**UAA logo**

# Master of Education in Teaching and Learning

# Academic Assessment Plan

**Adopted by**

**The Teaching and Learning faculty:**

**January 8, 2024**

Reviewed by the SOE Curriculum Committee: 1/25/24

Reviewed by the SOE Dean: 1/25/24

Reviewed with curriculum changes by the Academic Assessment Committee: 2/2/24

Reviewed by the Faculty Senate as an information item: 2/2/24

## Mission Statement

The Master of Education (M.Ed.) in Teaching and Learning is designed for professionals seeking advanced studies in education. The program supports students' development as scholarly practitioners through coursework and a capstone portfolio. The program examines curriculum, teaching, and learning in Alaska and similar contexts, emphasizing place-based, culturally sustaining education. In consultation with a faculty advisor, each student identifies a concentration related to professional practice and career aspirations.

Program Student Learning Outcomes (PSLO)

Students graduating with the M.Ed. in Teaching and Learning will be able to:

* Demonstrate advanced content and pedagogical knowledge for teaching.
* Use research to inform professional practice.
* Explain the relationship between education and social justice.
* Demonstrate leadership skills for professional contexts.
* Translate educational theories into culturally responsive practice.

## Measures

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| **Program Student Learning Outcome** | **Assessment** |
| 1. Demonstrate advanced content and pedagogical knowledge for teaching. | Teaching and Learning Capstone Portfolio: Submitted in EDTL A680   * Artifact Report * Inquiry Project Report * Self-Reflection Report * Oral Presentation |
| 1. Use research to inform professional practice. |
| 1. Explain the relationship between education and social justice. |
| 1. Demonstrate leadership skills for professional contexts. |
| 1. Translate educational theories into culturally responsive practice. |

## Process

Timeline for Assessment Process

* *Annual Program Assessment Review*: Faculty reviews and analyzes the Teaching and Learning Capstone Portfolio results at the end of each academic year. Faculty also identifies implications for program/curricular changes; if changes are deemed necessary, the faculty completes the modifications, including initiating the program/curriculum review process if required. The faculty also reports the outcomes of the Program Assessment Review in UAA’s Biennial Academic Assessment Report.
* *Teaching and Learning Capstone Portfolio* *Assessment*: Developed in three phases in EDTL A680: Teaching and Learning Capstone Portfolio. A rubric, created by M.Ed. Teaching and Learning faculty is used to evaluate the Capstone Portfolio. The instructor of EDTL A680 evaluates the capstone portfolios to assign a final grade in EDTL A680, and the M.Ed. Teaching and Learning faculty review the portfolio results for the annual program assessment, as noted above. (See rubric below.)
  + *Phase 1—First credit of EDTL A680*: Teaching and Learning Inquiry Project Proposal; begin selecting artifacts for Artifact Report.
  + *Phase 2—Second credit of EDTL A680*: Implement Teaching and Learning Inquiry Project; select additional artifacts for Artifact Report.
  + *Phase 3*—*Third credit of EDTL A680*: Complete Teaching and Learning Capstone Portfolio.

The Teaching and Learning Capstone Portfolio comprises three written sections and an oral presentation:

* + *Artifact Report*

The Artifact Report demonstrates having met all Program Student Learning Outcomes. Students provide artifacts from their M.Ed. coursework and professional practice as evidence for attaining the PSLOs.

* *Inquiry Project Report*

The report presents the inquiry project’s design, findings, and action plan. The inquiry project addresses a problem of practice in the student’s professional setting. The project's goal is quality improvement, including informing/improving students’ professional performance or the performance of the unit/site of professional practice.

*NOTE*: The inquiry project is not intended to generate or contribute to generalizable knowledge. The project does not qualify as Human Subjects Research as defined by IRB. Inquiry project proposals requiring IRB approval will not be accepted for the inquiry project.

* + *Self-reflection Report*

Students discuss their experience in the M.Ed. Teaching and Learning program and key personal learning outcomes.

* + *Oral Presentation*

Students present a summary of the Teaching and Learning Capstone Portfolio and respond to faculty’s questions about the oral presentation and written portfolio.

**M.Ed. in Teaching and Learning Capstone Portfolio**

**Rubrics for Program Student Learning Outcomes**

**School of Education**

**University of Alaska Anchorage**

Students enrolled in the M.Ed. in Teaching and Learning program must provide evidence of enacting the five Program Student Learning Outcomes (PLSO) in a capstone portfolio. The five PLSOs are:

1. Demonstrate advanced content and pedagogical knowledge for teaching.
2. Use research to inform professional practice.
3. Explain the relationship between social justice and education.
4. Demonstrate leadership skills for professional contexts.
5. Translate educational theories into culturally responsive practice.

Students submit their M.Ed. Teaching and Learning capstone portfolios in EDTL A680 during the final semester. Students select artifacts from M.Ed. Teaching and Learning coursework or from their professional practice while enrolled in the M.Ed. Teaching and Learning program. The artifacts in the portfolio are evaluated using the rubrics on the following pages.

See the M.Ed. Teaching and Learning Capstone Portfolio Handbook for more information.

**Rubric for PSLO #1: *Demonstrate advanced content and pedagogical knowledge for teaching*.**

Students enrolled in the M.Ed. in Teaching and Learning program must demonstrate proficiency or exemplary performance in two standards defined in the rubric below. Passing the two standards requires scoring proficient or exemplary on at least two indicators of each selected standard.

Students document performance in the PSLO Artifact section of the M.Ed. Teaching and Learning program portfolio submitted during the final semester while enrolled in the EDTL A680. For more information, see the M.Ed. Teaching and Learning Capstone Portfolio Handbook.

