

**UAF SCHOOL OF EDUCATION
SECONDARY POST-BACCALUAREATE LICENSURE PROGRAM
MID ASSESSMENT OF FIELD EXPERIENCE
OF CULTURALLY RESPONSIBLE, EFFECTIVE PRACTITIONERS
FORM G**

Candidate: _____ Semester: _____

School: _____ Grade or Subjects Taught: _____

Mentor: _____ UAF Supervisor: _____

Evaluator: _____ Date: _____

Alaska Teacher Standards [Incorporating SOE Candidate Proficiencies]	3	2	1
	Exceeds Expectations	Meets Expectations	Below Expectation
Standard One: Philosophy - A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.			
(a) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and			
(b) demonstrating consistency between a teacher's beliefs and the teacher's practice; and			
(c) demonstrating a willingness to take professional risks; and			
(d) demonstrating resiliency and flexibility			
(*) Evidence of Standard Met: _____ (**) Evidence required to meet Standard: _____			
Standard Two: Learning Theory - A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) accurately identifying and teaching to the developmental abilities of students; and			
(b) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style; and			
(c) providing opportunities for all individuals to learn, no matter their age, race, ethnicity, gender, class, sexual orientation, ability or exceptionalities; and			
(d) assessing and teaching to students' or clients' learning preferences, interests, and ways of knowing.			
(*) Evidence of Standard Met: _____ (**) Evidence required to meet Standard: _____			

Standard Three: Multicultural - A teacher teaches students with respect for their individual and cultural characteristics.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning.			
(b) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and			
(c) appropriately applying knowledge of Alaska history, geography, economics, governance, and resources; and			
(d) demonstrating and promoting respect for cultural, ethnic, racial, and linguistic diversity; and			
(e) supporting the rich cultural and linguistic heritage of rural and urban Alaskan communities in their professional lives; and			
(f) recognizing the importance of using technology in culturally responsible ways.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			
Standard Four: Content - A teacher knows the teacher's content area and how to teach it.	Exceeds Expectations	Meets Expectations	Below Expectations
(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 the stage of learning of students in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;			
(c) drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;			
(d) connecting the content area to other content areas, and to practical situations encountered outside the school; and			
(e) staying current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work, and community; and			
(f) applying content within and across disciplines in culturally responsive ways; and			
(g) critically examining forms, uses, and accessibility of technology; and			
(h) demonstrating effective communication skills.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			

Standard Five: Instruction and Assessment - A teacher facilitates, monitors, and assesses student learning.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum			
(b) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;			
(c) creating, selecting adapting and using a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;			
(d) organizing and maintaining records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and			
(e) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			
Standard Six: Learning Environment - A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) creating and maintaining a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;			
(b) communicating high standards for student performance and clear expectations of what students will learn;			
(c) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn, and			
(d) assisting students in understanding their role in sharing responsibility for their learning; and			
(e) demonstrating personal responsibility for the individual student's or client's learning; and			
(f) striving for equitable outcomes and success for every student or client.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			

Standard Seven: Family and Community Involvement - A teacher works as a partner with parents, families, and with the community.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) promoting and maintaining regular and meaningful communication between the classroom and student families; and			
(b) working with parents and families to support and promote student learning; and			
(c) participating in school-wide efforts to communicate with the broader community and involve parents and families in student learning; and			
(d) connecting, through instructional strategies, the student and classroom activities with student homes and cultures, work places and the community; and			
(e) involving parents and families in setting and monitoring student learning goals; and			
(f) demonstrating respect for students or clients, colleagues and community members.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			
Standard Eight: Professional Growth - A teacher participates in and contributes to the teaching profession.	Exceeds Expectations	Meets Expectations	Below Expectations
(a) maintaining a high standard of professional ethics;			
(b) maintaining and updating both knowledge of the teacher's content area(s) and best teaching practice;			
(c) engaging in instructional development activities to improve the quality of, or update classroom, school or district programs; and			
(d) communicating, working cooperatively and developing professional relationships with colleagues; and			
(e) recognizing the legal and ethical responsibilities of a culturally responsive practitioner; and			
(f) incorporating technology effectively in professional settings; and			
(g) demonstrating high motivation and commitment to the profession; and			
(h) demonstrating intellectual curiosity and a commitment to on-going professional development.			
(*) Evidence of Standard Met: (**) Evidence required to meet Standard:			