

**UAS Secondary Master of Arts in Teaching Program**  
**Annual Report**  
**April 1, 2017**

**1. Program Overview**

The University of Alaska Southeast Secondary Master of Arts Program recommends a relatively small number of candidates for certification in the areas of mathematics, science, social studies, foreign language, English a few specialty areas. We average 20 to 35 students enrolled per academic year. Due to the structure of Alaskan K-12 rural schools, which require teachers to teach in multiple grade levels, and often multiple subject areas, we recommend certification for graduates for grades 6-12 according to Alaska state policy. The UAS Secondary Master of Arts in Teaching is listed as an approved program by the Alaska Dept. of Education and Early Development for grades 6-12. Secondary programs in Alaska are required to certify candidates at these grade levels, because of the numerous very small schools in rural Alaska, where teachers are required to teach at multiple grade levels and subject areas. It is not unusual for there to be one mathematics teacher, one science teacher, etc. who teaches all students for grades 6-12. For this reason all of the courses and assessments related to both middle school and high school instructional contexts.

In order to receive student teaching authorization from the state, in addition to fingerprints, background checks, verification of program enrollment and the written application, students are also required to pass the Praxis Core Academic Skills for Educators (CASE) test. All students must pass all three sections of the test in order to be admitted in good standing. Passing this test is an admissions requirement for the UAS Secondary MAT Program. Occasionally, a student with passing scores on CBEST or another approved basic competency test will be admitted to the program, as long as they meet the Alaska standard for the exam.

Secondly, the state of Alaska requires Praxis II. UAS requires a passing score on this content test for admissions into secondary programs. According to state policy, content area examination(s) can be used to obtain professional certification or to achieve Highly Qualified Status. For initial certification in Alaska for secondary teachers, they must complete an approved teacher preparation program, aligned with their undergraduate degree and pass the Praxis II test in the same subject area. Teachers can add endorsements in other areas to be “highly qualified” by completing the Praxis II test.

The School of Education’s mission is “to provide undergraduate and graduate programs, both on-site and distance, that identify, prepare, and strengthen effective teachers who make sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.”

The State of Alaska has Beginning Teacher Expectations that were adopted in 2008. These form the underlying basis for evaluation of beginning teacher candidates and are met in order for an Alaska teacher certification program to recommend a candidate. The Goals of the School of Education are closely aligned to the Alaska Teacher Standards, UAS Core Themes and Objectives and the UAS Graduate Competencies.

The Secondary MAT Program requires students to complete 36 graduate credits, 12 graduate courses to meet requirements for Alaskan Certification. Although a few students have created alternative sequences for their program, most students participate in a cohort model that begins with a six week summer

session followed by two consecutive semesters of full time participation. With the restructuring of the program, students can reasonably expect to complete the program in one calendar year.

The Secondary MAT Program currently offers one Master of Arts in Teaching Degree. There is also a new Graduate Certificate Program based on the recommendations of the UAS Secondary Education Program Advisory Council. However, there were no students admitted into this program during the 2015-16 school year, so data from this program is not included in this report. The MAT Secondary program is based on the following principles:

The UAS School of Education's vision for the program is: *Our graduates will be informed, reflective and responsive teachers within diverse classroom, school and community contexts.*

To accomplish this, the student goals in the program are:

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

We take pride in being a small, high-quality program, providing more close, personal attention and support for each student. We believe in strong connections between campus learning and internship training. For optimal learning in this intense, high quality program, outside responsibilities should be limited. The UAS Secondary and Middle Grades Education Master of Arts in Teaching:

- Prepares teachers in all disciplines
- Grades 6 – 12 Certification
- 36 graduate semester hours
- 12 months for completion
- Transferable to most states

The Secondary MAT program is a flexible, quality program with on-campus and online course offerings. The program typically requires 12 months for completion (June – May). The program is 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 36 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 Comprehensive Program Portfolio, one of five key required performance assessments for the program.

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.

**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
2. EDSE S682 Alaska Studies: People, Places and Perspectives
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. EDSE 682 Inclusion in the Middle School and Secondary Classrooms

### **Exit Criteria includes:**

- 1) a comprehensive portfolio that provides evidence that the student meets all program goals/outcomes,
- 2) meeting or exceeding standards for all program student learning outcomes as reflected in the required assessments: mid-program evaluation of classroom practice, teacher work sample, unit plan and end of program evaluation of classroom practice
- 3) Minimum 3.0 GPA
- 4) All requirements for Alaska certification including state mandated training requirements.

**2. Secondary Master of Arts in Teaching Program**  
**Student Learning Outcomes: (Approved, October 2014)**

<b>ED 631 Education Psychology</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>1. Defines learning and compares the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.</li> <li>2. Articulates in depth knowledge of current human development theories with colleagues uses that understanding to forecast student growth and provide adequate support.</li> <li>3. Applies developmentally appropriate learning activities that promote thinking and social success.</li> <li>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. *</li> <li>5. Designs instructional units that incorporate formative and summative assessment and analyses student data to plan instruction.</li> <li>6. Develops an individualized approach to motivation and classroom management based on the instructional context and learning and development theory.</li> <li>7. Creates an info-graphic or media presentation that explains one theory of development: Piaget, Erikson, Maslow, Freud, Skinner or Vygotsky *</li> <li>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. *</li> </ol> <p><i>* Required Artifacts for the Comprehensive Program Portfolio</i></p>
<b>EDRE 679 Literacy in Middle and Secondary Schools</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>1. Demonstrates theoretical and evidence-based foundational knowledge related to reading and writing in the content areas.</li> <li>2. Demonstrates beginning foundational knowledge of adult learning theories in order to provide professional development.</li> <li>3. Uses appropriate and varied instructional approaches for effective content area literacy instruction.</li> <li>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.</li> <li>5. Demonstrates ability to differentiate within content literacy instruction.</li> <li>6. Develops and implements strategies to advocate for equity within content literacy.</li> <li>7. Designs the classroom management, instructional activities and supports as well as the formative and summative assessment for a content area literacy workshop. *</li> </ol>
<b>ED S682 Inclusive Education for Students with Disabilities</b>
<p><b>Course Description:</b> 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</p>

supporting students with exceptional learning needs in inclusive settings.
<ol style="list-style-type: none"> <li>1. Articulates the disabilities associated with the five categories of exceptionalities: behavioral, communicative, intellectual, physical and multiple.</li> <li>2. Describes the regular education teacher's role for assessment, instruction and support for students with disabilities.</li> <li>3. Differentiates and explains how federal and state law for regular education teachers regulates the education of students who experience disabilities.</li> <li>4. Demonstrates knowledge of teaching strategies appropriate for students who experience a disability.</li> <li>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. *</li> <li>6. Demonstrates an understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted for diverse learners.</li> </ol>
<b>ED S620 Curriculum Development</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>1. Designs an instructional unit incorporating the principles of backwards design, according to the Unit Plan Guidelines. *</li> <li>2. Applies the concepts of Understanding by Design to develop lessons, curriculum and assessment to be implemented during the internship.</li> <li>3. Implements a variety of formative assessments to collect and analyze data related to student learning in order to differentiate instruction.</li> <li>4. Participates in discipline related professional communities in order to implement best practices in pedagogy and assessment related to the academic discipline.</li> <li>5. Critiques the unit plans and lesson plans of other students in order to provide thoughtful response to improve instruction and assessment.</li> <li>6. Reflects on practice and discusses instructional issues with colleagues in online forums and discussions during web-conferences.</li> <li>7. Uses the appropriate standards and grade level expectations as the basis for instructional planning.</li> </ol>
<b>ED S380 Perspectives on Multicultural Education</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>1. Reflects on their own socio-cultural identities and understand the differential access to power accorded to various social and cultural groups.</li> <li>2. Articulates their own cultural assumptions and biases.</li> <li>3. Articulate a sound, broad-based understanding of student families and local communities</li> <li>4. Designs an instructional unit that incorporates characteristics of the local community's culture and the Alaska Standards for Culturally Responsive Schools. *</li> </ol>

