UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan Master of Education

Curriculum and Instruction, Cross Cultural Education Language and Literacy, Online Innovation and Design School of Education

March 14, 2014

| Expanded | Intended | Assessment Criteria and Procedures | Implementation |
|--|---|--|--|
| Statement of | Objectives/Outcomes | | (what, when, who) |
| Institutional | | | |
| Purpose | | | |
| MISSION | Content Knowledge | Transition One | Candidates for all concentrations |
| STATEMENT: | Applicants to be Master | Entry Level Assessment for All Candidates | submit application materials. |
| OUR MISSION | of Education candidates | Transcripts that present an undergraduate GPA of | Complete applications are |
| Our mission is to prepare professional | have entry-level | 3.0 or higher | reviewed by one faculty member |
| educators and | knowledge of education | , and the second | and presented to the entire |
| counselors who are | course content as | GRE scores if undergraduate GPA is below 3.0 | faculty for approval. |
| culturally responsive, | described in professional, state, and institutional | Statement of Goals (4-5 pages) | Application materials are secred |
| effective practitioners, as described in the state | standards | Statement of Goals (4-5 pages) | Application materials are scored on a rubric using the following |
| Standards for Alaska's | Standards | Resume | scale: |
| Teachers and the | Professional | | 0 = not acceptable |
| candidate proficiencies | Knowledge and Skills | Three Letters of Reference | 1 = acceptable |
| identified in the UAF | Candidates in the Master | | 2 = target |
| School of Education Conceptual Framework. | of Education program | | ů . |
| The UAF School of | demonstrate, through | | |
| Education recognizes | inquiry, critical analysis, | | |
| that schooling and | and synthesis in-depth | | |
| counseling in Alaska has unique | understanding of | | |
| characteristics. We | knowledge in their fields | | |
| prepare educators and | as delineated in | | |
| counselors to work in | professional, state, and | | |
| urban and rural Alaska and to work with K-12 | institutional standards. | | |
| students and adults | Dispositions | | |
| from many | Candidates work with | | |
| backgrounds. | students, families, | | |
| OOAL CTATEMENT. | colleagues, and | | |
| GOAL STATEMENT: OUR GOALS | communities in ways that | | |
| 1. Increase the number | reflect the professional | | |
| of qualified educators, in | dispositions expected of | | |
| Alaska's schools and | professional educators as | | |
| communities. | delineated in | | |
| 2. Enhance the | professional, state, and | | |
| professional skills of | institutional standards | | |
| Alaska's K-12 | | Exit Level Assessment for | |
| educators. | Comtont I/ | Curriculum and Instruction | Course instructors, using a |
| 3. Develop and support | Content Knowledge | <u>Transition Two</u> | scoring rubric, evaluate course |
| ongoing systemic | Master of Education candidates have in-depth | ED 601 Literature Review | assignments. 0 = not acceptable |
| educational | knowledge of counseling | ED 603 Mini Research Project | 1 = acceptable |
| | I moviouge of couriscinity | LB 000 Milli Nobodion i Tojoot | . doooptable |

