

Program Assessment

Univ. of Alaska Southeast School of Education

Master of Education in Mathematics Elementary Education

NCATE	UAS Core Themes & Objectives	UAS Graduate Competency	School of Education Goals	NCTM Standard	Type of Assessment	Name of Assessment	Form of Assessment	When Administered
<i>Diane Meador</i>	Theme: Student Success Objective: Access Objective: Success Theme: Teaching and Learning Objective: Breadth of Programs and Services Objective: Academic Excellence				UAS-IE	Student Profile	Institution data	Data supplied by Institutional Research annually
<i>Diane Meador</i>	Theme: Teaching and Learning Objective: Quality of Faculty and Staff				UAS-IE	Faculty Profile	Institution data	Data supplied by Institutional Research annually
<i>Diane Meador</i>	Theme: Teaching and Learning Objective: Effectiveness & Efficiency				UAS-IE	Student Credit Hours (SCH)	Institution data	Data supplied by Institutional Research annually
NCATE Knowledge of Content	Theme: Student Success Objective: Success Theme: Teaching & Learning Objective: Academic Excellence	Inclusive 1.1 – 3.5	Goal 4. Candidates possess current academic content knowledge.	Standard 4: Mathematical Connections Standard 5: Mathematical Representation Standard 9: Number and Operation Standard 10: Different Perspectives on Algebra Standard 11: Geometries Standard 12: Data Analysis, Statistics, and Probability Standard 13: Measurement	Content Assessment	Grades	Grades in seven courses required for M.Ed. in Mathematics Education	Mid-Program
NCATE Knowledge of	Theme: Student Success Objective: Success	1.1 Candidates possess	Goal 1: Articulate,	Standard 7: Dispositions Standard 8: Mathematics	Content	Portfolio	Portfolio (nine reflective papers –	Program Exit

Content	<p>Theme: Teaching & Learning Objective: Academic Excellence</p>	<p>effective professional writing skills appropriate in their fields.</p> <p>1.2 Candidates are effective in presentations & professional discourse.</p> <p>1.3 Candidates use substantial comprehension skills in reading & listening.</p> <p>3.3 Candidates understand the holistic & systemic nature of issues in relation to various environments.</p> <p>3.4 Candidates understand the role of technology in analysis & decision making.</p>	<p>maintain, and develop a philosophy of education that they also demonstrate in practice.</p> <p>Goal 9: Use technology effectively, creatively, & wisely.</p>	<p>Pedagogy</p> <p>Standard 6: Technology</p>			<p>one paper per SOE Goal with Supporting artifacts)</p>	
NCATE Impact on Student Learning	<p>Theme: Teaching & Learning Objective: Academic Excellence Theme: Community Engagement</p>	<p>2.2 Candidates can work effectively in various roles with diverse</p>	<p>Goal 3: Differentiate instruction with respect for individual</p>	<p>Standard 1: Mathematical Problem Solving Standard 5: Mathematical Representation</p>	<p>Assessment of candidate's ability to plan</p>	<p>Instructional Plan</p>	<p>Project</p>	<p>Mid-Program</p>

	Objective: <i>Individual Engagement</i>	<p>individuals and groups to achieve common goals.</p> <p>3.5 Candidates exercise judgment in decision-making.</p>	<p>& cultural characteristics.</p> <p>Goal 5: Facilitate learning by using assessment to guide planning, instruction and modification of teaching practice.</p> <p>Goal 7: Work as partners with parents, families & community.</p>	<p>Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p> <p>Standard 4: Mathematical Connections Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p> <p>Standard 3: Mathematical Communication Standard 8: Mathematics Pedagogy</p>	instruction			
NCATE Pedagogical Content Knowledge	Theme: <i>Community Engagement</i> Objective: <i>Individual Engagement</i> Objective: <i>Institutional Engagement</i>	<p>1.2 Candidates are effective in presentations and professional discourse.</p> <p>2.1 Candidates recognize ethical and professional responsibilities.</p>	<p>Goal 8: Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</p>	<p>Standard 3: Mathematical Communication Standard 8: Mathematics Pedagogy</p>	Assessment of developed and taught place-based lessons	Clinical Practice Assessment	Evaluation of clinical practice	Mid-Program, ED 654 and ED 655

NCATE Pedagogical Content Knowledge	Theme: <i>Research & Creative Expression</i> Objective: <i>Learning Impact</i>	<p>3.1 Candidates identify, analyze and conceptualize problems in their field.</p> <p>3.2 Candidates evaluate and synthesize data, considering multiple perspectives.</p> <p>3.5 Candidates exercise judgment in decision-making.</p>	<p>Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.</p> <p>Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</p> <p>Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.</p>	<p>Standard 1: Mathematical Problem Solving Standard 5: Mathematical Representation Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p> <p>Standard 4: Mathematical Connections Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p> <p>Standard 1: Mathematical Problem Solving Standard 3: Mathematical Communication Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p>	<p>Assessment of candidate effect on student learning</p>	<p>Case Study</p>	<p>Case Study Rubric</p>	<p>Program Exit (ED 698 Program Portfolio)</p>
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Optional	Theme: Teaching & Learning Objective: Academic Excellence		<p>Goal 2: Understand how human development affects learning & apply that understanding to practice.</p> <p>Goal 3: Differentiate instruction with respect for individual & cultural characteristics.</p>	<p>Standard 8: Mathematics Pedagogy</p> <p>Standard 1: Mathematical Problem Solving Standard 5: Mathematical Representation Standard 7: Dispositions Standard 8: Mathematics Pedagogy</p>	Assessment of candidate's ability to plan instruction	Instructional Plan	Project	Mid-Program
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