University of Alaska Southeast
School of Education
Master of Arts in Teaching
Middle Grades and Secondary Education
Annual Manual 2015-16
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Foreword

Welcome to the School of Education (SOE) at University of Alaska Southeast and to your initial or advanced education for the career that makes a difference in every person’s life. In our programs, highly experienced faculty with unique expertise in teacher education prepare you to become the informed, reflective, and responsive teachers we believe are needed in diverse school contexts in Alaska and beyond.

To successfully complete SOE programs, you will be called on to demonstrate your proficiency in each of the Alaska Professional Teacher Standards and in the Cultural Standards for Educators endorsed by the Alaska Department of Education and Early Development. You will also have opportunities and challenges to demonstrate your proficiency in the content area (or areas) you plan to teach.

The School of Education provides both initial programs and advanced degree programs—serving students as they prepare to teach and teachers as they strengthen their professional skills.

- In initial programs, students wishing to begin to teach elementary school (K-8) can earn bachelor’s degrees, post-baccalaureate certificates, or Master of Arts (on-site and distance) in teaching degrees. Those interested in early childhood can earn the MAT (distance). Those interested in initial programs to prepare to teach in secondary schools enter the secondary Master of Arts in Teaching. Those entering MAT programs at any level do so after earning bachelors’ degrees in the subject area(s) they wish to teach.

- Advanced programs through the SOE serve certified teachers wishing to take courses or earn teaching endorsements and/or Master of Education (M.Ed.) degrees with a variety of different emphasis areas included reading, educational technology, and early childhood education. Teachers and program graduates interested in taking individual courses or earning professional development credits are served through the SOE’s Professional Education Center.

- The Associate in Applied Science Degree with emphasis in Early Childhood Education is offered by distance through the School of Education at UAS in collaboration with the College of Rural Alaska/UAF.

The SOE mission is to identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. Our adopted vision describes our goals and our graduates as being informed, reflective and responsive teachers. Please take note of these words as you will hear them often, and be challenged to make steady progress in reaching this SOE vision for graduates. The following passages describe the knowledge, skills, and dispositions SOE faculty can help you to become. They also describe areas of potential SOE faculty have seen in you as part of your admission to any SOE program.
School of Education graduates become:

- **informed teachers who** know about human development, learning theory, content and pedagogy, individual learners, families, cultural contexts, curriculum goals and standards. As they progress through the UAS program they deepen their understanding of the world of teaching and learning and their relationship to it. They emerge as flexible teachers with a strong information base to make decisions in the complex and challenging environments of diverse twenty-first century schools.

- **reflective teachers who** think through all aspects of their professional knowledge and information base. They apply the process of reflection, not only for their own growth, but also as a teaching tool that promotes their students’ learning. Through reflection they establish a cycle that enables them to generate their own craft wisdom. By using reflection to guide practice, they continually strengthen their ability to positively impact all students’ learning. By reflection with peers, they begin to see alternatives and develop versatility in approach.

- **responsive teachers, who** have the ability to identify relevant content, learn relevant information about diverse students, and bridge content to students’ needs appropriately to promote each child’s learning and well-being. A responsive teacher also adapts learning experiences and interactions to meet the needs of other stakeholders in school or community. Responsive teachers have the commitment to work to better understand what all students, parents, and colleagues know, think, and value, and they demonstrate openness and respect.

We wish you well in your journey. Again, we welcome you to the community of learners within the School of Education at University of Alaska Southeast.

This handbook describes requirements relevant to the program you have entered. Information concerning requirements and courses of study are based upon current requirements of the State of Alaska and the University of Alaska Southeast. Requirements are subject to modification; therefore students are advised to consult regularly with faculty and advisors in the School of Education.

**Accreditation**

The University of Alaska Southeast is accredited as an institution of higher learning by the Northwest Commission on Colleges and Universities.

SOE programs are approved by the Alaska State Board of Education and are accredited by the National Council for Accreditation of Teacher Education (NCATE). The programs are currently undergoing revision to meet the Council for the Accreditation of Educator Preparation (CAEP) standards for elementary education.
**School of Education Teacher Education Mission Statement**

Working cooperatively with P-12 schools and the community, faculty of the School of Education at the University of Alaska Southeast identify, prepare and strengthen effective teachers for sustained contributions to the education profession in rural and urban settings in Alaska and the nation.

**School of Education Vision**

Our graduates will be informed, reflective and responsive teachers within diverse classroom, school and community contexts.

**School of Education Faculty’s Professional Commitments**

1. Recognize and nurture student differences, promote and model positive attitudes toward diversity, and teach in inclusive and culturally responsive ways.

2. Design and adjust programs to meet the evolving and unique needs of Alaska.

3. Personalize teaching, challenge students to think and reflect, use performance-based assessment, create communities of learners, arrange extensive and substantial field experiences, conduct and promote teacher research, and, generally model concepts taught in action.

4. Use technology to support learning, empower learners and provide accessibility to quality teacher education throughout the state.

5. Ground candidates’ learning in classroom field experience in diverse school communities.

6. Use real classrooms as well as books as source materials for knowledge construction, research, and life long learning.

7. Establish collaborative relationships with students to support the whole learner.

8. Broaden professional knowledge through research activities.
9. Plan instruction based upon understanding of learning theory, human development, content and effective practices.

10. Monitor and support candidates’ development of content area knowledge and their transition from proficient learners of content to proficient teachers of content.

**SOE Student Goals and Performances**

**Goal 1: Educators articulate, maintain and develop a philosophy of education that is demonstrated in their practice.**

*Performances*

a. Support their philosophy of education with research-based theory and evidence. (K)
b. Apply their philosophy, beliefs and theory to practice. (S)
c. Are guided by a philosophy of education, are flexible in revising it based on new research and teaching experience. (D)

**Goal 2: Educators understand how human development affects learning and apply that understanding to practice.**

*Performances*

a. Identify ways students’ developmental levels affect their thinking processes and learning. (K)
b. Accommodate differences in how students learn based on knowledge of individual’s social, emotional, and intellectual maturation. (S)
c. Demonstrate an appreciation of unique thinking processes of learners during different stages of development. (D)

**Goal 3: Educators differentiate instruction with respect for individual and cultural characteristics.**

*Performances*

a. Identify strategies for differentiating instruction based on student differences. (K)
b. Design instruction that incorporates characteristics of the local community’s culture and that is appropriate to students’ individual and special needs. (S)
c. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources (S)
d. Demonstrate their belief that all students can learn and that they appreciate multiple perspectives and value individual differences. (D)

**Goal 4: Educators possess current academic content knowledge.**

*Performances*

a. Demonstrate knowledge of their content area, including structure of the curriculum, the tools of inquiry, central concepts, and connections to other areas of knowledge. (K)
b. Connect the content area to other content areas and to practical situations encountered outside the school. (S)
c. Demonstrate commitment to professional discourse about content knowledge and student learning of content. (D)

**Goal 5: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.**

*Performances*
a. Understand how to plan for instruction that is based on learner needs and curriculum goals. (K) Plan, teach, and assess for optimal learning. (S)
b. Demonstrate that they value assessment and instruction as integrated processes. (D)

**Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.**

*Performances*

a. Investigate and use a variety of classroom techniques to establish and maintain a responsive environment for all learners. (K,S)
b. Establish and maintain a positive climate in which learners develop self-direction and collaborative skills. (S)
c. Commit to ensuring learner well being and development of self-regulation and group interaction skills. (D)

**Goal 7: Educators work as partners with parents, families and the community.**

*Performances*

a. Develop a sound, broad-based understanding of learners’ families and the community. (K)
b. Communicate effectively with parents and community members and incorporate local ways of knowing into decision making about all levels of schooling. (S)
c. Recognize the school as an integral part of the community and value families and community members as partners in promoting learning. (D)

**Goal 8: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.**

*Performances*

a. Remain current in knowledge of content and teaching practice. (K)
b. Participate in and contribute to the teaching profession. (S)
c. Communicate effectively with students, colleagues, and supervisors. (S)
d. Demonstrate professional ethics, democratic principles, and collaborative learning communities. (D)

**Goal 9: Educators use technology effectively, creatively and wisely in their practice.**

*Performances*

a. Effectively use computers and other technologies in their professional practice and evaluate the potentials and limitations of technologies. (K)
b. Integrate technology in planning, instruction and assessment to support student learning. (S)
c. Value technology as a tool for lifelong learning. (D)

(K) Knowledge  (S) Skill (D) Disposition
## Standards: Council for the Accreditation of Educator Preparation

### Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

#### Candidate Knowledge, Skills, and Professional Dispositions

Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

#### Provider Responsibilities

- Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
- Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
- Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

### Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

**Standard:** The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

#### Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

#### Clinical Educators

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

#### Clinical Experiences

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the...
Standard 3:
CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

**Standard:** The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

**Additional Selectivity Factors**

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion**

Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4:
PROGRAM IMPACT

**Standard:** The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Impact on P-12 Student Learning and Development**
The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness**

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers**

The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers**

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

**Standard 5:**

**PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

**Quality and Strategic Evaluation**

The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

**Continuous Improvement**

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.
Interstate Teacher Assessment and Support Consortium (InTASC) Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Alaska Cultural Standards for Educators

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Educators who meet this cultural standard:
1. Recognize the validity and integrity of the traditional knowledge system;
2. Utilize Elders’ expertise in multiple ways in their teaching;
3. Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. Continually involve themselves in learning about the local culture.

B. Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Educators who meet this cultural standard:
1. Regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. Utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. Provide integrated learning activities organized around themes of local significance and across subject areas;
4. Are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. Seek to ground all teaching in a constructive process built on a local cultural foundation.

C. Culturally-responsive educators participate in community events and activities in an appropriate and supportive way.

Educators who meet this cultural standard:
1. Become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;
2. Exercise professional responsibilities in the context of local cultural traditions and expectations;
3. Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

D. Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Educators who meet this cultural standard:
1. Promote extensive community and parental interaction and involvement in their children’s education;
2. Involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. Seek to learn the local heritage language and promote its use in their teaching.

E. Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Educators who meet this cultural standard:
1. Recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. Reinforce the student’s sense of cultural identity and place in the world;
4. Acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.
Recommended Criteria for Selection of Mentor Teachers

The M.A.T. program seeks to attract excellent teachers to participate as mentors during the internship. Foremost among the attributes of a potential mentor teacher is a commitment to quality education that includes:

- An understanding of the teacher's role as central to the learning process and critical in the shaping of excellence
- A philosophy of teaching which revolves around learning and preparing students for work and citizenship
- An understanding and appreciation for multidisciplinary approaches to learning, and new ideas in the field of education
- An openness to integrate diverse perspectives into the curriculum
- An interest in participating and committing time to mentoring an intern
- A willingness to work collaboratively with university faculty to contribute to the preparation of pre-service teachers
- An ongoing commitment to reflective practice and professional development.

Roles and Responsibilities of the Mentor Teacher

The mentor teacher assumes responsibility for:

1. Planning, teaching, and reflecting on practice collaboratively with the candidates.
2. Acquainting the intern with the needs of the students, the curriculum, and various plans for instruction used in the school and the classroom.
3. Providing informal assessment feedback regarding the candidates’ work using assessment forms aligned to the UAS conceptual framework. For the Secondary MAT program, host teachers are asked to use the online observation feedback form at least twice each semester.
4. Modeling a variety of teaching techniques and strategies, while sharing the wisdom of practice, providing constructive feedback, to support candidates’ development of knowledge, skills, and dispositions to teach independently.
5. Assessing candidates’ knowledge skills and dispositions through the mid-program and end of program evaluations of classroom practice. These evaluations take place collaboratively with the university supervisor and the student teacher.
7. Facilitating a thoughtful process for candidates to take full responsibility for teaching for the time specified in the program they serve. (See the timeline on the next page.)
8. Completing a host teacher honorarium information form to receive an honorarium for services from the university, as a token of appreciation. In 2014-2015, the amount was $150 per semester.
9. Providing time for and maintaining communication with the university supervisor/partner.

Note: Host teachers are certified teachers in full time teaching positions who mentor and supervise initial teacher
candidates preparing to teach the same content and level in K-12 classrooms, for a full year.

Secondary MAT Timeline for Intern Teaching Responsibilities:

Note: This timeline will vary from classroom to classroom as the university supervisor, the host teacher and the candidate develop a plan for assuming teaching responsibilities that is appropriate for all parties, especially the students in the classroom. In some classroom this timeline might be accelerated, whereas in others, the process might be slower. This timeline is to serve as a basic guideline for the process.

<table>
<thead>
<tr>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing.</td>
<td>Mid-Program Eval. of Classroom Practice:</td>
<td>Teaches the Unit Plan for the Teacher Work Sample (by March 1)</td>
<td>End of Program Evaluation of Classroom Practice:</td>
</tr>
<tr>
<td>Learning classroom procedures/policies.</td>
<td>Gradually assuming responsibility.</td>
<td>End of quarter: co-planning and teaching for three or four courses. (75% of workload.)</td>
<td>Host teacher and the intern create a schedule so that the candidate assumes full teaching responsibilities for at least four weeks.</td>
</tr>
<tr>
<td>Working with small groups.</td>
<td>End of quarter: co-planning and teaching for two or three courses. (50% of workload)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of quarter: co-planning, teaching and grading for at least one course. Develops Unit Plan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Roles and Responsibilities of the University Supervisor/Partner

The university supervisor/partner is a facilitator whose primary purpose is to work collaboratively with the mentor teacher to guide the learning experiences of the interns and to evaluate their growth and progress. In this role, the supervisor/partner serves as a liaison between the university and the school. Because the university supervisor/partner is familiar with the M.A.T. program, he or she may often be able to direct the intern to available resources for assistance.

The University supervisor/partner assumes responsibility for:

1. Being respectful of the extensive demands placed upon practicing teachers who mentor interns in addition to their regular teaching responsibilities.
2. Providing pertinent materials to interns, mentor teachers, and building administrators.
3. Providing each intern and mentor teacher with an orientation to the internship year, a projected observation schedule, and his/her specific expectations.
4. Collaborating regularly with the mentor teacher regarding the professional progress of the intern.
5. Scheduling regular conferences with the intern to discuss issues and concerns.
6. Visiting each intern at least once a week. As appropriate, the visit may be for curriculum planning, observation and evaluation, or generally monitoring the student's progress.
7. Working with the intern and the mentor to establish a tentative timeline for the intern to assume classroom and teaching responsibilities.
8. Regularly reviewing each intern's lesson plan notebook and portfolio.
9. Arranging conferences with the mentor teacher and the intern at appropriate times in the semester for the
purpose of completing the appropriate evaluation tools.

10. Participating in and contributing to seminars for interns and mentor teachers.

11. Collaborating with the university faculty in order to be familiar with expectations and specific assignments.

12. Assisting the intern and/or mentor teacher in reaching solutions for problems that arise.

The Role of the School Principal

As the person responsible for the total school program, the principal plays a vital role in the M.A.T. internship program. The principal has the opportunity to influence the success of the internship experience from the initial stages when placements are arranged. One of the principal’s major responsibilities is to coordinate the internship so that the intern not only receives maximum benefits from the experience, but also has the opportunity to contribute to the school's instructional program.

The school principal may wish to:

1. Orient interns to the general philosophy, goals, and standard procedures of the school district and the school site.

2. Introduce interns to the faculty, welcome them to faculty meetings and other school functions, and make them feel that they are an accepted member of the school staff. Adding an intern's name to the faculty roster often results in increased self-confidence on the part of the intern.

