CONCEPTUAL FRAMEWORK
SCHOOL OF EDUCATION
UNIVERSITY OF ALASKA SOUTHEAST

Introduction

The University of Alaska Southeast is one of three regional university centers in the University of Alaska system. The other two universities are the University of Alaska Anchorage and the University of Alaska Fairbanks. The University of Alaska system covers an area one-fifth the size of the contiguous United States.

A brief overview of the Alaska context follows because the unique features of the state directly impact K-12 and university educational policies and practices. The historical, political, cultural, economic, and geographical contexts of Alaska are distinct from other states. The “Alaskan variable” is an important factor in all decisions made about education in Alaska.

Alaska is a land of contrasts and extremes. With a land mass of 586,412 square miles, it is equal in size to one-third of the rest of the United States. Its far northern position isolates it from other states but places it within 47 miles of Russia. Its 33,000-mile coastline is longer than the east and west coastlines of the contiguous states combined. The population of Alaska in 2010 was 710,231 people, nearly 15% of them of aboriginal ancestry—Eskimos, Indians, and Aleuts, who collectively refer to themselves as Alaska Natives. The southeastern Native populations are primarily Tlingit, Haida, and Tsimshian. The large majority of non-Native people are migrants from the Lower 48 states, along with increasing numbers of Asian and Latin American immigrants. English is spoken by nearly everyone in the state. With 20 different Alaska Native languages, several Asian and European languages, and American dialects from all regions of the United States, there is an unusual linguistic diversity for such a small population.

With only 710,231 people spread over 586,412 square miles, Alaska has one of the lowest population densities in the world, with just a little over one person per square
mile. There are three major urban areas (Anchorage, Fairbanks, and Juneau) as well as 20 smaller towns and about 180 villages. The three urban areas of Alaska offer the same kinds of amenities found elsewhere in the United States. They have well-developed transportation systems, modern shopping complexes, fully equipped homes, and extensive educational facilities. In contrast, most villages in Alaska are accessible only by air and, in some cases, by water (i.e., there are no roads to about 180 communities in rural Alaska). Juneau, the state capital, can be reached only by airplane or ferry.

There are 53 school districts in Alaska today, which are typically described in three categories: urban districts, road system/marine highway districts, and rural regional centers and village districts.

1) Urban districts: The three urban areas in Alaska are Anchorage, Fairbanks, and Juneau. These communities have school systems that are typical of most in the United States. Student populations are diverse, with the largest minority group being Alaska Native.

2) Road system/marine highway districts: The elementary and secondary schools on the road system or marine highway schools (accessible by car or ferry) have characteristics of both the urban and village schools. Many of these schools are administered by the same Rural Education Attendance Area district or borough that administers the village schools in that region.

3) Rural regional centers and village districts: Most schools have a K-12 organization and the number of teachers typically ranges from three to 10. In 2001, of the 503 schools in the state, 25 percent had five or fewer teachers and 22 percent had 50 or fewer students. Due to small enrollments, students are frequently in multi-graded settings, and instruction in the early years may be in a Native language.

SOE at UAS have a strong commitment to the education of rural and Alaska Native students necessitating program delivery through varying formats including, traditional on-site face-to-face meetings, e-learning formats incorporating many advanced tools, summer institutes where on site (Juneau, AK) experiences help build collegial relationships and on-site visits. Faculty at UAS willingly travel great distances, sometimes by unconventional means (sea-planes, snow mobiles and occasionally dogsled) to supervise our candidates. Faculty has come to expect the unexpected given that weather and transportation issues often foil the best prepared plans.

The Unit at UAS is committed to student-centered learning. Faculty model the same individualized, learner-centered approach to education that we want our candidates to use with their P-12 students. Candidates are given ample scaffolding and multiple opportunities to meet target expectations on course projects/assessments; reasonable accommodations are made to support candidate learning; when appropriate, course
projects (and coordinated field experiences) are individualized to meet candidate needs and interests. Coursework is intentionally designed to promote an interchange of practical knowledge for candidates who are often working in schools with few resources and infrequent support from outside agencies.

Alaska presents an array of educational opportunities, inspiring adventures, and diversity in its cultures, people, climate and geography. Regardless whether teachers are living and working in remote villages or regional hubs Alaska is an exciting, challenging and beautiful place to live and work.

We take great pride in our candidates and the challenges that they cheerfully negotiate each day. We are also proud to be part of an organization that makes rural and Native education a priority. What they and we accomplish is remarkable and exciting, but, most importantly, we are proud of supporting candidates who make the education of all students a priority in their careers.

Overview

The School of Education (SOE) at University of Alaska Southeast (UAS) prepares informed, reflective, and responsive educators who make sustained contributions to the education profession and to students within diverse classroom, school, and community contexts in Alaska and beyond. This conceptual framework articulates the shared vision, mission, philosophy and professional commitments of the SOE faculty. The framework also specifies candidate outcomes, including the knowledge, performances, and dispositions expected of educators completing our program. The exit outcomes and proficiencies expected of candidates, in turn, impact the direction for SOE programs, courses, faculty teaching, scholarship, service, and unit accountability.

SOE faculty developed the framework with input from district partners, host teachers, university arts and sciences faculty, and teacher candidates during academic year 2002/2003. Through joint effort, the Conceptual Framework was revised and edited in working meetings taking place in 2010 and 2011. The faculty of the SOE at the University of Alaska Southeast accepted the changes through a vote of the faculty on March 23rd of 2011. The framework makes SOE’s beliefs explicit and public, and it enables SOE faculty to review the program’s purposes and consistency through dialogue and debate.

VISION AND MISSION OF THE INSTITUTION AND UNIT

University of Alaska Southeast Mission and Core Values

During Academic Year 2010-2011, representatives from the three UAS campuses in Juneau, Sitka, and Ketchikan along with community representatives engaged in dialogue and arrived at consensus on a revised university-wide mission statement,
statements of core values, and a seven-year strategic plan that provides a roadmap for UAS from 2011-2018. The University of Alaska Board of Regents adopted the revised UAS mission statement in June of 2011.

**UAS Mission Statement**

The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska. (Approved by UA Board of Regents, June 3, 2011)

**UAS Vision**

The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska.

**UAS Core Values**

1. **Excellence** – we pursue excellence through continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.
2. **Diversity** – we embody and respect the diversity of each individual’s culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska.
3. **Access** – we create accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.
4. **Collaboration** – we forge dynamic and cooperative partnerships internally among students, faculty, and staff and externally with other academic institutions, government agencies, business and industry, and community-based organizations to enhance our effectiveness.
5. **Sustainability** – we contribute to the economic, social, and ecological sustainability and quality of life of the southeast region and state, nation, and world using the unique opportunities available (e.g., coastal environment, Tongass National Forest, glacial ecosystem, Juneau as Alaska’s capital city).
6. **Stewardship** – we are responsible stewards in the use of our resources and are accountable for results working in an environment that values the contributions of all (e.g., administration, faculty, staff, and students).

**Core Themes**

- **Student Success** – provide the academic support and student services that facilitate student access and completion of educational goals
• **Teaching and Learning** – provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence

• **Community Engagement** – provide programs and services that connect with local, state, national, and international entities on programs, events, services, and research that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska

• **Research and Creative Expression** – provide programs and services that support research, scholarship, and creative expression by faculty and students

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**School of Education Support of the UAS Mission and Values**

The SOE functions within and fully supports the UAS mission and core values. Along with the university at large, the SOE is committed to meeting regional and Alaska needs through university programs, cultural events, and scholarship. The SOE achieves distinction as a learning community through its services and research in Southeast Alaska and by developing educators with both personal and professional ethics. SOE courses connect with and build upon Alaska Native traditions and upon the effective, creative, and wise use of technology in education. SOE develops partnerships with the Alaska Department of Education and Early Development, school districts, and other education service providers.

**SOE Mission**

Functioning within the university mission, the SOE provides postsecondary and graduate education for diverse candidates. In addition, SOE promotes the achievement of candidates through personalized, versatile, and quality education programs—undergraduate and graduate, on-site and distance.

At a two-day visioning retreat in January 2002 attended by 20 full-time and part-time education core faculty within the unit, SOE articulated a unit mission statement representing all education programs. The SOE mission statement was revised in 2011 to reflect the more inclusive term educator and to align with the new UAS mission statement. The revised mission statement fits within the overall UAS mission and focuses on SOE’s role: to identify, prepare, and strengthen educator candidates. The mission statement was edited in the Fall of 2010 and circulated in January of 2011. After feedback from other educators and education stakeholders within the university and in the surrounding community, the following mission statement was adopted by the SOE faculty in January of 2011.

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

The conceptual framework is captured, in part, by SOE’s vision—the ‘desired future’ the School of Education aims to reach through quality programs for educators (Dottin, 2001). SOE faculty composed the vision to represent SOE’s core beliefs, and to be succinct, memorable, and easy to disseminate.

Through dialogue and debate, SOE educators drafted the vision initially at the visioning retreat in January 2002. The original vision was revised in 2010 to reflect the more inclusive term “educators”. The first draft was reviewed by others in the professional community.

