• Host teacher sets tone and routines• Student teacher takes some responsibility such as reading aloud, spelling, opening activities.• Observation	<ul style="list-style-type: none">• Determine content of unit
3	<ul style="list-style-type: none">• Student teacher takes on additional responsibilities in classroom	<ul style="list-style-type: none">• Host teacher begins observations
4	<ul style="list-style-type: none">• Student Teacher continues to take on additional responsibilities	

Week	Suggested Activities	Notes
5	• Student Teacher adds responsibilities	
6	• Student Teacher responsible 1/2 day	
7	• Full time teaching	
8	• Full time teaching	• Supervisor: formal observation • Begin unit
9	• Full time teaching	• Mid-semester assessment
10	• Full time teaching	• Participate in report cards and conferences
11	• Full time teaching	
12	• Full time teaching	• Supervisor: Formal observation
13	• Host Teacher begins to phase in	
14	• Host Teacher continues phase in	
15	• Student finishes project • Observations of other classrooms	• Final conference
16	• Complete observations & other projects	



ED 688: Student Teaching (2015-16)

Instructors

Dr. Katy Spangler
P.O. Box 773354
Eagle River, Alaska 99577
Phone: 907-694-7019
Email: katy.spangler@uas.alaska.edu

Office Hours
9-5, Monday ~ Friday. But please email any time!

Dr. Jeffrey Lofthus
UAS School of Education
11120 Glacier Hwy
Juneau AK 99801
Jeffrey.lofthus@uas.alaska.edu
907 796-6404

Dr. Beth Hartley
(907) 696-1303 (Messages)
(907) 696-3303 (FAX)
(907) 244-7807 (cell)
akhartley@gmail.com

Class Hours

Student teachers begin the day the teachers start their contracts. Student teachers are expected to follow the daily schedule of the teachers in their buildings. Personal absences should be reported in advance. Audio conferences will be scheduled as necessary for meetings of all the student teachers.

Course Context

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

Course Description

Supervised teaching in elementary or middle schools. The department may limit registration, determine assignments and prescribe the number of teaching hours required.

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

Timeline

Student teachers should set up their schedule with their host teacher. Student teaching with kids will last 14-16 weeks, meaning you'll be done in late November or early December in the fall, and around the end of April in the spring. The supervisor and host teacher can extend student teaching if deemed necessary.

The student teacher assists the host teacher in setting up for the school year. The student teacher can begin to do small tasks such as tutoring, reading aloud, spelling, etc., as the host teacher assigns. Subjects can be added until the student teacher is in charge of planning, teaching and evaluating. The student teacher has these responsibilities for 6 weeks. Then the student teacher steps back as the host teacher again takes charge of the class. Student and host teachers should plan this schedule together. Each situation will be different and should be agreed upon by the host teacher, University supervisor and student teacher.

Conceptual Framework

To prepare informed, reflective and responsive teachers, we will focus on the following goals and performances in student teaching:

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 researched-based theory and evidence. (K)
- b. Apply philosophy, beliefs and theory to practice. (P)
- 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 process and learning. (K)
- b. Accommodate differences in how students learn based on knowledge of individual's social, emotional and intellectual maturation. (P)
- 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 is appropriate to students' individual and special needs. (P)
- c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources. (P)
- 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, 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. (P)
- 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. (P)
- 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, P)
- b. Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (P)
- 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 community. (K)
- b. Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (P)
- 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. (P)
- c. Communicate effectively with students, colleagues and supervisors. (P)
- d. Value professional ethics, democratic principles and collaborative learning communities. (D)

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

Performances

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

Instructional Methods

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

- Most time will be spent in the school, practicing teaching.
- Audio conferences will be scheduled at a time to be announced for work on special projects.
- Formal and informal observations will allow for feedback.
- Written work includes daily and weekly planning, as well as a Professional Portfolio. These assignments will be explained in greater detail in this syllabus.

Responsibilities of the Student Teacher

Student teachers are “like” teachers. They must be at school for the entire school and planning day. They should teach all the academic subjects ~ reading, writing, spelling, math, social studies, science and the use of technology. Besides planning, teaching and evaluating, the student teacher takes other school duties as assigned, such as recess, faculty meetings, bus duty, etc. The student teacher should be actively involved in the fall report card process. The student teacher also participates in online seminars and audio conferences as scheduled.

Confidentiality

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

Attendance

A student teacher is considered a member of the faculty. As a student teacher, you will be expected to follow teachers' hours. Notify the school in advance if you are going to be absent.

Personal Grooming and Dress

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

Observing in the Classroom

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

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

Planning

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

Assessment

Throughout student teaching, you will be observed and assessed during your teaching and interactions with children. Assessment is most valuable when the student and observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive, supportive way to help you become a better teacher.