3. Confer with the university supervisor/partner regarding the intern whenever the need arises.

4. Assist the mentor teacher in guiding and directing the intern's program.

5. Observe the intern if time and schedule permit.

6. Periodically ascertain that all is well between the mentor teacher, the intern, and the university supervisor/partner. If concerns appear, contact the university supervisor or the faculty and staff of the University.

7. Promote the concept that participation in teacher education programs is a stimulating professional opportunity and responsibility.

8. Provide the faculty of the SOE with suggestions regarding the M.A.T. program and activities.

Roles and Responsibilities of the Intern

1. Interns follow the school district's calendar and adhere to a teacher's contract day. Arrive at least 30 minutes prior to the school opening and remain until at least 30 minutes after dismissal.

2. Absences from the internship should be avoided. If an illness causes you to miss days, notify the school, mentor teacher, and university supervisor/partner as soon as possible. Make arrangements for lesson plans and materials to be delivered to the school.

3. Behave professionally in relationships with students, faculty, non-teaching staff, parents, and administrators.

4. Make it a priority to become acquainted with other school staff members such as: teachers, special service
personnel, nurses, librarians, secretaries, and building engineers within the first two weeks.

5. Attend faculty meetings, extracurricular events, parent nights, etc. whenever possible and appropriate.

6. Attend and participate in all in-service activities just as the mentor teacher does.

7. Contact parents only when it is done as a joint effort and responsibility with your mentor teacher.

8. Attend and participate in all seminars with interns and/or mentor teachers as scheduled.

9. Dress appropriately at all times. Jeans and sweats are not appropriate for normal intern teaching situations. Good personal hygiene is essential.

10. Formal written lesson plans are required.

11. Maintain a lesson plan notebook containing all lesson plans developed.

12. Compile a professional portfolio to document progress toward meeting the performance indicators in the conceptual framework. This should be updated throughout the year as you compile materials for the exit portfolio.

13. Complete self-evaluations as required throughout the internship. Be willing to conference with the mentor teacher and university supervisor/partner. Contact the university supervisor/partner if problems arise.

Note: The letter on the following page is signed by all interns prior to the student teaching assignment.
To: 2015 – 2016 Master of Arts in Teaching Interns
From: Scott Christian, Program Director
Re: MAT Handbook and Intern Responsibilities

There are many stated and implied intern responsibilities in the M.A.T. program. A few of these responsibilities merit increased attention. One way to view your responsibilities is the teacher contract in the school where you are assigned. You are expected to work the same schedule and calendar as certified teachers in the school, including inservice and professional development days. In the past we have found their importance to the mentor teacher and the mentor/intern relationship to be out of proportion to their initial, casual review. They are:

1. Absenteeism – If you are not able to make it to your school/classroom, you must inform the mentor teacher in a timely fashion. In most cases this should be done the evening prior to the absence. If you are responsible for the lesson that day, all of your lesson materials and complete lesson plans must be provided to the mentor teacher before the start of classes. There are no exceptions to this policy. This is what practicing teachers have to do when they are ill. You are also required to inform your UAS supervisor of your absence.

   If you are absent from your classroom placement for more than five days in the fall semester, you may not be eligible for the rural experience in the spring semester. You will need to petition the Dean of Education in order to participate.

   Excessive absences from your placement can happen due to a variety of reasons, some beyond your control. We will work with you to manage the situation but, there is a limit to how much you can be absent before it affects your ability to meet the stated outcomes of the program.

2. Job Fairs – You are approved to attend one job fair during the spring semester. The Alaska Job Fair is held in Anchorage in March or April of each year for three days. All interns are encouraged to attend this event and your participation (absences from the school site) is approved. If you do not wish to attend this job fair, you are expected to be in your classroom as usual. If you do not attend the AK fair you may elect, with approval, to attend another fair in the spring. Do not make your arrangements prior to getting approval.

3. Travel/Vacation Days – You are on the work/vacation schedule of your host school. You must abide by that schedule. If you plan to travel during a holiday or spring break at your school, please make your reservations well in advance. If you are not present for all classes on the day prior to and the day immediately following a school holiday or scheduled break, you will not graduate in the spring of 2016, and may be summarily dismissed from the program. It is fully understood by the M.A.T. faculty and mentor teachers, that mechanical and weather delays and cancellations occur frequently in Alaska, and absences due to these circumstances will be approved. (You will be expected to show proof of the original itinerary.)

4. Mentor Teacher/School Relationship - Your mentor teacher and host school have graciously agreed to allow you to practice teaching during this academic year. This is completely voluntary on their part. Should they decide, for any reason, that it is not in the best interest of the district or the students to allow you to continue in the building/placement, they can rescind the offer at any time. This action by the teacher/district effectively cancels your enrollment in the program, and you will be dropped from all of your courses. You may appeal your case to the Dean of Education and request that we seek a new placement for you. Keep in mind that it can be
very difficult to find placements mid-semester or mid-year. Also, many districts pay close attention to the letter of recommendation from the host teacher when first year teachers apply for positions. It’s critical that you maintain a positive, professional relationship with your host teacher, as well as the administration, staff and faculty in the school.

5. Praxis I & II - You must complete the Praxis “Core Academic Skills for Educators” (CASE) test prior to student teaching. Have your scores sent to U.A.S. and the Alaska Department of Education. All students receive a letter recommending which Praxis II test(s) to take. Passing Praxis II in the area of your undergraduate major is a requirement for professional certification in the state and a requirement for graduation from the M.A.T. program.

6. Student teachers must abide by the Alaska Code of Ethics and Teaching Standards. These ethical and professional standards are required of all certified teachers in the state. Violations of the code of ethics can result in suspension, termination, revocation of a teaching certificate, and when appropriate, criminal charges. Complaints are brought forward to the Alaska Professional Teaching Practices Commission. Violation of the code of ethics can result in the your withdrawal from the MAT program.

Thank you for your attention to these specific concerns. They are critical to your success in the classroom since they profoundly affect the mentor/intern relationship.

I have read and understand the intern responsibilities stated in the M.A.T. Handbook and the specific policies/responsibilities stated above.

_____________________________________________________________________________________

Intern Name  (print)  (sign)  Date

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Alaska Professional Code of Ethics

0 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS.

(a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator: (1) repealed 10/25/2000;

(2) may not deliberately distort, suppress or deny access to curricular materials or educational information in order to promote the personal view, interest or goal of the educator;

(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;

(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;

(5) may not expose a student to unnecessary embarrassment or disparagement;

(6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;

(7) may not use professional relationships with students for private advantage or gain;

(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;

(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator: (1) repealed 10/25/2000;

(2) shall take reasonable precautions to distinguish between the educator’s personal views and those of any educational institution or organization with which the educator is affiliated;

(3) shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;

(4) repealed 10/25/2000;

(5) may not use institutional privileges for private gain, to promote political candidates or for partisan political activities;

(6) may not accept a gratuity, gift or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift or favor to obtain special advantage;

(7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and

(8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) In fulfilling obligations to the profession, an educator:

(1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual
orientation, deny to a colleague a professional benefit, advantage or participation in any professional organization, and may not discriminate in employment practice, assignment or personnel evaluation;
(2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
(4) may not sexually harass a fellow employee;
(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment or termination of employment;
(7) may not deliberately misrepresent the educator’s or another’s professional qualifications; (8) repealed 10/25/2000;
(9) may not falsify a document or make a misrepresentation on a matter related to licensure, employment evaluation, test results or professional duties;
(10) may not intentionally make a false or malicious statement about a colleague’s professional performance or conduct;
(11) may not intentionally file a false or malicious complaint with the commission;
(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
(13) shall cooperate fully and honestly in investigations and hearings of the commission; (14) repealed 10/25/2000;
(15) may not unlawfully breach a professional employment contract;
(16) shall conduct professional business through appropriate channels;
(17) may not assign tasks to unqualified personnel;
(18) may not continue in or seek professional employment while unfit due to
   (A) use of drugs or alcohol that impairs the educator’s competence or the safety of students or colleagues;
   (B) physical or mental disability that impairs the educator’s competence or the safety of students or colleagues;
(19) may not interfere with a colleague’s exercise of political or citizenship rights and responsibilities

Authority:
(20) AS 14.20.030 (a)
(21) AS 14.20.370
(22) AS 14.20.450
(23) AS 14.20.460
(24) AS 14.20.480
(25)
(26) 20 AAC 10.030. MORAL TURPITUDE. For the purpose of AS 14.20.030(a)(2),
(27) “moral turpitude” means conduct that is wrong in itself even if no statute were to prohibit
   the conduct; and
(28) a crime involving moral turpitude includes:
(29) homicide;
(30) manslaughter;
(31) assault;
(32) stalking;
(33) kidnapping;
(34) sexual assault;
(35) sexual abuse of minor;
(36) unlawful exploitation of a minor;
(37) robbery;
(38) extortion;
(39) coercion;
(40) theft;
(41) burglary;
(42) criminal mischief;
(43) forgery;
(44) criminal mischief;
(45) forgery;
(46) criminal impersonation;
(47) bribery;
(48) perjury;
(49) unsworn falsification;
(50) jury tampering;
(51) terroristic threatening;
(52) possession or distribution of child pornography;
(53) unlawful distribution or possession for distribution or possession for distribution of a controlled substance;
(54) (AA) unlawfully furnishing alcohol to a minor

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) programs, with emphasis in Elementary, Secondary, or Early Childhood Education, are designed for students who have completed a baccalaureate degree with content coursework appropriate to their teaching area and grade level and who are seeking a teaching certificate. See the ‘Application tab’ in the program website (http://www.uas.alaska.edu/education/programs/mat-secondary.html) to find a complete listing of all the forms and documents required for a complete application. Call (907) 796-6076 or toll free 1-866-465-6424 for assistance or instructions on completing the forms. The application deadline for the MAT Elementary and Secondary programs is in early March.

Application Requirements:
Admission to the Master of Arts in Teaching Program requires the following:
1. A completed graduate application and $60 processing fee.
2. An official transcript indicating a baccalaureate degree and a GPA of 3.0.
   1) Transcripts from UAF, UAA, or UAS are not required to be submitted.
3. Transcripts from all universities or colleges attended. These will be used for assessment of applicants’ content preparation.
4. Two recommendations on Letter of Recommendation forms provided by the School of Education:
   1) One addressing professional dispositions, and
   2) One addressing content knowledge.
5. Completed student information sheet.
6. Signed waiver form allowing potential host teachers to access student application information.
7. Current Resume
8. A writing assessment consisting of a statement of professional objectives. Please refer to the program website for a Student Self-Evaluation sheet and the Writing Sample Guidelines.
9. Passing Praxis Core (ASE) exam results. See the program website for more information.
Send all application forms and information to:

UAS Admissions
11120 Glacier Highway
Juneau, AK 99801-8671
Phone: 907-796-6100
Fax: 907-796-6365
Email: deema.ferguson@uas.alaska.edu

Praxis Core (ASE) and Praxis II:
To successfully graduate from the programs, applicants must pass all three sections of the Praxis Core (ASE) exam at state-approved levels. Passing Scores for the Praxis Core (ASE) in the State of Alaska:

- Core Academic Skills for Educators: Reading - 156
- Core Academic Skills for Educators: Writing - 162
- Core Academic Skills for Educators: Math - 150

Prior to completing the MAT program, prospective teachers must also pass Praxis II content exams. For secondary students, the Praxis II exam(s) will be in the content area where certification is desired. See your advisor for information about which content area Praxis II tests are recognized by the state of Alaska.

MAT Secondary and Middle Grades Education Master of Arts in Teaching: Program Overview

- Prepares teachers in all disciplines
- Grades 6 – 12 Certification
- 30 semester hours
- 12 months
- Transferable to most states

The Secondary MAT program is a flexible, quality program with on-campus and online course offerings. The Master of Arts in Teaching, Secondary program is a 12 month program (June – May) for students who have completed a baccalaureate degree and who are seeking a teaching certificate in secondary and middle grades education. Applicants should have an undergraduate degree in a subject normally taught in Alaska’s secondary schools (e.g. English language arts, social studies, mathematics, sciences) or be willing to take courses in that subject area to strengthen their content background. Applicants to this program must show evidence of the successful completion of an established teaching major in a subject normally taught in Alaska secondary schools (e.g. English language arts, Social studies, math, sciences). Placements for this program are made in Juneau and selected other Alaska communities. A total of 30 graduate credits, and six undergraduate credits are required.
Scope of the Program

The late-June to early-August six-week summer program is offered on the Juneau campus and prepares students to begin the teaching internship when public schools begin in mid-August. During the school year interns complete a full-day, nine-month internship with a mentor teacher in public schools across Alaska. Principals and superintendents comment and appreciate the fact that our teachers have the equivalent of a full year’s worth of experience before applying for their first teaching position. While completing the internship, students also complete online courses that are integrated with the internship. Key assessments and projects from these courses comprise the program portfolio.

By participating in the UAS Secondary M.A.T. program, students are engaged in a professional community of student teachers, completing their internships together and reflecting on their teaching practice through virtual class sessions and discussions throughout the school year. Interns are also supported through on-site consultations and observations by UAS faculty.

Rural Alaska Experience: Through a partnership with Alaskan school districts students in the M.A.T. program can participate in the Rural Alaska Experience. UAS will arrange a 7 to 10 day visit for the intern to a rural school and cover the airfare costs associated with the travel.

Typical Course Sequence: Please note that the Secondary MAT Program is a cohort model, which means that students move through the required course sequence together. Therefore, the courses are closely integrated and build on each other. This is a very time intensive, rigorous program. Students are advised not to work in part time jobs during the program. The on campus summer course sequence is required and is not available online.

