

# UNIVERSITY OF ALASKA FAIRBANKS

## Student Learning Outcomes Assessment

BA Secondary Education: Content Areas (e.g. English, Biology, Mathematics)

Sep 10, 2018

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> <li>aligning programs with state and</li> </ul>	<p>I PREPARE POTENTIAL CANDIDATES TO SUCCESSFULLY ENTER PRE-SERVICE EDUCATION PROGRAM</p> <p>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 a teaching content degree and complete at least 12 credits in that degree.</p> <p>Identify individuals with the potential to be well-qualified secondary teachers for all children.</p> <p>Provide evidence of ability to interact appropriately with children &amp; adults of diverse backgrounds.</p> <p>Provide evidence of academic competency in teaching content area.</p> <p>Provide evidence of written communication skills.</p> <p>Provide evidence of oral communication skills.</p>	<p>Four transitions are used to track an assess students from declaration of the bachelor's degree in secondary education until the conclusion of the degree.</p> <p><b>Transition One:</b> 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.</p> <p>In addition to meeting the outcomes for the BA in Secondary Education, each student will meet the outcomes for their teaching content major.</p> <p><b>Transition Two:</b> Application to the professional internship year</p> <p>Measures used to determine potential include: -Basic Competency tests 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.</p> <p>-Overall undergraduate GPA of 2.75. -2.75 minimum GPA in teaching major -Professional references that speak to the student's professional characteristics.</p>	<p><b>During Transition One:</b> students will be monitored during each academic advising session throughout the first sixty credits.</p> <p><b>During Transition Two:</b> 1. Secondary Program faculty evaluates applicant materials. 2. Candidate exhibits performances that indicate he/she has potential to meet Alaska Standards for Teachers, SOE Candidate Proficiencies and CAEP/NCATE Knowledge, Skills and Dispositions for teachers.</p>

<p>national standards and the candidate proficiencies identified in our Conceptual Framework</p> <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>Provide evidence of motivation and commitment to the teaching profession.</p> <p>Provide evidence of the ability to work cooperatively with other professionals.</p> <p>Provide evidence of respect for others.</p>	<p>§An interview by faculty to provide an additional measure in determining student's overall qualifications.</p> <p>§Criminal background check as required by Alaska statute.</p>	
<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><b>II INTERNSHIP/STUDENT TEACHING AND PROFESSIONAL DISPOSITIONS FOR EDUCATORS WHO ARE CULTURALLY RESPONSIVE, EFFECTIVE PRACTITIONERS FOR ALASKA'S SECONDARY SCHOOLS</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Transition Three and Four</b></p> <p>Candidates are placed in a secondary public school setting during the Fall and Spring semester of the internship for a minim of 500 h of student teaching. 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.</p> <p>Comprehensive group of key assignments embedded with program course work to demonstrate pre-service teachers' content knowledge, planning and assessment strategies, and pedagogy skills.</p> <p>-Final Statement of Philosophy Class: EDSC 472/452</p> <p>-Assignment: Special Needs Case Study Class: EDSC 471/453/</p> <p>-Assignment: A place-relevant lesson plan with activities and strategies involving parents, families, and/or community. Class: EDSC 457</p> <p>-Assignment: ATCAT/Unit Class: EDSC 472/452</p> <p>-Assignment: Work Sample Class: EDSC (43__ Series - Methods Course)</p> <p>-Assignment: Comprehensive Management Plan Class: EDSC 458/</p> <p>-Assignment: Reflection on parent/teacher conference(s) and working with parents Class: EDSC 471/453/452</p> <p>- Assignment: Reflections on educational research on teaching in content areas Class: Methods classes (43_/)</p> <p>Portfolio</p> <p>Comprehensive electronic portfolio evaluated by faculty includes philosophy, videotapes and</p>	<p><b>Student Internship:</b></p> <p>The student teaching internship is completed during the fall and spring semesters. Mentor teacher and university supervisor complete a minimum of 7 observations forms- STOT, and 2 Personal Characteristics Forms- PCF</p> <p>Key assignments are collected during field observations and the required university classes (EDSC 471/; EDSC 472/). The course instructor completes the evaluation rubric using the following criteria:</p> <p>An AK Teacher Beginning Teacher Standards aligned rubric is implemented</p> <p>4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging</p> <p>The course instructors enter scores into the School of Education data collection system LiveText (VIA).</p> <p>Time: Ongoing data collection during Fall and Spring internship with a final summary report at the end of the spring semester.</p>

	<b>IV. CANDIDATES ARE HIRED AND RETAINED AS FACULTY MEMBERS IN SECONDARY SCHOOLS IN ALASKA and elsewhere</b>	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.
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