

Appendices

Conceptual Framework Aligned with Program Goals

Conceptual Framework Goals	1 Philosophy	2 Development	3 Diversity	4 Content	5 Learning	6 Environment	7 Partnerships	8 Professionalism	9 Technology
Program Coursework									
ED 230 Educational Technology			X	X	X	X			*
ED 304 Literature for Children & Young Adults			X	* Literature Drama			X		X
ED 320ABC Art, PE, Music in Elementary Classroom				X Art, PE, Music	X				
ED 333 Learner & Learning Process	*	*	X	X	*	X	X	X	X
ALST 300 Alaska Studies				X Alaska					
EDSE 482 Exceptional Child	X		* Special Ed		*				X
ED 615 Literacy Intermediate Grades	X	X	X	* Literacy	*	X	X	X	
ED 616 Math K-8 Classroom		X	X	* Math	*				X
ED 617 Science K-8 Classroom	X	X	X	* Science Health	*	X	X	X	X
ED 618 Social Studies K-8	X	X		* Social Studies	*	X		X	
ED 619 Classroom Management	X				*	*		X	
ED 626 Classroom Research	X	X	X	X	X	X		X	
ED 628 Tool Software/ Curriculum Development	X	X	X	X	X	X	X	X	X
ED 661 Young Child/ Literacy		X	X	* Literacy	*				
ED 680 Multicultural Classroom			* Diversity						
ED 688 Student Teaching	*	*	*	*	*	*	*	*	*
ED 698 Graduate Portfolio	*	*	*	*	*	*	*	*	*

X Conceptual Framework Goals addressed

* Conceptual Framework Goals assessed

SOE Student Goals and Performances Expected in All Programs

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 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

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

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

Performances

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

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

Performances

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

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

Performances

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

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

Performances

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

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

Performances

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

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

Beginning Teacher Expectations: State of Alaska Department of Education (DEED)

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

The beginning teacher is able to:

- A. state a personal philosophy of education supported by research, professional literature, and experience with students;
- B. identify teaching practices that are consistent or inconsistent with the teacher's personal philosophy of education; and
- C. demonstrate teaching practices that represent the teacher's philosophy of education.

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

The beginning teacher is able to:

- A. identify the abilities of students based on a developmental continuum through formal and informal assessment (e.g. observations, documentation, Alaska Developmental Profile, standards-based assessments); and
- B. provide instructional opportunities to meet the needs of students based on theories of learning and motivation and the individual and special needs of students (e.g. learning styles, stages of development, students with disabilities, English language learners, gifted students).

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

The beginning teacher is able to:

- A. make connections with the local culture(s) and the individual and cultural characteristics of the students to promote student learning;
- B. use resources and information about the community and Alaska in planning and delivery of instruction;

- C. recognize and minimize bias in instructional materials and practice;
- D. use culturally appropriate communication and instructional strategies, way of knowing, and knowledge of the Alaska Cultural Standards in practice; and
- E. identify and use instructional strategies and resources appropriate to the individual and special needs of students.

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

The beginning teacher is able to:

- A. identify the connections in instructional plans to Alaska's Performance Standards (Grade Level Expectations) where developed, Alaska's State Content Standards, and district curriculum;
- B. develop and teach lessons/units that demonstrate:
 - accurate and current knowledge of the content;
 - instructional strategies that are suited to teaching the content area and integrating technology where appropriate;
 - consideration of students' developmental stages of content mastery using an analysis of various assessment data (qualitative and quantitative);
 - a variety of teaching strategies that encourage student development of critical thinking, problem solving, creativity, and performance skills; and
 - connections across disciplines that enable students to apply their content knowledge and process skills to real world situations.

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

A beginning teacher is able to:

- A. teach lessons based on:
 - Alaska Performance Standards (Grade Level Expectations) where developed;
 - Alaska Content Standards;
 - district curriculum; and
 - individual and special needs of students.
- B. select appropriate assessments that measure what students know, understand, and are able to do;
- C. use data from formative, interim, and summative assessments to guide instruction and planning;

- D. identify and use a variety of instructional strategies and resources appropriate to the individual and special needs of students (e.g., students with disabilities, English language learners, gifted students);
- E. assist students to reflect on their own progress using assessment data;
- F. use a recordkeeping system to monitor and report student progress and attendance; and
- G. communicate ongoing student progress in a timely manner to students, parents, administrators, and other appropriate audiences.