| collaborations with | course content as | Cross Cultural Foundation Class | 2 = target |
|--|-----------------------------|---|--|
| Alaska's schools and | described in professional, | ED 612 Teaching Philosophy Statement | |
| communities. | state, and institutional | ED 630 Curriculum PlanED 659 Website | |
| 4. Conduct collaborative | standards | Development | |
| research on cross- | | ED 659 Website Development Assignment | |
| cultural and multicultural | | ED 686 Intelligence or Achievement Instrument | |
| education to provide on- | | Curriculum and Instruction Elective (1) | |
| going support of: | | (1) | |
| The quality of Alaska's K-12 schools | | | |
| • The curriculum of the | Professional | | The student's committee |
| UAF School of | Knowledge and Skills | Transition Three | evaluates the literature review, |
| Education | Candidates in the Master | Research Project or Thesis Proposal | the project/thesis written |
| The preparation of | of Education program | | research proposal and the oral |
| educators who | demonstrate. Through | Literature Review for Research Project or Thesis | defense of the research |
| incorporate into the | inquiry, critical analysis, | Eiterature Neview for Nessearch Froject of Thesis | proposal. |
| learning environment | and synthesis in-depth | Advancement to Candidacy | ргорозаі. |
| the varied cultures and | understanding of | Advancement to Candidacy | Upon successful defense of the |
| languages of Alaska | knowledge in their fields | | proposal, the student submits |
| Contribution to | as delineated in | | the advancement to candidacy |
| Institutional Mission | professional, state, and | | the advancement to candidacy |
| UAF Mission Statement | institutional standards. | | |
| The University of Alaska | institutional standards. | | |
| Fairbanks, the nation's | | | |
| northernmost Land, Sea | | | |
| and Space Grant university and | D () 1 | T 10 F | T |
| international research | Professional | Transition Four | The student's committee |
| center, advances and | Knowledge and Skills | Project or Thesis | evaluates the project/thesis and |
| disseminates | | | oral defense of the |
| knowledge through | | Project or Thesis Defense | project/thesis. |
| teaching, research and | | Foit I and Assessment for | |
| public service with an emphasis on Alaska, | | Exit Level Assessment for | |
| the circumpolar North | | Language and Literacy | |
| and their diverse | | <u>Transition Two</u> | O |
| peoples. UAF | | FD COAL Haratura Davisson | Course instructors, using a |
| America's arctic | 0 (()() | ED 601 Literature Review | scoring rubric, evaluate course |
| universitypromotes | Content Knowledge | ED 603 Mini Research Project | assignments. |
| academic excellence, | | Cross Cultural Foundation Class | 0 = not acceptable |
| student success and lifelong learning. | | ED 620 Critical Book Review | 1 = acceptable |
| melong learning. | | LING 602 Case Study | 2 = target |
| | | LING 610 Final Paper | |
| | | Language and Literacy Electives (2) | |
| | | | |
| | Drofossianal | Transition Three | The student's sammittee |
| | Professional | Transition Three | The student's committee |
| | Knowledge and Skills | Research Project or Thesis Proposal | evaluates the literature review, |
| | | Literatura Davious for Danasanh Davious or Thesi | the project/thesis written |
| | | Literature Review for Research Project or Thesis | research proposal and the oral defense of the research |
| | | Advancement to Candidacy | |
| | | Advancement to Candidacy | proposal. |
| | | | Upon successful defense of the |
| | | | proposal, the student submits |
| | | | the advancement to candidacy |
| 1 | J | l | 1 |

| Professional Knowledge and Skills | Transition FourProject or ThesisProject or Thesis Defense | The student's committee evaluates the project/thesis and oral defense of the project/thesis. |
|--------------------------------------|--|---|
| Content Knowledge | Exit Level Assessment for Cross Cultural Education Transition TwoED 601 Literature ReviewED 603 Mini Research ProjectCross Cultural Foundation ClassCross Cultural Electives (5) | Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target |
| Professional Knowledge and Skills | Transition ThreeResearch Project or Thesis ProposalLiterature Review for Research Project or ThesisAdvancement to Candidacy | The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. Upon successful defense of the proposal, the student submits the advancement to candidacy |
| Professional Knowledge and Skills | Transition FourProject or ThesisProject or Thesis Defense | The student's committee evaluates the project/thesis and oral defense of the project/thesis. |
| Content Knowledge | Exit Level Assessment for Online Innovation and Design Transition TwoED 601 Literature ReviewED 603 Mini Research Project (not required for students graduating with comp. exam)Cross Cultural Foundation ClassED 431 Required Mobile Tools Position PaperED 432 Required Set of Three ScreencastsED 650 Required Current Issue PaperED 653 Online Learning ModuleED 655 Online Project Based LessonED 677 Digital Storybook Online Innovation and Design Elective courses (2 – 4) | Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target |

| Professional Knowledge and Skills | Transition ThreeResearch Project or Thesis Proposal (for students graduating with a project or thesis)Literature Review for Research Project or Thesis (for students graduating with a project or thesis) | The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. |
|--|---|---|
| | Advancement to Candidacy | Upon successful defense of the proposal, the student submits the advancement to candidacy. If the student will graduate with a comprehensive exam, the advancement is submitted one semester prior to graduation based on coursework. |
| Professional Knowledge and Skills | Transition FourProject or ThesisProject or Thesis Defense | The student's committee evaluates the project/thesis and oral defense of the project/thesis. |
| | ORComprehensive Exam | The student's committee selects questions for the comprehensive exam. The student's committee scores the exam using a rubric. |
| Dispositions Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. | Transition 3 and 4 Exit Level Assessment for All Concentrations Professional Characteristics Feedback Form | A Professional Characteristics Feedback form is completed by the student's committee chair in consultation with the full committee. PCFF is completed in Transition 3 after the proposal defense and again in Transition 4 after the project/thesis defense. Students graduating with a comprehensive exam are evaluated after the exam in Transition 4. |
| Student Learning Candidates in the Master of Education program critique and are able to reflect on their work within the context of student learning in K-12 or post-secondary classrooms. | Transition 3 and 4 Exit Level Assessment for All ConcentrationsImpact on Student Learning Form | The candidate submits the Impact on Student Learning Form at the proposal defense; and at the project/thesis defense. The Impact form asks candidate to evaluate how their research project or thesis will impact students in the K-12 or post-secondary classroom. |