<ol style="list-style-type: none"> <li>5. Uses the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of students</li> <li>6. Communicates effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling</li> <li>7. Conducts a cultural self-study to better understand cultural beliefs and practices of others. *</li> <li>8. Recognizes the full educational potential of each student and provide the challenges necessary for them to achieve that potential.</li> </ol>
<b>ALST S300 Alaska's Resources, People, and Perspectives</b>
<b>Course Description:</b> 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.
<ol style="list-style-type: none"> <li>1. Integrates study of the geography, natural history, human and cultural history, government, industry/economy and education of Alaska into academic disciplines.</li> <li>2. Incorporates place-based curriculum focused on local culture, people, history and government across disciplines.</li> <li>3. Articulates the broad themes of social justice, environmental justice, and resource management in terms of their influence on Alaskan history.</li> <li>4. Draws from primary source historical documents to integrate Alaskan history across disciplines.</li> <li>5. Compares the cultural beliefs; practices and history of Native Alaskans across the state to better understand diverse perspectives and viewpoints.</li> </ol>
<b>EDET S632 Classroom Internet Integration</b>
<b>Course Description:</b> 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
<ol style="list-style-type: none"> <li>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. *</li> <li>2. Creates and populates an Internet resource library that they use to enhance teaching and learning, and professional practice in their content area.</li> <li>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.</li> <li>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)</li> <li>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. *</li> <li>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.</li> </ol>
<b>ED S627 Educational Research</b>
<b>Course Description:</b> Techniques of quantitative and qualitative educational research: selection of topics, research questions and problems, data gathering, interpretation, methodologies and preparation of reports.
<ol style="list-style-type: none"> <li>1. States the nature, purposes and types of educational research.</li> <li>2. Demonstrates an understanding of procedures for reviewing research literature including</li> </ol>

<p>library database search and synthesis of pertinent literature.</p> <ol style="list-style-type: none"> <li>Displays knowledge of the procedures involved in selecting and administering tests and other measurement devices</li> <li>Shows a mastery of the concepts and procedures relating to: descriptive research, causal-comparative research, correlational research, experimental research, and R &amp; D studies.</li> <li>Indicates a familiarity with the various statistical techniques appropriate for analyzing data from different research designs.</li> <li>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. *</li> </ol>
<b>ED S691 Teaching Internship I and II</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>Describes the characteristics and preferred outcomes of a classroom in which the teacher is employing effective teaching strategies</li> <li>Uses teaching strategies that are based upon content standards, student developmental needs, student abilities and community awareness.</li> <li>Explains the relationship between planning, teaching and assessment</li> <li>Designs and implements an assessment system that is effective and meets the needs of a variety of learners.</li> <li>Designs and implement an effective classroom management system and make adjustments as needed for the instructional context.</li> <li>Designs instruction and incorporate best pedagogical practices to make learning relevant and motivate all students to succeed.</li> <li>Participates in the Evaluation of Classroom Practice through self-evaluation and reflection. *</li> </ol>
<b>ED S692 Educational Seminar I</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>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. *</li> <li>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. *</li> <li>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. *</li> <li>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. *</li> <li>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</li> </ol>

<p>integrated wisely and effectively in practice. *</p> <p>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.</p>
<b>ED S692 Educational Seminar II</b>
<p><b>Course Description:</b> 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.</p>
<ol style="list-style-type: none"> <li>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. *</li> <li>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. *</li> <li>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. *</li> <li>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. *</li> <li>5. Completes the Teacher Work Sample as described in the TWS guidelines. *</li> <li>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.</li> </ol>

*\* Required Artifacts for the Comprehensive Program Portfolio*



**1. How data are collected on Student Learning Outcomes (e.g., rubrics, portfolios, etc.)**

Data for the five key required assessments are evaluated by faculty during the required courses. All of the assessments are major assignments in the courses:

ED 692 Education Seminar (Fall): Reflective Essays for the Comprehensive Portfolio  
ED 691 Secondary Internship (Fall): Mid-Program Evaluation of Classroom Practice  
ED 620 Curriculum Development: Standards-based Unit Plan  
ED 691 Secondary Internship (Spring): End of Program Evaluation of Classroom Practice  
ED 692 Education Seminar (Spring): Teacher Work Sample, Comprehensive Portfolio

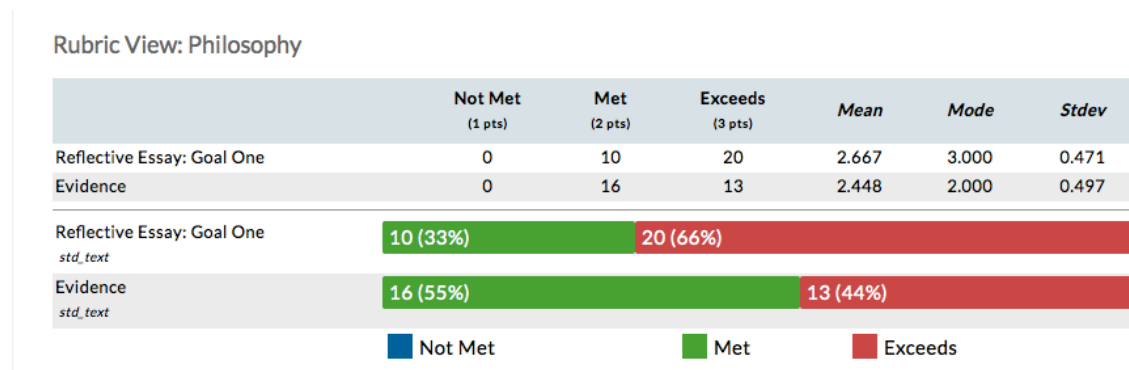
The rubrics for the Comprehensive Program Portfolio and the Evaluation of Classroom Practice are included as appendix. Each of the major assignments (assessments) are submitted and graded/assessed through Blackboard with feedback. Students then revise their work and submit the final copies to LiveText. Each of the final required assessments is evaluated by two faculty through LiveText. The reports in the next section were generated through LiveText. All required assessments have detailed evidence-based rubrics based on the student learning outcomes and Alaska Beginning Teacher Standards.

## 2. Data Collected on Student Learning Outcomes during the previous academic year

For this section the student performance data for two required assessments is presented: the Comprehensive Program Portfolio and the Mid Program Eval. Of Classroom Practice. The figures represent data from the criteria (elements) evaluated in these assessments. The figures are aligned so that you can see how students performed on the same goals (learning outcomes) through two different assessments: the portfolio and the mid-program evaluation of classroom practice. The mid-program eval. Data was selected because there is a wider discrepancy between students on this assessment as compared to the final assessment.