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

A beginning teacher is able to:

- A. create and maintain a learning environment that is physically, emotionally, and intellectually safe;
- B. establish a culture of learning by:
 - setting clear expectations of high standards for student performance;
 - promoting pride in student accomplishments;
 - teaching students to be responsible for their individual and collaborative learning and decision-making;
 - promoting respect for individual differences; and
 - responding appropriately to student behavior.
- C. implement a classroom management plan (e.g., routines, procedures, scheduling, classroom physical arrangement) that establishes an environment in which:
 - students are actively engaged, contributing members;
 - time is managed for maximum learning (e.g., transitions, pacing, administrative procedures); and
 - the discipline plan incorporates district, school, and classroom standards of behavior.

VII. A teacher works with parents, families, and the community.

The beginning teacher is able to:

- A. promote regular communication between the classroom and student families;
- B. participate in school-wide efforts, where available, that involve families and the public in the school community;

- C. use instructional strategies that connect classroom activities with student cultures, families, and the local community (e.g., relating curriculum to local lifestyles, culturally relevant lesson plans, local experts, local artists, field trips); and
- D. provide parents and families the opportunity to set and monitor student learning goals.

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

A beginning teacher is able to:

- A. adhere to the Alaska Code of Ethics and Teaching Standards (20 AAC 10.020) and explain how it impacts decision-making;
- B. commit to continuous professional growth by:
 - setting professional goals based on identified strengths, weaknesses, and feedback from colleagues, supervisors, administrators, mentors, and other professionals;
 - reflecting upon own teaching practices, including progress towards goals; and
 - pursuing professional development opportunities (e.g., certification advancement, professional organization affiliation, district in-services);
- C. work cooperatively with colleagues, supervisors, administrators, mentors, and other professionals;
- D. demonstrate compliance with the federal, state, district and school policies, procedures, and schedules (e.g., FERPA, IDEA, ESEA, test security, treatment of students); and
- E. consider feedback from colleagues, supervisors, administrators, mentors, and other professionals.

RESPONSIBILITIES

Advisor Responsibilities

Your academic advisor is your mentor throughout the program. The advisor oversees your courses and performance and is available for academic counseling when needed.

Specifically, advisor responsibilities include:

1. conducting initial interview;
2. reviewing your undergraduate transcripts and recommending any prerequisites;
3. overseeing your program through the program gates;
4. providing information about the programs by introducing you to the Handbook;
5. overseeing student teacher placements; recommending you for student teaching to the Dean of Education at UAS to sign the Institutional Recommendation for your certificate; and

6. serving as your graduate committee chairperson.

Practicum Host Teacher Responsibilities

The practicum host teacher supervises candidates in K-8 classrooms. The practicum experiences are linked to our six methods courses that are the core part of our Practicum/Methods phase. Practicum teachers are volunteers who host candidates in the classroom approximately 3 hours per week for each class. Practicum host teachers are volunteers

Practicum teachers provide opportunities for candidates to observe, assist, and teach in the classroom. They approve lessons the candidates prepare for teaching and provide feedback before, during, and after teaching. At the end of the semester, practicum host teachers assess candidates via the Practicum Assessment form. Completion of this form is very important as all candidates must complete 6 successful practicum experiences to be eligible for student teaching.

The SOE may offer a 1-credit 593 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 introduces him/her to the students;
2. Asks the practicum student for the class syllabus and reviews 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 via LiveText
8. Completes the Practicum Assessment form at the end of the class (if comfortable doing so, shares this assessment with the practicum student);
9. Completes the Professional Dispositions Progress Report; and
10. Notifies the methods teacher if there are questions or concerns.

Host Teacher Responsibilities

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 is a volunteer.

