**UNIVERSITY OF ALASKA FAIRBANKS**  
**Student Learning Outcomes Assessment Plan**  
**Secondary Post-Baccalaureate Licensure Program With subset K-12 Art Licensure Program**  
**School of Education**  
**May 2018**

### Expanded Statement of Institutional Purpose

**MISSION STATEMENT:**
The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators:

- Respond to the individual needs of the child.
- Seek to develop the classroom as an inclusive community of learners.
- Work collaboratively within the community.
- Affirm the varied cultures and languages of Alaska’s children in the learning environment.

**GOAL STATEMENT:**

1. Increase the number of qualified educators for Alaska’s schools.
2. Enhance the professional skills of Alaska’s K-12 educators.

### Intended Objectives/Outcomes

#### I. IDENTIFY INDIVIDUALS WITH THE POTENTIAL TO BE WELL QUALIFIED SECONDARY TEACHERS FOR ALL CHILDREN

Provide evidence of knowledge and understanding of content appropriate for secondary school.

Provide evidence of ability to interact appropriately with children & adults of diverse backgrounds.

### Assessment Criteria and Procedures

**ENTRY LEVEL PORTFOLIO**
- Official transcripts showing a bachelor’s degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.
- Basic Competencies Test Scores that meet or exceed the Alaska Standards (national exam of reading, writing and mathematics) or another approved test approved by the Alaska Department of Education (DEED).
- Content Area Examination: PRAXIS II test scores that meet Alaska standards set by DEED in specific content area of endorsement.
- Licensure toward M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work
- Licensure only applicants: Overall undergraduate GPA of 2.75.
- 3.0 minimum GPA in teaching field
- 3 letters of reference that address professional characteristics.
- Admissions essay
- Interview Rubric:
  - 80-94% = Meets Expectations
  - 95-100% = Exceeds Expectations

### Implementation (what, when, who)

1. Office of advising summarizes applicant portfolios once a year, prior to beginning of summer sessions.
2. Secondary program faculty review and evaluate applicant portfolios based on faculty-developed rubrics, to determine admission to program.

#### II. DEVELOP KNOWLEDGE, SKILLS AND DISPOSITIONS OF PROGRAM CANDIDATES THROUGHOUT PRE-SERVICE TRAINING

Comprehensive group of Critical Assignment /Key Assignments embedded with program course work to demonstrate pre-service teachers’ content knowledge, planning and

The course instructor completes the rubrics using the following criteria

- 4 = Exceeding Expectations
- 3 = Meeting Expectations

Submitted by: Ute Kaden
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities.

4. Conduct collaborative research on cross-cultural and multicultural education.

Candidates are reflective practitioners, able to draw upon a variety of skills and models in order to effectively apply them in diverse educational settings including rural Alaskan communities.

The Secondary Education Program prepares educators to work with K-12 students from various backgrounds in urban and rural Alaska, and outside of Alaska. The Program is particularly committed to enhancing the educational opportunities for Alaska’s rural and Native populations. Through the University of Alaska’s rural campuses and the cultural competence of course instructors, the Secondary Program is responsive to local and regional needs within the state.

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<th>III. INTERNSHIP/STUDENT TEACHING AND PROFESSIONAL DISPOSITIONS FOR EDUCATORS WHO ARE</th>
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<tbody>
<tr>
<td>• Field Observation Forms (FOF)</td>
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<td>• Personal Characteristics Forms (PCF)</td>
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31 h of course work needs to be completed for the secondary licensure program.

Candidates score, interpret and summarize results from a variety of assessment tools then develop a series of student goals and objectives. Candidates identify instructional practices and address confounding issues that require further assessment. Candidates create a lesson plan and reflect upon the effectiveness of the lesson based on the assessment results.

Candidates work competently with students from diverse backgrounds by understanding and accepting the differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, exceptionalities, and aspirations of individual learners.

Assessment strategies, and pedagogy skills.
- Final Statement of Philosophy
  Class: EDSC 472/452
- Assignment: Special Needs Case Study
  Class: EDSC 471/453/671
- Assignment: A place-relevant lesson plan with activities and strategies involving parents, families, and/or community.
  Class: EDSC 457/657
- Assignment: ATCAT/Unit
  Class: EDSC 472/452/672
- Assignment: Work Sample
  Class: EDSC (43_.63_.Series - Methods Course)
- Assignment: Comprehensive Management Plan
  Class: EDSC 458/658
- Assignment: Reflection on parent/teacher conference(s) and working with parents
  Class: EDSC 471/453/452
- Assignment: Reflections on educational research on teaching in content areas
  Class: Methods classes (43_.63_.series)

Portfolio
Comprehensive electronic portfolio evaluated by faculty includes philosophy, videotapes and photos of practica, lesson and unit plans, sample assessments, sample secondary student products and case studies. Candidates are required to provide rationale for each artifact. Portfolio is presented to peers, mentor teachers.

Rubric assessment and Observations:
100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations.

The course instructors enter scores into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.

Time; Ongoing Fall and Spring semester

Submitted by: Ute Kaden
CULTURALLY RESPONSIVE, EFFECTIVE PRACTITIONERS FOR ALASKA’S SECONDARY SCHOOLS

Candidates are competent in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with parents, colleagues, and social service personnel.

Candidates are placed in a secondary public school setting during the Fall and Spring semester of the internship year for a minimum of 500 h of student teaching and 200 h of observation.

During the semester, candidates are to gradually assume responsibilities associated with the teacher of record. This includes instructional planning, lesson implementation, classroom management, and collaboration with families and teachers.

• End of the year summary

Rubric assessment and Observations:
100% of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations
They are aggregated for reports and reviewed to inform changes to the program.

IV. CANDIDATES ARE HIRED AND RETAINED AS EDUCATORS IN SECONDARY SCHOOLS IN ALASKA AND ELSEWHERE

Employment Numbers

Employment and retention by school district. Employed in Fairbanks School/Program
Employed in another Alaska School/Program
Employed out of state

SOE with support of the UA ISER research center and AK Dept. of Education and Early Development maintain a hiring and employment database, which gets updated annually.

Secondary faculty aggregate and review hiring data extensively for program improvement and multiple reports.
Time: Summer and Fall semesters for previous year

forms-FOF, and 4 Personal Characteristics Forms-PCF

These assignments are collected during field observations and the required university classes (EDSC 471/671; EDSC 472/672). The course instructor completes the evaluation rubric using the following criteria:

An AK Teacher Beginning Teacher Standards aligned rubric is implemented
4 = Exceeding Expectations
3 = Meeting Expectations
2 = Developing
1 = Emerging
The course instructors enter scores into the School of Education data collection system LiveText (VIA).

Time: Ongoing data collection during Fall and Spring internship with a final summary report at the end of the spring semester.

Submitted by: Ute Kaden
Alaska Standards for Beginning Teachers

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

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

**Standard III:** A teacher teaches students with respect for their individual and cultural characteristics.

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

**Standard V:** A teacher facilitates, monitors, and assess student learning.

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

**Standard VII:** A teacher works as a partner with parents, families, and with the community.

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

Submitted by: Ute Kaden