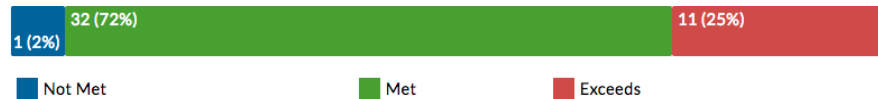
### A. Goal One: Philosophy, Comprehensive Program Portfolio

**Student Learning Outcome Evidence:** 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



## Goal One: Philosophy, Mid-Program Evaluation of Classroom Practice

Overall Assessment: Goal 1 Philosophy  
*std\_text*



## B. Goal Two: Human Development, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 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

### Rubric View: Human Development

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay: Goal Two	0	17	13	2.433	2.000	0.496
Evidence	0	7	22	2.759	3.000	0.428

Reflective Essay: Goal Two <i>std_text</i>	17 (56%)	13 (43%)
Evidence <i>std_text</i>	7 (24%)	22 (75%)

Not Met Met Exceeds

## Goal Two: Human Development, Mid-Program Evaluation of Classroom Practice

Overall Assessment: Goal 2 Development  
*std\_text*



## C. Goal Three: Diversity and Differentiated Instruction, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 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 for Students with Disabilities 4. Literacy Instruction Portfolio from ED 669

### Rubric View: Diversity and Differentiated Instruction

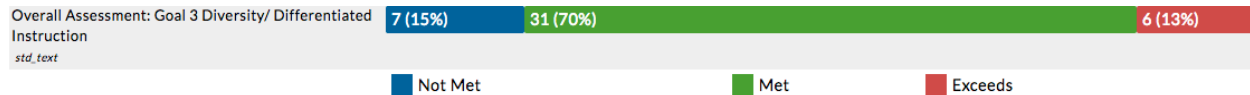
	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay Goal Three	0	14	16	2.533	3.000	0.499
Evidence	0	8	22	2.733	3.000	0.442

Reflective Essay Goal Three <i>std_text</i>	14 (46%)	16 (53%)
Evidence <i>std_text</i>	8 (26%)	22 (73%)

Not Met Met Exceeds

### Goal Three: Diversity and Differentiated Instruction, Mid-Program Evaluation of Classroom Practice



### Goal Four: Academic Content Knowledge, Comprehensive Program Portfolio

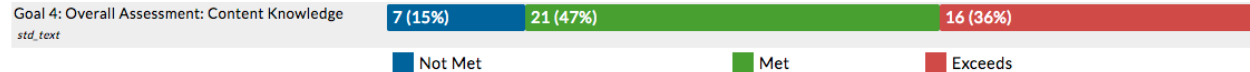
Student Learning Outcome Evidence: 1. Goal Four Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. This essay establishes the breadth and depth of content knowledge, as well as the structure of the curriculum in order to teach effectively in the area of certification. The essay is completed in ED 692 Education Seminar (spring).

2. Unit Plan from ED 620 Curriculum Development

#### Rubric View: Academic Content Knowledge

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay: Goal Four	0	14	16	2.533	3.000	0.499
Content Knowledge: Evidence	0	15	15	2.500	2.000	0.500
Reflective Essay: Goal Four <i>std_text</i>	14 (46%)		16 (53%)			
Content Knowledge: Evidence <i>std_text</i>	15 (50%)		15 (50%)			
	Not Met	Met	Exceeds			

### Goal Four: Academic Content Knowledge, Mid-Program Evaluation of Classroom Practice



### Goal Five: Assessment, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 1. 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

a. Contextual Factors

b. Learning Goals

c. Design for Instruction

d. Assessment Plan

e. Instructional Decision-Making

f. Analysis of Student Learning

#### Rubric View: Assessment

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay:Goal Five	0	14	16	2.533	3.000	0.499
Assessment: Evidence	0	16	14	2.467	2.000	0.499
Reflective Essay:Goal Five <i>std_text</i>	14 (46%)		16 (53%)			
Assessment: Evidence <i>std_text</i>	16 (53%)		14 (46%)			
	Not Met	Met	Exceeds			

## Goal Five: Assessment, Mid-Program Evaluation of Classroom Practice



## Goal Six: Learning Environment, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 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

### Rubric View: Learning Environment

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay: Goal Six	0	16	14	2.467	2.000	0.499
Evidence	0	14	16	2.533	3.000	0.499

Reflective Essay: Goal Six <i>std_text</i>	16 (53%)	14 (46%)
Evidence <i>std_text</i>	14 (46%)	16 (53%)

Not Met Met Exceeds

## Goal Six: Learning Environment, Mid-Program Evaluation of Classroom Practice



## Goal Seven: Collaboration with Parents, Families and Communities, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 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

### Rubric View: Collaboration with Parents, Families and Communities

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay: Goal Seven	0	13	17	2.567	3.000	0.496
Evidence	0	17	13	2.433	2.000	0.496

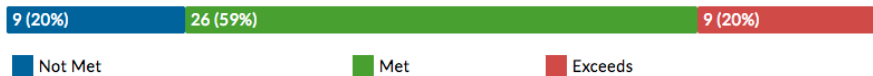
  

Reflective Essay: Goal Seven <i>std_text</i>	13 (43%)	17 (56%)
Evidence <i>std_text</i>	17 (56%)	13 (43%)

Not Met Met Exceeds

## Goal Seven: Partnerships, Mid-Program Evaluation of Classroom Practice

Overall Assessment: Goal 7 Partnerships  
std\_text



## Goal Eight: Professionalism, Comprehensive Program Portfolio

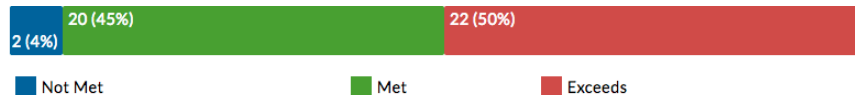
Student Learning Outcome Evidence: 1. Goal Eight Reflective Essay: connects the standard, the performances, the evidence and the field experience in the program. In this essay candidates articulate the beliefs, dispositions and habits of mind for a professional teacher. The essay is completed in ED 692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

### Rubric View: Professionalism

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Reflective Essay:Goal Seven	0	16	14	2.467	2.000	0.499
Evidence	0	13	17	2.567	3.000	0.496
Reflective Essay:Goal Seven std_text	16 (53%) Met, 14 (46%) Exceeds					
Evidence std_text	13 (43%) Met, 17 (56%) Exceeds					

## Goal Eight: Professionalism, Mid-Program Evaluation of Classroom Practice

Overall Assessment: Goal 8 Professionalism  
std\_text



## Goal Nine: Integration of Technology, Comprehensive Program Portfolio

Student Learning Outcome Evidence: 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

### Rubric View: Technology

	Not Met (1 pts)	Met (2 pts)	Exceeds (3 pts)	Mean	Mode	Stdev
Technology: Statement	0	15	15	2.500	2.000	0.500
Evidence	0	14	16	2.533	3.000	0.499
Technology: Statement std_text	15 (50%) Met, 15 (50%) Exceeds					
Evidence std_text	14 (46%) Met, 16 (53%) Exceeds					

## Goal Nine: Technology, Mid-Program Evaluation of Classroom Practice

Overall Assessment: Goal 9 Technology  
std\_text

26 (60%)

17 (39%)

Not Met

Met

Exceeds

### 3. Data Evaluation of Student Learning Outcomes from the previous academic year

For the past two years, we've discussed pedagogical content knowledge as an area of weakness in the Secondary Programs. This is clearly indicated by the results of the Mid-Program Evaluation of Classroom Practice, presented in the previous section and the chart below.