In composing the vision, SOE faculty put into words the “salient” difference UAS educators try to make in the preparation of educators (Fullan, 1993). The salient difference is highlighted in three key educator characteristics SOE considers most vital to teacher candidate achievement:

University of Alaska Southeast SOE graduates will be informed, reflective and responsive educators within diverse classroom, school and community contexts.

SOE PHILOSOPHY

Informed, Reflective, and Responsive Educators

SOE’s philosophy of education is broad and based on an understanding of teaching and learning congruent with the theories of John Dewey, Lev Vygotsky, Jean Piaget, and those who have built on their foundation. Faculty believe, as John Dewey espoused in his early Pedagogic Creed (1897), that learning is a social process requiring intensive responsiveness and interaction among educators and learners on all levels.

I believe that the only true education comes through the stimulation of the child’s powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms. (pp. 77-80)

Keeping in mind the research of Lev Vygotsky, SOE faculty guide candidates to scaffold their students’ learning experiences. We encourage candidates to challenge diverse groups of students and professional colleagues to work cooperatively and think independently, to understand academic subjects through inquiry, and to engage in interdisciplinary curricula aimed at developing deep understanding and making connections among ideas. Similarly we structure our candidates’ learning with an
emphasis on personal theory-building drawn from the intensively interactive interplay between professional knowledge, reflective practice, and effective guidance.

Acknowledging the educational research of Jean Piaget (1932/1965; 1948/1973) and his colleagues regarding the ways learning occurs, we guide candidates to base their practice, including an integration of technology on knowledge of human development. Similarly, we strive to model teaching practices that engage candidates in thinking and problem solving by creating opportunities to explore ideas, to respond to open-ended questions, and to exchange viewpoints with peers. We respect and support the processes of learning by revisiting ideas and allowing for revised conclusions as well as by creating learning communities that foster intellectual risk-taking.

The philosophy of SOE supports the key tenets of its vision: preparing informed, reflective, and responsive educators.

SOE defines informed as inclusive of deep content knowledge and understanding particular learners and their motivations. We strive to produce educators who know how to explore subject matter effectively with learners and how to observe, assess, and support long-term growth in typically developing as well as idiosyncratic learners. All professional interactions are guided by understanding how human beings individually and collectively construct knowledge.

Similarly, we are firm in our commitment to prepare reflective educators. We believe, as Darling-Hammond (1997) writes:

> When teaching for understanding, teachers must maintain two intertwining strands of thought at all times: How am I doing at moving students toward high levels of understanding and proficient performance? and How am I taking into account what students know and care about as I move them towards the curriculum goals and develop their talents and social abilities? (p. 297)

While we provide our candidates many tools for acquiring and analyzing multiple kinds of knowledge, we emphasize reflective inquiry for theory-building over accrued empirical knowledge (Cochran-Smith, 1995). As a result, candidates implement reflective thinking into their practice. They understand that exchanging viewpoints among peers, not just with a teacher, is as critical in student learning as are the skillful questions and interventions of teachers. Britton's contextualist thinking guides our emphasis on inquiry and reflection as key components to our candidates' dynamic philosophy-building processes. Britton (1983) writes:

> It cannot be said too often that effective teaching depends upon the concern of every teacher for the rationale by which he or she works. Teaching consists of interactive behavior. . . . In the course of interacting with individuals and classes, a teacher must make a hundred and one decisions in every session—off-the-cuff decisions that can only reliably come from inner conviction, that is to say by consistently applying an ever-developing rationale. This requires that every
lesson should be for the teacher an inquiry, some further discovery, a quiet form of research, and that time to reflect, draw inferences and plan further inquiry is also essential. (p. 14)

The teaching and learning and leadership theories that form the underpinnings of SOE's philosophy are as visible in our commitment to candidates' responsiveness as to their capacity to be informed and reflective. UAS candidates are encouraged to highly value and be responsive to the interests of individuals, which, of course, implies that instruction needs to be driven by consideration of, and responsiveness to, the diverse social context of learning and to the social, emotional, and intellectual development of learners. We ask candidate(s) to build their philosophies from a schema that allows consideration of what is best for all learners and takes into account theories of human development while respecting and affirming the uniqueness of the individual. We guide our candidates to respond to and reflect upon input from key stakeholders such as families, communities, and governing bodies.

**SOE Purpose**

In keeping with its mission and vision, the purpose of the educator preparation programs of SOE at UAS is to provide undergraduate and graduate programs, both on- and distance, that identify, prepare, and strengthen effective educators to make sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally. We aim to achieve that purpose by preparing informed, reflective, and responsive educators within diverse classroom, school, and community contexts.
• **Informed educators** know about human development, learning theory, deep content knowledge and pedagogy, particular learners, families, cultural contexts, curriculum goals, and standards. As teacher candidates progress through the UAS program, they deepen their understanding of the world of teaching and learning and their relationship to it. They are informed about how to effectively explore subject matter and how to support students’ long-term growth. They emerge as flexible educators with a strong information base to make decisions in the complex and challenging environments of diverse twenty-first-century schools.

• **Reflective educators** develop high levels of understanding on the basis of their professional knowledge and information base. They apply the process of reflection, not only for their own growth, but also as a tool that promotes learning. They monitor how they are moving students to high levels of understanding and take into account what students know and are able to do. Through reflection they establish a cycle that enables them to generate their own craft wisdom. By using reflection to guide practice, they continually strengthen their ability to positively impact all students’ learning and plan further inquiry. By reflection with peers, they identify alternatives and develop versatility in approach.

• **Responsive educators** have the ability to identify relevant content, learn relevant information about diverse students, and bridge content to students’ needs appropriately to promote each child’s learning and well-being. A responsive educator is sensitive to diverse social contexts and can adapt learning experiences and interactions to meet the needs of all stakeholders in the school or community. Responsive educators have the commitment to work to better understand what all students, parents, and colleagues know, think, and value, and they demonstrate openness and respect.

**Vision Statement**

The SOE vision was our first creation in the redevelopment of our unit’s conceptual framework. The second creation, in keeping with Dottin’s (2001) guidelines, was our list of ten professional commitments, the statements of “values and principles upon which the unit’s being and doing will be based.” In essence, these commitments represent action steps to put our philosophy into practice. Faculty use them as a guide to self-assessment in annual reviews. The commitments became “the roadmap to coherent construction of the framework.” Like the unit vision and mission, the professional commitments were reviewed and adapted through feedback from the professional community.

At UAS Alaska, state needs are central to both university and SOE commitments. Programs across UAS take responsibility for working with other agencies in the state to promote the well-being of citizens and communities across Alaska.
**SOE Faculty Professional Commitments**

- Monitor and support candidates’ development of content-area knowledge and transition from proficient learners of content to proficient teachers of content
- Recognize and nurture student differences, promote and model positive attitudes toward diversity, and teach in inclusive and culturally responsive ways
- Design and adjust programs to meet the evolving and unique needs of Alaska
- Personalize teaching; challenge students to think and reflect; use multiple, authentic assessments; create communities of learners; and generally, model concepts taught
- Arrange extensive and substantial field experiences that allow candidates to ground their learning in real classrooms in diverse school communities
- Use real classrooms as well as other resources as source materials for knowledge construction, research, and lifelong learning
- Use technology to support learning, empower learners, and provide accessibility to quality teacher education throughout the state
- Establish collaborative relationships with students to support the whole learner
- Broaden professional knowledge by conducting and promoting research activities
- Plan instruction based upon understanding of students, context, learning theory, human development, content, and effective practices.

**CANDIDATE PROFICIENCIES**

**SOE Candidate Goals/Outcomes**

The SOE prepares candidates to meet nine goals/outcomes. (See Appendix A) Within each outcome, candidates are expected to demonstrate that they can be informed (knowledge), reflective (disposition), and responsive (skill). The matrix in Appendix A explains the knowledge, skills, and dispositions in narrative statements. Eight of the nine goals/outcomes align to the eight Alaska standards for professional teachers as shown in Appendix B. These state standards were co-developed in 1997 by faculty at University of Alaska Southeast, colleagues at other four teacher-preparing institutions, by staff at the Alaska Department of Education, and by faculty and parents in K-12 schools (Alaska Department of Education & Early Development [AKDEED], 1997).

To the eight state-aligned standards, SOE added a ninth in the area of educational technology. These nine goals reflect our beliefs regarding what informed, reflexive and responsive educators accomplish:

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Page 10 of 51
1. Articulate, maintain, and develop a philosophy of education that they also demonstrate in practice
2. Understand how human development affects learning and apply that understanding to practice
3. Differentiate instruction with respect for individual and cultural characteristics
4. Possess current academic content knowledge
5. Facilitate learning by using assessment to guide planning, instruction, and modification of teaching practice
6. Create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively
7. Work as partners with parents, families and the community
8. Develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind
9. Use technology effectively, creatively, and wisely.

