

**University of Alaska Southeast Center for Teacher Education**

# **Early Childhood Education Graduate Programs Handbook**

**2003-2005**

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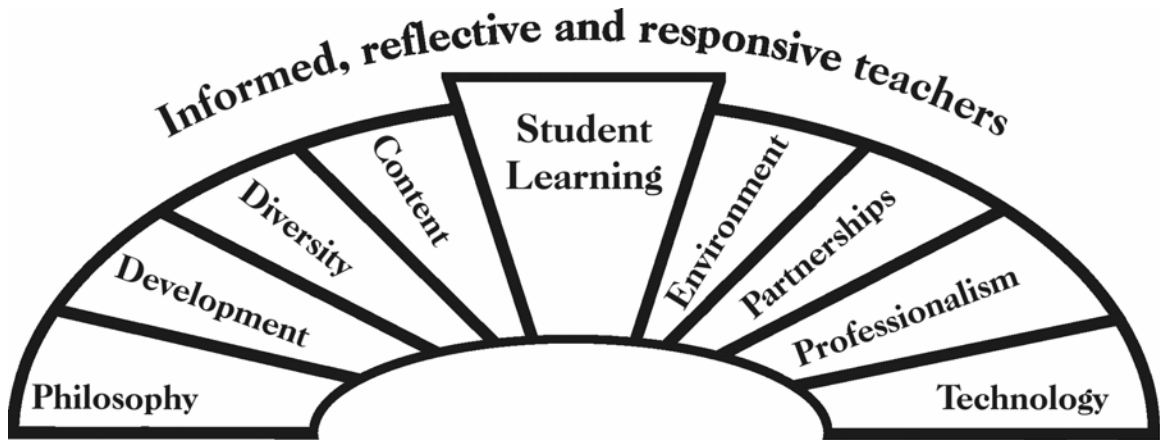
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## **Accreditation**

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

Center for Teacher Education programs are approved by the Alaska State Board of Education and are pre-candidates for national recognition by the National Council for Accreditation of Teacher Education.

# I. CENTER FOR TEACHER EDUCATION



**University of Alaska Southeast Center for Teacher Education**

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## Foreword from the Dean of Education

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

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

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

- In initial programs, students wishing to begin to teach *elementary school* (K-8) can earn bachelor's degrees, post-baccalaureate certificates, or Master of Arts (on-site and distance) in teaching degrees. Those interested in early childhood can earn the credential or MAT (distance). Those interested in initial programs to prepare to teach in secondary schools enter the secondary Master of Arts in Teaching. Those entering MAT programs at any level do so after earning bachelors' degrees in the subject area(s) they wish to teach.
- Endorsements and/or Master of Education (M.Ed) programs through the CTE serve certified teachers wishing to take courses or earn teaching degrees with a variety of different emphasis areas included reading, educational technology, and early childhood education. Teachers and program graduates interested in taking individual courses or earning professional development credits are served through the CTE's Professional Education Center.
- The Associate in Applied Science Degree with emphasis in Early Childhood Education is offered by distance through the Center for Teacher Education at UAS in collaboration with the College of Rural Alaska/ UAF.

The CTE mission is to identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. Our adopted vision describes our goals and our graduates as being *informed, reflective and responsive teachers*. Please take note of these words as you will hear them often, and be challenged to make steady progress in reaching this CTE vision for graduates. The following passages describe the knowledge, skills, and dispositions

CTE faculty can help you to become. They also describe areas of potential CTE faculty have seen in you as part of your admission to any CTE program.

Center for Teacher Education Graduates become:

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

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

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

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

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

Marilyn J. Taylor, Ed. D.  
Dean of Center for Teacher Education  
University of Alaska Southeast

## **Center for Teacher Education Mission Statement**

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

## **Center for Teacher Education Vision**

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

## **Center for Teacher Education Faculty's Professional Commitments**

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



## Center for Teacher Education Student Goals and Performances

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

### *Performances*

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

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

### *Performances*

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

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

### *Performances*

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

Goal 4: Teachers possess current **academic content knowledge**.

### *Performances*

- a. Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge.(K)
- b. Connect the content area to other content areas and to practical situations encountered outside the school. (S)

- c. Commit to professional discourse about content knowledge and student learning of content. (D)

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

*Performances*

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

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

*Performances*

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

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

*Performances*

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

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

*Performances*

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

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

*Performances*

- a. Operate computers and other technologies 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)

*Note: (K) Knowledge (S) Skill (D) Disposition*

## Standards for Alaska's Teachers

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teachers practice.

*Performances that reflect attainment of this standard include*

- a. Engaging in thoughtful and critical examination of the teacher's beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
- b. Demonstrating consistency between a teacher's beliefs and the teacher's practice.

2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

*Performances that reflect attainment of this standard include*

- a. Accurately identifying and teaching to the developmental abilities of students
- b. Applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

3. A teacher teaches students with respect for their individual and cultural characteristics.

*Performances that reflect attainment of this standard include*

- a. Incorporating characteristics of the students and local community's culture into instructional strategies that support student learning;
- b. Identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students' and
- c. Applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

4. A teacher knows the teacher's content area and how to teach it.

*Performances that reflect attainment of this standard include*

- a. Demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- b. Identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

- c. Drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- d. Connecting the content area to other content areas and to practical situations encountered outside of school; and
- e. Staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.



5. A teacher facilitates, monitors, and assesses student learning.

*Performances that reflect attainment of this standard include*

- a. Organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- b. Creating, selecting, adapting, and using a variety of instructional resource to facilitate curricular goals and student attainment of performances standards;
- c. Creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce students learning and that assist students in reflecting on their own progress;
- d. Organizing and maintaining records of students' learning and using a variety of methods to communicate students progress to students, parents, administrators, and other appropriate audiences; and
- e. Reflecting on information gained form assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.



6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

*Performances that reflect attainment of this standard include*

- a. Creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- b. Communicating high standards for students performances and clear expectations of what students will learn;
- c. Planning and using a variety of classroom management techniques to establish and maintain as environment in which all students are able to learn; and
- d. Assisting students in understanding their role in shoring responsibility for their learning.



7. A teacher works as a partner with parents, families, and the community.

*Performances that reflect attainment of this standard include*

- a. **Promoting and maintaining regular and meaningful communication between the classroom and students' families;**
- b. **Working with parents and families to support and promote students learning;**
- c. **Participating in school wide efforts to communicate with the broader community and to involve parents and families in student learning;**
- d. **Connecting, through instructional strategies, the school and classroom activities and students homes and cultures, work places, and the community; and**
- e. **Involving parents and families in setting and monitoring student learning goals.**



8. A teacher participates in and contributes to the teaching profession.

*Performances that reflect attainment of this standard include*

- a. **Maintaining a high standard of professional ethics;**
- b. **Maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;**
- c. **Engaging in instructional development activities to improve or update classroom, school, or district programs; and**
- d. **Communicating, working cooperatively, and developing professional relationships with colleagues.**

## **Alaska Cultural Standards for Educators**

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

Educators who meet this cultural standard:

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

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

Educators who meet this cultural standard:

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

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

Educators who meet this cultural standard:

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

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

3.3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

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

Educators who meet this cultural standard:

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

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

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

4.4. seek to learn the local heritage language and promote its use in their teaching.

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

Educators who meet this cultural standard:

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

2.2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;

3.3. reinforce the student's sense of cultural identity and place in the world;

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

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



## Alaska Professional Code of Ethics

### 0 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

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

(b) In fulfilling obligations to students, an educator:

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

(c) In fulfilling obligations to the public, an educator:

- (1) repealed 10/25/2000;
- (2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
- (3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
- (4) repealed 10/25/2000;
- (5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
- (6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not

offer a gratuity, gift, or favor to obtain special advantage;

(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and

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

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

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

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

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

(4) may not sexually harass a fellow employee;

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

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

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

(8) repealed 10/25/2000;

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

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

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

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

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

(14) repealed 10/25/2000;

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

(16) shall conduct professional business through appropriate channels;

(17) may not assign tasks to unqualified personnel;

(18) may not continue in or seek professional employment while unfit due to (A) use of drugs or alcohol that impairs the educator's competence or the safety of

students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;  
 (19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities

Authority:

AS 14.20.030 (a)  
 AS 14.20.370  
 AS 14.20.450  
 AS 14.20.460  
 AS 14.20.480

20 AAC 10.030. MORAL TURPITUDE. For the purpose of AS 14.20.030(a)(2),

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

(2) a crime involving moral turpitude includes:

- (A) homicide;
- (B) manslaughter;
- (C) assault;
- (D) stalking;
- (E) kidnapping;
- (F) sexual assault;
- (G) sexual abuse of minor;
- (H) unlawful exploitation of a minor;
- (I) robbery;
- (J) extortion;
- (K) coercion;
- (L) theft;
- (M) burglary;
- (N) criminal mischief;
- (P) forgery;
- (Q) criminal mischief;
- (R) forgery;
- (S) criminal impersonation;
- (T) bribery;
- (U) perjury;
- (V) unsworn falsification;
- (W) jury tampering;
- (X) terroristic threatening;
- (Y) possession or distribution of child pornography;
- (Z) unlawful distribution or possession for distribution or possession for distribution of a controlled substance;
- (AA) unlawfully furnishing alcohol to a minor. (Eff 4/8/99, Register 150)

## Code of Ethical Conduct by NAEYC

### Preamble

The National Association for the Education of Young Children (NAEYC) recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The primary focus is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschools, child care centers, family child care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children, including program administrators, parent and vocational educators, college professors, and child care licensing specialists.

### Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard

### Conceptual Framework

The Code sets forth a conception of our professional responsibilities in four sections, each addressing an arena of professional relationships: (1) children, (2) families, (3) colleagues, and (4) community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that arena, a set of ideals pointing in the direction of exemplary professional practice, and a set of principles defining practices that are required, prohibited, and permitted.

**The ideals** reflect the aspirations of practitioners. **The principles** are intended to guide conduct and assist practitioners in resolving ethical dilemmas encountered in the field. There is not necessarily a corresponding principle for each ideal. Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, will provide the basis for conscientious decision making. While the Code provides specific direction and suggestions for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with sound professional judgment.

The ideals and principles in this Code present a shared conception of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

### **Ethical dilemmas always exist**

Often, "the right answer" -- the best ethical course of action to take -- is not obvious. There may be no readily apparent, positive way to handle a situation. One important value may contradict another. When we are caught "on the horns of a dilemma," it is our professional responsibility to consult with all relevant parties in seeking the most ethical course of action to take.

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## **Section I: Ethical responsibilities to children**

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

### **Ideals**

I-1.1. To be familiar with the knowledge base of early childhood care and education and to keep current through continuing education and in-service training.

I-1.2. To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.

I-1.3. To recognize and respect the uniqueness and the potential of each child.

I-1.4. To appreciate the special vulnerability of children.

I-1.5. To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.

I-1.6. To support the right of each child to play and learn in inclusive early childhood programs to the fullest extent consistent with the best interests of all involved. As with adults who are disabled in the larger community, children with disabilities are ideally served in the same settings in which they would participate if they did not have a disability.

I-1.7. To ensure that children with disabilities have access to appropriate and convenient support services and to advocate for the resources necessary to provide the most appropriate settings for all children.

### **Principles**

P-1.1. Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.

P-1.2. We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, ethnicity, religion, sex, national origin, language, ability, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)

P-1.3. We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.

P-1.4. For every child we shall implement adaptations in teaching strategies, learning environment, and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If, after these efforts have been made to work with a child and family, the child does not appear to be benefiting from a program, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall communicate with the family and appropriate specialists to determine the child's current needs; identify the setting and services most suited to meeting these needs; and assist the family in placing the child in an appropriate setting.

P-1.5. We shall be familiar with the symptoms of child abuse, including physical, sexual, verbal, and emotional abuse, and neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.6. When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral has been made.

P-1.7. When another person tells us of a suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action to protect the child.

P-1.8. When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9. When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can protect children from similar danger.

## **Section II: Ethical responsibilities to families**

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

### **Ideals**

I-2.1. To develop relationships of mutual trust with families we serve.

I-2.2. To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I-2.3. To respect the dignity of each family and its culture, language, customs, and beliefs.

I-2.4. To respect families' childrearing values and their right to make decisions for their children.

I-2.5. To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood practices.

I-2.6. To help family members improve their understanding of their children and to enhance their skills as parents.

I-2.7. To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

### **Principles**

P-2.1. We shall not deny family members access to their child's classroom or program setting.

P-2.2. We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do - which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3. We shall inform families of and when appropriate, involve them in policy decisions.

P-2.4. We shall involve families in significant decisions affecting their child.

P-2.5. We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.

P-2.6. To improve the quality of early childhood care and education, we shall cooperate with qualified child development researchers. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.7. We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.

P-2.8. We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.9. We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies and individuals who may be able to intervene in the child's interest.

P-2.10. In cases where family members are in conflict, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.11. We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

### **Section III. Ethical responsibilities to colleagues**

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

#### **A. Responsibilities to co-workers**

##### **Ideals**

I-3A.1. To establish and maintain relationships of respect, trust, and cooperation with co-workers.

I-3A.2. To share resources and information with co-workers.

I-3A.3. To support co-workers in meeting their professional needs and in their professional development.

P-3A.4. To accord co-workers due recognition of professional achievement.

##### **Principles**

P-3A.1. When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern, in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially.

P-3A.2. We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

#### **B. Responsibilities to employers**

##### **Ideals**

I-3B.1. To assist the program in providing the highest quality of service.

I-3B.2. To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or the provisions of this Code.

##### **Principles**

P-3B.1. When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.



P-3B.2. We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3. We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

### **C. Responsibilities to employees**

#### **Ideals**

I-3C.1. To promote policies and working conditions that foster mutual respect, competence, well-being, and positive self-esteem in staff members.

I-3C.2. To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3. To strive to secure equitable compensation (salary and benefits) for those who work with or on behalf of young children.

#### **Principles**

P-3C.1. In decisions concerning children and programs, we shall appropriately utilize the education, training, experience, and expertise of staff members.

P-3C.2. We shall provide staff members with safe and supportive working conditions that permit them to carry out their responsibilities, timely and non-threatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3. We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4. Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5. Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7. Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8. In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, ethnicity, religion, gender, national origin, culture, disability, age, or sexual preference. We shall be familiar with and observe laws and regulations that pertain to employment discrimination.

### **Section IV: Ethical responsibilities to community and society**

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities

to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

### **Ideals**

I-4.1. To provide the community with high-quality (age and individually appropriate, and culturally and socially sensitive) education/care programs and services.

I-4.2. To promote cooperation among agencies and interdisciplinary collaboration among professions concerned with the welfare of young children, their families, and their teachers.

I-4.3. To work, through education, research, and advocacy, toward an environmentally safe world in which all children receive adequate health care, food, and shelter, are nurtured, and live free from violence.

I-4.4. To work, through education, research, and advocacy, toward a society in which all young children have access to high-quality education/care programs.

I-4.5. To promote knowledge and understanding of young children and their needs. To work toward greater social acknowledgment of children's rights and greater social acceptance of responsibility for their well-being.

I-4.6. To support policies and laws that promote the well-being of children and families, and to oppose those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.7. To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

### **Principles**

P-4.1. We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2. We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3. We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.4. We shall cooperate with other professionals who work with children and their families.

P-4.5. We shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.6. We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.

P-4.7. We shall be familiar with laws and regulations that serve to protect the children in our programs.

P-4.8. We shall not participate in practices which are in violation of laws and regulations that protect the children in our programs.

P-4.9. When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10. When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public.

P-4.11. When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

### **Statement of commitment**

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

To the best of my ability I will

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Maintain high standards of professional conduct.
- Recognize how personal values, opinions, and biases can affect professional judgment.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

**This document is an official position statement of the National Association for the Education of Young Children.**

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.

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## **II. EARLY CHILDHOOD EDUCATION GRADUATE PROGRAMS**

### **A. Early Childhood Education Philosophy Statement**

*The theoretical, philosophical, and research bases  
underlying the program and approach to professional development.*

Preparing teachers to facilitate children's development toward intellectual and moral autonomy is the purpose of UAS early childhood education (ECE) teacher education. This goal of the ECE teacher education program is directly linked to the goals of education for children. Intellectual and moral autonomy are accepted as the educational goals for children in this program (Kamii, 1982/1996). This means teaching children to think reflectively, helping them to construct personal understandings and to generate their own ideas instead of merely memorizing information.

The UAS early childhood education program's view of the teacher role is a sophisticated one, requiring that the teacher also think, construct, understand and generate ideas rather than merely following a prescribed routine. Therefore, the UAS ECE program not only works toward higher order thinking for children but also expects it of teachers.

We believe that effective teaching requires mutually respectful and caring relationships between students and teachers and among students. Therefore, we attempt to create caring communities in each course and in the program just as we work to teach candidates the importance of doing the same in their own classrooms. Such relationships free learners to share their ideas and questions more freely, thus, enhancing their learning process (Kohn, 1996).

#### **Coursework as Teaching Models**

These expectations mean that teacher education coursework cannot rely on old teaching methods of merely transmitting information for students to memorize and repeat back. In order for teachers to learn how to assist children's construction of knowledge, teachers and potential teachers must themselves be assisted in constructing their own understandings. (As teachers experience their own construction of knowledge, they come to understand the process and its value for their students.) This means classes that pose questions for discussion rather than give lectures. This means asking students to observe and explore children's learning in lab settings in order to validate educational research for themselves. This also means respecting the adult learner's normal confusion and questions as valuable parts of the learning process as they are for children's learning. In other words, teacher education courses have an obligation to model the learning theories they attempt to teach.

#### **Program Content**

Understanding children's intellectual, physical, social, and emotional development is the basis for all coursework. All recommendations for how to teach children are based on

carefully documented research about how children learn and the factors involved in that learning (Piaget, 1963/1973). The massive research base of Piaget and his associates provides essential views of the unique ways in which young children think, process information, and make sense of new experiences. Vygotsky's research on language development adds to this (Vygotsky, 1978).

However, since the intellect does not exist in isolation, teaching practices must consider each child's physical and emotional well-being (Bredekamp & Copple, 1997). Therefore, health and safety issues are relevant to teaching as are helping children make friends and honoring the family and culture of each child. How to nurture all aspects of development for each child is the serious challenge confronting teachers. Though the challenges seem greater year by year, a significant and growing body of knowledge from the field of early childhood education is available (Bredekamp & Copple, 1997; Bredekamp & Rosegrant, 1995).

The early childhood teacher education program works with potential teachers to put them in touch with the existing early childhood education research base and to encourage them to conduct their own classroom research in constructing their own understandings of teaching and learning. The desired outcome is better teaching and better learning with teachers and students who understand and are excited about what they are doing in school (DeVries & Zan, 1995).