Summer Term (six weeks on campus in Juneau)
1. ED S631 Educational Psychology ED S669 Literacy in Middle/Secondary Schools
2. EDSE S682 Inclusive Education for Students with Disabilities
3. ED S669 Literacy in Middle/Secondary Schools
4. ED 380 Advanced Multicultural Ed. (course required for certification)

Fall Semester
1. ED S620 Curriculum Development
2. EDET S632 Classroom Internet Integration
3. ED S692 Internship Seminar (fall)
4. ED S691 Teaching Internship Lab

Spring Semester
1. ED S627 Educational Research
2. ED S692 Internship Seminar II
3. ED S691 Teaching Internship Lab II
4. ALST 300 Alaska’s Resources, People, and Perspectives (course required for certification)

Exit Criteria includes:
1) a comprehensive portfolio that provides evidence that the student meets all program goals/outcomes,
2) Praxis CASE exam scores meeting Alaska cut scores,
3) Praxis II exam scores meeting Alaska cut scores,
4) 3.0 GPA
Secondary Master of Arts in Teaching Program  
Student Learning Outcomes and Course Descriptions: (Approved October 2014)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
<th>Specific Outcomes</th>
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<tbody>
<tr>
<td>ED 631</td>
<td>Education Psychology</td>
<td>This course focuses on the review of relevant learning theories, learning styles, differentiation of instruction and assessment for special needs students. Activities guide students to integrate learning theories, basic teaching skills, and field-based applications. Specifically students will apply instructional strategies that promote optimal learning in order to structure the classroom environment for success.</td>
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|             |                                                  | 1. Defines learning and compares the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.  
|             |                                                  | 2. Articulates in depth knowledge of current human development theories with colleagues uses that understanding to forecast student growth and provide adequate support.  
|             |                                                  | 3. Applies developmentally appropriate learning activities that promote thinking and social success.  
|             |                                                  | 4. Writes an academic reflective essay that demonstrates knowledge of learning theory, how the brain learns and theories of human development in the context of teaching practice. *  
|             |                                                  | 5. Designs instructional units that incorporate formative and summative assessment and analyses student data to plan instruction.  
|             |                                                  | 6. Develops an individualized approach to motivation and classroom management based on the instructional context and learning and development theory.  
|             |                                                  | 7. Creates an info-graphic or media presentation that explains one theory of development: Piaget, Erikson, Maslow, Freud, Skinner or Vygotsky *  
|             |                                                  | 8. Conducts focused interviews of middle school or high school students, parents and administrators to study effective teaching in the context of education research related to development and neuroscience. * |
| EDRE 679    | Literacy in Middle and Secondary Schools         | This course is designed to familiarize teacher candidates with tools needed to integrate literacy strategies into content area classes to enhance student achievement. Course content will help the teacher candidate understand the complexities of literacy in the content areas and provide them with theory and research that will help them make meaningful decisions regarding the nature of literacy events in their classrooms. |
|             |                                                  | 1. Demonstrates theoretical and evidence-based foundational knowledge related to reading and writing in the content areas.  
|             |                                                  | 2. Demonstrates beginning foundational knowledge of adult learning theories in order to provide professional development.  
|             |                                                  | 3. Uses appropriate and varied instructional approaches for effective content area literacy instruction.  
|             |                                                  | 4. Selects, develops, administers and interprets assessments appropriate for content reading and writing. Uses assessment information to effectively plan and evaluate content reading and writing instruction.  
|             |                                                  | 5. Demonstrates ability to differentiate within content literacy instruction.  
|             |                                                  | 6. Develops and implements strategies to advocate for equity within content literacy.  
|             |                                                  | 7. Designs the classroom management, instructional activities and supports as well as the formative and summative assessment for a content area literacy workshop. * |
| ED S682     | Inclusive Education for Students with Disabilities| Models, theories, laws, and philosophies that form the basis for special education practice. Characteristics and educational implications of various exceptionalities. Models of consultation and collaboration between general and special educators; strategies for supporting students with exceptional learning needs in inclusive settings. |
|             |                                                  | 1. Articulates the disabilities associated with the five categories of exceptionalities: behavioral, communicative, intellectual, physical and multiple. |
2. Describes the regular education teacher’s role for assessment, instruction and support for students with disabilities.
3. Differentiates and explains how federal and state law for regular education teachers regulates the education of students who experience disabilities.
4. Demonstrates knowledge of teaching strategies appropriate for students who experience a disability.
5. Demonstrates understanding of the importance, and strategies for, educating exceptional learners in inclusive settings and that all students can learn by designing an instructional unit with differentiated instruction and possible accommodations for students with special needs. *
6. Demonstrates an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted for diverse learners.

ED S620 Curriculum Development

**Course Description:** This course examines and models best practice for the development of standards-based curriculum. This course is an examination of theory, issues, problems, organization, and application of instructional design for teachers in planning and developing a curriculum. The course also presents examples of effective strategies including concept-based curricula, backward design, interdisciplinary approaches, integrated curricula (curriculum mapping), assessment, and reporting techniques.

1. Designs an instructional unit incorporating the principles of backwards design, according the Unit Plan Guidelines. *
2. Applies the concepts of Understanding by Design to develop lessons, curriculum and assessment to be implemented during the internship.
3. Implements a variety of formative assessments to collect and analyze data related to student learning in order to differentiate instruction.
4. Participates in discipline related professional communities in order to implement best practices in pedagogy and assessment related to the academic discipline.
5. Critiques the unit plans and lesson plans of other students in order to provide thoughtful response to improve instruction and assessment.
6. Reflects on practice and discusses instructional issues with colleagues in online forums and discussions during web-conferences.
7. Uses the appropriate standards and grade level expectations as the basis for instructional planning.

ED S380 Perspectives on Multicultural Education

**Course Description:** Focuses on effective culturally relevant and responsive practices to ensure that every student achieves at his/her highest level, regardless of intellectual ability, race, gender, religion, sexual preference and/or socio-economic levels. Explores respectful and equitable relations between home and school and nurturing and equitable school environments as ways teachers and school systems can support equitable learning for all students and an appreciation for differences. Explores possibilities in prejudice reduction, curricular inclusion, empowering school culture, and equity pedagogy.

1. Reflects on their own socio-cultural identities and understand the differential access to power accorded to various social and cultural groups.
2. Articulates their own cultural assumptions and biases.
3. Articulate a sound, broad-based understanding of student families and local communities
4. Designs an instructional unit that incorporates characteristics of the local community’s culture and the Alaska Standards for Culturally Responsive Schools. *
5. Uses the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of students
6. Communicates effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling
7. Conducts a cultural self-study to better understand cultural beliefs and practices of others.
8. Recognizes the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

**ALST S300 Alaska’s Resources, People, and Perspectives**

**Course Description:** A study of the people of Alaska, including Alaska Natives and immigrants, and their adaptations to the environment. Archaeological, historic and contemporary periods will be reviewed highlighting events and issues from a range of cultural perspectives.

1. Integrates study of the geography, natural history, human and cultural history, government, industry/economy and education of Alaska into academic disciplines.
2. Incorporates place-based curriculum focused on local culture, people, history and government across disciplines.
3. Articulates the broad themes of social justice, environmental justice, and resource management in terms of their influence on Alaskan history.
4. Draws from primary source historical documents to integrate Alaskan history across disciplines.
5. Compares the cultural beliefs, practices and history of Native Alaskans across the state to better understand diverse perspectives and viewpoints.

**EDET S632 Classroom Internet Integration**

**Course Description:** This course focuses on the integration of digital tools, digital communities and pedagogy. Topics include online learning communities, assistive technology, learning management systems, web-conferencing, e-portfolios, digital storytelling, web 2.0 tools and emerging technologies. Prerequisite: broadband internet access

1. Conducts and documents an inquiry of their school as a teaching, learning and technology environment in order to identify availability, rules and policies, collaborative learning opportunities, and leadership resources related to technology and internet.
2. Creates and populates an Internet resource library that they use to enhance teaching and learning, and professional practice in their content area.
3. Creates and populates an online ePortfolio using free online tools in order to demonstrate their learning during the semester; gain proficiency in the utility and aesthetics of creating an online resource; and demonstrate how to use an ePortfolio to reflect upon their practice.
4. Participates in and reflect upon their experience as a member of an online group discussion or community that supports their professional practice that draws on an audience larger than their cohort (typically statewide, national or international).
5. Plans, develops and posts an original piece of media using a media planning process and media planning tools that enhance the professionalism and reflective quality of their media piece.
6. Adapts what they have learned during the semester to an individualized project that uses technology or Internet resources to enhance teaching and learning in their area.

**ED S627 Educational Research**

**Course Description:** Techniques of quantitative and qualitative educational research: selection of topics, research questions and problems, data gathering, interpretation, methodologies and preparation of reports.

1. States the nature, purposes and types of educational research.
2. Demonstrates an understanding of procedures for reviewing research literature including library database search and synthesis of pertinent literature.
3. Displays knowledge of the procedures involved in selecting and administering tests and other measurement devices.
4. Shows a mastery of the concepts and procedures relating to: descriptive research, causal-comparative research, correlational research, experimental research, and R & D studies.
5. Indicates a familiarity with the various statistical techniques appropriate for analyzing data from different research designs.
6. Conducts a teacher research project that focuses on an instructional question. The project will include the systematic gathering and analysis of data, followed by reflection and the professional presentation of the study. *

**ED S691 Teaching Internship I and II**

**Course Description:** Intensive internship for Secondary MAT students. Repeatable for accumulated credit due to progressive content within program sequence. The evaluation and assessments for the internship are aligned with the Alaska Teacher Standards. Students engage in a full time, full year internship where they receive frequent informal and formal feedback regarding pedagogy, instruction and assessment.

1. Describes the characteristics and preferred outcomes of a classroom in which the teacher is employing effective teaching strategies
2. Uses teaching strategies that are based upon content standards, student developmental needs, student abilities and community awareness.
3. Explains the relationship between planning, teaching and assessment
4. Designs and implements an assessment system that is effective and meets the needs of a variety of learners.
5. Designs and implements an effective classroom management system and make adjustments as needed for the instructional context.
6. Designs instruction and incorporate best pedagogical practices to make learning relevant and motivate all students to succeed.

**ED S692 Educational Seminar I**

**Course Description:** This course is offered concurrently with the ED 691 internship course only. Students will engage in topics relevant to the internship experience while completing academic reflective essays for the comprehensive portfolio. Key assessments like the standards-based unit plan and the teacher work sample will be reviewed and critiqued during the seminar courses.

1. Writes the Goal One Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidate applies current research and individual education philosophy in practice. *
2. Writes the Goal Two Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how human development affects learning and how this knowledge is applied in practice. *
3. Writes the Goal Five Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains standards-based instruction and assessment as it is applied in practice. *
4. Writes the Goal Seven Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidate will use knowledge of local culture and community to contextualize learning and communicate effectively with parents. *
5. Writes the Goal Nine Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how technology is integrated wisely and effectively in practice. *
6. Participate in professional online discourse and discussions through web-conferences regarding current issues in education and research related to the study of effective teaching.
ED S692 Educational Seminar II

Course Description: This course is offered concurrently with the ED 691 internship course only. Students will engage in topics relevant to the internship experience while completing academic reflective essays for the comprehensive portfolio. Key assessments like the standards-based unit plan and the teacher work sample will be reviewed and critiqued during the seminar courses.

1. Writes the Goal Three Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains differentiated instruction and culturally responsive teaching as it applies to diverse instructional contexts. *
2. Writes the Goal Four Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay establishes the breadth and depth of content knowledge, as well as the structure of the curriculum in order to teach effectively in the area of certification. *
3. Writes the Goal Six Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay describes the strategies and approaches to creating an engaging, safe and responsive learning environment. *
4. Writes the Goal Eight Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. In this essay candidates articulate the beliefs, dispositions and habits of mind for a professional teacher. *
5. Completes the Teacher Work Sample as described in the TWS guidelines. *
6. Participate in professional online discourse and discussions through web-conferences regarding current issues in education and research related to the study of effective teaching.

* Required comprehensive program portfolio artifact.

Assessment and Evaluation

Throughout the MAT program there is formative assessment, summative assessment and detailed feedback regarding teaching practice and professional dispositions. Assessments and evaluations are conducted by the university supervisor, the host teacher and the student teaching intern throughout the program. Assessments and evaluations are submitted to LiveText, the electronic data management system for the UAS/ SOE.

The key assessments include:

1. Standards-based Unit Plan
2. Teacher Work Sample
3. Mid-Program Evaluation of Classroom Practice
4. Comprehensive Portfolio (addressing program goals and standards)
5. End of Program Evaluation of Classroom Practice

On the following pages you will see the Secondary MAT Classroom Observation Feedback Form, which submitted online throughout the year. Next is the First Quarter Intern Questionnaire, the professional dispositions report, a glossary of terms used in evaluation and the evaluation of classroom practice, conducted at the end of the fall and spring terms.
Secondary MAT Classroom Observation Feedback Form 2014/15

Student's Name

Supervisor's Name

Course, Grade Level, Date Observed, Notes

1. Evidence of planning
   1  2  3  4  5
   Low High

2. Evidence of teaching for understanding
   1  2  3  4  5
   Low High

3. Evidence of teacher's content area knowledge
   1  2  3  4  5
   Low High

4. Evidence of checking for understanding (formative assessment)
   1  2  3  4  5
5. Clearly stated objectives
   1 2 3 4 5

6. Active student participation
   1 2 3 4 5

7. Appropriate pacing
   1 2 3 4 5

8. Lesson is logically sequenced and structured
   1 2 3 4 5

9. Positive rapport with students
   1 2 3 4 5

10. Effective use of class time (time on task)
    1 2 3 4 5

11. Employs effective questioning strategies
    (higher levels of thinking, Bloom's Taxonomy)
    1 2 3 4 5

12. Discussions are managed effectively
    (Students are respectful of each other and the teacher.)
    1 2 3 4 5
13. Teacher is able to monitor individual student progress and monitor small and large groups simultaneously.
   1 2 3 4 5

14. Expectations are clear throughout the class period.
   1 2 3 4 5

15. Assignments and project work is aligned with unit objectives.
   1 2 3 4 5

16. The class period ends with appropriate closure of the lesson.
   1 2 3 4 5

19. Affect: comfort level, demeanor, energy, attitude
   1 2 3 4 5

17. Voice: Clarity, modulation, volume, pacing
   1 2 3 4 5

18. Professional appearance appropriate for the instructional context
   1 2 3 4 5
20. Comments regarding effective practice, strategies and methods.

21. Suggestions for improvement.
First Quarter Intern Questionnaire

1. I feel that I belong in this classroom  1 2 3 4 5

2. I have enough workspace to do what I need.  1 2 3 4 5

3. I have a good understanding of school policies.  1 2 3 4 5

4. I am getting to know my students.  1 2 3 4 5

5. I have control of the classroom when I am instructing.  1 2 3 4 5

6. I am getting enough feedback, encouragement, and constructive criticism.  1 2 3 4 5

7. I am comfortable with my role in the classroom.  1 2 3 4 5

8. I feel that I have some control/input on what goes on in class.  1 2 3 4 5

9. My Mentor teacher is approachable if I have concerns.  1 2 3 4 5

10. My Intern Advisor is approachable if I have concerns.  1 2 3 4 5

11. The rules and classroom setup are ones that I can function in.  1 2 3 4 5

12. What is your overall impression of teaching in general and teaching at your school specifically?

13. What, if anything, caught you by surprise?

14. What has been the biggest adjustment for you?
15. What do you like most about being at your school and placement?

16. What has been your biggest frustration?

17. Do you fee that you are being challenged, or are you ready to take on more responsibility?

18. What are your greatest strengths?

19. What is your greatest weakness?

20. What, if anything, do you need/want from your Mentor teacher?

21. What students do you think you have made a connection with? Why?

22. What group of students (by level, subject, background, gender, class, etc.) do you think will be your most difficult? Why?
School of Education  University of Alaska
Southeast Professional Dispositions
Report

At UAS we expect that teacher candidates will work professionally with students, families, professional colleagues and the community. Candidates admitted to UAS are selected on the basis of potential to demonstrate professional dispositions. Their professionalism in a variety of school and university contexts is key to their progress towards successful completion of their programs.

This professional dispositions progress report form is available to university faculty and advisors, field experience supervisors, practicum teachers, intern mentors, and host teachers, and other cooperating professional educators who wish to share relevant information with the appropriate School of Education coordinators on the professional progress and dispositions of teacher candidates. This form is designed to raise issues both positive and negative pertinent to a teacher candidate's pre-service performance and achievements. Candidates in school placements in all programs must be reviewed and a completed professional report submitted for the student file by teachers/university faculty who oversee them. See student handbook or program coordinator for specific information and dates.

If negative issues about a teacher candidate are raised, intervention and assistance to the candidate will be provided through a formal process. See the “Steps in the Progress Report.”

Please complete this form and return it to Scott Christian, Secondary MAT Program Administrator.