Appendix B also reflects SOE outcomes’ alignment to National Standards for initial teachers as articulated by the Interstate New Teacher Assessment and Support Consortium. These standards are addressed in our pre-service programs. Appendix C, reflects the alignment of SOE outcomes to policy positions articulated by the National Board for Professional Teaching Standards. These policy positions are addressed in our advanced programs.

Performances that Reflect Attainment of Goals/Outcomes

In keeping with its vision to prepare informed, reflective and responsive teachers, unit faculty at University of Alaska Southeast articulated 29 performance-statements that guide candidate assessment in attaining the 9 candidate goals/outcomes. These statements emphasize how each outcome requires performance evidence of a candidate’s knowledge (K), skills (S), and dispositions (D).

In performances that reflect attainment of goals/outcomes, educator candidates:

Goal/Outcome 1

- Support their philosophy of education with research-based theory and evidence (K)
- Apply philosophy, beliefs, and theory to practice (S)
- Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience (D)

Goal/Outcome 2
• Identify ways students’ developmental levels affect their thinking processes and learning (K)
• Accommodate differences in how students learn based on knowledge of social, emotional, and intellectual maturation (S)
• Appreciate unique thinking processes of learners at different stages of development (D)

Goal/Outcome 3

• Identify strategies for differentiating instruction based on student differences (K)
• Design instruction that incorporates characteristics of the local community’s culture and that is appropriate to students’ individual and special needs (S)
• Apply local and Alaska knowledge to the selection of instructional strategies, materials, and resources (S)
• Appreciate multiple perspectives and value individual differences (D)

Goal/Outcome 4

• Demonstrate knowledge of the content area taught, including structure of the discipline, the tools of inquiry, central concepts, and connections to other areas of knowledge (K)
• Connect the content area to other content areas and to practical situations encountered outside the school (S)
• Commit to professional discourse about content knowledge and student learning of content (D)

Goal/Outcome 5

• Understand how to plan for instruction that is based on student needs and curriculum goals (K)
• Plan, teach, and assess for optimal student learning (S)
• Value assessment and instruction as integrated processes (D)

Goal/Outcome 6

• Investigate and use knowledge of human motivation and behavior and a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn (K)
• Establish and maintain a positive classroom climate in which all students are engaged and develop self-direction and collaborative skills (S)
• Commit to ensuring student well-being and development of self-regulation and group interaction skills (D)

**Goal/Outcome 7**

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

**Goal/Outcome 8**

• Keep current in knowledge of content and teaching practice (K)
• Participate in and contribute to the teaching profession (S)
• Communicate effectively with students, colleagues, and supervisors (S)
• Value professional ethics, democratic principles, and collaborative learning communities (D)

**Goal/Outcome 9**

• Operate computers and other technologies and evaluate their potential and limitations (K)
• Integrate technology in planning, instruction, and assessment to support student learning (S)
• Value technology as a tool for student and teacher lifelong learning (D)

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**KNOWLEDGE BASE AND PRACTICE**

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**Goal/Outcome 1**

**Candidates articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.**

SOE faculty believe, as John Dewey (1897) espoused in his early *Pedagogic Creed*, that learning is a social process requiring intensive responsiveness and interaction among educators, learners, families and communities. This is also consistent with the research and theoretical paradigm of Lev Vygotsky (1978) and more recently academics such as Wertsch (1998) and Sleeter (2005).
Unit faculty prepare candidates to scaffold and differentiate their students’ learning experiences. Thus, encouraging them to work cooperatively and think independently, understand academic subjects through inquiry, engage in interdisciplinary curricula aimed at developing understanding, and make connections among ideas. We structure candidates’ experiences with an emphasis on personal theory-building drawn from the interplay between pedagogical knowledge, reflective practice, and content knowledge.

In SOE at UAS programs, each candidate articulates an educational philosophy that reflects ongoing experiential understanding and development based on explorations of education theories. Candidates develop the ability to support their philosophy with research-based evidence. The SOE faculty encourage candidate reflection, exploration of the congruence between philosophy and practice, and support of adaptations. These strategies require candidates to articulate a responsive educational philosophy, one that takes diverse groups and perspectives into account.

As candidates develop their educational philosophies and proceed through their course work they build an understanding of the need to teach in culturally responsive ways and to understand the diverse histories, needs and individual characteristics of their students. As educators they realize the importance of being responsive to the attitudes and expectations of families and community. SOE faculty believe that candidate articulation of a personal construct, drawn from theory and candidates’ life experiences, serves as the basis for the scaffolding process that continues through their interactions with faculty, students and families (Vygotsky, 1978). Reflection, development, articulation, and demonstration, are essential elements of our model. As our candidates move towards a “final” articulation of their philosophies in the exit portfolios, they do so through processing their learning through those elements. They also build their capacities to learn from their experience in the educational context.

In a similar fashion SOE faculty commit to actively processing the experience of our candidates, supporting new articulations of research and theory, and considering the diverse perspectives of the professional community in a continual examination of our own philosophies and program.

Candidate Goal/Outcome 2

**Candidates understand how human development affects learning and apply that knowledge to practice.**

SOE faculty believe that effective educators for Alaska’s urban and rural communities, and for all schools, must understand how human development affects learning and must apply that understanding to practice. This process involves attention to physical, social, emotional, and intellectual maturation (Bjorklund 2007). Central to this process is the need for the educator to understand the ways that students’ learning and development are interrelated processes (Berk 2009).
Research conducted by Piaget, Erikson, Vygotsky, Bruner and others provide a foundation for understanding development; similarly, the research of Erik Erikson (cf. 1963) provides a foundation for understanding social/emotional development. Finally, the work of Lev Vygotsky (cf. 1978) and Jerome Bruner (cf. 1966) supports the notion that social experience plays a major role in mental development. Thinking and learning are always social in nature. Learners operate in a social culture (Vygotsky, 1978). Research continues to build on and refine that strong foundation work (e.g.: Kamii & Ewing, 1996; DeVries et al., 1997) and to demonstrate the ways in which development in one domain affects performance in others (Bronson, 2000; DeVries, Zan & Hildebrandt 2002; Howes & Ritchie 2002; Landy, 2002; NAEYC. (2008).

When educators understand the implication of such research, their expectations of learners become realistic and their educational approaches respond to education levels (Brooks & Goldstein 2007; Tzuo 2007; National Scientific Council on the Developing Child (NSCDC) 2007; Flook, Repetti, & Ullman, 2005). They gain respect and appreciation for learners at each stage of development. This understanding will guide adult intervention during children’s interpersonal conflicts. The need for developmentally appropriate education in the middle school and in adolescence as well as in the early years is well documented (Task Force on Education of Young Adolescents, 1989; Carnegie Council on Adolescents Development, 1996). When educators consider developmental attributes, they make learning relevant to the ideals and concerns of their students – cognitively, socially, and emotionally.

Brain development research is a relatively recent addition to the study of human development. This body of research seems to confirm what social scientists have long asserted: the young mind needs rich and stimulating experiences. Furthermore, emerging research from the neurosciences informs our understanding of learning. (Puckett, Marshall & Davis, 1999; Rushton & Larkin 2001). However, brain research is a work in progress and the links between the research and the applications must be made with caution (Bergen & Coscia, 2001). Educators must understand and be able to apply knowledge of human development to their teaching and be able to articulate that link in order to advocate for developmentally appropriate practices in the face of occasional pressure to the contrary.

Thus, UAS programs through the SOE provide candidates with learning experiences designed to build informed views of all aspects of children’s development. UAS graduates from the SOE at UAS are prepared to enter the professional work force with developmentally appropriate expectations based on a holistic knowledge of each student’s growth and development, relevant curriculum, appropriate classroom environments, and the ability to advocate for developmentally appropriate instructional practices for all children.

**Candidate Goal/Outcome 3**

Candidates differentiate instruction with respect for individual and cultural characteristics.
Across the nation there is an increasing awareness of the need for cultural responsiveness. While we are sensitive to all cultural needs, we have an additional obligation to prepare candidates to meet the needs of Alaska’s indigenous population. Our approach to diversity and differentiation follows a multilayered and nuanced tetrahedral model.

Figure I: Tetrahedral Model for Preparing Culturally Sensitive Effective Educators

First, we endeavor to provide a culturally responsive curriculum for all practicing and aspiring educators. SOE faculty believe that candidates must learn to differentiate instruction with respect for the many cultural characteristics and learning needs of students (Cushner, 1998; Ladson-Billings, 2006; Tomlinson & McTighe, 2006) and their diverse experiences and needs.

We realize that to learn these skills effectively, candidates need opportunities to practice differentiating instruction in field settings with coaching from skilled mentors (Tomlinson, 1999). They need to understand exceptional conditions, remote rural settings, diverse students, and varied community traditions and values (Sleeter, 2001). They also need to be knowledgeable about resource and support systems (Adams, 1987). Candidates
emerging from our programs are well-informed about the cognitive, cultural, linguistic, physical, and social abilities their diverse students bring to learning from their homes, cultures, and communities. They have a variety of strategies deriving from research and expert knowledge to engage students productively, manage time, and present lessons.