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## **B. Program Overview**

The UAS Center for Teacher Education (CTE) offers four Early Childhood Education Graduate Programs: Endorsement, Master of Education, Credential, and Master of Arts in Teaching. The area of specialization for these programs is Early Childhood Teacher/Leader.

All programs are mainly distance-delivered. Students must be self-directed learners, must have access to high-speed Internet connections and must schedule time during the school year to complete weekly intensive field experience assignments. They must also plan for a minimum of 4 weeks of on-campus coursework, two weeks each of two summers. All courses are semester-based and the online “virtual” classroom is run similarly to an on-campus classroom.

All courses are offered on a two-year cycle, with the assumption that students will attend school part-time while teaching. All programs utilize the same early childhood classes.

### **Primary Area of Focus**

This program is aimed at enhancing classroom teaching skills for teachers of young children. Students in the programs are called Candidates. You become a Candidate once you are accepted into the Early Childhood Education Advanced Programs. Candidates report that the program offers a very different view of teaching and learning.

### **Age Range of Children**

The University of Alaska Southeast (UAS) Early Childhood Teacher Education Advanced preparation program prepares candidates to work with children ages 3 through 8 years. The 0-3 years age range is also discussed throughout the program to provide a clear understanding of the entire 0-8 years child development continuum.

### **Program Course Delivery: Modified Distance Delivery (Hybrid)**

The size of the state, the lack of roads, and the fact that other early childhood advanced programs are not readily available in the state require that coursework be distance delivered. However, we recognize the importance of face-to-face dialogue in building a community of learners. To provide for this dialogue a “modified distance delivery” model is used for four of the early childhood courses: ED S465, ED S605, ED S610 and ED 652. This model provides the advantages of collegiality available through face-to-face contact in class while meeting the unique needs of Alaska ECE teacher education. The four basic components that make up this delivery model are described below.

### **On-campus summer intensives**

Summer intensives provide introductions to courses on-campus with the main work of the courses done off campus Fall semester in the candidates’ home communities. Quality interactions among candidates and between candidates and faculty is a high priority for summer intensives. The time with students in person is important for faculty and students

to get to know one another. It is an opportunity for candidates to develop a relationship of trust with faculty necessary for effective teacher/learner interaction. Significant time is spent on creating a sense of community since the quality of relationships built when candidates are together determines to a large extent the quality of their interaction during subsequent distance-delivered portions of the program.

Students are encouraged to stay in campus housing where ECE students are placed in apartments together. This allows for more opportunities for personal and professional bonding and for a more intensive educational experience as students continue to process ideas on their own time. Information about local recreational activities is shared with the students and group social events are planned to further assist the development of a sense of community.

### **Individual reading and reflection**

For courses with the on-campus component, students are expected to have read some basic course material and submit a review of that material prior to the on-campus intensive.

The bulk of the reading is scheduled for the time between the end of the on-campus component of the course and the beginning of their fall field experiences. Though some basic readings are required of everyone in a course, the nature of graduate education requires that students select from a wide variety of relevant materials. Suggested materials are available for purchase and are on reserve in the library but students are encouraged to locate additional resources and to share their findings with classmates. At the end of the summer, students submit a written analysis of their reading with reflections on implications for their teaching. These reflections are shared online and are the basis for student dialogue.

### **Field experience and group reflection**

The course reading assignments are designed to provide guidance for conducting and analyzing the field experiences. Reading responses must be submitted online before the field experience so that the professor can provide feedback to clarify any misperceptions about the reading. The field experience reports emphasize the analysis of the candidates' experience: what candidates observed about children's learning and how that relates to current and previous weeks' readings.

With the extensive use of asynchronous computer conferencing, candidates must read and reflect on the field experience reports submitted online by their classmates to get ideas and to practice analytical thinking about what they agree or disagree with. Students are divided into small groups to facilitate in-depth online discussions. Smaller groups also allow for students to get to know and trust one another, which further enhances sharing of questions and concerns. The professor monitors each group discussion, asking pertinent questions to extend and guide thinking as seems relevant for each group.



As candidates submit their work online, the professor provides immediate feedback with an emphasis on stimulating thought rather than merely providing information.

### **Distance delivered courses**

Some courses have no on-campus component though most students in those courses also participate in the on-campus offerings for other courses. Candidates cannot complete the program without participating in the summer intensives. Distance-only courses have field experiences, reflection and assessment components identical to the modified distance courses. However, the student dialogue component is enhanced with weekly discussion topics designed to replicate the group discussions on-site. The reading response portion of distance-only courses differs primarily in the timing of the reading and reports. All coursework is completed during one semester for these courses in contrast to the summer lead-in to Fall semester modified distance courses.

### **Practicum**

Practicum is an essential part of the early childhood programs and field-based assignments are used to assist student understanding of the program goals. Each 3-credit early childhood course requires a minimum field experience of 2 hours per week in an approved PreK-3<sup>rd</sup> grade setting. Most advanced program candidates do most of this work in their own classrooms.

Course	Practicum
ED S465 Math & Science for Young Children	A series of teaching, assessment & reflective tasks in the disciplines of sciences & math. Eg: developing children's arithmetic skills through games, observing and analyzing child responses and basing further teaching on that data.
ED S605 ECE Principles & Practices	A series of tasks to critique teaching & environment for Developmentally Appropriate Practices (DAP).
ED S610 Guidance & Discipline in ECE	Reflective analysis of child behavior problems as they occur in classroom settings. Analyze for possible causes of problems & relevant teaching responses. Critique teaching & environment for ways to prevent problems.
EDSE A622Y* Strategies: ECE Special Ed. or EDSE A674 or EDSE A681	30 hours with a child who experiences a disability in a program associated with Early Intervention/Early Childhood Special Education. Plan, implement & evaluate interventions with children birth – 2 & 3 – 5 years.
ED S626* Classroom Research (An example of a course utilized to meet the Research requirement for the M.Ed.)	A classroom-based research project.

Course	Practicum
ED S630* Educational Applications (An example of a course utilized to meet the Technology requirement for the M.Ed.)	Advanced use of computer, electronic mail, CAUCUS Computer Conferencing System and the Internet.
ED S652 Understanding & Teaching Young Children I: Fostering Social Emotional Development	A series of observation and written reflection tasks focused on social development, development of friendships, classroom community, and the teacher's role.
ED S653 Understanding & Teaching Young Children II: Creative, Physical & Healthy Development	Set up learning centers, implement activities with children and analyze their effectiveness in the 3 areas of development.
ED S661 Young Children & Literacy	A series of literacy teaching, assessment and reflective tasks implemented & analyzed reflectively. Examples: a. Gather and analyze writing samples from emergent writers at three different levels b. Take running-record style notes taken while listening to a beginning reader read aloud
ED S664 Classroom Management for Young Children	Planning, implementation & evaluation of teaching for Teaching Work Samples. Includes documentation of student learning outcomes & video of teacher roles. A series of learning environment adjustments analyzed for impact on student learning.
EDSE A674* Families: Developing Parent Professional Partnerships – Family Based Experience or EDSE A622Y or EDSE A681	2 hours each week with a family or some other combination that fits the parent's and child's schedule equal to 25 - 30 hours. Experiences include: home visits, other ongoing contact with family, attending physician appointment, observing child in group setting, eating with family, providing respite care, attending parent support group with parent.
ED S680* Multicultural Education Seminar (An example of a course utilized to meet the Special Student Populations requirement for the M.Ed.)	No practicum required.
EDSE A681* Issues in Early Childhood Special Education or EDSE A622Y or EDSE A681	10 hours of observation and participation focusing on specific issues in an Early Intervention program.
ED S698 * ECE Graduate Portfolio Project	Utilize & reflect on all program practicum.

The reading assignments for courses are designed to provide guidance for conducting and analyzing the practicum. Reading responses must be submitted on-line before the practicum so that the instructor can provide feedback to clarify any misperceptions about the reading.

Practicum reports emphasize the analysis of the candidates' experience: what candidates observed about children's learning and how that relates to current and previous weeks' readings.

Sample assignment: Provide reading and writing materials in a pretend play setting as described in your reading on play and literacy. Encourage use of the reading and writing materials as part of children's pretend play and note how they do so. What factors create interest in using the materials? What forms of writing did you observe?

With the extensive use of on-line computer conferencing, candidates must read and reflect on the field experience reports submitted on-line by their classmates to get ideas and to practice analytical thinking about what they agree or disagree with. As candidates submit their work on-line, the instructor provides immediate feedback that sets up an on-going improvement loop for the candidates and for the program. This dynamic dialogue creates a high quality, individualized program that could only happen in a small setting such as UAS.

Candidates demonstrate and document their competency with course topics primarily through portfolio entries for each course. The course reading and practicum assignments provide the learning opportunities that are key to portfolio entries. These entries document candidate understanding and application of course content and are directly related to the UAS Center for Teacher Education Unit Goals and NAEYC Standards. The final M.Ed. portfolio (ED S698) is used by the candidates for self-reflection, adjustment of teaching and assessment of personal progress at the end of the program.

For further information on the assignments - Lesson Plan Format, Teacher Work Sample, and Portfolios. (see Appendix A, p. 52).

## **Portfolio**

### **Course portfolios**

Each of the early childhood courses requires proficiency with a set of CTE Goals and the corresponding ECE Performance Indicators Candidate progress toward these Goals is demonstrated through successful submission of portfolio entries for each ECE class. The portfolio entries demonstrate understanding of concepts, document competency with related skills, and reveal related dispositions. Portfolio entries are assessed by the faculty using the rubric designed for each of the standards related to a specific course.

Candidates for the M. Ed. and MAT reflect on all previous portfolio entries and select those they will use to produce their capstone Masters portfolio.