Ethics

All student teachers must abide by the Alaska Teacher Code of Ethics.

Responsibilities of the Host Teacher

The host teacher guides the student teacher in every way. Once the student has begun classroom teaching, the host teacher should approve lesson and unit plans and observe frequently. The host teacher should give constructive feedback and participate in the written assessment process.

He/she will provide a final written assessment based on the teacher standards. Host teachers who choose to participate in online seminars and audio conferences may receive university credit for student teacher supervision. They should register for ED 593. Linda Smith, Administrative Assistant, will assist in the registration process. Her telephone number is 1-866-465-6424.

Responsibilities of the University Supervisor

The University supervisor will visit remote sites as often as feasible. She/he will provide at least five assessments using the Lesson Observation Form and a final written assessment.

Required/Optional Texts

How to Develop a Professional Portfolio: Manual for Teachers

- Required • Edition: 4th 07 • Campbell/Cignetti/Melenyzer/Nettles/Wyman

Course Objectives

- a. Articulate, practice and refine a personal philosophy of education. (CF Goal 1)
- b. Understand and teach to the appropriate developmental levels of the students. (CF Goal 2)
- c. Differentiate instruction for diverse learners. (CF Goal 3)
- d. Use knowledge of content and curriculum to effectively plan for instruction in language arts, math, social studies and science.
- e. Plan, teach and assess for student learning.
- f. Manage a classroom where all students can learn.
- g. Communicate effectively with parents and the local community.
- h. Conduct oneself as a professional.
- i. Use technology effectively for student learning.

Course Content

- Development of a philosophy of education.
- Developmentally appropriate teaching.
- Differentiation of instruction for special and cultural needs.
- Understanding and connecting curriculum and content.
- Instructional planning.
- Effective instruction.
- Assessment for planning instruction.
- Discipline.
- Classroom management.
- Working with parents.
- Becoming a professional.

Course Requirements

As stated earlier, student teachers will complete a semester of work in the elementary or middle school classroom. A minimum of six weeks of full-time, “solo” planning, teaching and assessment is required. The student teacher should plan on regular discussion with the host teacher, including planning, feedback and general information on the students and classroom.

What to turn in to your host teacher for review:

- Lesson plans, weekly planner and unit plans.
- Any student assessments that you do.
- Any communications with parents and community.
- Any self-assessment materials used.

Your University supervisor will visit you on a pre-arranged basis. Most observations will consist of a pre-conference, a focused observation and a post-teaching conference to debrief and reflect.

What to turn in to your University supervisor:

- A schedule of your plan for teaching for the semester and other materials as requested.
- Lesson plans for arranged observations.
- A professional portfolio with artifacts that demonstrate your competence on the goals of the Conceptual Framework (based on Alaska Teacher Standards) to be explained later in this syllabus.

Course Assessment

Student teachers will be assessed on their abilities to meet the goals described in the UAS/SOE Conceptual Framework that is based on the Alaska Teacher Standards and the ACEI Standards. Each goal will be assessed through observation of classroom teaching and the professional portfolio. Letter grades will be assigned for student teaching based on these assessments. Student teachers receiving grades below a C will be required to repeat student teaching.

A Sample Schedule for Student Teaching

The host teacher, student teacher and University supervisor should agree on a schedule for the semester. Following is one sample, but they will vary depending on the district schedule and individual classroom needs.

Week	Suggested Activities	Notes
1	<ul style="list-style-type: none">• Go to school when teachers report• Help set up classroom• Get to know school and personnel• Review overall curriculum goals for the year	<ul style="list-style-type: none">• Supervisor will visit
2	<ul style="list-style-type: none">• Students return; get to know them• Host teacher sets tone and routines• Student teacher takes some responsibility such as reading aloud, spelling, opening activities• Observation	<ul style="list-style-type: none">• Determine content of unit
3	<ul style="list-style-type: none">• Student teacher takes on additional responsibilities in classroom	<ul style="list-style-type: none">• Host teacher begins observation