SOE faculty prepare candidates to promote their students’ efficacy and effective metacognitive strategies (Reynolds, Wang, & Walberg, 1992). Candidates who demonstrate proficiency in Goal/Outcome 3 consciously look for ways to enhance established educational practices so that they can better support the development and academic achievement of all children.

Candidates learn to design and deliver culturally responsive instruction (Gay, 2002) that connects to students’ lives and incorporates characteristics of the local community’s culture (Assembly of Alaska Native Educators, 1999). Candidates make efforts to learn about and reach out to the students they teach (Villegas and Lucas, 2002). UAS provides opportunities for candidates to access technological resources such as those offered by the Alaska Native Knowledge Network and the Alaskool organization. In addition UAS collaborates with local Native organizations and school districts to develop technological resource materials such as the Southeast Alaska Native Resources CD. We recognize the importance of indigenous (knowledge) and are developing additional ways to involve cultural experts from Alaska’s native and non-native communities in broadening understanding of local cultures.

Candidates learn to embed instruction in activities meaningful to students (Dewey, 1938), promote classroom dialogue to increase self-regulated learning (Zimmerman, 1990), demonstrate instruction responsive to individual learners, and establish inclusive learning communities in classrooms (Englert, 1992). Candidates understand that knowledge construction varies for each student based on learning style, intelligences, motivations, cultural perspective, gender, race, abilities and more. They are flexible and committed to focusing on conditions that promote learning.

We recognize the importance of candidates’ direct contact with individuals and groups different from themselves if they are to develop the skills to teach diverse students effectively (Cruz-Janzen, Owens, & Taylor, 2002). Thus, UAS field experiences give candidates the opportunity to work with diverse groups in order to meet the needs of all students and are challenged to develop and apply effective verbal and nonverbal communication strategies. These must be attuned to ethnic, racial, linguistic, cultural, gender, special needs and other differences. Candidates understand that helping children develop facility in mainstream language must be additive and should not devalue children’s home language (Cummins, 2000). UAS candidates, therefore, aim to teach primary through 12th-grade students to excel in all spheres of society in addition to their home communities.

Explicit knowledge about cultures of students is imperative to meeting diverse student learning needs and creating relevant learning experiences (Gay, 2002). Thus, honoring and sharing Native ways of knowing, culture and language are important components of
our model. To reinforce this, UAS developed Tlingit and Haida language and literature courses that provide options for candidates who plan to pursue our education programs. UAS provides opportunities for initial certification candidates to have direct experiences in both urban and rural classrooms. Originally the opportunity to travel to distinctly remote rural settings for placements as interns with rural teachers for one week of full-time immersion was funded by the Dept of Ed through a grant. When the grant ended UAS took over the funding believing that opportunity was important to the candidate’s education. Candidates work closely with outstanding rural host teachers and the majority Alaska Native students they teach. For some candidates, the experience motivated them to take positions in rural schools upon completion of the UAS program.

The Alaska Department of Education & Early Development endorsed The Alaska Standards for Culturally Responsive Schools (Assembly of Alaska Native Educators, 1998), which addresses the unique needs of Alaska Native communities and the responsibilities of educators, schools, and communities. These standards for cultural responsiveness are aligned with the Alaska State Standards and performance expectations for UAS teacher candidates.

General best practice standards for culturally and learner responsive curriculum are augmented at UAS by Alaska specific strategies for supporting schools and the students they serve. Statewide, only one in two Alaska Native students graduate from high school. One. In. Two. Decades of research highlight two fundamental factors contributing to high dropout rates: consistently high rates of teacher and principal turnover in districts with high concentrations of Alaska Native students and the shortage of Alaska Native teachers. UAS and SOE share a commitment to serve Alaska’s needs, with special emphasis on local indigenous cultures. The Tlingit say: "haa shagoon", which means where we come from, who we are, and where we are going. A sense of place informs who we are and how educators are prepared at UAS.

Recruiting and preparing Alaska Native educators is an important part of our commitment to serving Alaska schools.

In the past, Native people tended to view formal education as a hindrance to their traditional ways, but now they are beginning to look at it in a different light. They are seeking to gain control of their education and give direction to accomplish the goals they set for it, strengthening their own culture while simultaneously embracing western science as a second force that can help them maintain themselves with as much self-reliance and self-sufficiency as possible. They have learned to thrive in a tough environment, and they can make it easier and less harsh, first as humans, secondly as scientists, with a carefully developed technology supported by an attuned educational system. (Kawagley, 1995, p. 111)

Alaska schools are improved by increasing the number of Alaska Native teachers as well (McDowell Group, 2001). To encourage Alaska Native students to enter the
teaching profession and serve in Alaska schools, SOE applied for and was awarded a grant from the United States Department of Education (USDOE). This major grant is titled “Preparing Indigenous Teachers and Administrators for Alaska Schools” (PITAAS). Continuation of this funding has allowed UAS to provide scholarships for Alaska Native candidates; establish connections with local school districts, communities, and Native organizations; and seek to broaden cultural awareness and responsiveness for UAS faculty and staff as a whole. In the Summer of 2011 the SOE at UAS received an additional grant from USDOE, The Village Teacher, to continue and expand this work.

For many new educators, being attuned means learning about Alaska Native students from cultures far different from their own. Becoming attuned involves acquiring information, reflecting on possibilities, and differentiating lessons with respect for individual and cultural characteristics. It means being informed in what they do as educators today by the history of forced acculturation imposed on many Alaska Natives by formal education. This historical context impacts both family and student interaction with educators and schools. Educators who are attuned to their students and knowledgeable about the students' ways of knowing can help their students "strengthen their own culture while simultaneously embracing western science" as Oscar Kawagley so appropriately challenges educators to do.

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Finally, new and existing educators in Alaska have a significant challenge. Achievement data suggests that Alaska Natives are the most disadvantaged minority among all ethnic minorities in terms of receiving educational opportunity (Chu and Culbertson, 1982). Many Alaska Native students are not being served well by the schools they attend (McDiarmid, 2002). SOE faculty attempt to diminish this gap by preparing educators to become more able to adapt to students’ needs—both cognitive and affective. Some suggest schools and teachers need extraordinary flexibility and locally relevant curriculum and modes of instruction (York and Reynolds, 1996). York and Reynolds also suggest that educators need to “encourage mutual understanding, interdependence, and appreciation among all students and staff across racial, ethnic, gender, and ability classes” (p. 830).

SOE prepares candidates to be “attuned to” (Kawagley, 1995) all the children they teach. In Alaska, for many new educators, being attuned means learning about Alaska Native students from cultures far different from their own. Becoming attuned involves acquiring information, reflecting on possibilities, and differentiating lessons with respect for individual and cultural characteristics. It means being informed in what they do as educators today by the history of forced acculturation imposed on many Alaska Natives by formal education. This historical context impacts both family and student interaction
with teachers and schools. Teachers who are attuned to their students and knowledgeable about the students’ ways of knowing can help their students “strengthen their own culture while simultaneously embracing western science” as Oscar Kawagley so appropriately challenges and UAS faculty embrace.

Candidate Goal/Outcome 4

Content Knowledge and Student Learning

Educators possess current academic content knowledge.

One of the professional commitments of UAS faculty is to support candidates’ development of content area knowledge and their transition from being proficient learners of content to becoming proficient teachers of content. We operate from the premise that content learning and teaching involve understanding academic subjects through inquiry, as well as engaging in interdisciplinary curricula aimed at developing deep understanding and making connections among ideas. SOE prepares teachers who are informed about content in keeping with national, state, local standards and the UAS mission.

Our commitment is heightened in light of increasing Federal attention to standards for teachers (Higher Education Act, 2008) and the rigorous standards set for teachers to be highly qualified in their content knowledge. UAS candidates become progressively more informed about the content area(s) they teach, more able to represent multiple perspectives within the discipline, and more able to respond to their diverse students’ needs as they progress through the program.

The act of teaching transforms individual content knowledge in important ways. It deepens teacher candidates’ understanding through their teaching of content and their reflection on the impact of their teaching on others. In a section of The Right to Learn entitled “What Teachers Need to Know and be Able to Do,” Darling-Hammond (1997) articulates that “knowledge of the domain of study is critical: the teacher needs to understand that ideas can provide important foundations for other ideas and how they can be usefully linked and assembled” (p. 295). Candidates read widely in the most current literature in the area they will be teaching. Using inquiry and critical analysis, they synthesize their understanding of the subject (Brooks & Brooks, 1993). Additionally, candidates can differentiate their content lessons by introducing students to a number of different content sources that meet different students’ needs (Banks, 1997; Banks & Banks, 1997).

Our candidates demonstrate a number of content proficiencies which support effective practice (Delpit, 1995; Wiggins & McTighe, 1998; Shulman, 1987). A strong preparation in content supports success in the other eight goals/outcomes. Teachers need to be able to use subject-matter knowledge flexibly to address ideas as they come up in the course of learning (Darling-Hammond, 1997).
As we have articulated in our philosophy and professionalism sections, our faculty model ongoing learning as both a source of content for their teaching and as a continual source of renewal and insight into the teaching process. We prepare candidates to be critical consumers of information related to teaching and learning and we trust that they carry that forward into their careers.