### **Masters portfolio**

Masters portfolios (not required for Endorsement and credential program) compile and reflect on all evidence of teaching competency documented throughout a student's program. Course portfolios are not the same thing as Masters portfolios, but are part of the process of creating the Masters portfolio. As the final Masters program portfolios are reviewed, strengths and weaknesses in student preparation are revealed. That data results in adjustments to the program.

Course and Masters portfolios show clear evidence of candidate level of knowledge, skills, professional dispositions and impact on young children and their families. These are organized according to the Alaska Teacher Standards, upon which the UAS unit goals are based, and which have been shown to correlate with the NAEYC standards

### **Policies and Requirements**

- 1) This program must be completed within 7 years of the starting semester of the first program class taken.
- 2) Transfer credits into these programs are evaluated on a case-by-case basis. No course older than 7 years old at the time of program completion will be eligible to transfer in.
- 3) Students must maintain a 3.0 Grade Point Average. A grade of C- or lower in any program course is unacceptable and must be repeated for the credit to apply.
- 4) Students must abide by the Alaska Professional Code of Ethics (see p. 14) at all times.
- 5) The ECE programs focus a preK-3. Practicum placement must be at that level.
- 6) Each methods course requires a minimum of 3 hours of practicum in an early childhood classroom per week.
- 7) Completion of all coursework is required prior to the start of student teaching (for credential and MAT programs).
- 8) Students in the Early Childhood Education Graduate programs must maintain professional and personal dispositions both in the local schools, the University and the professional community. Please review the Dispositions Policies and Checklist (see Appendix B, p. 58) that are included in this handbook. Students who do not maintain professional dispositions may be removed from the program.
- 9) Every student is required to *sign the contract* that is included in this handbook (see p. 71). Breach of the contract may result in expulsion from the program.
- 10) Any deviation from the program must be petitioned in writing to the Dean. Your advisor will help you prepare the appropriate paperwork needed.

## **Responsibilities of Supervisors**

### **Advisor responsibilities**

Your academic advisor is your mentor throughout your program. She/he oversees your courses and performances. She/he is available for academic counseling when you need it.

Specifically the advisor responsibilities are:

1. Conducts initial interview
2. Reviews your undergraduate transcripts and recommend any prerequisites
3. Oversees your program through the various program gates.
4. Provides information about the programs by introducing you to this handbook.
5. Oversees student teacher placements
6. Recommends you for student teaching to the Dean.
7. Recommends UAS sign the Institutional Recommendation for your credential.
8. Serves as your graduate committee chair.

Students are expected to follow program requirements as outlined in this handbook. The UAS Center for Teacher Education is a candidate for accreditation by the National Council for the Accreditation of Teacher Education, a national certifying board that ensures the highest level of teacher education. You, as a student, must adhere to the requirements laid out by your program and in accordance with NCATE.

### **Committee responsibilities**

Faculty and professional community members make up the 3-member Graduate Committee for all M. Ed. and MAT Candidates.

Specific responsibilities of the committee members are:

1. Give feedback, encouragement and professional guidance as the Master's Candidate develops the Masters Portfolio.
2. Evaluate the Masters Portfolio using the Portfolio Rubric.
3. Sign off on master's degree.

### **Endorsement Program and Master of Education Program**

The Early Childhood Education Endorsement is 21 semester credits and is available only to candidates who hold a Type A Teaching Credential.

The Master of Education in Early Childhood Education consists of 33 semester credits and is available to candidates who hold a Bachelor of Education degree or its equivalent from an accredited institution or who hold an Alaska teaching certificate with a minimum of 30 semester credits in education. The 21 credits of the Endorsement apply to the 33 Masters Degree credits for those who wish the degree.

The Early Childhood Education Endorsement and the Master of Education programs could be completed in a two-year period, including two on-campus summer sessions of two weeks each, however candidates are typically teaching full time and are discouraged

from taking more than 3 credits per semester due to the time required for successful completion of courses.

### Required courses

The Endorsement program is a 21 credit program approved by the Alaska Department of Education and Early Development; it adds an early childhood endorsement to an existing teaching credential.

The Master of Education in Early Childhood Education builds on the Endorsement with an additional 12 credits of “core” courses common to all UAS Masters of Education programs. These credits include courses in three focus areas as shown below; course numbers and specific titles are not given for the “special populations” requirement, allowing students to select a course from any U of Alaska campus that meets their needs. A 3 credit “capstone” course is also included.

		Cr	Semester Offered
Endorsement Required Courses:			
ED 465*	Math & Science for Young Children	3	Summer odd
ED 605	ECE Principles & Practices	3	Summer odd
ED 610	Guidance & Discipline in ECE	3	Summer even
ED 652	Understanding & Teaching YC I	3	Summer even
ED 653	Understanding & Teaching YC II	3	Distance Spr even
ED 661	Adv. Studies in YC & Literacy	3	Distance Spr every
ED 664	Adv. Studies in Classroom Mgmt for YC	3	Distance Spr odd

### Required Courses to complete Masters:

ED 626	Classroom Research	3	Distance Fall every
ED 630	Education Technology	3	Distance every smstr
Special Ed course (UAA) or Multicultural Course		3	Distance every smstr
ED 698	Master’s Portfolio	3	Every smstr

\* Note: Student must complete a Math for Teachers course as prerequisite to ED 465.

### Credential and Master of Arts in Teaching Program

The University of Alaska Southeast delivers a post-baccalaureate preK-3 Credential Program and a preK-3 Master of Arts in Teaching degree to candidates in urban and rural locations throughout Alaska and the Yukon Territory. Candidates who complete Student Teaching are awarded the Alaska Type A Credential, endorsed for grades preK through 3. Certification is granted by the Alaska Department of Education and Early Development; UAS provides the institutional recommendation for certification. Candidates may elect to continue after certification to complete a Masters of Arts in Teaching degree.

**Required courses**

The Credential is a minimum 39 credit program approved by the Alaska Department of Education and Early Development. Students are encouraged to complete the remaining 9 credits of coursework required for the Masters of Arts in Teaching in Early Childhood Education degree during their initial years as classroom teachers.

	Credits	
Prerequisite Coursework (15 credits)		
ED S230	Intro to Educational Technology	3
ED S301	Parents and Teachers as Partners	3
ED S304	Literature for Children and Young Adults	3
ED S319	Health & Safety Issues in ECE	1
ED S321	ECE and Motor Development	1
ED S324	Enhancing Young Children's Creative Development	1
<i>Choose one</i>		
ALST S 300	Alaska Studies	3
HIST 341	History of Alaska	3

*\* Note: ED S230 must be completed before registering for graduate-level coursework.*

Program Coursework (30 credits)		
ED S465	Math and Science for Young Children	3
ED S605	Early Childhood Education Principles and Practices	3
ED S610	Guidance & Discipline in Early Childhood Education	3
ED S652	Understanding & Teaching Young Children I: Social and Emotional Development	3
ED S661	Literacy and Young Children	3
ED S664	Young Children and Classroom Management	3
ED S680	Advanced Multicultural Education	3
ECSE	Special Education Course from UAA	3
ED S688	Student Teaching	6

Required Courses to complete Masters (9 credits)

ED S626	Classroom Research	3
ED S698	Master's Research Project or Portfolio	3
<i>Choose one</i>		
ED S630	Classroom Integration of Tool Software or other 600-level Ed Tech course	3
ED S692	Education Seminar	3

*\* Note: Student must complete a Math for Teachers course as prerequisite to ED 465.*

### **Practicum host teacher for Credential and MAT programs**

The practicum host teacher supervises candidates in the classrooms. Practicum teachers are volunteers. They host candidates in the classroom approximately 3 hours per week for each class.

Practicum teachers provide opportunities for candidates to observe, assist and teach in the classroom. They approve lessons that candidates prepare for teaching, and provide feedback before, during and after teaching.

The Center for Teacher Education may offer a 1-credit 500 level course for practicum host teachers. Additionally, practicum host teachers are invited to register for methods courses along with the candidates they supervise.

Specifically, the practicum host teacher

- 1) Welcomes the practicum student into the classroom and introduce him/her to the students
- 2) Asks the practicum student for the class syllabus and review expectations for the practicum student.
- 3) Provides a seating chart or other materials so the practicum student can learn names.
- 4) Assists the practicum student in becoming familiar with standards and local curriculum, and with classroom curriculum for the semester.
- 5) Acquaints the practicum student with appropriate school policies, personnel, materials, resources and programs.
- 6) Requires lesson plans from the practicum student in advance of teaching lessons.
- 7) Observes the practicum student and provides constructive feedback.
- 8) Completes the Dispositions Policies and Checklist (see p. Appendix B, p. 58) if applicable.
- 9) Notifies the methods teacher if there are questions or concerns.

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.)
- 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.

### *Candidate Responsibilities - Guidelines for working in schools*

You will be spending a great deal of time in your local public school. Our primary expectation is that you will provide service to the school, and that your presence will be an asset to the education of the children in your practicum classrooms and your student teaching assignment.



### Professional behavior

You must abide by the Alaska Professional Code of Ethics as well as school district rules and regulations.

### Tine test

All UAS students working in schools in Alaska must have a current tine test on file at both the local school and the University. You can get these at any Public Health office, from a school nurse, or at the UAS Student Resource Center in Juneau.

### 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 pupil's cumulative records should be help in confidence. Children used as case studies should be identified with either a first name only, or with a pseudonym.

### Attendance

A practicum or student teacher is considered a member of the faculty. As a practicum student, you should determine your weekly schedule with your host teacher. 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 practicum and 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 times to be a learner, not a critic.