The host teacher assists the student teacher to develop as a professional by aiding in the transition from university student to teacher; helping in 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 using this information to help the student teacher grow as a professional;
2. Prepares 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 program expectations with the student teacher and UAS supervisor;
6. Requests the student teacher's assistance in setting up the room prior to the beginning of the school year (Fall semester);
7. Introduces the student teacher to faculty, staff, parents, and community;
8. Acquaints the student teacher with the needs of the students, the curriculum, standards, and planning for instruction that semester;
9. Acquaints the student teacher with all the assessment and recordkeeping responsibilities that the host teacher maintains;
10. Provides the student teacher with books, materials, and a computer if possible;
11. Communicates with the student teacher and UAS supervisor if there are questions or concerns;
12. Provides a seating chart or other materials so the student teacher can learn names of the students;
13. Acquaints the student teacher with appropriate school policies, personnel, materials, resources, and programs;
14. Demonstrates and modeling a variety of teaching techniques and strategies;
15. Develops a schedule with the student teacher for the semester that includes taking over of subjects and time periods, solo teaching, and shifting back of full-time teaching responsibilities and defining the extent of the student teacher's responsibilities;
16. Requires and previews lesson plans in advance of teaching lessons and units;
17. Assists the student teacher to locate materials and teacher resources;
18. Observes the student teacher and providing specific constructive feedback via LiveText
19. Provides ongoing feedback, encouragement, and recognition of success
20. Provides formal, written evaluations as requested from the UAS supervisor
21. Allows the student teacher to "solo" for 6 weeks and leaving the room to give the student teacher complete responsibility for teaching and management
22. completing a Student Teacher Evaluation form at midterm and the end of the semester, participating in conferences to discuss the evaluations, and helping the student teacher make goals for improvement;

23. completing the Professional Dispositions Progress Report at midterm;
24. writing a final evaluation summarizing the SOE competencies;
25. providing an opportunity for the student teacher to participate in quarterly report card/parent conference assessments; and
26. providing time for and maintaining communication with the UAS supervisor.

Host teachers may receive university credit for student teacher supervision by registering for ED 593, Supervision of Student Teachers I and II. The registration form should be faxed or emailed to the Registrar.

Responsibilities of the School Administration

Local principals provide the link between UAS and the classroom. All placements of practicum students and student teachers are made through school principals.

Specific responsibilities of the principals include:

1. Signs the Memorandum of Agreement with UAS as part of the admissions process. (Not required in the Anchorage School District; in other districts, this is sometimes 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 providing support as requested;
4. Observes the student teacher;
5. Might write a letter of recommendation for the student teacher; and
6. Might participate in an exit interview of the student teacher.

Responsibilities of the Faculty and UAS Student Teacher Supervisors

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

Program faculty responsibilities:

1. Provides clear statements of practicum assignments for practicum host teachers;
2. Provides Practicum Assessment forms for final assessment;
3. Provides contact information to address any questions from practicum host teachers; and
4. Assigns course grades and monitoring candidate dispositions.

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 UAS 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 Pathwise or other observation instrument, and participates in midterm and final conferences;
7. Provides a final written assessment based on the SOE competencies;
8. Evaluates the professional portfolio and other written assignments; and
9. Assigns the final grade for the class.

Graduate Committee Responsibilities

Faculty and professional community members make up the 3-member graduate committee for all MAT candidates. Specific responsibilities of the committee members include:

1. giving feedback, encouragement, and professional guidance as the candidate develops the Master's portfolio;
2. evaluating the Master's portfolio using the Portfolio Rubric; and
3. signing off on the Master's degree.

Student/Candidate Responsibilities

Students in our programs are called **candidates**. You become a candidate once you are accepted into the K-8 Certificate and/or MAT program. As a candidate, you may also be known as a practicum student, a student teacher, or a Master's candidate as you progress through your program. As a candidate, you have many responsibilities, including completing the program as well as participating in your local school community.

Guidelines for Completing Your Program

Candidates are expected to follow program requirements outlined in this Handbook. SOE is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), a national certifying board that ensures the highest level of teacher education. SOE is also nationally recognized by the Association for Childhood Education International (ACEI). As a candidate, you must adhere to requirements laid out by your program and in accordance with NCATE and ACEI.