Goal	Not Met	Met	Exceeds
1. Philosophy	1 (2%)	32 (72%)	11 (25%)
2. Human Dev.	0	22 (72%)	12 (27%)
3. Development/Differentiation	7 (15%)	31 (70%)	6 (13%)
4. Academic Content Knowledge	12 (27%)	17 (39%)	14 (32%)
5. Assessment	3 (6%)	32 (72%)	9 (20%)
6. Learning Environment	0	24 (55%)	19 (44%)
7. Partnerships	9 (20%)	26 (59%)	9 (20%)
8. Professionalism	2 (4%)	20 (45%)	22 (50%)
9. Technology	0	26 (60%)	17 (39%)

Since our secondary programs do not have traditional methods courses we rely on the internship (clinical experience) and the development of the standards-based unit plan as part of the Teacher Work Sample for students to develop pedagogical content knowledge. The consensus of the faculty-supervising students in the field is that this student-learning outcome is dependent on the expertise and effectiveness of the host teacher. Since we often have very limited options, particularly in small schools to select host teachers, this support can be uneven across the co-hort. This discrepancy is most reflected in the Mid-Program Evaluation of Classroom Practice. It is also reflected in our classroom observation tool and the Praxis II scores, which are always passing, but often-deficient in particular content sub-sections. For these reasons as well as feedback from host teachers and the demands of CAEP accreditation, we intend to develop pedagogical content modules to address this deficiency.

### 4. Future Plans to Improve Student Learning

This summer (2017) faculty will develop pedagogical content modules to be delivered online as part of the ED 620 Curriculum Development Course. These modules will require six weeks of instruction focused on the candidate's area of certification. These modules will coincide with the development of the Standards-based Unit Plan and the Goal Four: Academic Content Knowledge Reflective Essay. The modules will be developed in five content areas:

- Math
- Sciences,
- English/Language Arts
- Social Studies/History
- Specialty Areas: Arts, PE/Health, and World Languages

The instructional scope and sequence for the modules will consist of seven elements:

1. Research Alaska Content Standards
2. Selected readings focused on pedagogical content knowledge (video archive)
3. Review of exemplary Standards-based Units/TWS
4. Design instruction with the professional organization standards (see next section)
5. Self-Evaluation using the Content Specific Intern Evaluation Form
6. Complete Goal Four Reflective Essay: Academic Content Knowledge
7. University Supervisor evaluates using the Intern. Eval Form (submitted to Livetext)

We plan to pilot these modules in the fall of 2017. There will be content area specialists developing and teaching each of the modules.

**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.

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



### Intern Evaluation Form for Interns in English Education, Part Two

National Standards (National Council of Teachers of English)	In Progress		Exceeds		Goals
	1	2	3	4	5
4.8 encourage students to respond critically to different media and communications technologies;					
4.9 use instruction that promotes understanding of varied uses and purposes for language in					
4.10 engage students in making meaning of texts through personal response;					
4.11 provide students with appropriate reading strategies that permit access to and understanding of a wide range of print					
4.12 use assessment as an integral part of instruction and learning.					
5.2.1 respond to systematic evaluation in order to meet responsibilities for the student-teaching experience;					
5.2.3 submit a student-teaching portfolio that provides documentation of reflective practices and teaching/learning					

## 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:

	Not Met	Exceeds
<b>Goal 1:</b> 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	1	2 3 4 5
<b>Goal 2:</b> 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.	1	2 3 4 5
<b>Goal 3a:</b> 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	1	2 3 4 5
<b>Goal 3b:</b> 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	1	2 3 4 5
<b>Goal 3c:</b> 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	1	2 3 4 5
<b>Goal 4:</b> 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,	1	2 3 4 5
<b>Goal 5:</b> 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	1	2 3 4 5
<b>Goal 6:</b> Mathematics teachers use a variety of print and electronic	1	2 3 4 5

resources. Reference IEF Goal 9, TWS, Portfolio Unit Plans, and other evidence specifically related to this Goal	
<b>Goal 7:</b> 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, and other evidence specifically related to this Goal	1 2 3 4 5
<b>Goal 8:</b> 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	1 2 3 4 5
<b>Goal 9:</b> 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	1 2 3 4 5
<b>Goal 10:</b> Teachers are involved in the professional community of mathematics educators. Reference IEF Goal 4, 9, and other evidence specifically related to this Goal	1 2 3 4 5

## 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.

National Standards	Not Met Exceeds
<b>1.1 Theme One Culture</b> Enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns; Guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives Encourage learners to compare and analyze societal patterns for preserving and transmitting culture	1 2 3 4 5
<b>1.2 Theme Two: Time, Continuity, and Change</b> Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions. Ask learners to identify and describe significant historical periods and patterns of change. Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints	1 2 3 4 5
<b>1.3 Theme Three: People, Places, and Environment</b> Enable learners to construct, use and refine mental maps of locales, regions, and the world. Ask learners to describe how people create places that reflect culture, human needs, current values and ideals. Have learners explore the ways Earth's physical features have changed over time.	1 2 3 4 5
<b>1.4 Theme Four: Individual Development and Identity</b> Assist learners in articulating personal connections to time, place and social/cultural systems; Help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures Assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of sense of self;	1 2 3 4 5
<b>1.5 Theme Five: Individuals, Groups, and Institutions</b> Help learners understand the concepts of role, status, and social class Help learners analyze group and institutional influences on people, events, and elements of culture Explain to learners the various forms institutions take, and explain how they develop and change over time.	1 2 3 4 5

<b>1.6 Theme Six: Power, Authority, and Governance</b> 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	2	3	4	5
<b>1.7 Theme Seven: Production, Distribution, and Consumption</b> 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 roll 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	2	3	4	5
<b>1.8 Theme Eight: Science, Technology and Society</b> 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	2	3	4	5
<b>1.9 Theme Nine: Global Connections</b> 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	2	3	4	5
<b>1.10 Theme Ten: Civic Ideals and Practices</b> 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.	1	2	3	4	5
<b>2.1 History</b> 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.	1	2	3	4	5
<b>2.2 Geography</b> 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	1	2	3	4	5

**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

**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:**

	Not Met Exceeds				
	1	2	3	4	5
<b>Standard 1: Content</b> Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they: <ul style="list-style-type: none"> <li>a. Understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.</li> <li>b. Understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards.</li> <li>c. Understand and can successfully convey to students important personal and technological applications of science in their fields of licensure.</li> <li>d. Understand research and can successfully design, conduct, report and evaluate investigations in science.</li> <li>e. Understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.</li> </ul>					
<b>Standard 2: Nature of Science</b> Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared					

<p>to teach the nature of science, teachers of science must demonstrate that they:</p> <ul style="list-style-type: none"> <li>a. Understand the historical and cultural development of science and the evolution of knowledge in their discipline.</li> <li>b. Understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world.</li> <li>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.</li> </ul>	
<p><b>Standard 3: Inquiry</b>  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:</p> <ul style="list-style-type: none"> <li>a. Understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.</li> <li>b. Engage students successfully in developmentally appropriate</li> </ul>	1 2 3 4 5
<p><b>Standard 4: Issues</b>  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:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>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</p>	1 2 3 4 5
<p><b>Standard 5: General Skills of Teaching</b>  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:</p>	1 2 3 4 5