**Teacher Candidate Goal/Outcome 5**

| Teacher candidates facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice. |

Framing productive content experiences for students requires that the teacher also possess an understanding of human developmental stages. Knowing how children think and behave, what they are trying to accomplish, what they already know, and what concepts and approaches are appropriate in particular domains at particular ages will enable teachers to design and deliver effective lessons in which children are engaged and learning. Unit faculty build upon principles of effective assessment congruent with the following elements identified by Perrone et al., (1999).

The importance of Goal/Outcome 5 to the SOE conceptual framework is portrayed by its placement in the unit logo. In the arch reflecting the nine outcomes for teachers, student learning is the “keystone.” Student learning is at the center of all teacher decision-making. It encompasses assessment, planning, instruction and modification of practice. Teacher candidates who develop the ability to facilitate student learning reflect on five factors of the instructional act (Sparks-Langer, Pasch, Starko, Moody, & Gardner, 2000):

- Student needs and characteristics
- Subject matter
- Learning theories and techniques
- Context surrounding teaching and learning
- The teacher’s own characteristics and beliefs

While all five dimensions are important, students’ characteristics as learners and the learning theories themselves are the most neglected in U.S. teacher preparation (Darling-Hammond, 1995, p.13). UAS faculty realize that teacher candidates must understand the complex characteristics of each learner, or intentional teaching cannot take place.

The learners prior knowledge, values, and beliefs constitute the starting point for instruction. Candidates assess students’ initial knowledge, values, and beliefs as the basis for planning relevant and appropriately varied lessons Candidates completing the
UAS programs recognize the importance of utilizing “multiple instructional strategies and apply [ing] those strategies appropriately and flexibly in response to the cultural and instructional environment in which they are situated” (Assembly of Alaska Native Educators, 1999, p.12).

Constructivist learning theory provides the foundation for effective planning, presentation, and assessment of lessons. Walker and Lambert (1995) define the critical attributes of constructivist learning theory from their perspective.

Students construct meaning from personal values, beliefs, and experiences. The development of personal schemas and the ability to reflect on one’s experience are key theoretical principles. Unlike in traditional thought, it is believed that knowledge exists within the learner. The social nature of learning is emphasized: Shared inquiry is a central activity. Multiple outcomes are expected and encouraged, with assessment being integral to the process. Human growth is a moral imperative. (p. 9)

Integrating this theory into practice, candidates learn to personalize instruction and assessment, identify multiple outcomes, create active lessons that challenge students to think and to collaborate in shared inquiry, and use multiple assessments, including self-assessment. Candidates are familiar with best practices and draw from a repertoire of teaching methodologies. They integrate technology to differentiate instruction, extending and developing each student’s knowledge, skill, educational opportunities, and communication.

In the constructivist tradition, unit faculty emphasize the importance of reflection in facilitating learning (Hoban, 1997). Just as form follows function, content drives pedagogy. Candidates use theory to illuminate practice, and conversely, use practice to challenge and extend theory.

Candidates use a variety of methods and strategies including formative assessments, backward design, and differentiated instruction to “support flexibility in teaching and assessing in order to honor the integrity of content while respecting the individuality of learners” (Tomlinson and McTighe, 2010, p. 35). The goals/outcomes they identify are aligned with district, state or national content standards, and local curriculum. With standards-based assessment outcomes in mind and articulated, teacher candidates plan learning experiences to guide students there.

Unit faculty model best practices in assessment and instruction to facilitate their application in the P-12 schools and understand the role of mistakes in constructing learning, so mistakes in their classrooms are treated as opportunities for learning. Working in collaboration with the candidate and school mentors, faculty supplement traditional assessment with content specific authentic and formative assessments. To assess a candidate’s performance, evaluators use rubrics with clear indicators, along with multiple observations and evaluators to make results more trustworthy (Perrone et al., 1999). For assessing course-based outcomes or exit outcomes, multifaceted and
standards-based assessment designs allow faculty to view various dimensions of the candidates’ learning and to build upon candidates’ strengths.

Multimedia projects, journals, and comprehensive portfolios are among the array of products faculty use to assess candidates’ progress and proficiency. By modeling performance assessment, thinking out loud about why they do what they do, and dialoguing with candidates who experience the assessment approach directly, unit faculty make it more likely that teacher candidates will build their own teaching repertoires to include similar assessment designs. Faculty also refine their own assessment approaches with new information from candidates.

Unit faculty build upon principles of effective assessment congruent with the following elements identified by Perrone et al., (1999).

1. What we assess must mirror what we consider as valuable outcomes of educational process
2. Assessment tasks should resemble real-life problem-solving, requiring application of knowledge to fit a purpose, deciding how to tackle a problem, experimentation, demonstrating knowledge of how to accomplish a goal (The task must be authentic, not entirely separate from students’ life experience.)
3. Trustworthiness or validity of the evaluation of performance assessments depends on practices and procedures that include specifying and making public the criteria for quality performances; relying on multiple sources of student-generated data, including longitudinal evidence to evaluate learning, ability and know how; and using multiple evaluators practiced in methods of assessment demanded by complex performances
4. Assessment information can be used to improve the teaching and learning that occurs in a particular classroom and to analyze a student’s understandings at a given point in time
5. The audience for whom the various assessment tasks are designed should be as authentic as possible

Teacher Candidate Goal/Outcome 6

| Teachers create and manage a stimulating, inclusive and safe learning environment in which students take intellectual risks and work independently and collaboratively. |
|UAS prepares candidates who investigate and use knowledge of human motivation and behavior and a variety of classroom methods to maintain a responsive classroom environment and establish a learning community where all students engage and succeed. They do so by cultivating a positive classroom climate where student well-being, self-regulation and skills in group interaction are supported., Our candidates are|
committed to supporting student self-direction, well-being, self-regulation and collaboration. Our approach is grounded in research, theory, best practice, and state and national standards.

Through systematic self reflection Candidates develop a repertoire of strategies that enhance student learning and create authentic classroom experiences. Our faculty model and provide opportunities for candidates to be responsive to the whole child through attention to the physical, emotional and social environment.

SOE faculty coach candidates in planning relevant and purposeful learning activities and implementing them with effective instructional strategies so that student engagement diminishes discipline issues. Research consistently supports that time on-task is related to a positive learning environment, student productivity, and learning (Reynolds, Wang, & Walberg, 1992). Candidates plan and create orderly, active and inclusive environments to facilitate P-12 learning for all students.

SOE faculty recognizes that learning is a social endeavor. They must be sensitive to sending and receiving verbal and nonverbal cues and must promote student communication for better peer and student-teacher relationships; and they must establish learning communities that create safe environments for the development of authentic student voices. Teachers also need to understand how cultural and gender differences can affect communication in the classroom (York & Reynolds, 1996). In our Alaska context, this body of research is supported by the work of Bates and Oleska (2009), Dauenhauer (1997), Delpit (2006), Kawagley (1995), Kleinfeld, (1973, 1974, 1988), Pewewardy (2002), and others who have studied the learning and communication styles of Alaska Natives.

Establishing a positive learning environment is a complex task which research suggests is central to promoting diverse students’ opportunities to learn. A positive learning environment requires proactive management to help students feel secure, know academic expectations and behavior boundaries, and develop responsibility for their learning and behavior.

Good candidates model appropriate behavior—as lifelong learners, as citizens, and as human beings (Lickona, 1991). Teachers and students take intellectual risks and are excited about learning. Candidates are fair and do not allow race, gender, socioeconomic status, disability or other factors to interfere with access to learning. They view behavior in the classroom as a learning process and enable all students to develop the needed skills. They teach with an awareness of and respect for cultural differences. They provide a democratic classroom and strive for maximum student autonomy. They avoid controlling behavior and make students responsible for their own learning. Good educators are effective communicators to students, colleagues, supervisors, and community. They show positive regard for students (Kleinfeld, 1974) and promote positive relationships with and between students.
Effective educators are skillful organizers providing structure, procedures and routines. Organization includes multiple grouping formats and effective use of data collection systems for monitoring student learning and behavior in a fair and equitable manner.

Good educators make good use of community resource persons. An orderly environment is conducive to physical, emotional and intellectual safety.

Effective educators understand that discipline and guidance should be constructive and that candidates can help children learn self-regulation skills. Candidates are aware of the role that moral development plays (Kohlberg, 1976; Gilligan, 1982) in the way they assist students in developing responsibility, social skills, and self-esteem. When discipline is necessary, effective educators strive for long-term growth rather than the quick fix, and they use reflective thinking to continually examine their own facilitation of students’ problem solving. Candidates recognize that mistakes are learning experiences, and natural and logical consequences provide students the opportunity to construct their own understanding of acceptable behavior (Dreikurs, 1968).

Candidates realize that behavior may be culture-specific. They promote students’ growth in multicultural competence. They enable students to maintain respect for the behaviors they know and add them to the needed behaviors that promote school success and lifelong learning. Good educators can draw upon many resources for models of constructive discipline and treat all students with respect.