### Planning

When you are teaching a lesson, you should have all lesson plans 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.

### 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 the observer can discuss the goals of the observation in advance. This process is always formative and is meant to be a productive and supportive way to help you become a better teacher. During student teaching, your supervisor and the host teacher will participate in formative and final assessment together.

### **Student Teaching**

Admission materials for student teaching are provided in this handbook. Requirements for admission to student teaching are as follows:

1. Completion of all education courses with a GPA of 3.0 or better.
2. Passing scores on the Praxis 1.
3. Completed application form (see p. 68), with advisor's recommendation
4. Fingerprints

We recommend that Candidates not take other courses during student teaching. Candidates should plan on a minimum of 15 weeks for full time student teaching.

#### *Student Teaching Application Procedures*

Student teaching applications **will not** be considered until all application materials are received. The following materials must be submitted as part of your student teaching application:

- Completed and signed student teaching application.
- One-page typewritten biographical sketch containing information that would be of particular interest to the cooperating teacher.
- Results of Tuberculosis screening. Results must not be over one year old at the time student teaching starts.
- Fingerprint packet. Your fingerprint packet must include two completed fingerprint cards, the Student Teacher Certificate of Authorization form, and a cashier's check or money order (no personal checks) for \$66.00. (Applicants who are student teaching outside of Alaska do not need to submit a fingerprint packet.)
- Eligibility waiver request, if applicable (see information below).
- Permission to Release Information Form

#### *Eligibility Waiver Request*

Applicants who have not fulfilled all eligibility requirements but wish to apply for a waiver of an eligibility requirement must write a letter to their advisor explaining what requirement is not completed and why a waiver is warranted. This waiver must accompany your student teaching application.

#### *Fingerprint Packet*

Fingerprints must be rolled within one year by the time they reach the FBI. The Alaska Department of Education and Early Development (DEED) requires its own set of fingerprint cards. They will not accept fingerprinting previously completed for a school

district. The only exception may be if you are already certified in Alaska. Return your fingerprint packet to UAS—do not mail it directly to DEED.

Mail your completed student teaching application packet to

Center for Teacher Education  
University of Alaska Southeast  
11120 Glacier Highway  
Juneau, AK 99801

Call (907) 465-6417 or toll free (866) 465-6424 if you have any questions regarding your student teaching application.

### *Placement of Student Teaching*

You will be placed in a student teaching position pending approval of the school district and finding an appropriate placement for you. Policies for student teacher placement are:

- 1) Student teachers in the Distance Delivered Early Childhood Education program is offered student teaching in their own communities when appropriate placements are available in the local schools.
- 2) Student teacher applications are due March 15 for fall and October 1 for spring. Applications that are late may not be honored. This time frame allows the University to place all student teachers in appropriate settings.
- 3) Student teachers may be placed in communities other than their own when an appropriate placement is unavailable in the home community. The University makes every effort to place the student in a community where a local UAS faculty member is available for supervision, or where a University education faculty member is already traveling. The out of town placement does not demand extra travel cost for the University or the student, however the student must incur the expense of personal travel and housing.
- 4) If a student elects to student teach in a community other than his own, and traveling faculty are not available in the area, the student will need advisor and dean approval. The student will incur the expense of the travel for supervision that would be above the cost of supervision in the local community. The student will also incur the expense of personal travel and housing.
- 5) Occasionally, a student faces an unavoidable move out of state prior to the end of her program. In these cases, the student may request an appropriate placement in the new location. If an appropriate placement is available, and if a qualified person can be located to supervise the student, UAS can, on approval, hire that individual to supervise the student. These placements must be organized in advance and approved by the Dean, the faculty advisor and often by the local

university in the new location. Cost beyond normal supervision may be charged to the student.

### *Host Teacher*

The host teacher supervises candidates during the Student Teaching phase of your programs. The host teacher guides the student teacher in every way, and serves as a mentor, teacher and evaluator. The host teacher is the single most important influence on the student teacher's development as a teacher.

The host teacher assists the student teacher develop as a professional by aiding in the transition from university student to teacher; helping in the development of an understanding of the aims and purposes of education; fostering an atmosphere in which self assessment and reflection are valued; and providing opportunities for the student teacher to interact with other faculty.

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)
- 8) Introduces the student teacher to faculty, staff, parents and community.
- 9) Acquaints the student teacher with the needs of the students, the curriculum and standards, and the plans for instruction that semester.
- 10) Acquaint the student teacher with all the assessment and record keeping responsibilities that the host teacher maintains.
- 11) Provide the student teacher with books, materials and a computer if possible.
- 12) Communicates with the student teacher and supervisor if there are questions or concerns.
- 13) Provides a seating chart or other materials so the student teacher can learn names..
- 14) Acquaints the student teacher with appropriate school policies, personnel, materials, resources and programs.
- 15) Demonstrates and models a variety of teaching techniques and strategies.
- 16) Develops of schedule with the student teacher for the semester that includes take over of subjects and time periods, solo teaching, and shifting back of full time teaching responsibilities and defines the extent of the student teacher's responsibilities.
- 17) Requires and previews lesson plans in advance of teaching lessons and units.
- 18) Assists the student teacher in locating materials and teacher resources.
- 19) Observes the student teacher and provides specific constructive feedback.

- 20) Provides on-going feedback, encouragement and recognition of success.
- 21) Provides formal, written evaluations as requested from the supervisor.
- 22) Allows the student teacher to “solo” for 6 weeks and leaves the room to give the student teacher complete responsibility for teaching and management.
- 23) Completes a Student Teacher Evaluation Form at midterm and at the end of the semester. Participates in conferences to discuss the evaluations and helps the student teacher make goals for improvement.
- 24) Completes the Dispositions Checklist if applicable.
- 25) Writes a final evaluation that summarizes the Center for Teacher Education competencies.
- 26) Provides an opportunity for the Student Teacher to participate in quarterly report card/parent conference assessments.
- 27) Providing time for, and maintaining communication with the university supervisor

Host teachers may receive university credit for student teacher supervision. They should register for ED 593 -- Mary Bowen will assist in the registration process. Telephone is 866-465-6424.

*Responsibilities of the School Administration for Student Teaching*

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.)
- 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) Assists the University Supervisor in an exit interview for the Student Teacher.

*Responsibilities of the Faculty and University Supervisor for Student Teaching*

The faculty and the university supervisors provide the link between the university program and the school settings. University faculty teach all of the practicum courses by distance, while supervisors go into the field to monitor student teachers.

University supervisor responsibilities:

- 1) Provides an orientation to the student teacher and host teacher. Explains requirements and monitors assignments.
- 2) Visits or contacts schools regularly. Generally, the supervisor visits local schools weekly. Remote sites are visited for more extended stays monthly if possible.

- 3) Serves as a mentor, advisor and evaluator for the student teacher.
- 4) Facilitates communication between all parties.
- 5) Assists the student teacher and host teacher as requested.
- 6) Provides at least two assessments using the Pathwise or other observation instrument, and participates in midterm and final conferences.
- 7) Provides a final written assessment based on the CTE competencies.
- 8) Evaluates the professional portfolio and other written assignments.
- 9) Assigns the final grade for the class.

**Credential endorsement**

You will receive your recommendation for the preK-3 credential when all program requirements are complete. You must apply to the Department of Education and Early Development for the credential.

## **C. Admission to Early Childhood Education Advanced Programs**

### **Endorsement Program**

Full admission to your program requires you be accepted by the University of Alaska, as well as by your chosen program within the Center for Teacher Education. Admission process would not proceed until all materials are submitted to:

Center for Teacher Education  
University of Alaska Southeast  
11120 Glacier Highway  
Juneau, AK 99801

- 1) Completed Application for Admission form (contact CTE: 907-465-6424) and \$40 processing fee.
- 2) Copy of your current teaching or administrative certificate if you obtained.

You will be notified by mail of your admission status after your admission materials are reviewed.

### **Master of Education Program**

Full admission to your program requires you be accepted by the University of Alaska, as well as by your chosen program within the Center for Teacher Education. Admission process would not proceed until all materials are submitted to:

Center for Teacher Education  
University of Alaska Southeast  
11120 Glacier Highway  
Juneau, AK 99801

- 1) Completed Application for Admission form (see p. 73) and \$40 processing fee.
- 2) Official transcript with evidence of baccalaureate degree awarded. If your GPA from previous transcripts is not at 3.0, students may be admitted conditionally . When you complete 9 credits and maintain a 3.0 GPA above, you can be fully admitted.
- 3) Three letters of recommendation (two content knowledge and one dispositions, forms are available in CTE).
- 4) Writing Assessment:
  - a. A 2-3 page typewritten and double spaced formal paper containing a summary of educational experiences, a description of professional goals related to what is needed to teach Alaska's students and those beyond, and a statement of how the program might help in attaining those goals. This

statement will be judged in terms of readability and style as well as compatibility of the student's objectives and expectations and the goals of the program.

- b. A sample of work-related professional writing.
- 5) Statement of Ability to do Field Experiences (forms are available in CTE).
  - 6) Copy of your current teaching or administrative certificate if you obtained.

You will be notified by mail of your admission status after your admission materials are reviewed.