<ul style="list-style-type: none"> <li>a. Vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding.</li> <li>b. Successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds.</li> <li>c. Successfully organize and engage students in collaborative learning using different student group learning strategies.</li> <li>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.</li> <li>e. Understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students.</li> </ul>	
<p><b>Standard 6: Curriculum</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	1   2   3   4   5
<p><b>Standards 8: Assessment</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>a. Identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science.</li> <li>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.</li> </ul>	1   2   3   4   5
<p><b>Standard 9: Safety and Welfare</b></p> <p>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</p>	1   2   3   4   5



<p>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:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction.</li> <li>c. Know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students.</li> <li>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.</li> </ul>	
<p><b>Standard 10: Professional Growth</b>  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:</p> <ul style="list-style-type: none"> <li>a. Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements.</li> <li>b. Reflect constantly upon their teaching and identify ways and means through which they may grow professionally.</li> <li>c. Use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth.</li> <li>d. Interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.</li> </ul>	1   2   3   4   5

# SCED Portfolio Rubric

by University of Alaska Southeast

## Assessment

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### 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**

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Philosophy Statement</b> AK-UAS-SGP.1	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. Statement reflects a commitment to the professional codes of ethical conduct.	General educational philosophy statement reflects 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.	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.
<b>Evidence</b> AK-UAS-SGP.1	Artifacts and evidence represent varying levels of consistency with the philosophy statement.	Artifacts and evidence in the portfolio represent consistency with the stated philosophy.	Artifacts and evidence in the portfolio represent total consistency and support for the philosophy statement.

**Development, Learning, and Motivation**

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Development and Learning: Statement</b> AK-UAS-SGP.2	Candidate's knowledge of major concepts, principles, theories and research related to development of adolescents is general; understanding is minimal.	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.	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.
<b>Abstract</b> AK-UAS-SGP.2	Partial or unclear explanation of how artifact demonstrates use of developmental theory in practice.	Accurately explains how artifact demonstrates use of developmental theory in practice.	Clear, accurate and succinct explanation of how artifact demonstrates use of developmental theory in practice.
<b>Evidence</b> AK-UAS-SGP.2	Connections between concepts, principles and theories and teaching strategies/ learning approaches are vague or unidentified.	Evidence demonstrates that candidate uses development concepts, principles, theories and research to construct age appropriate learning opportunities.	Application of concepts, principles, theories and research related to development to learning opportunities reflects depth of knowledge and understanding.

**Adaptation to Diverse Students**

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Diversity Statement</b> AK-UAS-SGP.3	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	Statement reflects candidate knows how learning is influenced by individual experiences, disabilities, prior learning, language and culture. Candidate demonstrates knowledge of strategies used to provide equitable learning and	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 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.
<b>Abstract</b> AK-UAS-SGP.3	Partial or unclear explanation of how artifact demonstrates use of differentiation.	Accurately explains how artifact demonstrates use of differentiation.	Clear, accurate and succinct explanation of how artifact demonstrates use of differentiation.
<b>Evidence</b> AK-UAS-SGP.3	Evidence demonstrates some ability to apply knowledge to provide differentiation to student needs.	Evidence demonstrates ability to apply knowledge to provide differentiation to student needs.	Evidence demonstrates skilled sensitivity and talent to apply knowledge to provide differentiation to student needs & create a classroom atmosphere conducive to respect & acceptance.

## Content Knowledge, Curriculum, Instruction & Assessment

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Content Knowledge: Abstracts</b> AK-UAS-SGP.4	Partial or unclear explanation of how artifact demonstrates best practices in instruction.	Accurately explains how artifact demonstrates best practices in each content area of instruction.	Clear, accurate and succinct explanation of how artifact demonstrates best practices in each content area of instruction.
<b>Content Knowledge: Evidences</b> AK-UAS-SGP.4	Evidence demonstrates developing ability to use pedagogical knowledge to facilitate student development effectively.	Evidence demonstrates ability to use pedagogical knowledge to facilitate students' language development effectively. Teaching reflects some assessment.	Evidence is a clear indication of the candidate's pedagogical professional competence and ability to facilitate optimum student development. Teaching strategies are clearly a result of effective assessment.
<b>Integrating and Applying Knowledge for Instruction: Statement</b> AK-UAS-SGP.4	Essays reflect developing understanding of the use of connections from content areas to build student learning.	Essays demonstrate understanding of the use of connections from content areas to build student learning.	Essays demonstrate command of the use of connections from content areas to build student learning effectively.
<b>Integrating and Applying Knowledge for Instruction: Abstract</b> AK-UAS-SGP.4	Partial or unclear explanation of how unit demonstrates integrating and applying knowledge for instruction.	Accurately explains how unit demonstrates integrating and applying knowledge for instruction.	Clear, accurate and succinct explanation of how unit demonstrates integrating and applying knowledge for instruction.

<b>Integrating and Applying Knowledge for Instruction: Evidence</b> AK-UAS-SGP.4	Is in progress but does not yet meet expectations for a beginning teacher.	Unit meets expectations for a beginning teacher	Unit is at a professional level and exceeds the expectations for a beginning teacher.
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## Curriculum, Instruction, & Assessment

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Assessment: Statement</b> AK-UAS-SGP.5	Essays demonstrate beginning understanding of using the process of assessment to guide and inform instruction.	Essays demonstrate understanding of the connections between valid assessment and instructional practice.	Essays demonstrate the connections between authentic assessment and quality instruction that result in student learning.
<b>Assessment Plan</b> AK-UAS-SGP.5	An assessment plan is not present, or is present but not valid.	A valid assessment plan includes appropriate pre and post assessments, accommodations for learners and is seamless to the unit of study.	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.
<b>Assessment: Evidence</b> AK-UAS-SGP.5	The teacher work sample does not provide sufficient evidence that that teacher is able to use data to plan and modify instruction.	The teacher work sample provides evidence of student learning and teacher ability to use data to plan and modify instruction.	The teacher work sample provides evidence of meaningful student learning and teacher ability to skillfully and insightfully use data to plan and modify instruction.
<b>Critical Thinking and Problem Solving</b> AK-UAS-SGP.5	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.	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 .	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.
<b>Critical Thinking and Problem Solving: Abstract</b> AK-UAS-SGP.5	Partial or unclear explanation of one to two examples of teaching for critical thinking and/or problem solving.	Accurately explains several examples of teaching for critical thinking and/or problem solving.	Clear, accurate and succinct explanation of many and rich examples of teaching for critical thinking and/or problem solving.
<b>Critical Thinking and Problem Solving: Evidence</b> AK-UAS-SGP.5	Evidence demonstrates some attempt to use strategies and good choices of resources to develop cognitive processes of critical thinking, problem solving and	Evidence demonstrates use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance	Evidence demonstrates skillful use of strategies and wise choices of resources to develop cognitive processes of critical thinking, problem solving and performance

	performance skills.	skills.	skills. Provides a plausible rationale for choice of strategies and instructional materials.
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## Learning Community

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Classroom Management/A Engagement</b> AK-UAS-SGP.6	Demonstrates developing knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge of some strategies to foster active engagement, self-motivation and positive social interaction.	Demonstrates knowledge of effective classroom management, human motivation and behavior. Demonstrates knowledge 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 reflected in statement.	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.
<b>Abstract</b> AK-UAS-SGP.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.
<b>Evidence</b> AK-UAS-SGP.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

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Collaboration with Parents and Families</b> AK-UAS-SGP.7	Statement reflects a developing knowledge of the importance of establishing and maintaining a positive collaborative relationship with families. Statement demonstrates a developing knowledge of strategies to promote family involvement.	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.	Statement demonstrates knowledge of the importance of establishing and maintaining a positive collaborative relationship with families. Statement demonstrates extensive knowledge of multiple strategies to promote family involvement, and reflects respect for family choice.
<b>Abstract</b> AK-	Partial or unclear explanation	Accurately explains artifact	Clear, accurate and succinct

UAS-SGP.7	of artifact showing collaboration with parents and families.	showing collaboration with parents and families.	explanation of artifact showing collaboration with parents and families.
<b>Evidence</b> AK- UAS-SGP.6	Evidence demonstrates candidate awareness of the need for positive collaboration with families. Evidence reflects something that promotes family involvement.	Evidence demonstrates candidate values positive collaboration with families. Evidence reflects some variety in strategies to promote family involvement.	Evidence demonstrates candidate values positive collaboration with families. Evidence reflects a wide variety of strategies to promote family involvement.