Our graduates also have the knowledge and skills to create and manage stimulating, inclusive, and safe learning environments for individuals with disabilities. The Individuals with Disabilities Education and Improvement Act of 2004 (IDEA), requires schools to educate students with disabilities, to the maximum extent appropriate, in the same schools and classrooms as their typical peers. Inclusive education is a values-based practice that empowers all students to actively participate in their schools and communities. Candidates must support all students to take intellectual risks and to work both independently and collaboratively. The philosophy of inclusion promotes each student, regardless of the type or intensity of his or her perceived educational, physical, or psychological challenges, as a valued member of his or her school community who is capable of and entitled to active participation in all school activities (Udvari-Solner & Thousand, 1995).

All students have an intense need to belong (Brown, 2003; Kunc, 1992). Inclusive education should, therefore, be conceptualized as a basic human right. SOE faculty recognize each student’s need to belong to inclusive classrooms, schools, and communities, and affirm each student’s right to be educated alongside peers in general education classrooms. Candidates learn to create inclusive and safe learning environments for all children by adapting curriculum and materials, developing flexible learning goals and outcomes, encouraging cooperative learning activities, providing thematic instruction, and facilitating activity-based, community-referenced, and experiential learning experiences. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals and to create safe, equitable, positive, and supportive learning environments in which diversities are valued.
Teacher Candidate Goal/Outcome 7

| Candidates work as partners with parents, families, and the community. |

Resting on a belief in family empowerment or a process in which families develop self-confidence and motivation to advocate for their children and to be proactive in their own lives (Cochran & Dean, 1991; White & Coleman, 2000), the School of Education (SOE) prepares teachers who can work as partners with parents, families, and communities to promote children’s learning and well-being. Not only do candidates develop their understanding of students, their families, and local communities as they progress through the program, they also use their growing knowledge base as a foundation for effective communication with families. They work beyond their own classrooms to integrate local voices and ways of knowing in school decision making. Since graduates of the program see schools as an integral part of the community (Alaska Standards for Culturally Responsive Schools, 1998; Assembly of Alaska Native Educators, 1999), they make connections to the community apparent in their classrooms and schools.

Early in their program, candidates develop an awareness of family responsibilities and families’ school-related concerns, and they make themselves available to families. By the end of their program, they demonstrate their appreciation of family involvement as an asset in support of student learning and they take an active role, to communicate effectively with families. The informed, reflective and responsive educator provides timely, constructive, and respectful dialogue with families to enhance student learning and well-being. (Candidate Professional Portfolio Goal Seven documentation)

Candidates’ courses and field work prepare them for effective interaction by introducing key ideas and processes of group collaboration and reflection. Throughout their time in each SOE Program, candidates develop the ability to initiate and maintain respectful two-way communication with colleagues/specialists and families/communities to make decisions that support and monitor student learning. They assist in preparing for and participate in parent-teacher conferences. They learn to communicate information and field questions about instructional programs. They increase their information base through written and electronic resources and professional interaction with peers and mentors. They develop understanding of families’ multiple perspectives and experiences. (Alaska Standards for Culturally Responsive Schools, 1998)

SOE candidates recognize the backgrounds and cultural contexts of their students’ families, and they promote a sense of belonging to families and students in the classroom and school. They provide families with opportunities for meaningful input on the classroom learning environment and curriculum (Alaska Standards for Culturally Responsive Schools, 1998; Assembly of Alaska Native Educators, 1999; Ogbu,1992).

Since a hallmark of the contemporary family is diversity, future teachers must have knowledge about modern families and the disposition to respect the family’s diversity...
Our preparation of candidates for working with families and the communities rests on the premise that candidates need to have explored and analyzed their own social and political points of view and contexts if they are to communicate effectively with families (Grossman, 1999). Thus, activities throughout the program build toward increasing candidates’ self-awareness and sociopolitical consciousness.

**Candidate Goal/Outcome 8**

| Candidates develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind. |

SOE faculty believe that educators should develop and maintain professional, moral and ethical attitudes, behaviors, relationships, and habits of mind. This belief requires educators to become lifelong learners and active participants in their profession and school community.

Our candidates learn about the dimensions of professionalism through:

- Long-term guided immersion in the teaching culture.
- Examinations of theory and research about teaching methods.
- Involvement in professional organizations.
- Effective and ethical use of technology.
- Scrutiny of personal and cultural preconceptions.
- Analysis of their own practices in relation to Alaska Professional Teaching Practices.
- Reference to the *Alaska Code of Ethics of the Education Profession and/or SPA codes of ethics* and process

Our candidates learn reflective collaboration skills and develop these professional abilities as they work with colleagues in school settings.

A strong leadership emphasis—which requires candidates to take a leadership role with their peers in a wide variety of contexts—characterizes all of our programs. Faculty at SOE are active participants in many professional organizations and our students are encouraged to use professional resources as well as attend and actively participate in professional activities. By virtue of their involvement in various professional and school organizations, our candidates participate in and contribute to the teaching profession. As members of these organizations, active conference and workshop participants and contributors to professional journals, conferences, books, texts, and other publications, the faculty at SOE contribute tangibly to our profession, setting an example for our
future graduates. Faculty growth from this activity cycles back to our classrooms at UAS.

SOE faculty provide multiple opportunities to analyze professional ethics, democratic principles, and collaborative pedagogies. Through the reflective process that our candidates develop their abilities as teachers responsible for instruction but also as lifelong members of a larger professional community that values professional ethics, democratic principles, collaborative learning communities, and reflective intellectual habits. At UAS, our efforts toward promoting students’ perceptions of themselves as lifelong learners is firmly grounded in our belief that learning is dynamic rather than static, and that our graduates will need the skills necessary to reinvent their pedagogy as society evolves and public education responds.

Our desire for our graduates is that they will incite their future students to think and write reflectively on many levels and on a regular basis in order to reach a more complex understanding of the topics and issues studied. We believe this metacognitive process provides a critically needed basis for teachers and students to accept responsibility for their own learning. We ascribe to Thornburg’s notion that responsibility for one’s actions—including continual analysis of one’s practice—is critical to professionalism. “Some of the common principles of reflective teaching . . . are that professional growth, both in pre-service and in-service education, is viewed as being achieved through the adoption of responsibility for one’s own actions and through the analysis and critical evaluation of practice” (Thornburg, 1991). Our hope for our candidates is that as they grow in their profession, they also grow in their skills, understanding, and wisdom.

**Teacher Candidate Goal/Outcome 9**

*Teachers use technology effectively, creatively, and wisely.*

One of the goals of UAS teacher preparation programs is to “prepare teachers who use technology effectively, creatively, and wisely and help students to do so as well.” Our programs prepare candidates to use technologies effectively; to evaluate the potentials and limitations of technology; to integrate technology in planning, instruction, and assessment to support student learning; and to value technology as a tool for student and teacher lifelong learning.

SOE also prepares educational technology leaders through a master of education degree with emphasis in educational technology. In this program, educators enhance their skills in technology in order to serve in technology leadership roles. Graduates of this program also aspire to the effective, creative, and wise use of technology and are prepared to lead their schools in these endeavors.

**Effectiveness.** Our candidates are able to design technology-rich learning activities that reflect best practices in teaching and learning and respond to the need to
differentiate instruction to meet the diverse needs of the students. They recognize and understand that learning is both an active and reflective process and each learner brings unique prior knowledge, experiences, and beliefs to learning situations.

Technology is used to facilitate inquiry-based approaches to learning. It is also used to assist our candidates in searching, organizing, and sharing information. Thus, the focus of our technology preparation is on educator and student empowerment rather than product development and programming. We continue to review and incorporate state, local, and national standards and keep abreast of current research to guide us in program development and implementation.

Examples of the effective use of technology throughout our teacher education programs, not just in technology courses, include the utilization of online discussion and interactive, synchronous tools such as Elluminate for collaborative learning and the pursuit of deeper understanding of important education concepts, the use of video to document educational practice for purposes of self-assessment, and the development of the professional portfolios with artifacts that demonstrate the meaningful integration of technology in the classroom.

Creativity. SOE prepares candidates to create learning environments using technology in meaningful ways in order to provide a variety of authentic tools, resources, experiences and contexts to maximize the potential for learning. We also support the use of technology to amplify and stimulate student creativity, particularly within the context of multiple learning styles and diverse approaches to content mastery. Faculty recognize that technology has the ability not only to revitalize content areas, but also to significantly transform the means by which content is pursued and student understanding is expressed. Students learn about visual and multimedia design and storytelling as a pedagogy that can be enhanced by the appropriate use of technology.

In addition, our Educational Technology candidates learn how to use visual, audio, and graphical editing programs within the context of content areas. For example, students use digital video and images to create stories of a number of classroom experiences, including documentation of teaching and learning. They also use these technologies to articulate understanding of academic concepts. As creative expression secures a place within traditional academic settings, educational technology will continue to play a leading role in facilitating the use of creativity to enhance and demonstrate student mastery of content.