Week	Suggested Activities	Notes
4	<ul style="list-style-type: none"> • Student teacher continues to take on additional responsibilities 	
5	<ul style="list-style-type: none"> • Student teacher adds responsibilities 	
6	<ul style="list-style-type: none"> • Student teacher responsible 1/2 day 	
7	<ul style="list-style-type: none"> • Full time teaching 	
8	<ul style="list-style-type: none"> • Full time teaching 	<ul style="list-style-type: none"> • Supervisor: formal observation • Begin unit
9	<ul style="list-style-type: none"> • Full time teaching 	<ul style="list-style-type: none"> • Mid-semester assessment
10	<ul style="list-style-type: none"> • Full time teaching 	<ul style="list-style-type: none"> • Participate in report cards and conferences
11	<ul style="list-style-type: none"> • Full time teaching 	
12	<ul style="list-style-type: none"> • Full time teaching 	<ul style="list-style-type: none"> • Supervisor: Formal observation
13	<ul style="list-style-type: none"> • Host teacher begins to phase in 	
14	<ul style="list-style-type: none"> • Host teacher continues phase in 	
15	<ul style="list-style-type: none"> • Student finishes project • Observations of other classrooms 	<ul style="list-style-type: none"> • Final conference
16	<ul style="list-style-type: none"> • Complete observations and other projects 	

Assignments in Detail

1. Daily and weekly plans

The host teacher will review the student teacher's individual lesson plans and weekly plans. The student teacher should maintain a plan book that is clear to others. The principal may request to review these plans.

Please use the Lesson Design Template included in this handbook for formal lesson observations. In other cases, ask your host teacher to provide the format for lesson plans that is desired in your classroom and school.

2. A Philosophy of Education

All student teachers have been working on philosophies throughout the program. Please look at your previous philosophy and use it to guide your teaching. At the end of the semester, you may want to revise your philosophy. This should be no longer than one page and include your knowledge of how children learn and your beliefs about how teachers teach.

This philosophy will be a cornerstone of your professional portfolio and may be used in your job applications in the future. Craft it well.

3. A Unit

Student teachers should plan, teach and assess an original unit of study during student teaching. The content of the unit is open; however, please follow these parameters:

- The unit should last at least 2 weeks;
- The unit must include assessment of student learning;
- A written copy of the unit should be turned in at the end of the semester. The unit should be professional quality and include options for diverse learners and be aligned with the appropriate Alaska Content Standards and Alaska Cultural Standards for Teachers; and
- Guidelines for a unit are provided in the syllabus for ED 621B.

A Teacher Work Sample

A teacher work sample is a collection of data that demonstrates that the result of teaching is learning. In your previous classes, you have used data to show that individual children have learned. In student teaching, you will collect and organize children's work before and after teaching to demonstrate the efficacy of your teaching. One way to do this is with your unit. You may also do a teacher work sample with a shorter course of study ~ a 3-day activity or a long-term lesson.

Guidelines for the Teacher Work Sample are provided in ED 621C.

The crucial factor your teacher work sample will demonstrate is your ability to assess students, both where they are at a given point in time and what they have learned over time.

Prior to the unit, lesson or activity, collect data about the students' knowledge, skills and dispositions on the topic. You could do this with a pre-test (math or science), with a KWL chart (social studies or science), a writing sample, a spelling assessment, an indicator of reading comprehension, a response to a prompt and so on. Do this with the entire class.

Plan and teach your unit, activity or lesson based on student knowledge and needs from your assessment.

Following your teaching, assess the students again. The most valid assessment will provide data that you can compare with the initial assessment. This data will demonstrate student learning.

Organize the data you collect before and after teaching in a chart or other form to show student learning. Each student should be accounted for in your chart.

You are also asked to provide a Learning Gain Score. Directions for this are as follows:

Teacher Work Sample Learning Gain Scores

You must calculate a learning gain score for each individual student. Once you have figured every student's gain score, you must calculate the average gain score for the entire class as a whole. When you have your scores, put the chart in your portfolio, AND give a printed copy to David for your file.

Here is how you do it:

1. Calculate a student's ACTUAL GAIN SCORE by subtracting their post-test score % correct from their pre-test score % correct
2. Calculate a student's POTENTIAL GAIN SCORE by subtracting their pre-assessment score from 100
3. Calculate a student's LEARNING GAIN SCORE by dividing their ACTUAL GAIN SCORE by their POTENTIAL GAIN SCORE

ACTUAL GAIN SCORE (post test-pre-test)

----- = LEARNING GAIN SCORE

POTENTIAL GAIN SCORE (100-pre-test)

4. Average the LEARNING GAIN SCORES of all your students and report as a decimal at the bottom of your chart.

Student #	Pre Assessment Score	Post Assessment Score	Individual Student Gain Score (note: student scores below are in percentage correct)
1	45%	70%	.45
2	75%	50%	-1.00
3	60%	80%	.50
4	40%	40%	.00
5	65%	70%	.14
6	90%	95%	.50
7	53%	59%	.13
8	60%	90%	.75
9	40%	95%	.92
10	42%	45%	.05
11	58%	88%	.71
12	24%	30%	.08
13	45%	89%	.80

GROUP AVERAGE GAIN SCORE .31 (or a 31% average learning gain for the entire class)

To complete the teacher works sample, please provide a short reflection on the learning of three students ~ one with high success in meeting the goals or objectives, one average student and one with low success.