Completed progress reports will be provided to candidates and handled with the highest standards of professional confidentiality and individual protection

School of Education  Telephone: 907-796-5417
University of Alaska Southeast  Fax: 907-796-6059
11120 Glacier Highway
Juneau, AK 99801
Please check all statements that apply. Multiple statements in each category may be checked.

<table>
<thead>
<tr>
<th>Not Acceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethics</strong></td>
<td></td>
</tr>
<tr>
<td>___ Acts in a way that does not demonstrate professional ethics.</td>
<td>___ Demonstrates professional ethics, democratic principles, and collaborative learning communities</td>
</tr>
<tr>
<td>Lack of honesty</td>
<td>___ Maintains high ethical and professional standards (e.g. does not share confidential information)</td>
</tr>
<tr>
<td></td>
<td>___ Complies with program policies and professional practices and responds to these guidelines in appropriate ways</td>
</tr>
<tr>
<td></td>
<td>___ Complies with the UAS Student Code of Ethics, available in the UAS catalog, (e.g. prohibited forms of conduct, academic dishonesty, disruptive or obstructive actions, misuse of alcohol or other intoxicants, disruption in classroom, etc.) and the Professional Practices Teaching Commission code of ethics, available in student handbook.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>___ Frequently absent (number of times ___)</td>
<td>___ Perfect attendance record</td>
</tr>
<tr>
<td></td>
<td>___ Rarely absent</td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td></td>
</tr>
<tr>
<td>___ Frequently late (number of times ___)</td>
<td>___ Always on time</td>
</tr>
<tr>
<td></td>
<td>___ Generally punctual</td>
</tr>
<tr>
<td><strong>Punctuality in assignments and duties</strong></td>
<td></td>
</tr>
<tr>
<td>___ Frequent lack of preparation: chronic lateness in turning in assignments or performing duties</td>
<td>___ Assignments and class preparation always on time</td>
</tr>
<tr>
<td></td>
<td>___ Assignments and class preparation generally on time</td>
</tr>
<tr>
<td></td>
<td>___ Occasional late assignments or lack of preparation for tasks.</td>
</tr>
<tr>
<td><strong>Initiative/Independence/Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>___ Too passive, too dependent on others for directions, ideas and guidance.</td>
<td>___ Creative, resourceful, implements plans independently</td>
</tr>
<tr>
<td></td>
<td>___ Self starter: Identifies needs and attends to them immediately</td>
</tr>
<tr>
<td></td>
<td>___ Has good ideas, works effectively with limited supervision</td>
</tr>
<tr>
<td><strong>Reliability/Dependability</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--</td>
</tr>
<tr>
<td><strong>Frequently fails to complete assigned tasks and duties</strong></td>
<td><strong>Responsible: Attends to assigned tasks or duties on schedule without prompting</strong></td>
</tr>
<tr>
<td><strong>Sometimes needs to be reminded to attend to assigned tasks or duties</strong></td>
<td><strong>Sometimes fails to complete assigned tasks and duties</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Oral Communication</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inarticulate/hesitates to express self</strong></td>
<td><strong>Expressive, animated</strong></td>
</tr>
<tr>
<td><strong>Makes frequent grammatical errors</strong></td>
<td><strong>Articulate, uses standard English</strong></td>
</tr>
<tr>
<td><strong>Able to translate thoughts into clear explanations</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LISTENING SKILLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appears not to listen: interrupts</strong></td>
<td><strong>Can learn from others</strong></td>
</tr>
<tr>
<td><strong>Shows limited regard for speaker</strong></td>
<td><strong>Appropriate conversation skills</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capacity For Clear Thinking</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unable to process multiple perspectives</strong></td>
<td><strong>Reflects on teaching ideas, practice and student results to decide on next steps</strong></td>
</tr>
<tr>
<td><strong>Does not demonstrate clear thinking, reflective practice, initial analysis, synthesis and/or evaluation of information</strong></td>
<td><strong>Distinguishes between relevant and irrelevant information, reasons in an efficient and effective manner</strong></td>
</tr>
<tr>
<td><strong>Poses probing questions and problems once issues are identified</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TACT/JUDGMENTS</strong> (with students, peers and/or instructor)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited sensitivity and diplomacy</strong></td>
<td><strong>Diplomatic: Highly sensitive to other's feelings and opinions</strong></td>
</tr>
<tr>
<td><strong>Appears thoughtless: Insensitive to other's feelings and opinions.</strong></td>
<td><strong>Perceives what to do or say in order to maintain good relations with others and responds accordingly</strong></td>
</tr>
<tr>
<td><strong>Abrasive with peers or instructor</strong></td>
<td><strong>Makes reasonable judgments in complex situations</strong></td>
</tr>
<tr>
<td><strong>Lack of judgment in decisions or actions</strong></td>
<td><strong>Takes thoughtful risks</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collegiality</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reluctant to share ideas and materials</strong></td>
<td><strong>Willingly shares ideas and materials: committed to professional discourse</strong></td>
</tr>
<tr>
<td><strong>Prefers to work alone</strong></td>
<td><strong>Prefers being part of a team; strong group interaction skills; supports a collaborative learning community</strong></td>
</tr>
<tr>
<td>__ Responds negatively to colleagues__</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Response To Feedback/Supervision</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive, but doesn't implement suggestions</strong></td>
<td><strong>Solicits an implements suggestions and feedback from others</strong></td>
</tr>
<tr>
<td><strong>Defensive: Unreceptive to feedback</strong></td>
<td><strong>Receptive to suggestions and feedback</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sense of Self

<table>
<thead>
<tr>
<th>Unsure of self as a teacher</th>
<th>Accurate self perception of strengths and weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inaccurate self perception--</td>
<td>Confident, resilient, flexible</td>
</tr>
<tr>
<td>unable to assess strengths and weaknesses</td>
<td></td>
</tr>
</tbody>
</table>

### Attitude

<table>
<thead>
<tr>
<th>Shows lack of confidence</th>
<th>Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative: sense of distress</td>
<td>Pleasant</td>
</tr>
<tr>
<td>Inability to handle stress</td>
<td>Shows sense of humor</td>
</tr>
</tbody>
</table>

### Professional Appearance

<table>
<thead>
<tr>
<th>Unprofessional attire</th>
<th>Always maintains a professional appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor grooming habits</td>
<td>Usually maintains a professional appearance</td>
</tr>
</tbody>
</table>

Additional description / detail / explanation of concerns:

Identify any actions/recommendations that you have already taken/made with regard to this teacher candidate  (include conference dates).

What action would you recommend to the Program Coordinator with regard to this candidate?

Person completing this form ____________________________
Position/title________________________________________Date ________________

Signature of teacher candidate (optional)________________Date ________________

(Signing indicates report has been received only. Candidate may add information or views on the reverse side of this form.) Please return this form to the Coordinator of the Teacher Education program. A copy will be provided to the candidate. This form was adapted from Professional Attributes and Instructional Development Scales (Enz, Freeman, and Cook, 1990) and the Conceptual Framework of the School of Education, University of Alaska Southeast.
When a negative report is received: Steps in the Progress Report

When issues or concerns are raised on the teacher candidate's progress through a Professional Dispositions Report, the following steps will be followed:

| Step 1 | University faculty and advisors, field experience supervisors, and other cooperating professional educators may provide the appropriate program coordinator with this completed form and/or other written documentation. The evaluator should discuss the information contained in this report with the candidate and the candidate should be asked to acknowledge receipt of the report form. Upon receipt of such notice, the appropriate program coordinator will review the evidence on the form, and, if necessary, collect additional information. The program coordinator may choose a) to meet with the candidate to discuss any concerns and to develop a plan to assist the candidate in remedying the concerns; or b) to merely monitor the further progress of the candidate. When a serious concern has been documented about a candidate's actions/dispositions in a university setting or field placement, the program coordinator will meet with the candidate and convey concerns, and hear the candidate's view of the situation. The program coordinator will have the option of immediately withdrawing the pre-service candidate from the placement if deemed necessary. |
| Step 2 | When two or more negative reports are received, the program coordinator will meet with the candidate. In attendance will be the program coordinator and the candidate. Others who may be present are the candidate's advocate e.g. a friend, other faculty member, relative, etc.; and any of those who have turned in progress reports or other written documentation. The goals of this meeting will be a) to share concerns; b) to gather additional information, and c) to develop an agreement to which candidate commits to remedying the concerns. The candidate must be told and the written report must reflect that failure to meet expectations could result in dismissal from the program. A follow-up meeting will be scheduled to monitor whether the candidate's progress merits continuation in the program. If sufficient progress has been made, the candidate's good professional standing will be reinstated. Letters about this process will be removed from the candidate's file. If sufficient progress has not been made and the program coordinator concludes that further remediation would not accomplish the goal, the program coordinator may remove the candidate from the program. A written record of all meetings will be kept with the candidate's file and will also be sent to the teacher candidate. |
| Step 3 | In the event that Steps One and Two do not resolve the issue or concern, it can be brought before a panel for consideration. The panel, appointed by the Dean, will consist of at least three members of the education faculty. The faculty panel may choose to meet with the candidate and, if so, the candidate may choose to be accompanied by an advocate. The faculty panel will make recommendations to the program coordinator. These may include, but are not limited to, reinstatement, specific remedial activities (additional coursework, additional time spent in the classroom or school community), probation or removal from the teacher education program. A letter will be sent to the candidate outlining the decisions of the faculty panel. |
| Step 4 | If the candidate is removed from the teacher education program, the candidate may appeal this decision, in writing, to the Dean of Education. The candidate may attach any documentation or statements for the Dean’s consideration. The Dean will review the matters pertinent to this appeal and will provide a written decision to the candidate. To review this academic decision, candidate should see the judicial officer for UAS to learn procedures to appeal (University Reg.)R09.03.02. If the final decision is removal from the program, the letters will remain part of the candidate's permanent file. |
Glossary of Terms Used in the Evaluation Process

Candidates: Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P-12 schools.

SOE: The School of Education is a group of education faculty and staff at UAS who provide many education programs, hold a unified mission and vision, and are overseen by a Dean of Education. SOE encompasses graduate and undergraduate programs that prepare and strengthen teachers, and operates both grants and partnerships that serve to identify, prepare and strengthen teachers and improve schools and schooling K-16. The vision of the unit is to graduate informed, reflective, and responsive teachers for rural and urban schools in Alaska and beyond.

Conceptual Framework: An underlying structure in a professional education unit (e.g. UAS SOE that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service and unit accountability.

Dispositions: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes and relate to values such as caring, fairness, honesty, responsibilities, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Indicators: The qualities by which levels of performance can be differentiated in narrative statements that anchor judgments about the degree of success on a candidate assessment.

INTASC: The Interstate New teacher Assessment and Support consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance based standards and assessments for the licensure of initial teachers.

Intern: Preservice candidates in MAT programs serving in year-long school-based placements for clinical practice that build toward full responsibility for teaching.

Outcome: Learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Rubrics: Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Standards: Written expectations for meeting a specified level of performance. Standards exist for the content that P-12 students should know, and for the knowledge, skills, and dispositions that teachers should possess. What Alaska has called “standards” for teachers, UAS has identified as “outcomes” or “goals” for candidates in its programs.

Student Teaching: Preservice clinical practice for candidates preparing to teach.

Vision of SOE: Preparing informed, reflective, and responsive graduates.
Evaluation of Classroom Practice Form

Intern:
- Mid-program
- End of Program

Self-Evaluation
- UAS Supervisor
- Host Teacher
- Conference Consensus

The purposes of student teacher evaluation include:
- Demonstrating achievement of goals and performance expectations aligned to state standards
- Promoting self-reflection on his/her teaching practices
- Promoting personal growth and self evaluation as a beginning teacher
- Communicating what is valued in the teaching/learning process
- Promoting collaboration among interns, school and university educators
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- Promoting self-reflection on his/her teaching practices
- Promoting personal growth and self evaluation as a beginning teacher
- Communicating what is valued in the teaching/learning process
- Promoting collaboration among interns, school and university educators

1. Philosophy and Practice

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.5.1</td>
<td>Behaves in ways not always consistent with intentions, but progress is apparent.</td>
<td>Demonstrates consistency between belief and practice and recognizes when they are not consistent.</td>
<td>Gives rationale for ways in which practice mirrors personal philosophy and research-based theories.</td>
</tr>
<tr>
<td>AK-UAS-SGP.1</td>
<td>Provides limited evidence of reflection on practice, beliefs and theory.</td>
<td>Reflects orally on how design and teaching of lessons/units achieves instructional purpose based on an emerging philosophy of education and major trends and theories.</td>
<td>Articulates clearly how design, teaching and assessing of lessons/units achieves instructional purpose based on current philosophy of education and research, trends, strategies and available resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culturally</th>
<th>Is familiar with the Guidelines for</th>
<th>Incorporates indicators included in</th>
<th>Regularly reflects upon and applies</th>
</tr>
</thead>
</table>
### SCED Evaluation of Classroom Practice

<table>
<thead>
<tr>
<th>Standards</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary</strong> ACEI-2007.3.1 AK-UAS-SGP.4</td>
<td>Recognizes lessons/activities where content is taught across curriculum.</td>
<td>Designs and delivers interdisciplinary lessons that also reflect in-depth knowledge of content.</td>
<td>Regularly designs and delivers interdisciplinary instruction that reflects in-depth knowledge of content and also incorporates real world applications.</td>
</tr>
<tr>
<td><strong>Connections</strong> ACEI-2007.3.1 AK-UAS-SGP.3</td>
<td>Acknowledges student interest, experiences and opportunities within existing curriculum framework.</td>
<td>Makes connections to student interests and experiences, and local resources in order to extend student content knowledge.</td>
<td>Creatively and consistently deliver instruction which reflects student interests/experiences and local resources as well as content/ performance standards.</td>
</tr>
<tr>
<td><strong>Designs Lessons</strong> ACEI-2007.3.1 AK-UAS-SGP.4</td>
<td>Seeks assistance in understanding content knowledge from texts, peers and faculty.</td>
<td>Designs lessons that include key concepts and skills of field/discipline.</td>
<td>Has sufficient depth of knowledge to adjust instruction in response to student levels of understanding.</td>
</tr>
<tr>
<td><strong>Critical Thinking/ Problem Solving</strong> ACEI-2007.3.3 AK-UAS-SGP.4</td>
<td>Understands the value of critical thinking and problem solving and attempts to use appropriate strategies in designing instruction.</td>
<td>Uses strategies that encourage students’ development of critical thinking and problem solving.</td>
<td>Consistently uses a variety of teaching strategies that encourage students’ development of critical thinking and problem solving.</td>
</tr>
<tr>
<td><strong>Understanding</strong> ACEI-2007.3.3 AK-UAS-SGP.4</td>
<td>Teaches to cover curriculum.</td>
<td>Teaches for deep understanding; or the “uncoverage” of meaningful content.</td>
<td>Teaching focuses on deep understanding; or the “uncoverage” of meaningful content that is of lasting value.</td>
</tr>
<tr>
<td><strong>Keeps Current</strong> ACEI-2007.3.1 AK-UAS-SGP.4</td>
<td>Is aware of some new developments in the field/discipline.</td>
<td>Using technology and other means, seeks out new developments in the field which support relevant learning.</td>
<td>Seeks and enthusiastically applies relevant, current research and ideas from his/her discipline/field in instruction.</td>
</tr>
</tbody>
</table>

### 4. Academic Content Knowledge

<table>
<thead>
<tr>
<th>Standards</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefits</strong></td>
<td>Differentiates instruction with respect for individual, cultural and Alaskan contexts.</td>
<td>Creates and maintains classroom community which respects individual and cultural characteristics, and diverse Alaskan contexts.</td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>