Program Sequence

The program sequence has been laid out in this Handbook. You are expected to follow this sequence. In particular, all students must:

1. complete ED 230 prior to or concurrently with other courses at the beginning of the program, which ensures you have the necessary technical and research skills to participate fully in program coursework;
2. complete ED 333 and admission to the program prior to taking the methods courses, which ensures that you are grounded in general learning theory and are cleared by the program and your local school district to take responsibilities working with students; and
3. successfully complete all graduate certificate program courses prior to student teaching.

Achievement

Candidates are expected to maintain a 3.0 GPA during the program. A course with a grade below C must be repeated. A grade of C- is not accepted. Students who have a GPA below 3.0 are subject to withdrawal from the program.

Dispositions

Candidates in the K-8 program must maintain professional and personal dispositions both in UAS classes and in the field. Please review the Professional Dispositions Progress Report in this Handbook. Candidates who do not maintain professional dispositions may be removed from the program.

Petitions, Waivers, Exceptions, Substitutions

Any deviation from the program must be petitioned in writing to the SOE Dean of Education. Your advisor will help you prepare the appropriate paperwork.

Contract

Every candidate is required to sign the contract on the last page of this Handbook. Breach of the contract may result in expulsion from the program.

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 *your presence will be an asset to the education of the children in your practicum classrooms and your student teaching assignment*. Keeping this in mind, please follow these guidelines.

Program Admission

You must be admitted to your program before working in the classroom as a practicum student. The exception to this is the “One Week Experience” which is a trial period where students who do not have previous school experience can be assessed by the school for their suitability in working with children.

Professional Behavior

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

Practicum Placement

Practicum placements are determined by guidelines from your school district. If you work in the school as a volunteer or staff, please contact your local principal for assistance in finding an appropriate placement. If you are not connected with a local school, you should contact the principal or teacher in charge for help in assigning your classroom. Your instructors will give you an information sheet for the practicum teacher that will help in making decisions about a proper placement.

If you are in Juneau, please contact Dr. Anne Jones for assistance in your placement. If you're in Anchorage, Sitka, Kodiak, or Kenai, your district office would like to be informed of your needs so they may assist in your placement. Fairbanks students will contact UAF for placement directions.

Tine (TB) Test

The Tine test is no longer required by the State of Alaska.

Confidentiality

Hold in strict confidence information from your contact with teachers and students. Avoid gossiping or criticizing the school and its personnel. Concerns should be discussed in private with the host teacher or your instructor. Information found in a student's cumulative records should be held in strict confidence. Children used as case studies should be identified with either a first name only or 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 candidates 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 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 to be a learner at all times, not a critic.

Planning

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

Assessment

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

All practicum courses require the host teacher to fill out a final Practicum Assessment form and a Professional Dispositions Progress Report. During student teaching, you, your UAS supervisor, and the host teacher will participate in formative midterm and final assessments together.

Lesson Design

All students will use the following lesson design template. You may be asked to provide additional information in your various courses, but this template remains the backbone of any lesson you write up. Remember that you must provide a lesson design for any lesson that is observed by a host teacher or supervisor.

Lesson Design Template: MAT/Certification Elementary

Candidate Name:

Host Teacher Name:

School:

Grade Level:

of Students:

Date & Time of Lesson:

Length of Lesson:

Topic of Lesson:

Content Area:

Materials: include technology:

Alaska Standard: _____

STAGE ONE

STAGE TWO:

<u>Objective(s):</u>	<u>Student Assessment:</u>
1.	1.
2.	2.

STAGE THREE: Opportunities to Learn

Introduction/Hook

Processes and products

Differentiation/Accommodations/Modifications

Closure:

How is this lesson sensitive to cultural and language issues?

