

Masters of Arts in Teaching Elementary Graduate Program Annual Program Assessment Plan

Overview

The University of Alaska Southeast School of Education provides graduate elementary teacher preparation in 3 interrelated programs: a Master of Arts in Teaching degree, a K-8 Graduate Certificate – both lead to a recommendation for the Alaska Beginning Teacher certificate; the MAT conveys a MAT degree, and an Endorsement in K-8 for those already holding an Alaska teaching certificate.

These programs have been delivered by distance throughout Alaska since 2000. The programs share undergraduate coursework with the BA Elementary and the BA Special Education programs.

The programs are structured in a traditional and flipped course-based manner via e-learning. Candidates take foundation courses and a series of practicum methods courses that require weekly field experiences in elementary and middle school classrooms. A semester of student teaching completes the graduate certificate portion of the programs. Candidates may opt to take 2 final courses to complete the Masters in Teaching degree.

Assessment Plan

Performance Learning Objectives (InTASC standards)	Measures
1 .The teacher demonstrates their understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (inTASC/PLO 1)	Teacher Work Sample Interdisciplinary Understanding by Design (UbD) Unit Student Teaching Observation Template (STOT) Masters Portfolio
2. The teacher demonstrates their ability to use their knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (inTASC/PLO 2)	Teacher Work Sample Interdisciplinary UbD Unit STOT English language learner (ELL) Shadowing Protocol Masters Portfolio
3. The teacher demonstrates their ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC/PLO 3)	Practicum Observations STOT Masters Portfolio
4. The teacher demonstrates their understanding and application of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline	Teacher Work Sample Interdisciplinary UbD Unit STOT ECPC (Evaluation of Classroom Practice and

Performance Learning Objectives (InTASC standards)	Measures
accessible and meaningful for learners to assure mastery of the content. (InTASC/PLO 4)	Content) Masters Portfolio
5. The teacher demonstrates their ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC/PLO 5)	Teacher Work Sample Interdisciplinary UbD Unit STOT ECPC (Evaluation of Classroom Practice and Content) ELL Shadowing Protocol Masters Portfolio
6. The teacher demonstrates their ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (InTASC/PLO 6)	Teacher Work Sample Interdisciplinary UbD Unit STOT Masters Portfolio
7. The teacher demonstrates their ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC/PLO 7)	Teacher Work Sample Interdisciplinary UbD Unit STOT Masters Portfolio
8. The teacher demonstrates their ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (nTASC/PLO 8)	Teacher Work Sample Interdisciplinary UbD Unit STOT Masters Portfolio
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC/PLO 9)	Teacher Work Sample STOT Professional Characteristics Assessment (PCA) Masters Portfolio
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC/PLO 10).	STOT PCA Masters Portfolio
<p>Timeline</p> <ul style="list-style-type: none"> ● Academic Year 2021, Last Five-Year Program Review ● Academic Year 2022, due Spring 2023, assessed entire set of PLOs ● Academic Year 2023, due Spring 2024 – will assess PLO’s 1-5 ● Academic Year 2024, due Spring 2025 – will assess PLO’s 6-10 ● Academic Year 2026, Next Five-Year Program Review scheduled. No annual program assessment report due 	