## Professionalism

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Collaboration with Colleagues and Community Agencies</b> AK- UAS-SGP.8	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 using larger community to enhance student learning and well-being is indicated.	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.	Statement provides strong rationale that collegial activities contribute to productive learning environment. Collaboration with appropriate specialists to assist with students' learning and well-being is well documented. Use of larger community to enhance student learning and well-being is demonstrated.
<b>Abstract</b> AK- UAS-SGP.8	Partial or unclear explanation of artifact showing collaboration with colleagues or community.	Accurately explains artifact showing collaboration with colleagues and community.	Clear, accurate and succinct explanation of artifact showing collaboration with colleagues and community.
<b>Evidence</b> AK- UAS-SGP.8	Evidence demonstrates some effort at collaboration with colleagues and community.	Evidence demonstrates active collaboration with colleagues and community.	Evidence demonstrates rich and varied collaboration with colleagues and community.

## Technology

	<b>Not Met</b> (1.000 pt)	<b>Met</b> (2.000 pts)	<b>Exceeds</b> (3.000 pts)
<b>Technology: Statement</b> AK- UAS-SGP.9	Knowledge of technology is evident and applied somewhere in teaching.	Knowledge and skill in using technology to make learning more effective and efficient is evident. Uses technology effectively as media communication tools.	Demonstrates knowledge and skillful use of technology to facilitate learning. Technology is used effectively as a tool but never dominates lesson to the detriment of content learning.
<b>Abstract</b> AK- UAS-SGP.9	Partial or unclear explanation of artifact showing use of technology.	Accurately explains artifact showing wise use of technology.	Clear, accurate and succinct explains artifact showing wise and creative use of technology.
<b>Evidence</b> AK- UAS-SGP.9	Evidence demonstrates developing ability to use technology as a tool in learning.	Evidence demonstrates ability to use technology as a tool in learning.	Evidence demonstrates skillful ability to use technology as a tool in learning.

## **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
-



		Goals Not Met Goals	Meets Goals	Exceeds
#1	<b><u>Philosophy and Practice</u></b> Teachers articulate, maintain and develop a philosophy of education that they also demonstrate in practice.	1	2	3
#2	<b><u>Human Development</u></b> Teachers understand how human development affects learning and apply that understanding to practice.	1	2	3
#3	<b><u>Diversity/Differentiated Instruction</u></b> Teachers differentiate instruction with respect for individual and cultural characteristics.	1	2	3
#4	<b><u>Academic Content Knowledge</u></b> Teachers possess current academic content knowledge.	1	2	3
#5	<b><u>Student Learning</u></b> Teachers facilitate student learning by using assessment to guide planning, instruction and modification of teaching practice.	1	2	3
#6	<b><u>Learning Environment</u></b> Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.	1	2	3
#7	<b><u>Partnerships</u></b> Teachers work as partners with parents, families and the community.	1	2	3
#8	<b><u>Professional Ethics, Habits of Mind</u></b> Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.	1	2	3
#9	<b><u>Technology</u></b> Teachers use technology effectively, creatively and wisely.	1	2	3

Please sign and submit Conference Consensus copy only.

Intern Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Host Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Evaluation of Classroom Practice Form Rubric

Please use this rubric to assist you in filling out the Evaluation of Classroom Practice Form

**Goal #1:** *Teachers articulate, maintain and develop a philosophy of education that they also demonstrate in practice.*

**Knowledge:** Support their philosophy of education with research-based theory and evidence.

**Performance:** Apply philosophy, beliefs and theory to practice.

**Disposition:** Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experiences.

The Intern:			Evidence/Observations
1	2	3	
Interacts with students and colleagues in such a way as to demonstrate a developing skill at actualizing beliefs. ACEI 5.1	Interacts with students and colleagues in such a way as to demonstrate understanding and consistent <u>actualization</u> of his/her approach toward education.	Critically and thoughtfully reflects on a philosophy of education, revising it as new learning occurs.	
Behaves in ways not always consistent with intentions, but progress is apparent. ACEI 5.1	Demonstrates <u>consistency</u> between belief and practice and recognizes when they are not consistent.	Gives rationale for ways in which practice mirrors personal philosophy and research-based theories.	
Provides limited evidence of reflection on practice, beliefs and theory. ACEI 5.1	Reflects orally on how design and teaching of lessons/units achieves instructional purpose based on an emerging <u>philosophy of education</u> and major trends and theories.	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.	
Is familiar with the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. ACEI 3.2	<u>Incorporates indicators</u> included in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools into practice.	Regularly reflects upon and applies a growing number of indicators included in the Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools.	

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

- Knowledge:** Identify ways students' developmental levels affect their thinking processes and learning.
- Performance:** Accommodate differences in how students learn based on knowledge of individual's social, emotional and intellectual maturation.
- Disposition:** Appreciate unique thinking processes of learners at different stages of development.

The Intern:			Evidence/Observations
1	2	3	
Is aware of human development theories and recognizes need for developmentally appropriate learning activities for all students in a diverse classroom. ACEI 1.0	Consistently <u>applies current human development theory</u> (social, emotional, intellectual) in designing curriculum and learning activities.	Articulates in depth knowledge of current human development theories with colleagues and can use that understanding to forecast student growth and provide appropriate support.	
Attempts to promote thinking through developmentally appropriate instructional activities. ACEI 1.0	Consistently <u>selects developmentally appropriate activities</u> that promote thinking and social success.	Continually seeks, applies and shares developmentally appropriate learning activities that promote thinking and social success.	

**Goal #3: Teachers differentiate instruction.**

- Knowledge:** Identify strategies for differentiating instruction based on student differences.
- Performances:** Design instruction that incorporates characteristics of the local community's culture and that is appropriate to students' individual and special needs. Apply local and Alaska knowledge to the selection of instructional strategies, materials and resources.
- Disposition:** Appreciate multiple perspectives and value individual differences.