SCED Evaluation of Classroom Practice

<table>
<thead>
<tr>
<th>Goal 4: Overall Assessment: Content Knowledge</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.3.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AK-UAS-SGP.4</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

5. Student Learning

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.1 AK-UAS-SGP.5</td>
<td>Includes some use of assessments tools in lesson planning.</td>
<td>Uses lesson plans and assessment tools tied to specific learning goals.</td>
<td>Uses varied lesson plans, instructional approaches and assessment tools to improve individual, small, and large group instruction.</td>
</tr>
<tr>
<td>Assessment Variety</td>
<td>Attempts various methods of assessment.</td>
<td>Uses varied methods of assessment and record keeping showing the differences and strengths of students using technology as a support when appropriate.</td>
<td>Has growing awareness of student experiences and strengths, and relates to development of multiple assessments and reporting formats. Uses technology tools to create and store student performance data.</td>
</tr>
<tr>
<td>Assessment Strategies</td>
<td>Occasionally uses communication strategies (e.g. audio-visual aids etc) to promote active learning.</td>
<td>Models verbal, non-verbal &amp; media communication strategies to engage diverse learners.</td>
<td>Consistently uses extensive knowledge of technologies, media communication tools and written, verbal and non-verbal communications to foster active inquiry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Uses some teaching strategies that encourage development of critical thinking and problem solving.</th>
<th>Uses a variety of teaching strategies that encourage development of critical thinking and problem solving.</th>
<th>Adapts and extends teaching strategies based on diverse student needs and curricular goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Plans, develops and uses lessons that have entry for students at differing ability levels.</td>
<td>Plans, develops and uses lessons that have entry for students at all ability levels.</td>
<td>Researches, develops and refines practices that address the individual needs and abilities of all students.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaborates with host teacher to communicate feedback from assessments to parents/families, students.</td>
<td>With host teacher, regularly communicates assessment results with parents/families, students, using formats they understand.</td>
<td>Regularly explains and analyzes feedback from assessments with parents/families, students, administrators.</td>
</tr>
<tr>
<td>Multiple Assessments</td>
<td>Pre-assesses students, before instruction.</td>
<td>Uses several indicators to determine what students know/are able to do prior to instruction.</td>
<td>Scaffolds instruction based on students' prior knowledge/skills.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Collects student self-reflections.</td>
<td>Uses student self and peer reflections tools as part of assessing knowledge and skills.</td>
<td>Using student reflections, plans and revises instruction. Involves students in creation of assessment tools, as appropriate.</td>
</tr>
<tr>
<td>Standards</td>
<td>Ties instruction and assessment to district curriculum and state/local standards.</td>
<td>Communicates state/district standards and expectations to students and families, along with the degree to which students are meeting them.</td>
<td>Ensures that students/families understand what students are expected to know/be able to do and that they can articulate what it means to meet the standards.</td>
</tr>
</tbody>
</table>

### Assessment Type

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Practices using assessments to tailor instruction to student needs.</th>
<th>Uses short and long term, formative and summative assessments that address student needs and curriculum framework.</th>
<th>Uses appropriate technology tools to help individualize instruction based on assessment results, and to develop new assessments.</th>
</tr>
</thead>
</table>

### Overall Assessment: Assessment

<table>
<thead>
<tr>
<th>Overall Assessment: Assessment</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
</table>

### 6. Learning Environment

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI-2007.3.4 AK-UAS-SGP.6</td>
<td>Clearly communicates district, school and classroom behavioral expectations to students.</td>
<td>Promotes awareness of fair and appropriate behavioral expectations through lessons/activities.</td>
<td>Clearly establishes, reinforces and communicates, using a variety of approaches, consistent, fair and appropriate behavioral expectations.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Is aware of how to promote student self-directed learning.</td>
<td>Creates environment that encourages student engagement and time on task.</td>
<td>Teaches students to be responsible for their own decision making and learning and to work both collaboratively and independently on purposeful activities.</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Teaches positive social skills and methods of collaborating in groups.</td>
<td>Communicates behavioral and social expectations and procedures through various formats.</td>
<td>Actively engages all students in learning, intellectually, emotionally and physically.</td>
</tr>
<tr>
<td>Management</td>
<td>Attempts methods/ strategies to create a managed environment.</td>
<td>Regularly uses a classroom management strategy to maintain a safe environment, where students feel comfortable expressing ideas and opinions, trying solutions to problems and attempting challenging work.</td>
<td>Uses knowledge of human motivation and behavior in a repertoire of management strategies to engage all learners.</td>
</tr>
<tr>
<td>Positive Environment</td>
<td>Establishes a safe learning environment.</td>
<td>Facilitates a safe and caring environment for all students.</td>
<td>Creates and maintains a positive, inclusive, nurturing environment for all students.</td>
</tr>
<tr>
<td>Communication</td>
<td>Gives feedback, consistent with clearly communicated expectations.</td>
<td>Maintains organizational systems that keep students, parents/families informed of behavior.</td>
<td>Frequently gives feedback to students, parents/families regarding behavior and social interactions.</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Addresses inappropriate behaviors and disrespectful language.</td>
<td>Takes advantage of inappropriate behaviors as “teachable moments”.</td>
<td>Is highly aware of classroom environment and stops any inappropriate behaviors/language before or as they occur.</td>
</tr>
</tbody>
</table>

### Overall Assessment: Learning Environment

<table>
<thead>
<tr>
<th>Overall Assessment: Learning Environment</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
</table>

### 7. Partnerships

<table>
<thead>
<tr>
<th></th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Needs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.2 AK-UAS-SGP.7</td>
<td>Is aware of parental/familial responsibilities and school-related concerns, and is available to parents/families.</td>
<td>Demonstrates an appreciation for parental responsibilities and concerns regarding students and assists host teacher to support parent needs.</td>
<td>Teams with host teacher to provide timely, constructive, respectful dialogue with parents/families, to enhance student learning.</td>
</tr>
<tr>
<td><strong>Contact with Parents</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.2 AK-UAS-SGP.7</td>
<td>Demonstrates little if any communication with students' families.</td>
<td>Teams with host teacher to initiate contact with parents/families, including conferences.</td>
<td>Demonstrates understanding that successful parent/community relations are based upon frequent, parent friendly communication.</td>
</tr>
<tr>
<td><strong>Communicates</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.2 AK-UAS-SGP.7</td>
<td>Gives little evidence that he/she reaches out to all parents/families to help them understand instructional programs.</td>
<td>Can adequately communicate information to all families and field questions about instructional programs.</td>
<td>Respectfully fields questions about instructional programs and approaches to a diverse parent community with varied needs.</td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.2 AK-UAS-SGP.7</td>
<td>Supports the idea of parent/community volunteers in the classroom.</td>
<td>Interacts with school and community groups on projects or activities that support/enrich curriculum and welcomes parents in school.</td>
<td>Consistently seeks out and uses services offered by parents/families and the community to assist student learning.</td>
</tr>
<tr>
<td><strong>Events</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.2 AK-UAS-SGP.7</td>
<td>Cooperates in school/community events and partnerships.</td>
<td>Participates in school based community events and/or non-instructional activities.</td>
<td>Participates in community events and/or non-instructional activities.</td>
</tr>
<tr>
<td><strong>Two-Way Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.3.5 AK-UAS-SGP.7</td>
<td>Is willing to consult with other adults regarding the education and well-being of students.</td>
<td>Demonstrates ability to maintain respectful two-way communication with colleagues/specialists and parents/families to make decisions that support, and monitor student learning goals.</td>
<td>Applies knowledge of community/school relations to further build shared decision making and trust between teachers, specialists and families.</td>
</tr>
<tr>
<td><strong>Overall Assessment: Goal 7 Partnerships</strong></td>
<td>Does Not Meet</td>
<td>Meets</td>
<td>Exceeds</td>
</tr>
</tbody>
</table>

### 8. Professional Ethics, Habits of Mind

<table>
<thead>
<tr>
<th></th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Encourages Differences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.1 AK-UAS-SGP.8</td>
<td>Listens to and respects different points of view of students and fellow staff members.</td>
<td>Encourages different points of view among students and fellow staff members.</td>
<td>Promotes cooperation and harmony among students and colleagues, including school support staff and supervisors.</td>
</tr>
<tr>
<td><strong>School &amp; District</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACEI-2007.5.1 AK-UAS-</td>
<td>Contributes to general wellbeing of the school/district staff.</td>
<td>Works effectively to enhance the education program of the school/district.</td>
<td>Demonstrates leadership in regards to the overall program of the school/district and community</td>
</tr>
<tr>
<td>SGP.8</td>
<td>Code of Ethics ACEI-2007.5.1 AK-UAS-SGP.8</td>
<td>Is aware of professional behaviors and code of ethics for educators.</td>
<td>Abides by a standard of professional behavior and ethics that also shows sensitivity to local community culture.</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Professional Activities ACEI-2007.5.1 AK-UAS-SGP.8</td>
<td>Attends school/district in-services and staff meetings. Actively participates in school in-services, staff meetings, committees, etc.</td>
<td>Contributions to school/district collaborative learning community.</td>
</tr>
<tr>
<td></td>
<td>Reflection ACEI-2007.5.2 AK-UAS-SGP.8</td>
<td>When asked, shares teaching ideas with a colleague. Reflects on learning/teaching strategies and shares insights with peers (intern teachers).</td>
<td>Reflects on learning/teaching strategies with host teacher and/or district staff.</td>
</tr>
<tr>
<td></td>
<td>Professional Resources ACEI-2007.5.1 AK-UAS-SGP.8</td>
<td>Is familiar with professional organizations and resources as well as district committees, etc. Reads professional journals and uses relevant resources in practice.</td>
<td>Joins and participates in professional organizations, provides examples of professional learning through technology use.</td>
</tr>
<tr>
<td></td>
<td>Public Representation ACEI-2007.3.2 AK-UAS-SGP.8</td>
<td>Conducts him/herself according to school and district policies and practices. Respectfully represents students, colleagues and school in public settings.</td>
<td>Maintains professional, appropriate relationships with students, colleagues, and families.</td>
</tr>
<tr>
<td></td>
<td>Community Values ACEI-2007.3.2 AK-UAS-SGP.8</td>
<td>Is aware of community values and expectations. Promotes community values in classroom/school.</td>
<td>Reinforces community values in instruction and classroom environment.</td>
</tr>
<tr>
<td></td>
<td>Overall Assessment: Goal 8 Professionalism ACEI-2007.3.2 ACEI-2007.5.1 ACEI-2007.5.2 AK-UAS-SGP.8</td>
<td>Does Not Meet</td>
<td>Meets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Met (1.000 pt)</td>
</tr>
<tr>
<td>Operates ACEI-2007.5.1 AK-UAS-SGP.9</td>
</tr>
<tr>
<td>Technology</td>
</tr>
</tbody>
</table>

https://college.livetext.com/doc/8858574?print=1
### Resources

**ACEI-2007.5.1**
**AK-UAS-SGP.9**

- operation of technology systems and hardware and software available to teachers and students.
- understanding of nature and operation of technology systems and uses available technology resources, including district network.
- technology effectively and/or suggest new uses.

### Appropriate Technology

**ACEI-2007.5.1**
**AK-UAS-SGP.9**

- Incorporates technology into lesson plans in superficial and trivial ways.
- Reflects upon when to use and when not to use technology to promote student learning.
- Makes appropriate choices about use of technology systems, resources and services, in order to improve student achievement and understanding.

### Learning & Assessment

**ACEI-2007.3.1**
**AK-UAS-SGP.9**

- Uses technology with much assistance to research, plan and assess lessons that meet the needs of diverse students.
- Uses technology resources to plan, teach and document diverse student learning, including district assessments.
- Uses technology tools (including such things as digital cameras and video) to plan and deliver differentiated instruction that responds to students' needs and developmental levels.

### Strategies & Tools

**ACEI-2007.4 AK-UAS-SGP.9**

- Uses technology tools to process data and report results.
- Examines technology-based assessment strategies and tools designed to evaluate specific learning activities/units.
- Uses technology tools to collect, analyze and communicate student achievement and performance data to multiple audiences.

### Productivity

**ACEI-2007.5.2**
**AK-UAS-SGP.9**

- Demonstrates limited use of technology productivity tools to complete required professional tasks, such as the formatting of documents.
- Uses technology to enhance personal productivity and professional practices such as creating newsletters to send home and worksheets.
- Troubleshoots common technology problems that arise when working on units that rely on technology and uses technology to collaborate and communicate with peers, parents and community.

### Legal & Ethical

**ACEI-2007.5.1 AK-UAS-SGP.9**

- Demonstrates awareness of legal, ethical, cultural and societal issues related to technology.
- Identifies technology-related legal and ethical issues, including copyright, privacy and security, and establishes guidelines for students.
- Models and advocates legal, ethical and safe behaviors among students regarding the use of technology and information.

### Research

**ACEI-2007.3.3 AK-UAS-SGP.9**

- Allows students to use computers to complete such things as worksheet activities or play non-educational games.
- Gives students meaningful opportunities to use technology such as the Internet as a primary research tool.
- Provides opportunities for students to use technology in ways that involve research, collaboration and/or communication, to solve problems, create new knowledge or use higher level thinking skills.

### Overall Assessment: Goal 9 Technology

**ACEI-2007.3.1**
**ACEI-2007.3.3**
**ACEI-2007.4**
**ACEI-2007.5.1**
**ACEI-2007.5.2**
**AK-UAS-SGP.9**

- Does Not Meet
- Meets
- Exceeds

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The University of Alaska Southeast
Secondary Master of Arts in Teaching
Teacher Work Sample

The Teacher Work Sample is one of the key assessments for the secondary Master of Arts in Teaching program. This work sample should demonstrate a very sophisticated understanding of standards-based planning, pedagogy and assessment. Students will also demonstrate pedagogical content knowledge through the design and implementation of the unit plan, at the core of this assessment. Students will plan the standards-based unit in the fall as part of the ED 620 Curriculum Development course. Then, they will teach the unit early in the spring semester, no later than March 1, so that they will have time to reflect and evaluate on the experience and to analyze student achievement data.

Overview of Teacher Work Sample (TWS)

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Performance Prompt Teaching Process
Standards Scoring Rubrics

Notice: The materials in this document were developed by representatives of the Renaissance Partnership Institutions and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project http://edtech.wku.edu/rubric
Your Assignment

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning. Considerations:

• Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title. Write a three-letter university code plus a four-digit student identification code on each page of the entire document.

• Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.

• Charts, graphs and attachments. Charts, graphs, and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students’ learning progress.

• Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments, and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.

• References and Credits (not included in total page length). If you referred to another person’s ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under References and Credits. You may use any standard form for references; however, the American Psychological Association (APA) style is the recommended format.

• Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TW
## Teaching Processes, TWS Standards, and Indicators

### Contextual Factors

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Knowledge of students’ varied approaches to learning
- Knowledge of students’ skills and prior learning
- Implications for instructional planning and assessment

### Learning Goals

The teacher sets significant, challenging, varied and appropriate learning goals.

- Significance, challenge, and variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

### Assessment Plan

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

- Alignment with learning goals and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Technical soundness
- Adaptations based on the individual needs of students

### Design for Instruction

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

- Alignment with learning goals
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments, and resources
- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
- Use of technology

### Instructional Decision-Making

The teacher uses ongoing analysis of student learning to make instructional decisions.

- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals

### Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of presentation
- Alignment with learning goals
- Interpretation of data
- Evidence of impact on student learning

### Reflection and Self-Evaluation

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among goals, instruction and assessment
- Implications for future teaching
- Implications for professional development
TWS Standard
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include:

• **Community, district, and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

• **Classroom factors.** Address physical features, availability of technology equipment and resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.

• **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction, and assessment.

• **Instructional implications.** Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested Page Length:** 1-2
**Contextual Factors Rubric**

**TWS Standard:**  
The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Community, School and Classroom Factors</strong></td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students</strong></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Skills and Prior Learning</strong></td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general and specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Instructional Planning and Assessment</strong></td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals

TWS Standard
*The teacher sets significant, challenging, varied, and appropriate learning goals.*

Task
Provide and justify the learning goals for the unit.

Prompt
- **List the learning goals** (not the activities) that will guide the planning, delivery, and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied, and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards.** (Identify the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

**Suggested Page Length: 1-2**

### Learning Goals Rubric TWS Standard:
*The teacher sets significant, challenging, varied, and appropriate learning goals.*

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance, Challenge, and Variety</strong></td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriateness For Students</strong></td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs</td>
<td>Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with National, State or Local Standards</strong></td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan

TWS Standard
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Task
Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt
• Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

• Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

• Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

Example of Assessment Plan Table: Kindergarten

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal 1</td>
<td>Pre-Assessment</td>
<td>Checklist: game with animal masks &amp; centers representing habitats (tree, lake, burrow, cave) animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q &amp; A picture journals</td>
<td>Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q &amp; A.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>Checklist: game with animal masks &amp; centers representing habitats</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table
Assessment Plan Rubric

**TWS Standard:**
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong></td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong></td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong></td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>
Design for Instruction

TWS Standard
*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Task
Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and the specific learning context.

Prompt
• **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

• **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

• **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

• **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

**Suggested Page Length:** 3 + visual organizer
Design for Instruction Rubric

TWS Standard:
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating → Indicator</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized or sequenced.</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of a Variety of Instruction, Activities, Assignments and Resources</strong></td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource.</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</strong></td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
<td></td>
</tr>
</tbody>
</table>
TWS Standard
The teacher uses on-going analysis of student learning to make instructional decisions.

Task
Provide two examples of instructional decision-making based on students’ learning or responses.

Prompt
- Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4
# Instructional Decision-Making Rubric

**TWS Standard:**

*The teacher uses ongoing analysis of student learning to make instructional decisions.*

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
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<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Sound Professional Practice</strong></td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
<td></td>
</tr>
<tr>
<td><strong>Modifications Based on Analysis of Student Learning</strong></td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the</td>
<td></td>
</tr>
<tr>
<td><strong>Congruence Between Modifications and Learning Goals</strong></td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Student Learning

TWS Standard
*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

Task
Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

Prompt
In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students’ learning in this unit (i.e., the number of students met the criterion).

- **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

*Note: You will provide possible reasons for why your students learned (or did not learn) in the next section “Reflection and Self-Evaluation.”*

**Suggested Page Length:** 4 + charts and student work examples
**Analysis of Student Learning Rubric**

**TWS Standard:**
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Accuracy of Presentation</strong></td>
<td></td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td></td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Data</strong></td>
<td></td>
<td>Interpretation is inaccurate and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Impact on Student Learning</strong></td>
<td></td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
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</tbody>
</table>
Reflection and Self-Evaluation

TWS Standard
*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Task
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.

- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

**Suggested Page Length: 2**
Reflection and Self-Evaluation
Rubric

TWS Standard:
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment Among Goals, Instruction, and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
</tbody>
</table>
UAS Secondary MAT Comprehensive Portfolio

The UAS Secondary MAT Comprehensive Portfolio is a formative and a summative assessment. Throughout the program, students are required to produce artifacts and evidence, including reflective essays that address the nine goals of the program (based on the Alaska Teacher Standards). Every required course has at least one key assessment that will be included in the portfolio. Students receive feedback on this work, including the nine reflective essays, the standards-based unit plan and the teacher work sample as they are completing their course work. All of the key assignments and assessments are graded with feedback and opportunities for revision.

Then, in the last semester of the program, students compile all of the artifacts and evidence into the comprehensive portfolio in LiveText, the digital data management system of UAS/SOE. After the portfolio is complete and submitted, at least two faculty review the portfolio and evaluate the work as a summative assessment according to the established rubric.

In this section, you will find the portfolio guidelines, including required artifacts and evidence as well as references for each of the nine goals. Then, the following documents are included in order to illustrate the components of the portfolio assessment.

1. Portfolio Guidelines:
   Goal 1: Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.
   Goal 2: Educators understand how human development affects learning and apply that understanding to practice.
   Goal 3: Educators differentiate instruction with respect for individual and cultural characteristics.
   Goal 4: Educators possess current academic content knowledge.
   Goal 5: Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.
   Goal 6: Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.
   Goal 7: Educators work as partners with parents, families and the community.
   Goal 8: Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.
   Goal 9: Educators use technology effectively, creatively, and wisely in their practice.

2. SCED Portfolio Rubric

3. Discipline Specific Intern Evaluation Forms
   a. English Education
   b. Mathematics Education
   c. Social Studies Education
   d. Science Education
Goal One: Philosophy, Research and Practice

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
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</thead>
</table>
| Support their philosophy of education with research-based theory and evidence. (K) | • Have a philosophy of teaching and learning that takes in multiple perspectives and that is based on understanding of subject matter, societal needs, and student needs.  
• Can effectively articulate philosophy responsive to the multiple needs of diverse students and contexts. |
| Apply philosophy, beliefs, and theory to practice. (S) | • Teaching performance consistently addresses needs of students, taking into account their histories and capacities— as well as subject matter, pedagogy, and context in keeping with the intern’s beliefs.  
• Interns regularly refine and develop their philosophy of education based on inquiry and reflection. |
| Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D) | • Change is a part of teachers’ ongoing renewal.  
• Refines and adapts beliefs and practices in an ongoing cycle.  
• Refinement reflects increasing awareness of multiple perspectives. |

Required Artifacts:
1. Goal One Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidates’ philosophy is applied in practice. The essay is completed in ED 692 Education Seminar (fall).
2. Core Beliefs Essay from ED 631 Education Psychology

References:
Jensen, Teaching with the Brain in Mind, Rules We Learn By, Increasing student engagement, pgs. 33 to 59.  
Kauchak, Eggen: Learning and Teaching, Research-based methods, Chapter 1, Learning to Teach, pgs. 3-26.  
Goal Two: Human Development and Practice

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
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</thead>
</table>
| Identify ways students Developmental levels affect their thinking processes and learning. (K) | • Articulate in depth knowledge of current human development theories with colleagues, and can use that understanding to plan for and appropriately support student growth.  
• Describe the major developmental attributes and include in discussions and planning in a meaningful way. |
| Accommodate differences in how student learn based on knowledge of individual’s social, emotional, and intellectual maturation. (S) | • Lesson plans and activities reflect attention to development abilities of students, and use developmental attributes to engage and deepen student learning.  
• Continually seek, apply and share developmentally appropriate learning activities that promote thinking and social success. |
| Appreciate unique thinking processes of learners at different stages of development. (D) | • Candidate is able to communicate this appreciation of student thinking to students. |

Required Artifacts:
1. Goal Two Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains how human development affects learning and how this knowledge is applied in practice. The essay is completed in ED 692 Education Seminar (fall).
2. Human Development Exercise from ED. 631 Education Psychology

References:
Goal Three: Educators differentiate instruction with respect for individual and cultural characteristics.

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
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</table>
| Identify strategies for differentiating instruction-based on student differences. (K) | • Adapt instruction to accommodate learning styles of individual students.  
• Regularly plan and deliver differentiated instruction that meets individual needs of students. |
| Design instruction that incorporates characteristics of the local community’s culture that is appropriate to students’ individual and special needs. (S) | • Plan for and provides frequent open-ended tasks and activities where students show how they acquire knowledge and skills.  
• Demonstrate a repertoire of strategies to engage all students in activities/lessons/units of instruction.  
• Model and promote critical thinking, problem solving, collaboration, and dialogue on multiple perspectives.  
• Effectively utilize the local community as an extension of the classroom learning environment incorporating and building upon locally identified cultural values and beliefs in all aspects of their teaching and assessment practices.  
• Draw upon multiple forms of intelligence in their teaching practice, vary curriculum, and offer open-ended tasks to vary level of challenge. |
| Apply local and Alaska knowledge to the selection of instructional strategies, materials, and resources. (S) | • Create and maintain classroom community that respects individual and cultural characteristics, and diverse Alaskan contexts.  
• Tailor instruction to diversity of students and unique characteristics of local community. |
| Appreciate multiple perspectives and Value individual differences. (D) | • Mindfully select curriculum topics and resources and instructional units that reflect multiple perspectives, including students’ personal, family, and community experiences and cultural norms.  
• View their role as adding to rather than replacing what students bring to learning by affirming that students from diverse backgrounds are capable learners. |

**Required Artifacts:**  
1. 1 Goal Three Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains differentiated instruction and culturally responsive teaching as it applies to diverse instructional contexts. The essay is completed in ED 692 Education Seminar (spring).  
2. Culturally Responsive Unit Plan from ED 380 Multi-Cultural Education  
3. Lesson Plan with accommodations for special education students from ED 682 Inclusive Education  
4. Literacy Instruction Portfolio from ED 669

**References:**  
Goal Four: Academic Content Knowledge

<table>
<thead>
<tr>
<th>Performances</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the content area taught, including structure of the discipline, the tools of inquiry, central concepts, and connections to other areas of knowledge. (K)</td>
<td>Using national, state, and local standards as a foundation, design, structure, and deliver instruction that promotes higher level thinking and in-depth understanding of content.</td>
</tr>
</tbody>
</table>
| Connect the content area to other content areas and to practical situations encountered outside the school. (S) | • Regularly design and deliver interdisciplinary instruction that reflects in-depth knowledge of content and also incorporates real world applications.  
• Creatively and consistently deliver instruction that reflects student interests /experiences and relates the students’ knowledge of life, work, and community to classroom material. |
| Commit to professional discourse about content knowledge and student learning of content (D) | • Engage in thoughtful and critical examination of content and its impact on student performance/achievement with colleagues.  
• Have sufficient depth of knowledge to adjust instruction in response to student levels of understanding.  
• Seek and enthusiastically apply relevant, current research and ideas from his/her discipline/field in instruction. |

Required Artifacts:
1. Goal Four Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay establishes the breadth and depth of content knowledge, as well as the structure of the curriculum in order to teach effectively in the area of certification. The essay is completed in ED 692 Education Seminar (spring).
2. Unit Plan from ED 620 Curriculum Development

References:
## Goal Five: Assessment

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
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</table>
| Understand how to plan for instruction that is based on student need and curriculum goals. (K) | • Plan instruction appropriate for the culture and characteristics of the students and the goals of the curriculum.  
• Create lessons and unit plans that are clear to outside readers and relate to broad learning goals, such as state standards and local curriculum.  
• Regularly explain and analyze feedback from assessments with parents/families, students and administrators.  
• Use varied lesson plans, instructional approaches and assessment tools to improve individual, small, and large group instruction and learning. |
| Plan, teach, and assess for optimal student earning. (S) | • Scaffold instruction based on students’ prior knowledge/skills/culture/experience.  
• Research, develop and refine student centered practices to address the individual needs and abilities of all students.  
• Adapt and extend teaching strategies to promote critical thinking based on diverse student needs and curricular goals.  
• Consistently uses extensive knowledge of technologies, media communication tools and written verbal and non-verbal communication to foster active inquiry.  
• Create, select, adapt and use a variety of instructional resources including technology supported ones and original materials that allow for optimal student learning.  
• Develop growing awareness of student experiences and strengths, and relates to development of multiple assessments and reporting formats.  
• Uses technology to create and store student performance data.  
• Use appropriate technology tools to help individualize instruction based on assessment results, and to develop new assessments.  
• Using student reflections, plan & revise instruction. Involve students in creation of assessment tools, as appropriate. |
| Value assessment and instruction as integrated processes. (D) | • Regularly reflect on information gained through assessment to adjust teaching practice and improve student learning.  
• Ensure that students/families understand what students are expected to know/be able to do and that they can articulate what it means to meet the standards. |

### Required Artifacts:
1. Goal Five Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains standards-based instruction and assessment as it is applied in practice. The essay is completed in ED 692 Education Seminar (fall).
2. Teacher Work Sample from ED 692 Internship Seminar: Components include:  
a. Contextual Factors  
b. Learning Goals  
c. Design for Instruction  
d. Assessment Plan  
e. Instructional Decision-Making  
f. Analysis of Student Learning

### References:
Kauchak, Eggen: Learning and Teaching, Research-based methods, Chap.13, Learning to Teach, pgs 407-439
Nicol, Dick, Formative Assessment and self-regulated Learning: a model, and seven principles for good feedback.
Goal Six: Learning Environments

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
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</table>
| Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn. (K) | • Clearly establish and communicate, using a variety of approaches, consistent, fair and appropriate behavioral expectations.  
• Teach students to be responsible for their own decision making and learning and to work both collaboratively and independently on purposeful activities.  
• Assure that learning community provides all students opportunities for risk taking and learning. |
| Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills. (S) | • Work collaboratively with support staff to ensure integration of social skills training and group interaction in support of diverse learners’ needs.  
• Use knowledge of human motivation and behavior in a repertoire of management strategies, including self-direction, to engage all learners.  
• Frequently give feedback to students, parents/families regarding students’ social skills and productivity.  
• Demonstrate high level of awareness of classroom environment and use preventive discipline strategies that stop inappropriate behaviors/language before or as they occur. |
| Commit to ensuring student well-being and development of self-regulation and group interaction skills. (D) | • Create and maintain a positive, inclusive, nurturing environment for all students.  
• Reflect on possible and enacted management discipline strategies and modifies practice when necessary.  
• Are able to assist students in understanding their role in sharing responsibility for their learning by using a variety of management techniques, and by nurturing such skills as leadership, problem solving, conflict resolution and decision making. |

Required Artifacts:
1. Goal Six Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay describes the strategies and approaches to creating an engaging, safe and responsive learning environment. The essay is completed in ED 692 Education Seminar (spring).
2. Effective Teaching Research Presentation from ED 631 Education Psychology
3. Education Research Project from ED 627

References:
Kauchak, Eggen, Learning & Teaching, Chapter Three: Creating Productive Learning Environments: Classroom Management  
Goal Seven: Working with parents, families and the community

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a sound, broad-based understanding of students’ families and the local communities. (K)</td>
<td>• Apply knowledge of community/school relations to further build shared decision making and trust between teachers, specialists and families.</td>
</tr>
</tbody>
</table>
| Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling. (S) | • Demonstrate understanding that successful parent/community relations are based upon frequent, parent friendly communication.  
• Respectfully field questions about instructional programs and approaches to a diverse parent community with varied needs.  
• Demonstrate a high level of commitment to involving parents and families in setting and monitoring student learning goals.  
• Consistently seek out and use services offered by parents/families and the community to assist student learning.  
• Initiate work with parents in promoting student learning.  
• Show leadership in connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community. |
| Recognize the school as an integral part of the community and value parents as partners in promoting school learning. (D) | • Provide timely, constructive, respectful dialogue with parents/ families, to enhance student learning.  
• Participate in community events and/or non-instructional activities.  
• Take a leadership role in school-wide efforts to connect with the broader community and to involve parents and families in student learning. |

