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

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<th><strong>Expanded Statement of Institutional Purpose</strong></th>
<th><strong>Intended Objectives/Outcomes</strong></th>
<th><strong>Assessment Criteria and Procedures</strong></th>
<th><strong>Implementation (what, when, who)</strong></th>
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| **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. | IDENTIFY INDIVIDUALS WITH THE POTENTIAL TO BE WELL QUALIFIED SECONDARY TEACHERS FOR ALL CHILDREN  
A. Provide evidence of knowledge and understanding of content appropriate for secondary school.  
B. Provide evidence of ability to interact appropriately with children & adults of diverse backgrounds. | 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.  
- 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.  
- Content Area Examination: PRAXIS II test scores that meet Alaska standards for “highly qualified” in specific content area of endorsement.  
- 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.  
- 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  
- Extemporaneous writing sample that assesses problem solving and writing skills.  
- 3 letters of reference that address professional characteristics.  
- Admissions essay  
- Interview | 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.  
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. |
- aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework

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

#### ON-GOING ASSESSMENT

- Practica performance; assessment of conceptual understanding; assessment of dispositions.

**During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.**

- Comprehensive Work Sample

**A comprehensive work sample is completed during clinical practica.**

- Mid-year field assessment – form G

**University faculty and mentors provide end of course assessments of conceptual understanding & application of pedagogical principles.**

- Grade point averages in continuing coursework.

**Must maintain a grade point of 2.75 or better.**

### III. PROVIDE PROFESSIONAL EDUCATORS WHO ARE CULTURALLY RESPONSIVE, EFFECTIVE PRACTITIONERS FOR ALASKA’S SECONDARY SCHOOLS

#### EXIT ASSESSMENTS

**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.**

- University faculty provide end of course assessments of conceptual understanding & application of pedagogical principals.
| **Content Observation Checklist** | Two comprehensive units completed during final semester-based internship and assessed using a formalized assessment rubric. Assessed by university supervisor. |
| **Electronic portfolio** | Content Observation Checklist specific to content area demonstrates application of SPA guidelines for content area instruction. Assessed by university field supervisor and mentor. |
| **Final field assessments – form H** | 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, |
| **Grade point averages in continuing course work.** | University faculty and mentors provide end of program assessments of conceptual understanding & 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. |
| **Mid-year surveys** | Must maintain a grade point of 2.75 or better. 3.0 for graduate level students |
| | All students at the completion of fall semester. All school district mentor teachers at the completion of fall semester. Student’s survey included: |
### Exit surveys

- 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.
- All students at completion of internship. Students and mentors complete surveys evaluating the program, university supervisors, mentor teachers, and program.

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### IV. CANDIDATES ARE HIRED AND RETAINED AS FACULTY MEMBERS IN SECONDARY SCHOOLS IN ALASKA

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<thead>
<tr>
<th>CANDIDATES TAKE PART IN CONTINUING PROFESSIONAL DEVELOPMENT</th>
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<tr>
<td>INDUCTION YEAR</td>
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<tr>
<td>Employment and retention by school district.</td>
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<tr>
<td>SUBSEQUENT YEARS</td>
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<tr>
<td>Enrollment in graduate level course work; eventual completion of master’s level or higher degree encouraged</td>
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<th>SOE conducts:</th>
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<tr>
<td>End of induction year survey</td>
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<tr>
<td>School district satisfaction survey</td>
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<tr>
<td>Progress and performance in graduate course work (refer to details of M.Ed. program)</td>
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