The Intern:			Evidence/Observations
1	2	3	
With assistance can design lessons that differentiate instruction. ACEI 3.2	Reflects understanding of <u>different learning styles and multiple intelligences</u> of students in his/her instruction.	Adapts instruction to accommodate learning styles of individual students.	
Is able to demonstrate a differentiated lesson with generally clear goals and objectives. ACEI 3.2	Plans and teaches unit with clear goals and objectives that reflect <u>differentiated instruction</u> .	Regularly plans and delivers differentiated instruction that meets individual needs of students	
Allows some student choice in how they demonstrate knowledge/skills. ACEI 3.2	Provides for <u>student choice</u> in how they demonstrate their knowledge and skills.	Plans for and provides frequent open-ended tasks and activities where students show how they acquire knowledge and skills.	
Demonstrates growing awareness of students' level of engagement. ACEI 3.4	Redirects students when they are disengaged in class activities.	Demonstrates a repertoire of strategies to <u>engage all students</u> in activities/lessons/units of instruction.	
Acknowledges individual and cultural differences and has general sense of Alaskan contexts. ACEI 3.2	Differentiates instruction with respect for <u>individual, cultural and Alaskan contexts</u> .	Creates and maintains classroom community which respects individual and cultural characteristics, and diverse Alaskan contexts.	

**Goal #4: Teachers possess current academic content knowledge.**

- Knowledge:** Demonstrate knowledge of the content area taught, including structure of the curriculum, the tools of inquiry, central concepts and connections to other areas of knowledge.
- Performances:** Connect the content area to other content areas and to practical situations encountered outside the school.
- Disposition:** Commit to professional discourse about content knowledge and student learning of content.
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The Intern:			Evidence/Observations
1	2	3	
Demonstrates basic knowledge of content, curriculum and state standards, and, with assistance, integrates standards, key concepts of content area(s) in lessons and/or activities. ACEI 3.1	Regularly demonstrates familiarity with <u>national/state/local standards</u> , key concepts and how they are structured and central skills in his/her content area/discipline.	Using national, state, local standards as a foundation, designs, structures, and delivers instruction that promotes higher-level thinking and in-depth understanding of content.	
Recognizes lessons/activities where content is taught across curriculum. <b>ACEI 3.1</b>	Designs and delivers interdisciplinary lessons that also reflect in-depth <u>knowledge of content</u> .	Regularly designs and delivers interdisciplinary instruction that reflects in-depth knowledge of content and also incorporates real world applications.	
Acknowledges student interest, experiences and opportunities within existing curriculum framework. ACEI 3.1	Makes <u>connections</u> to student interests and experiences, and local resources in order to extend student content knowledge.	Creatively and consistently deliver instruction which reflects student interests/experiences and local resources as well as content/ performance standards.	
Seeks assistance in understanding content knowledge from texts, peers and faculty. ACEI 3.1	Designs lessons that include <u>key concepts and skills</u> of field/discipline.	Has sufficient depth of knowledge to adjust instruction in response to student levels of understanding.	
Understands the value of critical thinking and problem solving and attempts to use appropriate strategies in designing instruction ACEI 3.3	Uses strategies that encourage students' development of <u>critical thinking and problem solving</u> .	Consistently uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving.	
Teaches to cover curriculum. ACEI 3.3	Teaches for deep <u>understanding</u> ; or the "uncoverage" of meaningful content	Teaching focuses on deep understanding; or the "uncoverage" of meaningful	

The Intern:			Evidence/Observations
1	2	3	
		content that is of lasting value.	
Is aware of some new developments in the field/discipline.  ACEI 3.1	Using technology and other means, seeks out <u>new developments in the field</u> which support relevant learning.	Seeks and enthusiastically applies relevant, current research and ideas from his/her discipline/field in instruction.	

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

**Knowledge:** Understand how to plan for instruction based on student needs and curriculum goals.

**Performance:** Plan, teach, and assess for optimal student learning.

**Disposition:** Value assessment and instruction as integrated processes.

The Intern:			Evidence/Observations
1	2	3	
Includes some use of assessments tools in lesson planning.  ACEI 3.1	Uses <u>lesson plans</u> and assessment tools tied to specific learning goals.	Uses varied lesson plans, instructional approaches and assessment tools to improve individual, small, and large group instruction.	
Attempts various methods of assessment.  ACEI 4.0	Uses varied methods of <u>assessment</u> and record keeping showing the differences and strengths of students using technology as a support when appropriate.	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.	
Occasionally uses communication strategies (e.g. audio-visual aids etc) to promote active learning.  ACEI 3.5	Models verbal, non-verbal & media <u>communication</u> strategies to engage diverse learners.	Consistently uses extensive knowledge of technologies, media communication tools and written, verbal and non-verbal communications to foster active inquiry.	

The Intern:			Evidence/Observations
1	2	3	
Uses some teaching strategies that encourage development of critical thinking and problem solving. ACEI 3.3	Uses a variety of teaching <u>strategies</u> that encourage development of critical thinking and problem solving.	Adapts and extends teaching strategies based on diverse student needs and curricular goals.	
Plans, develops and uses lessons that have entry for students at differing ability levels. ACEI 1.0	Plans, develops and uses lessons that have entry for students at <u>all ability levels</u> .	Researches, develops and refines practices that address the individual needs and abilities of all students.	
Collaborates with host teacher to communicate feedback from assessments to parents/families, students. ACEI 3.5	With host teacher, regularly <u>communicates</u> assessment results with parents/families, students, using formats they understand.	Regularly explains and analyzes feedback from assessments with parents/families, students, administrators.	
Pre-assesses students, before instruction. ACEI 4.0	Uses several <u>indicators</u> to determine what students know/are able to do prior to instruction.	Scaffolds instruction based on students' prior knowledge/ skills.	
Collects student self-reflections. ACEI 4.0	Uses student <u>self and peer reflections</u> tools as part of assessing knowledge and skills.	Using student reflections, plans and revises instruction. Involves students in creation of assessment tools, as appropriate.	
Ties instruction and assessment to district curriculum and state/local standards. ACEI 3.1	<u>Communicates</u> state/district standards and expectations <u>to students and families</u> , along with the degree to which students are meeting them.	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.	
Practices using assessments to tailor instruction to student needs. ACEI 4.0	Uses short and long term, <u>formative and summative</u> assessments that address student needs and curriculum framework.	Uses appropriate technology tools to help individualize instruction based on assessment results, and to develop new assessments.	

**Goal #6: Teachers create and manage a stimulating, inclusive, and safe learning environment in which students take intellectual risks and work independently and collaboratively.**

**Knowledge:** Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn.

**Performance:** Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills.

**Disposition:** Commit to ensuring student well-being and development of self-regulation and group interaction skills.

The Intern:			Evidence/Observations
1	2	3	
Clearly communicates district, school and classroom behavioral expectations to students. ACEI 3.4	Promotes awareness of fair and appropriate <u>behavioral expectations</u> through lessons/activities.	Clearly establishes, reinforces and communicates, using a variety of approaches, consistent, fair and appropriate behavioral expectations.	
Is aware of how to promote student self-directed learning. ACEI 3.4	Creates environment that encourages student <u>engagement</u> and time on task.	Teaches students to be responsible for their own decision making and learning and to work both collaboratively and independently on purposeful activities.	
Teaches positive social skills and methods of collaborating in groups. ACEI 3.4	<u>Communicates</u> behavioral and social <u>expectations</u> and procedures through various formats.	Actively engages all students in learning, intellectually, emotionally and physically.	
Attempts methods/strategies to create a managed environment. ACEI 3.4	Regularly uses a <u>classroom management strategy</u> to maintain a safe environment, where students feel comfortable expressing ideas and opinions, trying solutions to problems and attempting challenging work.	Uses knowledge of human motivation and behavior in a repertoire of management strategies to engage all learners.	