### **Credential and Master of Arts in Teaching Program**

Full admission to your program requires you be accepted by the University of Alaska, as well as by your chosen program within the Center for Teacher Education. Admission process would not proceed until all materials are submitted to:

Center for Teacher Education  
University of Alaska Southeast  
11120 Glacier Highway  
Juneau, AK 99801

- 1) Completed Application for Admission form (form is available in CTE) and \$40 processing fee.
- 2) Official transcript with evidence of baccalaureate degree awarded. If your GPA from previous transcripts is not at 3.0, students may be admitted conditionally. When you complete 9 credits and maintain a 3.0 GPA above, you can be fully admitted.
- 3) Three letters of recommendation (two content knowledge and one dispositions, forms are available in CTE).
- 4) Statement of Ability to do Field Experiences (forms are available in CTE).
- 5) A sample of work-related professional writing.
- 6) Writing Assessment: A 2-3 page typewritten and double spaced formal paper containing a summary of educational experiences, a description of professional goals related to what is needed to teach Alaska's students and those beyond, and a statement of how the program might help in attaining those goals. This statement will be judged in terms of readability and style as well as compatibility of the student's objectives and expectations and the goals of the program.
- 7) Evidence of successful work with children "One Week Experience" or equivalent.



- 8) Letter of support from local school administration.
- 9) Scores for Praxis I exam.
- 10) Information Release Waiver Form.
- 11) Information Sheet.
- 12) Self Evaluation Form.
- 13) Results of TB Tine Test.

If you apply for admission to the MAT Program, you must also apply to the Credential Program. You only need to pay the \$40 admission fee once.

You may be admitted conditionally. Students have 9 credits to complete the conditions for full admission.

You must TAKE the Praxis Test for admission. If you do not pass all sections of the test, you may retake it. You must PASS the Praxis I prior to recommendation for certification.

Qualifying Scores	PPST	CBT
Reading	175	322
Writing	174	321
Mathematics	173	318

If your scores on the Praxis I do not meet state requirements, you will still be admitted conditionally. We will help you with a plan for remediation. You must have passed all three subtests of the Praxis I for admission to Student Teaching.

The Alaska Legislature is going to require the Praxis II tests of general and pedagogical knowledge for the preK-3 credential. This test is not a part of your program, however, we will advise you as to areas of knowledge that you should be generally familiar with. Please watch for details about this assessment.

## **D. Post-admission**

### **Registration**

Once you are admitted the program, you can register classes after planning with your advisor, Dr. Seon Chun. You can call her at (907) 465-6412 for an appointment. You should register by contacting the UAS Center for Teacher Education at (907) 465-6424.

You must maintain a 3.0 GPA in these programs. You must maintain a B average throughout the program.

### **Summer Housing**

Out of town students are encouraged to stay at the UAS Conference housing when they enroll for summer institutes. The following is information regarding housing policy:

- 1) Suite-style housing has two bedrooms with two people sharing each bedroom. A suite is connected with a common hallway and a shared bathroom. Apartment style housing has four bedrooms with one person in each bedroom. Apartment style housing includes a sitting room, dining room, bathroom and kitchen. We will do the best we can to make sure you are with people in your conferences group.
- 2) Rooms are available on a first-come, first-serve basis.
- 3) No maid service is available.
- 4) There are phones in the room allowing free local calls. Calling cards are available at the lodge front desk. Public phones are provided in the lodge and there is a message service at the front desk.
- 5) Access to laundry facilities is provided and costs \$0.75 for a washer, and \$0.75 for a dryer. Change for the laundry machines can be picked up at the lodge desk. Additionally, laundry detergent and fabric softener is also available for a nominal cost at the lodge desk.
- 6) A small convenience store for personal items, beverages, and snacks are provided at the lodge desk.
- 7) The closest grocery store is "Safeway." About 4 miles up over the hill toward the airport.
- 8) If staying two weeks the lodge will provide you T.P and trash bags.
- 9) You will need to supply yourself with cookware. (Pots, pans, spoons....)
- 10) There is no smoking in any of our summer conference housing facilities. A smoke shed is provided outside of Banfield Hall.
- 11) There is no alcohol allowed in Banfield Hall, the housing lodge, or at the BBQ area at any time. Alcohol is allowed in apartments as long as every resident is of legal age.
- 12) A \$50 deposit must be made at the time of reservation and/or guaranteed with a valid credit card purchase order. This \$50 will be applied to the total housing bill. A refund of \$25 will be issued for cancellations at least 2 weeks in advance of stay. If a cancellation occurs less than two weeks prior to you arrival date you will

- be billed for 100% of the first night and 50% of each additional night of your stay. If you leave earlier than planned, only half of each night's stay will be refunded.
- 13) Extra nights may be requested in writing and will be available as space permits. There is no guarantee that you will get the conference group rate for the additional nights. Please indicate additional nights on top of form. Rates are per person per night.

### **Advancement to Candidacy for Masters Degree**

#### **Endorsement program to candidacy for M. Ed.**

After completion of 21 credits, students with clear plan for program completion fill out the advancement candidacy form with the advisor (see p. 67).

#### **Credential program student admission to MAT program**

If you are a credential student and wish to be admitted into the MAT Program, you will need to submit a new admission form, pay the fee, and supply a new Statement of Professional Objectives. You should apply for the MAT Program prior to student teaching.

### **Graduation**

Students can apply for graduation by submitting the graduation form (see p. 73). To be qualified as a graduate, students need to complete the following through the program.

Type of Assessment	Source of Assessment	Time Data Collected	Responsible Party
Teacher Work Samples with evidence of impact on student learning	ED S664 course Instructor	During ED S664 Classroom Management for Young Children; Featured in Masters portfolio	ECE Program Director
Video demonstrations of teaching practices	Course Instructors for ED S664, S661 & S465	During relevant courses; Featured in final Masters Portfolio	ECE Program Director
Portfolio Documentation of knowledge, skills & dispositions with evidence of impact on student learning	Graduate Committee assigned to Candidate	Prior to Graduation	ECE Program Director
Final review of all program requirements	Educations Records Admin Asst.	Prior to exiting program	Education Dean

### III. Faculty and Program Support Contacts

#### A. Program Faculty and Staff

Dr. Marilyn Taylor, Dean  
Center for Teacher Education, 11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6431  
[Marilyn.Taylor@uas.alaska.edu](mailto:Marilyn.Taylor@uas.alaska.edu)

Terry Baines, Assistant to the Dean  
(907) 465-6429  
[terry.baines@uas.alaska.edu](mailto:terry.baines@uas.alaska.edu)

Dr. Seon Chun, Assistant Professor, Early Childhood Program Coordinator  
11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6412  
[Seon.Chun@uas.alaska.edu](mailto:Seon.Chun@uas.alaska.edu)

Dr. Marjorie Fields, Emeritus Professor  
11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6412  
[fields.Marjorie@uas.alaska.edu](mailto:fields.Marjorie@uas.alaska.edu)

Dr. Priscilla Schulte, Multicultural, Education  
UAS Ketchikan Campus, 2600 7<sup>th</sup> Ave, Ketchikan, AK 99901  
(907) 228-4545  
[Priscilla.Schulte@uas.alaska.edu](mailto:Priscilla.Schulte@uas.alaska.edu)

Kay McCarthy, Assistant Professor, Early Childhood Education  
11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6283  
[mccarthy.kay@uas.alaska.edu](mailto:mccarthy.kay@uas.alaska.edu)

Dr. Rheta DeVries, Distinguish Professor  
University of Northern Iowa, Cedar Falls, IA 50514  
[Rheta.devries@uni.edu](mailto:Rheta.devries@uni.edu)

Dr. Betsy Zan, Distinguish Professor  
University of Northern Iowa, Cedar Falls, IA 50514  
[Betty.zan@uni.edu](mailto:Betty.zan@uni.edu)

Dr. Kathryn Castle, Distinguish Professor  
Oklahoma State University  
[kca1084@okstate.edu](mailto:kca1084@okstate.edu)

Dr. Christine Chaille, Distinguish Professor  
 Portland State University  
[chaille@ed.pdx.edu](mailto:chaille@ed.pdx.edu)

Sharon Early, Educational Research  
 Professional Education Center, 1108 F Street, Juneau, AK 99801  
[Sharon.Early@uas.alaska.edu](mailto:Sharon.Early@uas.alaska.edu)

Tamara VanWhye, Alaska Studies  
 Professional Education Center, 1108 F Street, Juneau, AK 99801  
[Tamara\\_Vanwhy@breadnet.middlebury.edu](mailto:Tamara_Vanwhy@breadnet.middlebury.edu)

Bobbie Lowden, Alaska Studies  
 P.O. Box 21745  
 Juneau, AK 99802  
 (907) 586-1037  
[blowden@ptialaska.net](mailto:blowden@ptialaska.net)

Jeanny Wharton, Secretary for Early Childhood Education Program  
 Center for Teacher Education, 11120 Glacier Hwy, Juneau, AK 99801  
 866-465-6424  
[jnjew@uas.alaska.edu](mailto:jnjew@uas.alaska.edu)

## **B. List of Student Services**

UAS Bookstore, 11120 Glacier Hwy, Juneau, AK 99801  
 (907) 465-6401  
[jybook@uas.alaska.edu](mailto:jybook@uas.alaska.edu)  
 MBSDirect  
 1-800-352-3252  
[Direct.mbsbooks.com/ualaska.htm](http://Direct.mbsbooks.com/ualaska.htm)

Computer Support  
 UAS Helpdesk, 11120 Glacier Hwy, Juneau, AK 99801  
 877-465-6400  
[Helpdesk@uas.alaska.edu](mailto:Helpdesk@uas.alaska.edu)

Distance Writing/Editing Support  
 UAS Learning Center, 11120 Glacier Hwy, Juneau, AK 99801  
 907-465-6348

Egan Library  
Reference Desk, 11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6402  
[eganlibrary@uas.alaska.edu](mailto:eganlibrary@uas.alaska.edu)

Audio Conference  
Alaska Teleconference Network  
1-877-751-8040

Learning /Testing Center  
Information, 11120 Glacier Hwy, Juneau, AK 99801  
(907) 465-6348

Student Housing  
UAS, 11120 Glacier Highway, Juneau, AK 99801  
(907) 465-6528

Department of Education and Early Development  
Teacher Credentials  
801 West 10<sup>th</sup>, Juneau, AK 99801  
(907) 465-2831

### **C. Financial Aid**

Web Site: [http://www.uas.alaska.edu/financial\\_aid/](http://www.uas.alaska.edu/financial_aid/) Hours: 8:00 a.m.–5 p.m. Mon. – Fri.  
205 Novatney Building  
11120 Glacier Highway  
Juneau, Alaska 99801  
Phone: 907-465-6255 or 1 (877) 465-4827 FAX: 907-465-1394  
Email: [finaid@uas.alaska.edu](mailto:finaid@uas.alaska.edu)

## **APPENDIX A**

### **Lesson Plan Format and Masters Portfolios**

## Lesson Plan Format

**Type of activity:**

(what you will do, examples: story time, field trip, water play, etc.)