Required Artifacts:
1. Goal Seven Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidate will use knowledge of local culture and community to contextualize learning and communicate effectively with parents. The essay is completed in ED 692 Education Seminar (fall).
2. Cultural Self Study Essay from ED 380 Multi-Cultural Education

References:
Robbins, Searby, Exploring Parental Involvement Strategies Utilized by Middle School Interdisciplinary Teams, School Community Journal, 2013
### Goal Eight: Professionalism

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep current in knowledge of content and teaching practice. (K)</td>
<td>• Show leadership in professional development activities.</td>
</tr>
<tr>
<td></td>
<td>• Model best practices and current content knowledge in the classroom.</td>
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<tr>
<td></td>
<td>• Demonstrate commitment to reflection, assessment, learning as ongoing processes, personally and collegially.</td>
</tr>
<tr>
<td></td>
<td>• Model critical thinking and self-directed learning as habits of mind.</td>
</tr>
<tr>
<td>Participate in and contribute to the teaching profession. (P)</td>
<td>• Actively participate in professional organizations.</td>
</tr>
<tr>
<td></td>
<td>• Provide examples of professional learning through technology use.</td>
</tr>
<tr>
<td></td>
<td>• Actively contribute to the overall program of the school/ district, and community expectations.</td>
</tr>
<tr>
<td></td>
<td>• Contribute to school/district collaborative learning community.</td>
</tr>
<tr>
<td>Communicate effectively with students, colleagues, and supervisors (S)</td>
<td>• Play a leadership role in development activities in the school, district, or profession.</td>
</tr>
<tr>
<td></td>
<td>• Share learning/ teaching strategies with host teacher and/or district staff.</td>
</tr>
<tr>
<td></td>
<td>• Promote cooperation and harmony among colleagues, including school support staff and supervisors.</td>
</tr>
<tr>
<td></td>
<td>• Reinforce community values in instruction and classroom environment.</td>
</tr>
<tr>
<td>Value professional ethics, democratic principles, and collaborative learning communities. (D)</td>
<td>• Reflect on learning/teaching strategies with host teacher and/or other district staff.</td>
</tr>
<tr>
<td></td>
<td>• Maintain a high standard of professional behavior and ethics.</td>
</tr>
<tr>
<td></td>
<td>• Maintain professional, appropriate relationships with students, colleagues, and families.</td>
</tr>
</tbody>
</table>

**Required Artifacts:**
1. Goal Eight Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. In this essay candidates articulate the beliefs, dispositions and habits of mind for a professional teacher. The essay is completed in ED 692 Education Seminar (spring).
2. Professional Dispositions Assessment Results, completed in ED 692 Education Seminar (spring)

**References:**
**Goal Nine: Using Technology Effectively**

<table>
<thead>
<tr>
<th>Performances</th>
<th>Proficiency Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operate computers and other technologies and evaluate their potential and limitations. (K)</td>
<td>Operate computers and other technologies (including word processing, Internet, spreadsheets, multi-media) in a way that address specific learning needs of diverse students.</td>
</tr>
<tr>
<td>Integrate technology in planning, instruction, and assessment to support student learning (S)</td>
<td>Help colleagues use available technology effectively and/or suggest new uses.</td>
</tr>
<tr>
<td>Value technology as a tool for student and teacher lifelong learning. (D)</td>
<td>Make appropriate choices about use of technology systems, resources, and services, in order to improve student achievement and understanding.</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for students to use technology in ways that involve research collaboration and/or communication, to solve problems, create new knowledge or use higher level thinking skills.</td>
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<tr>
<td></td>
<td>Model and advocate legal, ethical, and safe behaviors among students regarding the use of technology and information.</td>
</tr>
<tr>
<td></td>
<td>Use technology (including such things as digital cameras, video to plan and deliver differentiated instruction that responds to students’ needs and developmental levels.</td>
</tr>
<tr>
<td></td>
<td>Troubleshoot common technology problems that arise when working on units that rely on technology and uses technology to collaborate and communicate with peers, parents and community.</td>
</tr>
<tr>
<td></td>
<td>Use technology tools to collect, analyze, and communicate student achievement and performance data to multiple audiences.</td>
</tr>
</tbody>
</table>

**Required Artifacts:**
1. Goal Nine Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay explains how technology is integrated wisely and effectively in practice. The essay is completed in ED 692 Education Seminar (fall).
2. Digital Story from ED 632 Classroom Internet Integration
3. Anthropological Technology Assessment from ED 632 Classroom Internet Integration

**References:**
Thorman, Gable, Creating Constructivist Learning Environment: Role of "Web 2.0" Technology, International Forum of Teaching and Studies, 2013
New SCED Portfolio Rubric 2015

Assessment

The purposes of student teacher evaluation include:

- Demonstrating achievement of goals and performance expectations aligned to state standards
- Promoting self-reflection on his/her teaching practices
- Promoting personal growth and self evaluation as a beginning teacher
- Communicating what is valued in the teaching/learning process
- Promoting collaboration among interns, school and university educators
### Philosophy

<table>
<thead>
<tr>
<th>Philosophy Statement AC-UAS-SGP.1</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General educational philosophy statement reflects developing understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.</td>
<td>General educational philosophy statement reflects developing understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.</td>
<td>General educational philosophy statement demonstrates deep understanding of learning theories and of the basic interrelationships and interdependencies among the curricular content and processes of elementary education, behavioral guidance and effective instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence AC-UAS-SGP.1</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts and evidence represent varying levels of consistency with the philosophy statement.</td>
<td>Artifacts and evidence in the portfolio represent consistency with the stated philosophy.</td>
<td>Artifacts and evidence in the portfolio represent total consistency and support for the philosophy statement.</td>
<td></td>
</tr>
</tbody>
</table>

### Development, Learning, and Motivation

<table>
<thead>
<tr>
<th>Development and Learning Statement AC-UAS-SCP.2</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s knowledge of major concepts, principles, theories and research related to development of adolescents is general; understanding is minimal.</td>
<td>Candidate demonstrates that he/she knows, and understands major concepts, principles, theories and research related to development of adolescents, and applies this knowledge base to classroom practice.</td>
<td>Candidate demonstrates a clear depth of understanding of major concepts, principles, theories and research related to development of adolescents, and applies this knowledge base to classroom practice.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abstract AC-UAS-SGP.2</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence AC-UAS-SGP.2</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections between concepts, principles and theories and teaching strategies/learning approaches are vague or unidentified.</td>
<td>Evidence demonstrates that candidate uses development concepts, principles, theories and research to construct appropriate learning opportunities.</td>
<td>Application of concepts, principles, theories and research related to development to learning opportunities reflects depth of knowledge and understanding.</td>
<td></td>
</tr>
</tbody>
</table>

### Adaptation to Diverse Students

<table>
<thead>
<tr>
<th>Diversity Statement AC-UAS-SGP.3</th>
<th>Not Met (1.000 pt)</th>
<th>Met (2.000 pts)</th>
<th>Exceeds (3.000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement reflects candidate knowledge of how learning is influenced by individual experiences, disabilities, prior learning, language and culture is developing. Candidate demonstrates developing knowledge of strategies used to provide equitable learning.</td>
<td>Statement reflects candidate knowledge of how learning is influenced by individual experiences, disabilities, prior learning, language and culture. Candidate demonstrates knowledge of strategies used to provide equitable learning.</td>
<td>Statement reflects candidate understands clearly how learning is influenced by individual experiences, disabilities, prior learning, language and culture. Candidate demonstrates extensive knowledge of strategies used to provide equitable learning.</td>
<td></td>
</tr>
</tbody>
</table>

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equitable learning and mutual respect. Candidate demonstrates developing knowledge of developmental differences and how to seek outside resources when necessary.

mutual respect. Candidate demonstrates knowledge of developmental differences and how to seek outside resources when necessary. The candidate applies knowledge about differentiation to meet student needs.

equitable learning and mutual respect. Candidate demonstrates extensive knowledge of developmental differences and how to seek outside resources when necessary, and shows skilled sensitivity and talent in applying knowledge to provide differentiated to student needs and to create a classroom conducive to respect, tolerance and acceptance.

<table>
<thead>
<tr>
<th><strong>Abstract</strong> AK-UA3-SGP.3</th>
<th>Partial or unclear explanation of how artifact demonstrates use of differentiation.</th>
<th>Accurately explains how artifact demonstrates use of differentiation.</th>
<th>Clear, accurate and succinct explanation of how artifact demonstrates use of differentiation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence</strong> AK-UA3-SGP.3</td>
<td>Evidence demonstrates some ability to apply knowledge to provide differentiation to student needs.</td>
<td>Evidence demonstrates ability to apply knowledge to provide differentiation to student needs.</td>
<td>Evidence demonstrates skilled sensitivity and talent to apply knowledge to provide differentiation to student needs &amp; create a classroom conducive to respect &amp; acceptance.</td>
</tr>
</tbody>
</table>

### Content Knowledge, Curriculum, Instruction & Assessment

<table>
<thead>
<tr>
<th><strong>Not Met (1,000 pts)</strong></th>
<th><strong>Met (2,000 pts)</strong></th>
<th><strong>Exceeds (3,000 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge: Abstracts</strong> AK-UA3-SGP.4</td>
<td>Partial or unclear explanation of how artifact demonstrates best practices in instruction.</td>
<td>Accurately explains how artifact demonstrates best practices in each content area of instruction.</td>
</tr>
<tr>
<td><strong>Content Knowledge: Evidence</strong> AK-UA3-SGP.4</td>
<td>Evidence demonstrates developing ability to use pedagogical knowledge to facilitate student development effectively.</td>
<td>Evidence demonstrates ability to use pedagogical knowledge to facilitate students’ language development effectively. Teaching reflects some assessment.</td>
</tr>
<tr>
<td><strong>Integrating and Applying Knowledge for Instruction: Statement</strong> AK-UA3-SGP.4</td>
<td>Essays reflect developing understanding of the use of connections from content areas to build student learning.</td>
<td>Essays demonstrate understanding of the use of connections from content areas to build student learning.</td>
</tr>
<tr>
<td><strong>Integrating and Applying Knowledge for Instruction: Abstract</strong> AK-UA3-SGP.4</td>
<td>Partial or unclear explanation of how unit demonstrates integrating and applying knowledge for instruction.</td>
<td>Accurately explains how unit demonstrates integrating and applying knowledge for instruction.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>Integrating and Applying Knowledge for Instruction: Evidence AK-UAS-SGP.4</strong></th>
<th><strong>Is in progress but does not yet meet expectations for a beginning teacher.</strong></th>
<th><strong>Unit meets expectations for a beginning teacher.</strong></th>
<th><strong>Unit is at a professional level and exceeds the expectations for a beginning teacher.</strong></th>
</tr>
</thead>
</table>

**Curriculum, Instruction, & Assessment**

<table>
<thead>
<tr>
<th><strong>Assessment: Statement AK-UAS-SGP.5</strong></th>
<th><strong>Essays demonstrate beginning understanding of using the process of assessment to guide and inform instruction.</strong></th>
<th><strong>Essays demonstrate understanding of the connections between valid assessment and instructional practice.</strong></th>
<th><strong>Essays demonstrate the connections between authentic assessment and quality instruction that result in student learning.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Plan AK-UAS-SGP.5</strong></th>
<th><strong>An assessment plan is not present, or is present but not valid.</strong></th>
<th><strong>A valid assessment plan includes appropriate pre and post assessments, accommodations for learners and is seamless to the unit of study.</strong></th>
<th><strong>A valid assessment plan includes appropriate pre and post assessments, accommodations for all learners and is seamless to the unit of study. The assessment is challenging, measurable, comprehensive and specifies a criteria level for meeting learning goals.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment: Evidence AK-UAS-SGP.5</strong></th>
<th><strong>The teacher work sample does not provide sufficient evidence that that teacher is able to use data to plan and modify instruction.</strong></th>
<th><strong>The teacher work sample provides evidence of student learning and teacher ability to use data to plan and modify instruction.</strong></th>
<th><strong>The teacher work sample provides evidence of meaningful student learning and teacher ability to skillfully and insightfully use data to plan and modify instruction.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving AK-UAS-SGP.5</strong></th>
<th><strong>Essays demonstrate developing knowledge of cognitive processes associated with kinds of learning. Demonstrates developing knowledge of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills.</strong></th>
<th><strong>Essays demonstrate knowledge of cognitive processes associated with kinds of learning. Demonstrates knowledge of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills.</strong></th>
<th><strong>Essays demonstrate extensive knowledge of cognitive processes associated with kinds of learning. Demonstrates knowledge of advantages and limitations of strategies and choices of resources to develop cognitive processes of critical thinking, problem solving and performance skills including technology.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving: Abstract AK-UAS-SGP.5</strong></th>
<th><strong>Partial or unclear explanation of one to two examples of teaching for critical thinking and/or problem solving.</strong></th>
<th><strong>Accurately explains several examples of teaching for critical thinking and/or problem solving.</strong></th>
<th><strong>Clear, accurate and succinct explanation of many and rich examples of teaching for critical thinking and/or problem solving.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving: Evidence AK-UAS-SGP.5</strong></th>
<th><strong>Evidence demonstrates some attempt to use strategies and good choices of resources to develop cognitive processes of critical thinking, problem solving and performance.</strong></th>
<th><strong>Evidence demonstrates use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance.</strong></th>
<th><strong>Evidence demonstrates skillful use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance.</strong></th>
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</thead>
</table>

### Learning Community

<table>
<thead>
<tr>
<th>Not Met (1,000 pts)</th>
<th>Mot (2,000 pts)</th>
<th>Exceeds (3,000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Management/A Engagement</strong>&lt;br&gt;AK-UAS-SPG.6</td>
<td>Demonstrates knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of some strategies to foster active engagement, self-motivation and positive social interaction.</td>
<td>Demonstrates clear knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of a variety of strategies to foster active engagement, self-motivation and positive social interaction. Strategies to promote positive relationships, cooperation, conflict resolution and purposeful learning are also well represented in statement.</td>
</tr>
</tbody>
</table>

| **Abstract**<br>AK-UAS-SPG.6 | Partial or unclear explanation using classroom management to provide for active engagement of learners. | Accurately explains how classroom management evidence provides for active engagement of learners. | Clear, accurate and succinct explanation of how classroom management evidence provides for active engagement of learners. |

| **Evidence**<br>AK-UAS-SPG.6 | Evidence (lessons, video self-reflection, etc) reflect some consideration of classroom management, human motivation and behavioral guidance. Evidence of attempts to foster active engagement, self-motivation and positive interaction present. | Evidence (lessons, video self-reflection, management and discipline plans, pictures, vignettes, etc.) reflect effective use of strategies to foster active engagement, self-motivation and positive social interaction. | Evidence (lessons, video self-reflection, pictures, management and discipline plans, vignettes, etc.) reflects effective use of strategies to successfully foster active engagement, self-motivation and positive social interaction. A variety of strategies mentioned above are demonstrated. |