The Professional Portfolio

At the end of student teaching, you will compile a professional portfolio. The portfolio serves several purposes:

- Provides data for final assessment of student teaching;
- Aligns student teacher accomplishments with Alaska Teacher Standards and SOE Conceptual Framework;
- Becomes a valuable resource for applying for teaching positions; and
- Serves as a basis for the graduate portfolio that you will complete in your MAT program.

The professional portfolio is organized in a framework of the Alaska Teacher Standards. For each standard (or Conceptual Framework goal) you will provide evidence that you meet that standard. Evidence might include lesson plans, a unit plan, examples of student work, a teacher work sample, appropriately captioned photographs, a video or slide show and so on. Portfolios may be organized in a binder or may be electronic.

Each artifact should be explained in a very brief paragraph so the reader understands how this artifact provides evidence of your competency in the goal/standard.

While each student teacher prepares a unique portfolio, below is a guideline for organizing your professional portfolio. Remember to include a short paragraph with each artifact that identifies what it is and how it shows your meeting the standard it represents.

- Coversheet, which includes your name, etc.
- Resume
- Standard 1: Philosophy: Your philosophy of education. Be sure the materials you present in your portfolio are consistent with your philosophy, one page, perfect in grammar and punctuation.
- Standard 2: Development and Learning: A lesson plan with student work would be one way to show you understand development and theories of learning and motivation.
- Standard 3: Diversity. An example of a culturally relevant lesson or unit, an activity in which you provided differentiation or examples of work with a special student would be good here.
- Standard 4: Content: your Integrated Unit. You don't need to turn in the entire unit, but at least the UBD coversheet and schedule of activities/lessons.
- Standard 5: Planning, Instruction and Assessment: Your Teacher Work Sample
- Language Arts: for each of the content areas, a lesson plan, pictures of student work, examples of your feedback or response to student work, photographs of students (backs of heads only) doing an activity, etc.

- Math
 - Science
 - Social Studies
 - The Arts
 - Physical Education
 - Health
- Standard 6: Classroom Management and Discipline: You might include a vignette of a problem you solved, materials you designed for classroom management or a brief report (with pseudonym) of your work with a special student.
 - Standard 7: Communication with Parents and Community: A community-based lesson, a newsletter you've written, examples of a student report (again, with a pseudonym).
 - Standard 8: Professionalism: Please include practicum assessment forms, letters of recommendation, your host teacher and University supervisor evaluations. Also include a compiled and briefly annotated bibliography of books and articles you have read in your program, along with any other courses you have taken outside the program.
 - Standard 9: Technology: You may want to put this before Standard 8. Your binder or electronic portfolio may speak for itself. Or perhaps you have examples of student work you facilitated (a newspaper, slide show, etc.).

Package your materials neatly and professionally. This may be done in a binder (no thicker than 2" and electronically). Be concise and remember to provide materials that SHOW rather than TELL.

Praxis II Exam. This is required for completion of your Institutional Recommendation for the K-8 Alaska Teaching Credential. ETS sends the composite score to UAS. It is your responsibility to send us the disaggregated scores for English, Math, Science and Social Studies. Please complete the Praxis II prior to the end of your student teaching experience.

Policies

Please consult with the Alaska Code of Teacher Ethics if you have any questions.

Communication

Problems should be addressed in a timely, professional manner. If intervention is needed, please contact the principal or University supervisor. Student teachers should report any problematic communications with parents and community members to the host teacher. Remember, all student information is CONFIDENTIAL.

Substitute Teaching

Student teachers may substitute teach with the principal's permission and in line with district policies.

Extended Absence

Student teachers and their children do get sick. Your absence will be treated as those of teachers. Please report your absence in advance. If you find you are going to be absent for an extended length of time that inhibits completion of the student teaching requirements, additional weeks will be required.

Solo Teaching

Meeting the students' needs is a major goal of student teaching. Some host teacher/student teacher teams decide that this is best done if they team-teach. If this is the case, the student teacher should prepare plans for the host teacher.

Many host teachers ask, "When should I leave the classroom?" Student teachers will receive greater respect from the students if the host teacher does leave the classroom and defers to the student teacher regularly. This must, however, be worked out between the student teacher and host teacher on an individual basis.

Observations

The student teacher should request that the principal observe in the classroom. The host teacher should observe informally on a regular basis and formally weekly if possible, using the Checklist for an Observation.