Attachments: 3 artifacts of student work

Lesson Observation Form

In progress; needs development (1 pt)	Meets expectations for a beginning teacher (2 pts)	Exceeds expectations for a beginning teacher; professional (3 pts)	N/A
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The lesson plan was complete
The teacher candidate was prepared
The teacher candidate communicates effectively
The lesson was developmentally appropriate
Activities were differentiated for individuals and groups
Content knowledge was accurate and current
The teacher candidate demonstrated understanding of the context of the lesson in the curriculum
The students were interested and engaged in active learning
The teacher candidate focused on student learning
Assessment was appropriate for the learning objectives
The lesson promoted higher order thinking, problem solving, and/or creativity
Classroom management promoted student engagement
The students met the learning objectives
The teacher candidate reflected on student learning, lesson design and other issues

Suggestions for Discussion with the Student Teacher regarding the Lesson:

Examples of questions for prior to the lesson::

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

Examples of questions for reflection after the lesson:

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

Professional Dispositions

“Professional Dispositions” are the attitudes, behaviors and beliefs that people display about themselves and their profession. Dispositions are different than academic skills and cannot be evaluated by grades. Rather, they are discovered through self-analysis, reflection and as viewed by others. We will work with you to understand your own dispositions, and to make changes if necessary.

We look at dispositions in three ways. First, you will take the DAATS battery of assessments at the beginning of your program. The DAATS battery is found in the COED 001 course. The results will provide you and your advisor with information that will benefit you and the students you teach. Second, teachers in your practicum and host teacher placements will evaluate your dispositions. This is called the “Dispositions Assessment.” Finally, if there is a specific issue that needs to be addressed, your host teacher or faculty will use the “Professional Dispositions Progress Report” as documentation. All dispositions assessments are formative, and are used for your own professional development. However, failure to acknowledge or correct a dispositional issue could result in your removal from the program.

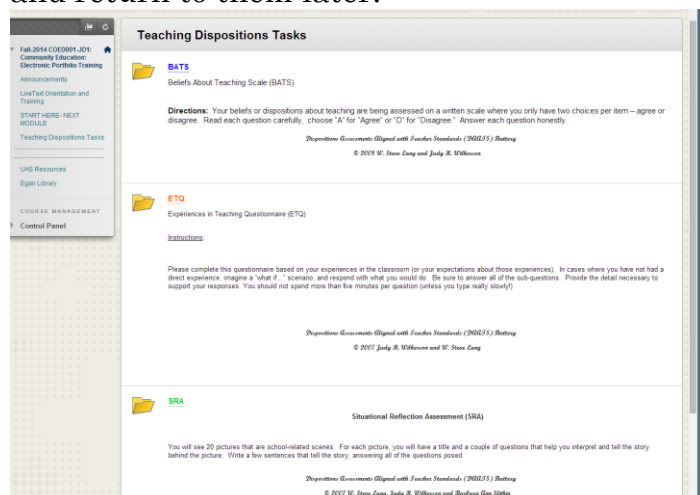
DAATS

This semester you have the opportunity to get *even more* valuable feedback and mentoring on your teaching dispositions using the DAATS Battery. The DAATS Battery is a validated set of measurements aligned with InTASC standards. After you complete the DAATS battery, you and your advisor receive a summary of your strengths and weaknesses in relation to the InTASC standards for teacher dispositions. This gives you and your advisor information to help you continue to grow your dispositional strengths and recognize areas that need improvement. In short, DAATS is an invaluable professional development tool. DAATS is designed to be completed twice, once at the beginning of your teacher education program, and once during student teaching. For those of you near the end of the program, your DAATS data will still be very useful.