**Subject(s):**

(content areas such as math, language arts, science, art, etc.)

**Objectives:**

- a. Skills practiced  
examples: verbal expression  
classification  
phonemic awareness
- b. Concepts addressed  
examples: people have jobs that help us have food to eat  
plants need light and water to grow
- c. Facts transmitted  
examples: The person who writes a book is called the “author”  
This month is called \_\_\_\_\_

**Materials & preparation needed:**

(all advance planning)

**Teaching/learning processes:**

Think through and describe:

- a) how you will actively involve children?
- b) how you will manage the logistics of group size?
- c) and movement between activities?
- d) how you will accommodate individual differences?

**Assessment:**

Think through and describe:

- a) how you will know whether your objectives were met?
- b) how you will gather and record that information?
- c) how you will use the information?

**Lesson Evaluation**

- a) What went well in this lesson and should be repeated?
- b) What did not go well and should be changed?



## Guidelines to Help You in Creating Your Early Childhood Education Masters Portfolio

### A) What do we know about successful writing that will be useful here?

1) A purpose for writing provides necessary focus for writing.

Students of any age or level usually do not do their best work if it is done merely to complete an assignment. The purpose of this portfolio is to

demonstrate your knowledge and skill as a teacher and also to help others to understand quality education for young children.

2) Writers need to have an intended audience in mind in order to communicate clearly.

If you consider your masters program advisor and committee as your audience, you will fail to provide sufficient explanation of the data in your portfolio –

Assuming that the explanation is unnecessary. However, the actual audience is anyone to whom you want to explain your teaching practices.

This may include your current school administrator, your local school board, a potential employer, State Department of Education

certification staff, or parents of the children in your classroom. It is advisable to choose one such audience and keep it in mind as you work.

### B) What should the final product look like?

1) A Master Portfolio must adhere to professional standards:

- a. Spelling, grammar and punctuation must be accurate.
- b. APA (American Psychological Association) style must be used throughout.
- c. Sources must be cited where relevant, using APA style.

2) Attractiveness of format and illustration is a consideration:

- a. The University copy should be spiral bound
- b. The University copy should be double-sided
- c. Photos must be copied clearly

### C) What are some common problems to avoid?

1) Making a “scrapbook” instead of a portfolio:

This is not merely a collection of materials, but rather a tightly focused document, with each item carefully selected to demonstrate a particular point related to your teaching competency and/or your educational theory base.

2) Mislabeling of photos and other documentation:

- a) Captions for photos should focus on what the photo tells about your teaching ability, not just what is happening in the photo
- b) Labels for children's work samples also need to explain what they tell about you teaching.
- c) Samples of teaching materials, assessment documents, parent communications etc. all need labels explaining their purpose in relation to your teaching goals.

3) Not trying documentation materials into the body of the work.

- a) Whether the documentation items are within the main body of your portfolio or in an Appendix section, it is important to refer specifically to each of them in your narrative.
- b) State where the items are to be found (i.e.: see Appendix B, or see figure 3, or see photo page 15, or see photo this page).
- c) Where practical, include the documentation within the body rather than in an appendix.

D) Other Cautions:

Keep in close contact with your committee chair during the process to ensure a common understanding of the goals.

Submit materials in semi-final draft form before color copying and binding. Remember, the editing process comes before the final draft.

Plan ahead to make two copies – one for you and one for the University.

Plan for duplicate color copies so that you end up with two "originals."

Policy Reminders:

1) You must be registered the semester that you graduate:

therefore, if the portfolio is your last class, it is wise not to register until the term that you actually plan to complete it.

2) Applications for graduation are due early in the semester that you graduate.

Processes for students with Standards Based Course Portfolios:

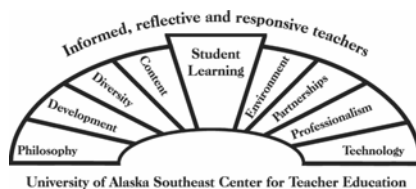
- 1) Sort your course portfolio entries by standard
- 2) Sort for stronger and weaker entries; select stronger ones for inclusion
- 3) Check older entries and make any needed changes reflecting current level of understanding.
- 4) Add photos, child work samples and other documentation as needed to clearly document competency described in each entry.
- 5) After reflecting on portfolio entries, write introductory/overview section:
  - a) Reflections on your professional career
  - b) Comments on how the masters program affected your teaching
  - c) Summary of guiding principles used in you teaching
  - d) Explanation of how portfolio entries demonstrate who you are as a teacher
  - e) Personal experiences related to who you are as an educator
- 6) Organize references any of the following ways:
  - a) By entry
  - b) By standard
  - c) At the end of entire portfolio
- 7) Have portfolio carefully edited for:
  - a) Grammar
  - b) Spelling
  - c) Punctuation
  - d) APA style
- 8) Submit in loose-leaf binder to committee Chair for initial review
- 9) Make revisions as needed
- 10) Copy portfolio double-sided, with color photos (2 copies)
- 11) Have spiral bound
- 12) Submit both copies to University for entire committee review
- 13) One copy will be returned to student

Processes for student doing coursework before they were portfolio based:

- 1) Submit a draft of the narrative for each section showing where and how documentation will be used
- 2) Check older papers and make any needed changes reflecting current level of understanding.
- 3) Add photos, child work samples and other documentation as needed to clearly document competency/understanding description in each entry.

- 4) After reflecting on portfolio entries, write introductory/overview section:
  - a) Reflections on your professional career
  - b) Comments on how the masters program affected you teaching
  - c) Summary of guiding principles used in your teaching
  - d) Explanation of how portfolio entries demonstrate who you are as a teacher
  - e) Personal experiences relate to who you are as an educator
- 5) Organize references any or the following ways:
  - a) By entry
  - b) By section
  - c) At the end of entire portfolio
- 6) Have portfolio carefully edited for:
  - a) Grammar
  - b) Spelling
  - c) Punctuation
  - d) APA style
- 7) Submit in loose-leaf binder to committee chair for review
- 8) Make revisions as needed
- 9) Copy portfolio double-sided, with color photos (2 copies)
- 10) Have spiral bound
- 11) Submit both copies to university for entire committee review
- 12) One copy will be returned to student

**APPENDIX B**  
**Dispositions Policies and Checklist**



## Center for Teacher 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 contexts is key to their progress towards successful completion of their programs.

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

If negative concerns 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."

***All information provided through this form will be handled with the highest standards of professional confidentiality and individual protection.***

Dr. Marilyn Taylor, Dean of Education

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

Dr. Shirley Kaltenbach, Elementary  
 Dr. Mary-Claire Tarlow, Elementary  
 Dr. David Marvel, Secondary  
 Dr. Seon Chun, Early Childhood  
 Dr. Katy Spangler, Distance Elementary

Center for Teacher Education  
 University of Alaska Southeast  
 11120 Glacier Hwy  
 Juneau, AK 99801  
 Telephone: (907) 465-6424  
 Fax: (907) 465-5159

## 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:

<b>Step 1</b>	University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. If possible, the information contained in this report should be discussed with the candidate and the candidate should be asked to sign the form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information. The program coordinator may choose a) to meet with the candidate to discuss any concerns or b) to merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a field placement, the program coordinator will meet with the candidate and convey concerns, and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary.
<b>Step 2</b>	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. a 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 a) to share concerns; b) to gather additional information, and if appropriate, c) to 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 with the candidate's file and will also be sent to the teacher candidate.
<b>Step 3</b>	In the event that Steps One and Two 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 (optional) and if so, the candidate may choose to be accompanied by an advocate (optional.) The education faculty will recommend to the program coordinator specific remedial activities for the candidate, including additional coursework, additional time spent in the classroom or school community, or removal from the teacher education program. A probationary period of time will be established in Step 3. A letter will be sent to the candidate outlining the decisions of the education faculty.
<b>Step 4</b>	The professional progress of the candidate will be evaluated by the program coordinator at the conclusion of the probationary period, or when the remediation efforts (plan in Step 2) have been achieved. 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. Letters about this process will be removed from the candidate's file.
<b>Step 5</b>	If removal from the teacher education program is recommended by the education faculty and is supported by the program coordinator, the candidate may appeal this decision, in writing, to the Dean of Education. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate. The Dean's decision will be considered final, and the letters will remain part of the candidate's permanent file.

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.

