### 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:
We situate our vision and mission in practice through goals and objectives, summarized in the following list.
1. Increase the number of qualified educators for Alaska’s schools by:
   - providing licensure programs at undergraduate and graduate levels
   - providing education programs to place-bound students in rural Alaska
   - recruiting Alaska Native candidates
   - aligning programs with state and

### Intended Objectives/Outcomes

**Identify individuals with the potential to be well qualified secondary teachers for all children.**
- Provide evidence of ability to interact appropriately with children & adults of diverse backgrounds.
- Provide evidence of academic competency in teaching content area.
- Provide evidence of written communication skills.
- Provide evidence of oral communication skills.

**PREPARE POTENTIAL CANDIDATES TO SUCCESSFULLY ENTER PRE-SERVICE EDUCATION PROGRAM**
- Within the first sixty credits, students are expected to complete the following core requirements: Communication, mathematics, science, and four of the six Human Perspectives courses. Students are expected to complete EDSC 110 and EDSC 205, declare teaching content degree and complete at least 12 credits in that degree.

### Assessment Criteria and Procedures

**Four transitions gates are used to track an assess students from declaration of the bachelor’s degree in secondary education until the conclusion of the degree.**

**Transition One:**
- Within the first sixty credits, students are expected to complete the following core requirements: Communication, mathematics, science, and four of the six Human Perspectives courses. Students are expected to complete EDSC 110 and EDSC 205, declare teaching content degree and complete at least 12 credits in that degree.
- In addition to meeting the outcomes for the BA in Secondary Education, each student will meet the outcomes for their teaching content major.

**Identify individuals with the potential to be well qualified secondary teachers for all children.**
- Provide evidence of ability to interact appropriately with children & adults of diverse backgrounds.
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### Implementation (what, when, who)

**During Transition One, students will be monitored during each academic advising session throughout the first sixty credits.**

**During Transition Two:**
1. Secondary Program summarizes applicant portfolios once a year, prior to beginning of fall semester.
2. Secondary program faculty review and evaluate applicant portfolios based on faculty developed rubrics, to determine admission to program.
3. Candidate exhibits performances that indicate he/she has potential to meet Alaska Standards for Teachers, SOE Candidate Proficiencies and NCATE Knowledge, Skills and Dispositions for teachers.
national standards and the candidate proficiencies identified in our Conceptual Framework.

2. Enhance the professional skills of Alaska’s K-12 educators by:
   - providing professional development opportunities throughout their careers
   - providing graduate degree programs statewide
   - developing partnerships with public schools

3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
   - respond to the needs and interests of youth, families, and communities
   - better serve Alaska’s diverse populations
   - enhance learning opportunities for individuals with exceptionalities

4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
   - the quality of Alaska’s K-12 schools
   - the curriculum of the UAF School of Education
   - the preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska

II Develop Knowledge, Skills and Dispositions of Program Candidates throughout Pre-Service Training

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<thead>
<tr>
<th>Transition Three and Four</th>
<th>ON-GOING ASSESSMENT</th>
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<tbody>
<tr>
<td>Practica performance; assessment of conceptual understanding; assessment of dispositions.</td>
<td>During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.</td>
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<tr>
<td>Oral presentation</td>
<td>Oral presentation is a key component of both EDSC 471 and 472, Internship I and II, which are completed during the fall and spring semester of the final year of the program. During spring semester, students gradually take over control of site placement classes and teach full-time for a period of no less than four weeks. At conclusion of program, interns present a portion of their electronic portfolio to their peers, university faculty, and guests.</td>
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<td>Comprehensive Work Sample and Unit Plan Sample</td>
<td>Samples are a major component of the program and students develop lessons, teach the lessons and are assessed by university supervisors. Students are required to pre and post-test their students and draw conclusions based on this assessment about the effectiveness of their taught sample. Completed during fall and spring semester of program.</td>
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<td>Mid-year field assessment – form G</td>
<td>Formative assessment to assess the student’s progress following the fall semester internship.</td>
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<td>Grade point averages in continuing coursework.</td>
<td>Students are required to maintain at least</td>
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Each key assignment has a four point rubric that outlines expectations for each level.

4 points = Exceeds Expectation  
3 points = Meets Expectation  
2 points = Developing  
1 point = Emerging  

Students are enrolled in LiveText, a data collection site. The student uploads the assignment to the specific class, the rubric used to assess the assignment is embedded into the class site, and the instructor rates the student on individual criteria for the assignment. The student views their rating on the site.

a 2.75 grade point average through each of the three semesters of the program.

Fifteen Critical Assignment / Key Assignments embedded with program course work. Minimum grade of “B” required.

EDSC 415-Exploratory Project Paper - research a topic of current interest in the educational community

EDSC 407 A series of activities that, when taken together, demonstrate vocabulary development, before reading, during reading and after reading strategies that enhance reading comprehension.

EDSC 458/658Comprehensive Management Plan

EDSC 458/658 Documentation of facilitation of school/community interaction either by incorporation of community resources into the classroom or by participation in community activities

EDSC 432/632 –437/637 Fall work sample which contains a series of lesson plans which reflect candidate’s philosophy. This submission must include a one-page philosophy statement in addition to other requirements. Student must teach this sample in their fall internship while assessed by a university faculty supervisor.

EDSC 432/632 – 437-637 Reflections on educational research on teaching in content areas

EDSC 471Special Needs Case Study
<table>
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<tr>
<th>II: SURVEYS</th>
<th>Mid-year surveys</th>
<th>EDSC 442/642 interim Portfolio Submission</th>
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<tr>
<td></td>
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<td>EDSC 402 At least one lesson plan that demonstrates differentiation for readiness, interest or learning style.</td>
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<td>EDSC 402 At least one sample of a place based lesson or unit that reflects some aspect of the community/area in which the candidate teaches.</td>
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<td>EDSC 443/643 A lesson or series of lessons which utilize digital imaging to showcases/demonstrates the appropriate use of technology in teaching</td>
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<td>EDSC 457/657 A profile of a rural community</td>
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<td>EDSC 457/657 - Interdisciplinary Unit</td>
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<td>EDSC 472 Instructional unit plan or a set of lesson plans that include samples of: a) At least two specific reading comprehension strategies; b) more than one type of instructional model; 3) more than one type of assessment. Intern must teach this unit while in spring internship and must be assessed by a university faculty supervisor.</td>
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<td>EDSC 472 Final Statement of Philosophy</td>
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|             |                  | All students at the completion of fall semester. All school district mentor teachers at the completion of fall semester. Student’s survey included: program pace, skills learned, support and guidance from university supervisor, managing classroom. Mentor’s survey included: forms used to assess intern, clear expectation of mentor role,
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<tr>
<th>Stage</th>
<th>Description</th>
<th>Evaluation Method</th>
<th>Notes</th>
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<tr>
<td>Exit surveys</td>
<td>All students at completion of internship. Students and mentors complete surveys evaluating the program, university supervisors, mentor teachers, and program.</td>
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<td><strong>IV. CANDIDATES ARE HIRED AND RETAINED AS FACULTY MEMBERS IN SECONDARY SCHOOLS IN ALASKA</strong></td>
<td><strong>INDUCTION YEAR</strong> Employment and retention by school district.</td>
<td>SOE conducts: End of induction year survey School district satisfaction survey Progress and performance in graduate course work (refer to details of M.Ed. program)</td>
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<td>CANDIDATES TAKE PART IN CONTINUING PROFESSIONAL DEVELOPMENT</td>
<td><strong>SUBSEQUENT YEARS</strong> Enrollment in graduate level course work; eventual completion of master’s level or higher degree</td>
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