### Collaboration with Parents and Families

<table>
<thead>
<tr>
<th>Not Met (1,000 pts)</th>
<th>Mot (2,000 pts)</th>
<th>Exceeds (3,000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration with Parents and Families</strong>&lt;br&gt;AK-UAS-SPG.7</td>
<td>Statement reflects a developing knowledge of the importance of establishing and maintaining a positive collaborative relationship with families. Statement demonstrates knowledge of strategies to promote family involvement.</td>
<td>Statement demonstrates knowledge of the importance of establishing and maintaining a positive collaborative relationship with families. Statement demonstrates knowledge of multiple strategies to promote family involvement.</td>
</tr>
</tbody>
</table>

| **Abstract**<br>AK-UAS-SPG.7 | Partial or unclear explanation | Accurately explains artifact | Clear, accurate and succinct |

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### Professionalism

<table>
<thead>
<tr>
<th>Not Met (1,000 pts)</th>
<th>Met (2,000 pts)</th>
<th>Exceeds (3,000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration with Colleagues and Community Agencies</strong> <strong>AK-UAS-SQP.8</strong></td>
<td>Statement demonstrates developing awareness that collegial activities contribute to productive learning environment. Awareness of appropriate specialists to assist with students’ learning and well-being is evident. Awareness of importance of larger community to enhance student learning and well-being is indicated.</td>
<td>Statement demonstrates awareness that collegial activities contribute to productive learning environment. Awareness of and collaboration with appropriate specialists to assist with students’ learning and well-being is described. Some use of larger community to enhance student learning and well-being is indicated.</td>
</tr>
<tr>
<td><strong>Abstract</strong> <strong>AK-UAS-SQP.8</strong></td>
<td>Partial or unclear explanation of artifact showing collaboration with colleagues and community.</td>
<td>Accurately explains artifact showing collaboration with colleagues and community.</td>
</tr>
<tr>
<td><strong>Evidence</strong> <strong>AK-UAS-SQP.8</strong></td>
<td>Evidence demonstrates some effort at collaboration with colleagues and community.</td>
<td>Evidence demonstrates active collaboration with colleagues and community.</td>
</tr>
</tbody>
</table>

### Technology

<table>
<thead>
<tr>
<th>Not Met (1,000 pts)</th>
<th>Met (2,000 pts)</th>
<th>Exceeds (3,000 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology Statement</strong> <strong>AK-UAS-SQP.9</strong></td>
<td>Knowledge of technology is evident and applied somewhere in teaching.</td>
<td>Knowledge and skill in using technology to make learning more effective and efficient is evident. Uses technology effectively as media communication tools.</td>
</tr>
<tr>
<td><strong>Abstract</strong> <strong>AK-UAS-SQP.9</strong></td>
<td>Partial or unclear explanation of artifact showing use of technology.</td>
<td>Accurately explains artifact showing wise use of technology.</td>
</tr>
<tr>
<td><strong>Evidence</strong> <strong>AK-UAS-SQP.9</strong></td>
<td>Evidence demonstrates developing ability to use technology as a tool in learning.</td>
<td>Evidence demonstrates ability to use technology as a tool in learning.</td>
</tr>
</tbody>
</table>

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Intern Evaluation Form for Interns in English Education

Intern: ____________________________
Host Teacher: ______________________   Class/Grade Level
University supervisor: _____________________
Midterm   Final   Date: ___________________

In addition to the student goals and performances expected in all programs, English educators are expected to have experience in and be able to apply the skills, knowledge and dispositions necessary to attain the following goals. Please include a brief accounting of intern’s experience for each of these criteria.

<table>
<thead>
<tr>
<th>National Standards (National Council of Teachers of English)</th>
<th>In Progress</th>
<th>Exceeds Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 demonstrate a respect for the worth and contributions of all</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.2 use the English language arts to help students become familiar with their own and others' cultures;</td>
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</tr>
<tr>
<td>2.3 engage in reflective practice and pursue continued professional growth and collaboration with colleagues;</td>
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</tr>
<tr>
<td>2.4 help students develop lifelong habits of critical thinking and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 take informed stands on issues of professional concern;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;</td>
<td></td>
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</tr>
<tr>
<td>2.7 promote the arts and humanities in the daily lives of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 design instruction to meet the needs of all students and provide for students' continuous progress and success;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 organize classroom environments and learning experiences that promote effective whole class, small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 develop interdisciplinary teaching strategies and materials;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 create learning environments which promote respect for and support of individual differences of ethnicity, race, language, culture, gender, and ability;</td>
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<td></td>
</tr>
<tr>
<td>4.6 incorporate technology and print/non-print media into</td>
<td></td>
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<tr>
<td>4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through</td>
<td></td>
<td></td>
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</tbody>
</table>
Intern Evaluation Form for Interns in English Education, Part Two

<table>
<thead>
<tr>
<th>National Standards (National Council of Teachers of English)</th>
<th>In Progress</th>
<th>Exceeds Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8 encourage students to respond critically to different media and communications technologies;</td>
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<tr>
<td>4.9 use instruction that promotes understanding of varied uses and purposes for language in</td>
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<tr>
<td>4.10 engage students in making meaning of texts through personal response;</td>
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<tr>
<td>4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print</td>
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<tr>
<td>4.12 use assessment as an integral part of instruction and learning.</td>
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<tr>
<td>5.2.1 respond to systematic evaluation in order to meet responsibilities for the student-teaching experience;</td>
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<tr>
<td>5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning</td>
<td></td>
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</tr>
</tbody>
</table>
Intern Evaluation Form for Interns in Mathematics Education

**Evidence Assessed as part of the Intern Evaluation Form**

Intern: ____________________________  Subject: Mathematics

Host teacher: ____________________________  Grades taught: ____________________________

University supervisor: ____________________________

**Evidence Assessed as part of the Portfolio Evaluation:**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Evidence</th>
<th>Not Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teachers of mathematics use their knowledge of student diversity to affirm and support full participation and continued study of mathematics by all students. This diversity includes gender, culture, ethnicity, socioeconomic background, language, special needs, and mathematical learning styles. Reference IEF Goal 3, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>Goal 2: Teachers of mathematics use appropriate technology to support the learning of mathematics. This technology includes, but is not limited to, computers and computer software, calculators, interactive television, distance learning, electronic information resources, and a variety of relevant multimedia. Reference IEF Goal 9, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3a: Teachers of mathematics use formative and summative methods to determine students’ understanding of mathematics and to monitor their own teaching effectiveness. Teachers are careful to align their instructional and assessment practices. Reference IEF Goal 5, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>Goal 3b: Teachers use formative assessment to monitor student learning and to adjust instructional strategies and activities. Formative assessment includes, but is not limited to, questioning strategies, student writing, student products, and student performance. Reference IEF Goal 5, TWS, Portfolio Unit Plans, Sample Assessments, Portfolio Samples of Student Work, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Goal 3c: Teachers use summative assessment to determine student achievement and to evaluate the mathematics program. Summative assessment includes, but is not limited to, teacher-designed tests, criterion-referenced tests, norm-referenced tests, portfolios, projects, and other open-ended student products. Reference IEF Goal 5, TWS, Portfolio Unit Plans, Sample Assessments, Portfolio Samples of Student Work, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 4: Teachers identify, teach, and model mathematical problem solving in grades 7-12. Reference IEF Goal 4, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 5: Teachers use a variety of physical and visual materials for exploration and development of mathematical concepts in grades 7-12. Reference IEF Goal 4, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>Goal 6: Mathematics teachers use a variety of print and electronic</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>Goal 7: Teachers know when and how to use student groupings such as collaborative groups, cooperative learning, and peer teaching during mathematics lessons. Reference IEF Goal 3, 4, 6, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 8: Teachers use instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction. Reference IEF Goal 4, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 9: Teachers can work on an interdisciplinary team and in an interdisciplinary environment. Reference IEF Goal 4, 9, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Goal 10: Teachers are involved in the professional community of mathematics educators. Reference IEF Goal 4, 9, and other evidence specifically related to this Goal</td>
<td>1 2 3 4 5</td>
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</tr>
</tbody>
</table>
In Intern Evaluation Form for Interns in Social Science Education

Intern: ____________________________  Host Teacher: ______________________  Class/Grade Level ______________________________  University supervisor: ____________________________  Midterm __ Final __ Date: ________________

In addition to the student goals and performances expected in all programs, English educators are expected to have experience in and be able to apply the skills, knowledge and dispositions necessary to attain the following goals. Please include a brief accounting of intern’s experience for each of these criteria.

<table>
<thead>
<tr>
<th>National Standards</th>
<th>Not Met</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Theme One Culture</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Enable learners to analyze and explain the ways groups, societies, and cultures</td>
<td></td>
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<tr>
<td>address human needs and concerns; Guide learners as they predict how data and</td>
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<tr>
<td>experiences may be interpreted by people from diverse cultural perspectives</td>
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<tr>
<td>Encourage learners to compare and analyze societal patterns for preserving and</td>
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<tr>
<td>transmitting culture</td>
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<td></td>
</tr>
<tr>
<td><strong>1.2 Theme Two: Time, Continuity, and Change</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Assist learners to understand that historical knowledge and the concept of time</td>
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<tr>
<td>are socially influenced constructions. Ask learners to identify and describe</td>
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<tr>
<td>significant historical periods and patterns of change. Provide learners with</td>
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<tr>
<td>opportunities to investigate, interpret, and analyze multiple historical and</td>
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<tr>
<td>contemporary viewpoints</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.3 Theme Three: People, Places, and Environment</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Enable learners to construct, use and refine mental maps of locales, regions,</td>
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<tr>
<td>and the world. Ask learners to describe how people create places that reflect</td>
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<tr>
<td>culture, human needs, current values and ideals. Have learners explore the ways</td>
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<tr>
<td>Earth’s physical features have changed over time.</td>
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<tr>
<td><strong>1.4 Theme Four: Individual Development and Identity</strong></td>
<td>1</td>
<td>2</td>
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<tr>
<td>Assist learners in articulating personal connections to time, place and</td>
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<tr>
<td>social/cultural systems; Help learners to identify, describe, and express</td>
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<tr>
<td>appreciation for the influences of various historical and contemporary cultures</td>
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<tr>
<td>Assist learners to describe the ways family, religion, gender, ethnicity,</td>
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<td></td>
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<tr>
<td>nationality, socioeconomic status, and other group and cultural influences</td>
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<tr>
<td>contribute to the development of sense of self;</td>
<td></td>
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<tr>
<td><strong>1.5 Theme Five: Individuals, Groups, and Institutions</strong></td>
<td>1</td>
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<tr>
<td>Help learners understand the concepts of role, status, and social class</td>
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<tr>
<td>Help learners analyze group and institutional influences on people, events, and</td>
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<tr>
<td>elements of culture</td>
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<tr>
<td>Explain to learners the various forms institutions take, and explain how they</td>
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<tr>
<td>develop and change over time.</td>
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</tbody>
</table>
### 1.6 Theme Six: Power, Authority, and Governance
Enable learners to examine the rights and responsibilities of the individual. Help students to explain the purpose of government and how its powers are acquired, used, and justified;
Provide opportunities for learners to examine issues involving the rights, roles, and status of individuals.

### 1.7 Theme Seven: Production, Distribution, and Consumption
Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems.
Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced. Help learners compare the costs and benefits to society of allocating goods and services through private and public sectors;

### 1.8 Theme Eight: Science, Technology and Society
Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
Provide opportunities for learners to make judgments about how science and technology have transformed the physical world
Have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes.

### 1.9 Theme Nine: Global Connections
Enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding
Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups,
Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;

### 1.10 Theme Ten: Civic Ideals and Practices
Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government
Guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens rights and responsibilities;
Facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view.

### 2.1 History
Assist learners in utilizing chronological thinking
Guide learners in practicing skills of historical analysis and interpretation
Assist the learners in developing historical research capabilities
Help learners to identify issues and problems in the past.

### 2.2 Geography
Guide learners in the use of maps and other geographic representations
Help learners to understand the physical and human characteristics of places.
Enable learners to understand how culture and experience influence people
### 2.3 Civics & Government
Assist learners in developing an understanding of civic life, politics and government. Guide learners as they explore American democracy. Help learners understand how the government of the United States operates under the constitution. Assist learners in developing an understanding of citizenship.

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UAS Secondary Science Teacher Intern Evaluation

**Evidence Assessed as part of the Intern Evaluation Form**

Intern: ____________
Subject: Mathematics ____________ Host teacher: ________________
Grades taught: __________________________
University supervisor: ________________________

**Evidence Assessed as part of the Portfolio Evaluation:**

<table>
<thead>
<tr>
<th>Standard 1: Content</th>
<th>Not Met</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of science understand and can articulate the knowledge and</td>
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<tr>
<td>practices of contemporary science. They can interrelate and interpret</td>
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<tr>
<td>important concepts, ideas, and applications in their fields of</td>
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<td>licensure, and can conduct scientific investigations. To show that</td>
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<td>they are prepared in content, teachers of science must demonstrate</td>
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<td>that they:</td>
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<tr>
<td>a. Understand and can successfully convey to students the major</td>
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<td>concepts, principles, theories, laws, and interrelationships of their</td>
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<td>fields of licensure and supporting fields as recommended by the</td>
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<tr>
<td>National Science Teachers Association.</td>
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<tr>
<td>b. Understand and can successfully convey to students the unifying</td>
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<tr>
<td>concepts of science delineated by the National Science Education</td>
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<tr>
<td>Standards.</td>
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<tr>
<td>c. Understand and can successfully convey to students important</td>
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<td>personal and technological applications of science in their fields</td>
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<td>of licensure.</td>
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<td>d. Understand research and can successfully design, conduct, report</td>
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<td>and evaluate investigations in science.</td>
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<td>e. Understand and can successfully use mathematics to process and</td>
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<td>report data, and solve problems, in their field(s) of licensure.</td>
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<table>
<thead>
<tr>
<th>Standard 2: Nature of Science</th>
<th>Not Met</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Teachers of science engage students effectively in studies of the</td>
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<tr>
<td>history, philosophy, and practice of science. They enable students</td>
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<tr>
<td>to distinguish science from non-science, understand the evolution</td>
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<td>and practice of science as a human endeavor, and critically analyze</td>
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<tr>
<td>assertions made in the name of science. To show they are prepared</td>
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</table>
to teach the nature of science, teachers of science must demonstrate that they:

a. Understand the historical and cultural development of science and the evolution of knowledge in their discipline.

b. Understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world.

c. Engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

**Standard 3: Inquiry**
Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:

a. Understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.

b. Engage students successfully in developmentally appropriate

**Standard 4: Issues**
Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they:

a. Understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues.

Engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students

**Standard 5: General Skills of Teaching**
Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they:
a. Vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding.

b. Successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds.

c. Successfully organize and engage students in collaborative learning using different student group learning strategies.

d. Successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science.

e. Understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students.

<table>
<thead>
<tr>
<th>Standard 6: Curriculum</th>
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</thead>
</table>
| Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they:
| a. Understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards.
| b. Plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

<table>
<thead>
<tr>
<th>Standards 8: Assessment</th>
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</thead>
</table>
| Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science-related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they:
| a. Identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.
| b. Involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

<table>
<thead>
<tr>
<th>Standard 9: Safety and Welfare</th>
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</thead>
<tbody>
<tr>
<td>Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the</td>
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</tbody>
</table>
welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they:

   a. Understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials.

   b. Know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.

   c. Know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.

   d. Treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

### Standard 10: Professional Growth

Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they:

   a. Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements.

   b. Reflect constantly upon their teaching and identify ways and means through which they may grow professionally.

   c. Use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth.

   d. Interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.