Wisdom. Using technology wisely includes understanding how effective integration of information technology goes beyond replacing and enhancing more traditional technologies. Effective use of technology depends on the teachers' attitudes and knowledge of how to use the technologies to support student learning (Ertmer, 2005). It also involves understanding ways to use technology that are appropriate socially, culturally, developmentally, and pedagogically (AACTE Committee on Innovation and Technology, 2008). UAS faculty model and advocate legal and ethical behaviors among candidates regarding the use of technology and information. The science of teaching involves understanding a number of different pedagogies and skills; the art of teaching
is knowing when to use which. Our faculty recognize and nurture student differences, promote and model positive attitudes toward diversity, and teach in inclusive and culturally responsive ways to prepare informed, reflective, and responsive teacher candidates.

“In a technology-rich classroom, students don’t ‘learn’ technology. Technology merely provides the tools to be used for authentic learning. It is a means, not an end” (Schrum, 2000). UAS faculty model teaching strategies they expect teacher candidates to apply in their own classrooms. We offer candidates opportunities to use technology as a tool to construct knowledge uniquely and individually, in multiple ways, through a variety of authentic tools, resources, experiences, and contexts.

Educational technology knowledge, skills and dispositions are visible throughout our programs. For example, candidates in our Reading Specialist program utilize online discussions to engage in asynchronous threaded discussions and in synchronous online groups to discuss course readings and assignments. As part of the fieldwork experience, these candidates participate in an online community to upload and share video examples of their teaching in a peer mentoring project. Through Elluminate they receive synchronous, one-on-one feedback on their videos by the instructor and a peer.

UAS faculty in each program use technology to support teacher candidates’ learning and to empower them as learners. In our e-learning education programs, technology becomes important as a tool to access information and resources. Candidates in all programs, e-learning and face-to-face, have access to online databases and electronic books for research. Learning to access university library resources from a remote location allows these candidates to engage in research even though there may be no library in their community. The UAS electronic course management system, UAS Online!, provides access to additional resources and technology tools available to assist their productivity as learners, researchers and educators.

Educators need to know how to achieve basic competency in the operation of technology; how to integrate technology into the education process as a tool to assist learning, teaching and classroom management; and how to use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. Student-centered use of technologies to gather information, engage in problem solving, and share understanding and knowledge effectively can lead to increased student learning (Kopcha, 2010). In order to do so, SOE faculty teach our candidates technology skills within the context of real learning activities and required to reflect on and articulate the role of technology to meet learning goals and evaluate student outcomes.

UNIT ASSESSMENT SYSTEM
The School of Education at UAS is adopting a continuous improvement model of assessment driven by institutional and unit vision, mission and goals. Our system is designed to provide clearly delineated expectations for candidate performance so that candidates, faculty and the unit can continuously grow and develop as informed, reflective and responsive educators dedicated to the success of every student. As candidates progress through their programs they pass through three gates designed to track their progression toward competency in meeting Unit goals and outcomes. Unit faculty has worked to ensure that each of gate requirements are:

- Clear and intentional and measures of student learning outcomes;
- Assessing achievement of learning outcomes that are important to student success in the program and are aligned with Unit, State and National standards;
- Measures that contribute to the process of using student learning assessments in program planning and management; and
- Contribute to the process for communicating the results of student learning and growth.

Data from each of these gates are assessed individually before students continue on in the program as well as being aggregated for assessing the efficacy of our programs. The ultimate goal for faculty, unit and university are continuous improvement in our candidates, faculty and programs.

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<td>Score on the 6 point scale on each of the nine SOE goals</td>
<td>SEAS</td>
</tr>
<tr>
<td>Student Evaluation of Program</td>
<td>Average score on the 6 point scale for the group on each of the nine SOE goals (need to modify the 1st/3rd survey and use it here)</td>
<td>SEAS</td>
</tr>
</tbody>
</table>

** Secondary/Middle grades will also report data from Content-Specific evaluation forms (Eng, Science, Math, Soc. Sci.)

UAS School of Education
Advanced Certification Programs
Program Assessment Data Points

GATE 1
NCATE Area | Key Assessments
---|---
Knowledge of Content | Bachelors GPA; Transcript
Pedagogical Content Knowledge | Writing Sample
Professional & Pedagogical Knowledge | Teaching Certificate
Dispositions | Recommendations (2)

GATE 2

NCATE Area | Key Assessments
---|---
Knowledge of Content | Philosophy/Foundations Statement
Pedagogical Content Knowledge | Instructional Plan
Professional & Pedagogical Knowledge | Assessment of Clinical Practice
Dispositions | Dispositions Form

GATE 3

NCATE Area | Key Assessments
---|---
Knowledge of Content | Portfolio
Pedagogical Content Knowledge | Portfolio
Professional & Pedagogical Knowledge | Portfolio
Dispositions | Dispositions Form
Effect on Student Learning | Case Study

The continuous improvement model being implemented in the School of Education is efficient and effective. The timelines ensure that students, faculty, administration have the data that is needed to make decisions regarding program efficacy and to plan for and make needed changes.
Candidates are assessed consistently throughout their programs. Post graduation (1st and 3rd year surveys) of educators having graduated from our programs and their employers are also used in the continuous improvement cycle.

Data use is reflected in the table below. Data are collected and analyzed for a variety of reporting purposes as noted below. Faculty meet with candidates both informally and formally to review their progress in the growth toward professional competence, Unit members meet during convocation to present data from their programs to colleagues and to design improvement plans that will be implemented throughout the year.

Table: Timelines for the Continuous Improvement Model

<table>
<thead>
<tr>
<th>Cycle Phase</th>
<th>Time-line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td>On-going</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>On-going as needed</td>
</tr>
</tbody>
</table>


Faculty evaluations are part of the continuous improvement model although outside the process noted above. Each faculty member reviews course, program and personal professional data along with his/her own professional goals and Unit, University and National goals to identify areas for growth in teaching, scholarship and service. Annual reports are prepared by each faculty member for submission to the Dean and Provost. These annual reports become a part of the faculty members professional file housed in the Provost’s office and form the basis of his/her tenure, promotion and review file for review by professional colleagues and university administrators as described in the faculty handbook.

The Unit designed the School of Education Assessment System (SEAS) which is represented in graphic form on the following page. SEAS is powered by FileMaker Pro. A more complete description of our assessment system may be found in the SOE Assessment Handbook.
# SouthEast Alaska Schools

<table>
<thead>
<tr>
<th>Personal Demographics</th>
<th>• Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student Number</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>• Race</td>
<td>Region</td>
</tr>
<tr>
<td></td>
<td>• SES</td>
<td>Exceptionality</td>
</tr>
<tr>
<td>Professional Demographics</td>
<td>• Program Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Undergraduate/Graduate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Background</td>
<td></td>
</tr>
<tr>
<td>Licensing Exam</td>
<td>• PRAXIS I data by program area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• PRAXIS II data by program area</td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>• Education Course Grades</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>• SOE Dispositions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Optional Program Dispositions</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Practice</td>
<td>• Evaluation of Classroom Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluation of Classroom Practice (Content)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment of Practice (In-service candidates)</td>
<td></td>
</tr>
<tr>
<td>TWS</td>
<td>• Teacher Work Sample (TWS)</td>
<td></td>
</tr>
<tr>
<td>Capstone Project</td>
<td>• Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Thesis</td>
<td></td>
</tr>
<tr>
<td>Program Effectiveness</td>
<td>• Exit Survey</td>
<td></td>
</tr>
<tr>
<td>Employer Survey</td>
<td>• 1st Year Teacher Evaluation by Building Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3rd Year Teacher Evaluation by Building Principal</td>
<td></td>
</tr>
<tr>
<td>Professional Reflection on Program Effectiveness</td>
<td>• 1st Year Teacher Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 3rd Year Teacher Survey</td>
<td></td>
</tr>
</tbody>
</table>

**Fairness and Equity**

The philosophy of the Unit in support of the key tenets of our vision: preparing *informed, reflective and responsive* educators dictates an assessment system that is fair and
equitable. We seek to ensure fairness and equity through an open and public system that makes expectations explicit, encourages self reflection and supports growth.

- **Program requirements**: All program requirements are posted on SOE websites or in program handbooks. These are reviewed with candidates at program entry and throughout the program by academic advisors and program directors.

- **Critical assessments**: Candidate assessments are constructed to assess candidate competency in meeting unit standards which are aligned with Alaska and national standards. Please see Appendix C for further information.
  - To enhance reliability of critical assessments ratings are limited to a three point scale, indicating proficiency at the target, acceptable or unacceptable levels.
  - Critical assessments and scoring rubrics are disseminated and reviewed with candidates both prior to their completion of the assignment and after completion. Thus, candidates have an opportunity to question or clarify.
  - Assessments usually designed to assess competence on multiple standards, however, scoring rubrics are designed to isolate and assess individual constructs.

