

**UNIVERSITY OF ALASKA FAIRBANKS**  
**Student Learning Outcomes Assessment**  
 Secondary Post-Baccalaureate Licensure Program  
 With subset K-12 Art Licensure Program  
 March 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p><b>MISSION STATEMENT:</b>            The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators:</p> <ul style="list-style-type: none"> <li>● Respond to the individual needs of the child;</li> <li>● Seek to develop the classroom as an inclusive community of learners;</li> <li>● Work collaboratively within the community;</li> <li>● Affirm the varied cultures and languages of Alaska’s children in the learning environment.</li> </ul> <p><b>GOAL STATEMENT:</b>            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:</p> <ul style="list-style-type: none"> <li>● providing licensure programs at undergraduate and graduate levels</li> <li>● providing education programs to place-bound students in rural Alaska</li> <li>● recruiting Alaska Native candidates</li> </ul>	<p>IDENTIFY INDIVIDUALS WITH THE POTENTIAL TO BE WELL QUALIFIED SECONDARY TEACHERS FOR ALL CHILDREN</p> <p>A. Provide evidence of knowledge and understanding of content appropriate for secondary school.</p> <p>B. Provide evidence of ability to interact appropriately with children &amp; adults of diverse backgrounds.</p>	<p>ENTRY LEVEL PORTFOLIO</p> <ul style="list-style-type: none"> <li>▪ Official transcripts showing a bachelors 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.</li> <li>▪ PRAXIS I test scores that meet or exceed the Alaska standards (national exam of reading, writing and mathematics) or another approved test approved by Alaska.</li> <li>▪ Content Area Examination: PRAXIS II test scores that meet Alaska standards for “highly qualified” in specific content area of endorsement.</li> <li>▪ World Language Exams Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPI). Applicants must meet the Advanced Low rating. Applicants must also submit a writing sample in the target language.</li> <li>▪ Licensure toward M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work</li> <li>▪ Licensure only applicants: Overall undergraduate GPA of 2.75.</li> <li>▪ 3.0 minimum GPA in teaching field</li> <li>▪ Extemporaneous writing sample that assesses problem solving and writing skills.</li> <li>▪ 3 letters of reference that address professional characteristics.</li> <li>▪ Admissions essay</li> <li>▪ Interview</li> </ul>	<ol style="list-style-type: none"> <li>1. Office of advising summarizes applicant portfolios once a year, prior to beginning of summer sessions.</li> <li>2. Secondary program faculty review and evaluate applicant portfolios based on faculty developed rubrics, to determine admission to program.</li> <li>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.</li> </ol>

<ul style="list-style-type: none"> <li>aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework</li> </ul> <p>2. Enhance the professional skills of Alaska’s K-12 educators by:</p> <ul style="list-style-type: none"> <li>providing professional development opportunities throughout their careers</li> <li>providing graduate degree programs statewide</li> <li>developing partnerships with public schools</li> </ul> <p>3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:</p> <ul style="list-style-type: none"> <li>respond to the needs and interests of youth, families, and communities</li> <li>better serve Alaska’s diverse populations</li> <li>enhance learning opportunities for individuals with exceptionalities</li> </ul> <p>4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:</p> <ul style="list-style-type: none"> <li>the quality of Alaska’s K-12 schools</li> <li>the curriculum of the UAF School of Education</li> <li>the preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska</li> </ul>	<p>II DEVELOP KNOWLEDGE, SKILLS AND DISPOSITIONS OF PROGRAM CANDIDATES THROUGHOUT PRE-SERVICE TRAINING</p>	<ul style="list-style-type: none"> <li>resume</li> <li>Criminal background check</li> </ul> <p>ON-GOING ASSESSMENT</p> <p>Practica performance; assessment of conceptual understanding; assessment of dispositions.</p> <p>During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.</p> <p>Comprehensive Work Sample</p> <p>Mid-year field assessment – form G</p> <p>Grade point averages in continuing coursework.</p>	<p>Mentor teacher, site administrator, &amp; university supervisor provide ongoing assessment of content knowledge, appropriate use of pedagogy and demonstration of appropriate dispositions in internship (minimum nine observations - form J and a disposition form (B) from each instructor, mentor and intern supervisor).</p> <p>Fifteen Critical Assignment / Key Assignments embedded with program course work. Minimum grade of “B” required.</p> <p>A comprehensive work sample is completed during clinical practica.</p> <p>University faculty and mentors provide end of course assessments of conceptual understanding &amp; application of pedagogical principles.</p> <p>Must maintain a grade point of 2.75 or better.</p>
	<p>III. PROVIDE PROFESSIONAL EDUCATORS WHO ARE CULTURALLY RESPONSIVE, EFFECTIVE PRACTITIONERS FOR ALASKA’S SECONDARY SCHOOLS</p>	<p>EXIT ASSESSMENTS</p> <p>Unit Assessments –</p>	<p>At completion of two-semester internship: Mentor teacher and university supervisor (and possibly school site principal) provide end of semester assessment of content knowledge, appropriate use of pedagogy and demonstration of appropriate dispositions in internship.</p> <p>University faculty provide end of course assessments of conceptual understanding &amp; application of pedagogical principals.</p>

		<p>Content Observation Checklist</p> <p>Electronic portfolio</p> <p>Final field assessments – form H</p> <p>Grade point averages in continuing course work.</p> <p>Mid-year surveys</p>	<p>Two comprehensive units completed during final semester-based internship and assessed using a formalized assessment rubric. Assessed by university supervisor.</p> <p>Content Observation Checklist specific to content area demonstrates application of SPA guidelines for content area instruction. Assessed by university field supervisor and mentor.</p> <p>Candidate 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,</p> <p>University faculty and mentors provide end of program assessments of conceptual understanding &amp; application of pedagogical principals. Candidate exhibits performances that meet Alaska Teacher Standards, SOE Candidate Proficiencies, and NCATE Knowledge, Skills and Dispositions for first-year teachers, Content Specialty Organizations.</p> <p>Must maintain a grade point of 2.75 or better. 3.0 for graduate level students</p> <p>All students at the completion of fall semester. All school district mentor teachers at the completion of fall semester. Student’s survey included:</p>
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		Exit surveys	<p>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, suggestions for improvement.</p> <p>All students at completion of internship. Students and mentors complete surveys evaluating the program, university supervisors, mentor teachers, and program.</p>
	<p>IV. CANDIDATES ARE HIRED AND RETAINED AS FACULTY MEMBERS IN SECONDARY SCHOOLS IN ALASKA</p> <p>CANDIDATES TAKE PART IN CONTINUING PROFESSIONAL DEVELOPMENT</p>	<p>INDUCTION YEAR Employment and retention by school district.</p> <p>SUBSEQUENT YEARS Enrollment in graduate level course work; eventual completion of master's level or higher degree encouraged</p>	<p>SOE conducts: End of induction year survey School district satisfaction survey</p> <p>Progress and performance in graduate course work (refer to details of M.Ed. program)</p>