**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.

**10) Tact/Judgments** (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
- 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



**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

**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

**15) Professional Appearance**

- Always maintains a professional appearance
- Usually maintains a professional appearance
- Unprofessional attire
- Poor grooming habits

**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 \_\_\_\_\_ Date \_\_\_\_\_  
(Signing this form does not imply agreement with the contents of the form.)

Please return this form to the appropriate Coordinator of the Teacher Education program.

This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the Center for Teacher Education, University of Alaska

**APPENDIX C**  
**FORMS**



UNIVERSITY OF ALASKA SOUTHEAST  
**EARLY CHILDHOOD EDUCATION ENDORSEMENT PROGRAM**  
 2003-05 CATALOG

PROGRAM REQUIREMENTS:

1. Graduation from an accredited teacher education preparation program:

Name of College or University	Degree	Date
-------------------------------	--------	------

Major \_\_\_\_\_

2. Current Alaska Type A Teaching Certificate:

Certificate No. \_\_\_\_\_  
 Expiration Date \_\_\_\_\_

	<u>UAS</u> <u>Course</u>	<u>Transfer</u> <u>Course</u>	<u>Cr</u>	<u>Gr</u>	<u>Term</u>
3. Program Coursework – 21 credits					
ED S465* Math & Science for Young Children	_____	_____	<u>3</u>	_____	_____
ED S605 ECE Principles & Practices	_____	_____	<u>3</u>	_____	_____
ED S610 Guidance & Discipline in ECE	_____	_____	<u>3</u>	_____	_____
ED S652 Understanding & Teaching Young Children I: Social & Emotional Dev	_____	_____	<u>3</u>	_____	_____
ED S653 Understanding & Teaching Young Children II: Creative, Physical & Healthy Development	_____	_____	<u>3</u>	_____	_____
ED S661 Advanced Studies in Young Children & Literacy	_____	_____	<u>3</u>	_____	_____
ED S664 Advanced Studies in Classroom Management for the Young Child	_____	_____	<u>3</u>	_____	_____

\*Prerequisite: Any 100-level math with a "B" or higher and lab science.

Program requirements have been completed.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

UNIVERSITY OF ALASKA SOUTHEAST  
**M. ED. EARLY CHILDHOOD EDUCATION PROGRAM**  
 2003-05 CATALOG

PROGRAM REQUIREMENTS

1. Bachelor of education degree or its equivalent from an accredited institution or an Alaska teaching certificate with a minimum of 30 semester credits in education.

<u>College or University</u>	<u>Degree</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____

2. Core Coursework—9 credits. Three credits from each of the following areas with advisor's approval: Research, Technology, Special Student Populations

	<u>UAS Course</u>	<u>Transfer Course</u>	<u>Cr</u>	<u>Gr</u>	<u>Term</u>
_____	_____	_____	3	_____	_____
_____	_____	_____	3	_____	_____
_____	_____	_____	3	_____	_____

3. Program Coursework—21 credits
  - ED S465 Math & Science for Young Children\*
  - ED S605 ECE Principles & Practices
  - ED S610 Guidance & Discipline in ECE
  - ED S652 Understanding & Teaching Young Children I: Social & Emotional Dev
  - ED S653 Understanding & Teaching Young Children II: Creative, Physical & Healthy Development
  - ED S661 Advanced Studies in Young Children & Literacy
  - ED S664 Advanced Studies in Classroom Management for the Young Child
4. ED S698 Master's Project

			3		
			3		
			3		
			3		
			3		
			3		
			3		
			3		

\*Prerequisite: Any 100-level math with a "B" or higher and lab science.

Program requires a total of 33 semester credits. A maximum of 3 upper division semester credits can be included in the approved plan of study.

Program requirements have been completed.

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPLICATION FOR ADVANCEMENT TO CANDIDACY

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_ ID \_\_\_\_\_  
 \_\_\_\_\_ Degree \_\_\_\_\_  
 \_\_\_\_\_ Emphasis Area \_\_\_\_\_

Date of first registration as a graduate student at UAS \_\_\_\_\_

A) Colleges/universities previously attended \_\_\_\_\_ Dates Attended and degrees \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Course of Study. List all courses, from lowest to highest, which comprise the degree program. At least 30 semester credits of the 33 required must be at the 600 level. No lower division credits (00-300) or 500-level courses from the University of Alaska system are acceptable. Indicate which courses are transfer courses (Maximum 9 credits may be transferred).

A) <u>Course</u>	<u>Credits</u>	<u>Grade</u>	<u>Semester</u>	<u>Tansfer Course</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Research Project (Title: \_\_\_\_\_ )  
 Professional Portfolio

Approved:

\_\_\_\_\_ Date \_\_\_\_\_  
 Chair

\_\_\_\_\_ Date \_\_\_\_\_  
 Dean of Faculty

\_\_\_\_\_ Date \_\_\_\_\_  
 Provost

## APPLICATION FOR STUDENT TEACHING

Name \_\_\_\_\_ SSN \_\_\_\_\_

Address \_\_\_\_\_

Telephone (D) \_\_\_\_\_ (N) \_\_\_\_\_

Email Address \_\_\_\_\_

Current Employment \_\_\_\_\_

Previous Teaching Experience or Credential:

Place \_\_\_\_\_ Grade or Subject \_\_\_\_\_

Position \_\_\_\_\_ Number of Years \_\_\_\_\_

Program of Admission: MAT \_\_\_\_\_ Credential \_\_\_\_\_

Academic Advisor \_\_\_\_\_

Student Teaching Assignment Requested (optional):

Semester: Fall \_\_\_\_\_ Spring \_\_\_\_\_

Location \_\_\_\_\_

Grade Level (first choice): \_\_\_\_\_ (second choice): \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Application for Student Teaching*  
*Page 2*

Applicants should check with their advisor to make sure that all program requirements have been satisfied. (Bachelor degree students should file a “Request for Degree Check” with the UAS Juneau Records and Registration Office.)

Many states require a test as part of the certification application process. If you plan to apply for certification in Alaska or another state be sure to check if such a test is required. Since a higher score on a test is more likely while information is fresh in one’s mind, you might want to arrange to take any such exam in the immediate future.

To be completed by UAS:

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Assignment:

School \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Grade \_\_\_\_\_ Principal \_\_\_\_\_

Host Teacher \_\_\_\_\_

UAS Supervisor \_\_\_\_\_



## Candidate Information Sheet

Please detach this, fill in and turn in copies of this sheet to the Center for Teacher Education (fax # 907-465-5159) or mail to Center for Teacher Education, 11120 Glacier Highway, Juneau, AK 99801.

Full name (and name you wished to be called)

\_\_\_\_\_

Address \_\_\_\_\_

Town, State and ZIP code \_\_\_\_\_

Home phone \_\_\_\_\_ Work phone \_\_\_\_\_ Cellphone \_\_\_\_\_

Fax number \_\_\_\_\_

E-mail address \_\_\_\_\_

Program:  Endorsement Only  M. ED  Credential Only  MAT

Admission year \_\_\_\_\_

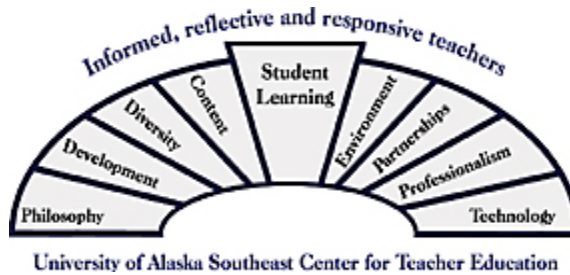
Advisor \_\_\_\_\_

School for your practicum \_\_\_\_\_

Principal/ Director \_\_\_\_\_

School telephone \_\_\_\_\_ School fax \_\_\_\_\_

Please detach this, fill in and turn in copies of this sheet to the Center for Teacher Education (fax # 907-465-5159) or mail to Center for Teacher Education, 11120 Glacier Highway, Juneau, AK 99801.



Candidate “Statement of Understanding”

I have read the Handbook for the advanced ECE programs. By signing here, I verify that I understand the policies and requirements of these programs, and agree to abide by them.

---

Candidate Name

---

Place

---

Date

## **APPENDIX D**

### **Useful URLs - Forms Available on Web**

**FORMS on Web**

General forms <http://www.uas.alaska.edu/forms/documents/graduate.pdf>

State of Alaska Teacher Certification Application Additional Endorsement  
[http://www.eed.state.ak.us/teachercertification/downloads/\\$adendrs.pdf](http://www.eed.state.ak.us/teachercertification/downloads/$adendrs.pdf)

Graduate Application for Admission

<http://www.uas.alaska.edu/forms/documents/graduate.pdf>

Application for Graduation <http://www.uas.alaska.edu/forms/documents/graduation.pdf>

Course Registration <http://www.uas.alaska.edu/forms/documents/coursereg.pdf>

Transcript Request <http://www.uas.alaska.edu/forms/documents/transcript.pdf>

Change Name/ Address/ Phone

<http://www.uas.alaska.edu/forms/documents/changeform.pdf>

**Web Sites**

University of Alaska Southeast [www.uas.alaska.edu](http://www.uas.alaska.edu)

National Association for the Education of Young Children <http://www.naeyc.org/>

Association for Constructivists Teaching <http://www.odu.edu/educ/act/>

Alaska Standards [www.educ.state.ak.us](http://www.educ.state.ak.us)

National Education Association Student page [www.nea.org/student-program/](http://www.nea.org/student-program/)

Alaska Cultural Standards [www.ankn.uaf.edu/standards](http://www.ankn.uaf.edu/standards)

Alaska Teacher Placement Service [www.uaf.edu/atp/aboutus/services.html](http://www.uaf.edu/atp/aboutus/services.html)