- **Dispositions**: Unit dispositions are developed in relation to unit goals and a belief in fairness and the concept that all every student can learn. Some programs identify additional dispositions tied to state and/or national standards and best practice in education.
  - Dispositional proficiencies are reviewed with all candidates at program entry and throughout the program by faculty and program directors.
  - Programs provide multiple opportunities for candidate self-assessment and reflection on their dispositions.
  - Unit dispositions are assessed at each of the three gates.

- **Field and Clinical Experiences**: Field and clinical experiences are designed to allow candidates to demonstrate competency of unit, state and national goals and standards.
  - All field experience settings are verified to ensure that they meet diversity requirements and allow for candidates to assess impact on P-12 students.
  - Faculty work closely with P-12 faculty to ensure a quality experience for candidates that reflect the complexity of teaching in Alaska schools.
  - Field experience expectations and scoring rubrics are reviewed with candidates prior to and throughout the experience.

- **Opportunities for Remediation**: Candidates who experience difficulties in achieving expectations for critical tasks, dispositions or any program requirement are counseled by faculty and advisors. This procedure includes a process for the development of improvement plans. Protocols for due process are outlined in the University Catalog, Program Handbooks and the UAS Student Handbook.

- **Multiple Data Sets**: Summative decisions regarding candidate competence are based on multiple sets of data from critical assessments, field experiences and culminating projects and activities.

- **Complaints**: Candidates have the right to appeal any decision made regarding their performance at UAS. Protocols for due process are outlined in the
University Catalog, Program Handbooks and the UAS Student Handbook. Records of complaints, their resolution and appeals committee meetings are reviewed by the Dean and Provost to ensure fairness and equity. Records of complaints and their resolution are kept in the offices of the Dean or the Program Director in the case of minor issues that are resolved at the program level.

**Future Directions**
While working on the revision of our Conceptual Framework unit faculty talked a great deal about our hopes and dreams for our programs, ourselves and our unit. As an outgrowth of those discussions we developed a five year plan to guide future work. That plan is presented on the following page.
## Appendix A

<table>
<thead>
<tr>
<th>Goal/Outcome</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.</td>
<td>Support their philosophy of education with research-based theory and evidence.</td>
<td>Apply philosophy, beliefs, and theory to practice.</td>
<td>Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experiences.</td>
</tr>
<tr>
<td>2. Teachers understand how human development affects learning and apply that understanding to practice.</td>
<td>Identify ways students’ developmental levels affect their thinking processes and learning.</td>
<td>Accommodate differences in how students learn based on knowledge of individual social, emotional, and intellectual maturation.</td>
<td>Appreciate unique thinking processes of learners at different stages of development.</td>
</tr>
<tr>
<td>3. Teachers differentiate instruction with respect for individual and cultural characteristics.</td>
<td>Identify strategies for differentiating instruction based on student differences.</td>
<td>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.</td>
<td>Appreciate multiple perspectives and value individual differences.</td>
</tr>
<tr>
<td>4. Teachers possess current academic content knowledge.</td>
<td>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.</td>
<td>Connect the content area to other content areas and to practical situations encountered outside the school.</td>
<td>Commit to professional discourse about content knowledge and student learning of content.</td>
</tr>
<tr>
<td>5. Teacher facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</td>
<td>Understand how to plan for instruction that is based on student needs and curriculum goals.</td>
<td>Plan, teach, and assess for optimal student learning.</td>
<td>Value assessment and instruction as integrated processes.</td>
</tr>
<tr>
<td>6. Teachers create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.</td>
<td>Investigate and use a variety of classroom management techniques to establish and maintain a responsive environment in which all students are able to learn.</td>
<td>Establish and maintain a positive classroom climate in which students develop self-direction and collaborative skills.</td>
<td>Commit to ensuring student well-being and development of self-regulation and group interaction skills.</td>
</tr>
<tr>
<td>7. Teachers work as partners with parents, families, and the community.</td>
<td>Develop a sound, broad-based understanding of students’ families and the local communities.</td>
<td>Communicate effectively with parents and community and incorporate local ways of knowing into decision making about all levels of schooling.</td>
<td>Recognize the school as an integral part of the community and value parents as partners in promoting student learning.</td>
</tr>
<tr>
<td>8. Teachers develop and maintain professional, moral, ethical attitudes, behaviors, relationships,</td>
<td>Keep current in knowledge of content and teaching practice.</td>
<td>Participate in and contribute to the teaching profession. Communicate effectively with students, colleagues, and</td>
<td>Value professional ethics, democratic principles, and collaborative learning communities.</td>
</tr>
<tr>
<td>Goal/Outcome</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Disposition</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>and habits of mind.</td>
<td></td>
<td>supervisors.</td>
<td></td>
</tr>
<tr>
<td>9. Teachers use technology effectively, creatively, and wisely.</td>
<td>Operate computers and other technologies and evaluate their potentials and limitations.</td>
<td>Integrate technology in planning, instruction, and assessment to support student learning.</td>
<td>Value technology as a tool for student and teacher lifelong learning.</td>
</tr>
</tbody>
</table>
## Appendix B
Alignment of Alaska Teacher Standards, UAS SOE Conceptual Framework Standards and INTASC Standards

<table>
<thead>
<tr>
<th>Alaska Teacher Standards</th>
<th>Outcomes/Goals of SOE Conceptual Framework</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</td>
<td>1. Teachers articulate, maintain and develop a philosophy of education that they also demonstrate in practice.</td>
<td>The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (Standard 9)</td>
</tr>
<tr>
<td>2. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.</td>
<td>2. Teachers understand how human development affects learning and apply that understanding to practice.</td>
<td>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (Standard 2)</td>
</tr>
<tr>
<td>3. A teacher teaches students with respect for their individual and cultural characteristics.</td>
<td>3. Teachers differentiate instruction with respect for individual and cultural characteristics.</td>
<td>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Standard 3)</td>
</tr>
<tr>
<td>4. A teacher knows the teacher's content area and how to teach it.</td>
<td>4. Teachers possess current academic content knowledge.</td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Standard 1)</td>
</tr>
<tr>
<td>5. A teacher facilitates, monitors, and assesses student learning.</td>
<td>5. Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</td>
<td>The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (Standard 4)</td>
</tr>
<tr>
<td>6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</td>
<td>6. Teachers create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.</td>
<td>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. (Standard 7)</td>
</tr>
<tr>
<td>Alaska Teacher Standards</td>
<td>Outcomes/Goals of SOE Conceptual Framework</td>
<td>INTASC Standards</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7. A teacher works as a partner with parents, families, and with the community.</td>
<td>7. Teachers work as partners with parents, families and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being. (Standard 10)</td>
<td>5)</td>
</tr>
<tr>
<td>8. A teacher participates in and contributes to the teaching profession.</td>
<td>8. Teachers develop and maintain professional, moral, ethical attitudes, behaviors, relationships and habits of mind. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (Standard 9)</td>
<td></td>
</tr>
<tr>
<td>9. Teachers use technology effectively, creatively, and wisely.</td>
<td>9. Teachers use technology effectively, creatively, and wisely. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Standard 6)</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C
Alignment of Alaska Teacher Standards, UAS SOE Conceptual Framework Standards and National Board for Professional Teaching Standards

<table>
<thead>
<tr>
<th>Alaska Teacher Standards</th>
<th>Outcomes/Goals of SOE Conceptual Framework</th>
<th>NBPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.</td>
<td>1. Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.</td>
<td>Policy Position 4: Teachers think systematically about their practice and learn from experience.</td>
</tr>
<tr>
<td>2. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.</td>
<td>2. Teachers understand how human development affects learning and apply that understanding to practice.</td>
<td>Policy Position 1: Teachers are committed to students and their learning.</td>
</tr>
<tr>
<td>3. A teacher teaches students with respect for their individual and cultural characteristics.</td>
<td>3. Teachers differentiate instruction with respect for individual and cultural characteristics.</td>
<td>Policy Position 1: Teachers are committed to students and their learning.</td>
</tr>
<tr>
<td>4. A teacher knows the teacher's content area and how to teach it.</td>
<td>4. Teachers possess current academic content knowledge.</td>
<td>Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
</tr>
<tr>
<td>5. A teacher facilitates, monitors, and assesses student learning.</td>
<td>5. Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</td>
<td>Policy Position 2: Teachers know the subjects they teach and how to teach those subjects to students.</td>
</tr>
<tr>
<td>6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</td>
<td>6. Teachers create and manage a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively.</td>
<td>Policy Position 1: Teachers are committed to students and their learning.</td>
</tr>
<tr>
<td>7. A teacher works as a partner with parents, families, and with the community.</td>
<td>7. Teachers work as partners with parents, families and the community.</td>
<td>Policy Position 5: Teachers are members of learning communities.</td>
</tr>
<tr>
<td>8. A teacher participates in and contributes to the teaching profession.</td>
<td>8. Teachers develop and maintain professional, moral, ethical attitudes, behaviors, relationships and habits of mind.</td>
<td>Policy Position 4: Teachers think systematically about their practice and learn from experience.</td>
</tr>
<tr>
<td>9. Teachers use technology effectively, creatively, and wisely.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


References


from the field. A report to the Annenberg Rural Challenge. Cambridge, MA: Harvard University Graduate School of Education.