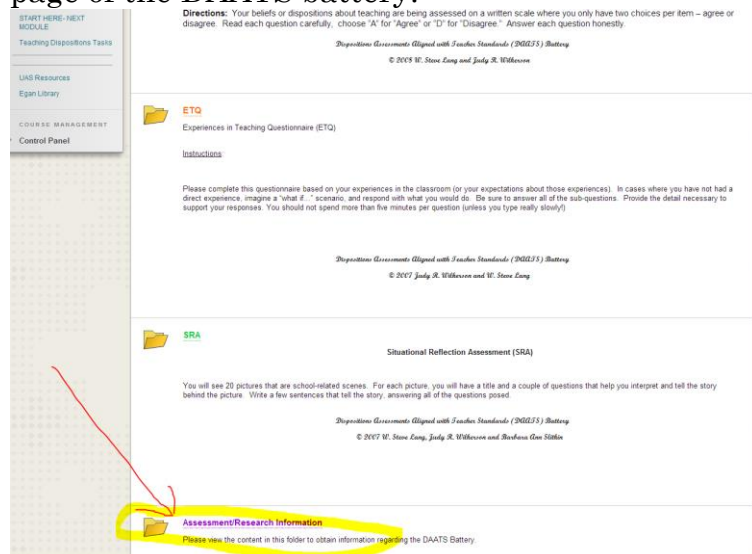
Please go the same Blackboard page where you completed your LiveText Orientation and Training, *Community Education: Electronic Portfolio Training COED001-JD1*. On the left side bar, choose Teaching Dispositions Tasks

The screenshot shows the Blackboard LMS interface for the course 'Fall 2014 COED001-JD1: Community Education: Electronic Portfolio Training'. The left sidebar contains a navigation menu with the following items: 'Announcements', 'LIVE Resources', 'Egan Library', 'COURSE MANAGEMENT', 'Control Panel', 'Files', 'Course Tools', 'Evaluation', 'Grade Center', 'Users and Groups', 'Customization', 'Packages and Utilities', and 'Help'. The 'Teaching Dispositions Tasks' link is highlighted in yellow. The main content area displays several announcements. The first announcement, titled 'Where do I go? What do I do?', is dated Tuesday, August 20, 2014 3:15:47 PM AEDT and is posted by Jane Jones. It provides instructions on how to access the LiveText Orientation and Training. The second announcement, titled 'LiveText Registration and Orientation', is dated Wednesday, July 9, 2014 3:43:50 PM AEDT and is posted by Charles Salles. It explains the registration process. The third announcement, titled 'Moving Through the Course', is dated Thursday, September 12, 2013 10:58:01 AM AEDT and is posted by Kate Swager. It offers tips for navigating the course. The fourth announcement, titled 'LiveText Keycodes', is dated Tuesday, August 27, 2013 10:42:24 AM AEDT and is posted by Charles Salles. It provides information about keycodes.

When that page opens, you can choose to complete the three assessments (BATS, ETQ, and SRA) in any order you choose. You can also save your assessments while you are working and return to them later.



The three assessments, BATS, ETQ, and SRA comprise the DAATS battery. You must complete all the questions in all three assessments for you data to be valid. After you complete the DAATS battery, your responses are analyzed, summarized, and returned to your advisor to share with you. No one except your advisor will know to whom data belongs. For information about the research, the battery, the assessments that comprise the battery, and the scoring and reporting methods open the folder at the bottom of the first page of the DAATS battery.



We are very excited about this opportunity to deepen and strengthen the mentoring we offer you and to provide you a context for developing a relevant professional development plan.



Please evaluate the professional dispositions of the candidates you supervise or have in class. Your fair and candid responses will help us guide candidates in their professional development and is appreciated. Thank you in advance for your help.

<u>The University of Alaska SE Dispositions Assessment</u>	
Name:	Rating Scale 3 = Positive Attribute 2 = Adequate 1 = Needs Improvement
Teaching Discipline:	
<p>I. The educator or educator candidate is guided by their philosophy of education but, is flexible in revising it based on research or professional experience.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>II. The educator or educator candidate demonstrates an appreciation for the unique thinking processes of learners during different stages of development.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>III. The educator or educator candidate demonstrates the belief that all students can learn through planning that accounts for individual difference and multiple perspectives.</p> <p style="text-align: center;">1 2 3</p>	
Comments:	
<p>IV. The educator or educator candidate demonstrates commitment to professional discourse about content knowledge and student learning of content.</p> <p style="text-align: center;">1 2 3</p>	