The Intern:			Evidence/Observations
1	2	3	
Establishes a safe learning environment. ACEI 3.4	Facilitates a <u>safe and caring</u> environment for all students.	Creates and maintains a positive, inclusive, nurturing environment for all students.	
Gives feedback, consistent with clearly communicated expectations. ACEI 3.5	Maintains organizational <u>systems</u> that keep students, parents/families informed of behavior.	Frequently gives feedback to students, parents/families regarding behavior and social interactions.	
Addresses inappropriate behaviors and disrespectful language. ACEI 3.4	Takes advantage of inappropriate behaviors as " <u>teachable moments</u> ".	Is highly aware of classroom environment and stops any inappropriate behaviors/language before or as they occur.	

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

- Knowledge:** Develop a sound, broad-based understanding of students' families and the local communities.
- Performance:** Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling.
- Disposition:** Recognize the school as an integral part of the community and value parents as partners in promoting student learning.

The Intern:			Evidence/Observations
1	2	3	
Is aware of parental/familial responsibilities and school-related concerns, and is available to parents/families. ACEI 5.2	Demonstrates an appreciation for parental responsibilities and concerns regarding students and assists host teacher to <u>support parent</u> needs.	Teams with host teacher to provide timely, constructive, respectful dialogue with parents/families, to enhance student learning.	
Demonstrates little if any communication with students' families. ACEI 5.2	Teams with host teacher to initiate <u>contact with parents/families</u> , including conferences.	Demonstrates understanding that successful parent/community relations are based upon frequent, parent friendly	

The Intern:			Evidence/Observations
1	2	3	
		communication.	
Gives little evidence that he/she reaches out to all parents/families to help them understand instructional programs. ACEI 5.2	Can adequately <u>communicate</u> information to all families and field questions about instructional programs.	Respectfully fields questions about instructional programs and approaches to a diverse parent community with varied needs.	
Supports the idea of parent/community volunteers in the classroom. ACEI 5.2	Interacts with school and community groups on projects or activities that support/enrich curriculum and <u>welcomes parents</u> in school.	Consistently seeks out and uses services offered by parents/ families and the community to assist student learning.	
Cooperates in school/community events and partnerships. ACEI 5.2	Participates in <u>school based community events</u> and/or non-instructional activities.	Participates in community events and/or non-instructional activities.	
Is willing to consult with other adults regarding the education and well-being of students. ACEI 3.5	Demonstrates ability to maintain <u>respectful two-way communication</u> with colleagues/specialists and parents/families to make decisions that support, and monitor student learning goals.	Applies knowledge of community/school relations to further build shared decision making and trust between teachers, specialists and families.	

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

**Knowledge:** Keep current in knowledge of content and teaching practice.

**Performances:** Participate in and contribute to the teaching profession. Communicate effectively with students, colleagues and supervisors.

**Disposition:** Value professional ethics, democratic principles and collaborative learning communities.

The Intern:			Evidence/Observations
1	2	3	
Listens to and respects different points of view of students and fellow	Encourages different <u>points of view</u> among students and fellow staff members.	Promotes cooperation and harmony among students and colleagues, including	

The Intern:			Evidence/Observations
1	2	3	
ACEI 5.1		school support staff and supervisors.	
Contributes to general wellbeing of the school/district staff. ACEI 5.1	Works effectively to enhance the education program of the <u>school/district</u> .	Demonstrates leadership in regards to the overall program of the school/district and community expectations.	
Is aware of professional behaviors and code of ethics for educators. ACEI 5.1	Abides by a <u>standard of professional behavior</u> and ethics that also shows sensitivity to local community culture.	Maintains a high standard of professional responsibility and ethics.	
Attends school/district in-services and staff meetings. ACEI 5.1	Actively <u>participates</u> in school in-services, staff meetings, committees, etc.	Contributes to school/district collaborative learning community.	
When asked, shares teaching ideas with a colleague. ACEI 5.2	<u>Reflects</u> on learning/teaching strategies and shares insights with peers (intern teachers).	Reflects on learning/teaching strategies with host teacher and/or district staff.	
Recognizes adult self-directed learning and evidence of critical thinking. ACEI 5.1	Values critical thinking, flexibility and self-directed learning as <u>habits of mind</u> .	Models critical thinking, flexibility and self-directed learning as habits of mind.	
Provides evidence of self-reflections. ACEI 5.1	Documents evidence of <u>continuing self-assessment</u> and professional dialogue.	Demonstrates commitment to reflection, assessment, learning as ongoing processes, personally and collegially.	
Is familiar with professional organizations and resources as well as district committees, etc. ACEI 5.1	Reads professional journals and uses <u>relevant resources</u> in practice.	Joins and participates in professional organizations, provides examples of professional learning through technology use.	
Conducts him/herself according to school	Respectfully represents students, colleagues and	Maintains professional,	

The Intern:			Evidence/Observations
1	2	3	
and district policies and practices. ACEI 5.1	school in <u>public settings</u> .	appropriate relationships with students, colleagues, and families.	
Is aware of community values and expectations. ACEI 3.2	Promotes <u>community values</u> in classroom/school.	Reinforces community values in instruction and classroom environment.	

**Goal #9: Teachers use technology effectively, creatively and wisely.**

**Knowledge:** Operate computers and other technologies and evaluate their potentials and limitations.

**Performance:** Integrate technology in planning, instruction, and assessment to support student learning.

**Disposition:** Value technology as a tool for student and teacher lifelong learning.

The Intern:			Evidence/ Observations
1	2	3	
Operates computers in basic ways for limited purposes, and/or with much assistance or many questions. ACEI 5.1	<u>Operates</u> computers and other technologies appropriate to different purposes.	Operates computers and other technologies (including word processing, Internet, spreadsheets, multi-media) in a way that specific learning needs of diverse students.	
Demonstrates an awareness of the operation of technology systems and hardware and software available to teachers and students. ACEI 5.1	<b>Demonstrates sound understanding of nature and <u>operation of technology systems</u> and uses available technology resources, including district network.</b>	<b>Helps colleagues use available technology effectively and/or suggest new uses.</b>	
Incorporates technology into lesson plans in superficial and trivial ways. ACEI 5.1	Reflects upon <u>when to use and when not to use</u> technology to promote student learning.	Makes appropriate choices about use of technology systems, resources and services, in order to improve student achievement and understanding.	
Uses technology with much assistance to research, plan and assess lessons that meet the	Uses <u>technology resources</u> to plan, teach and document diverse student	Uses technology tools (including such things as digital cameras and video) to plan and deliver differentiated	

The Intern:			Evidence/ Observations
1	2	3	
needs of diverse students. ACEI 3.1	learning, including district assessments.	instruction that responds to students' needs and developmental levels.	
Uses technology tools to process data and report results. ACEI 4.0	Examines <u>technology-based assessment</u> 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.	
Demonstrates limited use of technology productivity tools to complete required professional tasks, such as the formatting of documents. ACEI 5.2	<u>Uses technology</u> 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.	
Demonstrates awareness of legal, ethical, cultural and societal issues related to technology. ACEI 5.1	Identifies technology-related <u>legal and ethical issues</u> , including copyright, privacy and security, and establishes <u>guidelines</u> for students.	Models and advocates legal, ethical and safe behaviors among students regarding the use of technology and information.	
Allows students to use computers to complete such things as worksheet activities or play non-educational games. ACEI 3.3	Gives students <u>meaningful opportunities</u> 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.	