Comments:
V. The educator or educator candidate demonstrates that they value assessment and instruction as integrated processes.
1 2 3
Comments:
VI. The educator or educator candidate demonstrates a commitment to ensuring learner well being and development of self-regulation and group interaction skills.
1 2 3
Comments:
VII. The educator or educator candidate demonstrates recognition that the school is an integral part of the community and values families and community members as partners in promoting learning.
1 2 3
Comments:
VIII. The educator or educator candidate develops and maintain professional and ethical behaviors, relationships and habits of mind.
1 2 3
Comments:
IX. The educator or educator candidate plans for equity in the use of technology.
1 2 3
Comments:

Signature of person completing this form:

Position/Title:

Signature of candidate:

Date:

Professional Dispositions Progress Report

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

Dr. Katy Spangler, Distance Elementary

klspangler@uas.alaska.edu

School of Education

University of Alaska Southeast

11120 Glacier Highway, Juneau, Alaska 99801

Phone: 907-796-6050

Fax: 907-796-6059

Candidate Name: _____

Program: _____

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

1. Ethics

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

Explain: _____

2. Attendance

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

3. Punctuality

- ___ Always on time
- ___ Generally punctual
- ___ Frequently late (number of times _____)

4. Punctuality in assignments and duties

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

5. Initiative/Independence/Creativity

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

6. Reliability/Dependability

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

7. Oral Communication

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

Example:

8. Listening skills

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

9. Capacity For for Clear Thinking

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

10. Tact/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
- ___ Prefers to work alone
- ___ Responds negatively to colleagues

12. Response to Feedback/Supervision

- ☐ Solicits and implements suggestions and feedback from others
- ☐ Receptive to suggestions and feedback
- ☐ Receptive, but doesn't implement suggestions
- ☐ Defensive: Unreceptive to feedback

13. Sense of Self

- ☐ Accurate self-perception of strengths and weaknesses
- ☐ Confident, resilient, flexible
- ☐ Unsure of self as a teacher
- ☐ Inaccurate self-perception; unable to assess strengths and weaknesses

14. Attitude

- ☐ Confident
- ☐ Pleasant
- ☐ Shows sense of humor
- ☐ Shows lack of confidence
- ☐ Negative: sense of distress

15. Professional Appearance

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

Explain:

16. Identify any actions/recommendations that you have already taken/made with regard to this teacher candidate (include conference dates).
17. What action would you recommend to the program coordinator with regard to this candidate?

Person completing this form:

Position/Title:

_____ Date: _____

Signature of teacher candidate (optional):

Date: _____

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

Please return this form to the Coordinator of the SOE program. A copy will be provided to the candidate. This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the School of Education, University of Alaska Southeast.)

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

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

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

Step 1	<p>University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information.</p> <p>The program coordinator may choose to meet with the candidate to discuss any concerns or monitor the progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate and convey concerns and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary.</p>
Step 2	<p>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 and other written documentation (optional.) The goals of this meeting will be a) to share concerns; b) gather additional information and, if appropriate, c) develop a plan to assist the candidate in remedying the concerns.</p> <p>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 be sent to the candidate. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program.</p>
Step 3	<p>In the event that Steps 1 and 2 do not resolve the issue or concern, it will be brought before SOE faculty for consideration. The faculty may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate. SOE faculty will recommend to the program coordinator specific remedial activities for the candidate or removal from the teacher education program. Remedial activities may include additional coursework, additional time spent in the classroom or school community, or similar actions. SOE faculty will place the candidate on probation for a specific period of time. A letter will be sent to the candidate outlining the decisions and cautioning the candidate that failure to cure deficiencies will result in discharge from the program.</p>
Step 4	<p>The professional progress of the candidate will be evaluated by the program coordinator at the conclusion of the probationary period. If necessary, further remediation may be required. If sufficient progress has been made, the candidate's good professional standing will be reinstated and no further action against the candidate will be taken. Letters about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program with the</p>

	concurrence of SOE faculty.
Step 5	<p>If the candidate is removed from the teacher education program, the candidate may appeal this decision in writing to the Dean of Education. The candidate may attach any documentation or statements for the Dean's consideration. The Dean will review the matters pertinent to this appeal and provide a written decision to the candidate.</p> <p>To review this academic decision, candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg.) R09.03.02. If the final decision is removal from the program, the letters will remain part of the candidate's permanent file.</p>