The PSLO #1 rubric is based on the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013)

The themes of the standards in PLSO #1 are:

* PSLO #1 Standard 1: Content Knowledge
* PSLO #1 Standard 2: Content Application
* PSLO #1 Standard 3: Instructional Planning
* PSLO #1 Standard 4: Pedagogical Strategies

**PSLO #1, Standard 1: Content Knowledge** (Modified from InTASC #4)

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 1.1a: Understands the central concepts, tools of inquiry, and knowledge of the discipline or professional field. | **No evidence** or **insufficient evidence** of accurately or effectively communicating concepts, process of inquiry, and knowledge of the discipline or professional field | Evidence **of accurately and effective**ly communicating **two** of the following: concepts, processes of inquiry, or knowledge in the discipline or professional field | Evidence **of accurately and effective**ly communicating **all** of the following: concepts, processes, **and** knowledge in the discipline or professional field |
| 1.1b: Creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content. | **No evidence** or **insufficient evidence** of using representations and explanations capture key ideas in the discipline or professional field | Evidence using **one** representation and explanation to capture key ideas in the discipline or professional field | Evidence using **two or more** representations and explanations to capture key ideas in the discipline or professional field |
| 1.1c: Creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content by linking new concepts to familiar concepts and making connections to prior experiences. | **No evidence** or **insufficient evidence** of linking new concepts to familiar concepts and helping learners see them in connection to their prior experiences | Evidence of linking new concepts to familiar concepts and helping learners see them in connection to their prior experiences: Present at least **one** example as evidence | Evidence of linking new concepts to familiar concepts and helping learners see them in connection to their prior experiences **and** facilitating learners’ self-reflection on the connection between their prior content knowledge or experiences to new concepts |

**PSLO #1 Standard 2: Content Application** (Modified from InTASC #5)

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 1.2a: Provides opportunities for learners to demonstrate their knowledge and understanding in multiple ways. | **No evidence or insufficient evidence** of providing opportunities for learners to demonstrate their knowledge and understanding in multiple ways | Evidence of providing opportunities for learners to demonstrate their knowledge and understanding **in at least two** ways (e.g., exam, model-making, visual illustration, creative expression) | Evidence of providing opportunities for learners to demonstrate their knowledge and understanding **in at least three** ways (e.g., exam, model-making, visual illustration, creative expression) |
| 1.2b: Connects concepts and views from varied disciplines or professional fields to deepen learners’ understanding of a discipline or field. | **No evidence** or **insufficient evidence** of assisting learners to see relationships across disciplines or professional fields to deepen learners’ understanding of a discipline or field | **Evidence** of assisting learners to see relationships **across** **at least two** disciplines or two professional fields | **Evidence** of assisting learners to see relationships **across at least two** disciplines or two professional fields **and** evidence of fostering students’ abilities to self-identify the relationships across disciplines or professional fields |
| 1.2c: Connects concepts and views of a discipline or professional field to real-world contexts (e.g., community-based problem or need). | **No evidence or insufficient evidence** of engaging learners in applying content knowledge or skills to authentic, real-world context | Evidence of engaging learners in applying content knowledge or skills to **one** authentic, real-world context | Evidence of engaging learners in applying content knowledge or skills **to two or more** authentic, real-world contexts |

**PSLO #1 Standard 3: Planning for Instruction** (Modified from InTASC #7)

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 1.3a: Selects, creates, and sequences instruction that supports learners in reaching rigorous learning outcomes. | **No evidence** or **insufficient evidence** of selecting, creating, or sequencing instruction that supports learners in reaching rigorous learning outcomes | Evidence of planning and sequencing learning experience linked to rigorous learning targets/objectives | Evidence of planning and sequencing learning experiences linked to rigorous learning targets/objectives **and** evidence of planning scaffolds that address anticipated students’ specific needs or misconceptions |
| 1.3b: Plans instruction based on information from formative and summative assessments. | **No evidence** or **insufficient evidence** of planning instruction based on information from assessments | Evidence of using data from formative or summative assessment to identify learning targets and learning experiences | Evidence of using data from formative or summative assessment to identify learning targets and learning experiences **and** engages students in assessing their own learning as a source of data for instructional planning |
| 1.3c: Plans instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs. | **No evidence** or **insufficient evidence** of planning instruction by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs | Evidence of planning instruction by collaborating with **one** of the following: colleagues, specialists, community resources, families, and learners | Evidence of planning instruction by collaborating with **two or more** of the following: colleagues, specialists, community resources, families, and learners |

**PSLO #1 Standard 4: Pedagogical Strategies** (Modified from InTASC #8)

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 1.4a: Uses a variety of instructional strategies linked to learning targets to make learning accessible to all learners. | **No evidence** or **insufficient evidence** of using a variety of instructional strategies linked to learning targets to make learning accessible to all learners | Evidence of directing students’ learning experiences through **two** instructional strategies linked to learning targets | Evidence of directing students’ learning experiences through **three or more** instructional strategies linked to learning targets |
| 1.4b: Encourages learners to deeply understand content through instructional strategies that facilitate students’ higher-order thinking. | **No evidence** or **insufficient evidence** of encouraging learners to deeply understand content through instructional strategies that facilitate students’ higher-order thinking | Evidence of encouraging learners to deeply understand content through **one** \*instructional strategy that facilitates students’ higher-order thinking (\*e.g., generating hypotheses, perspective taking, metacognitive processes) | Evidence of encouraging learners to deeply understand content through **two or more** \*instructional strategies that facilitate students’ higher-order thinking (\*e.g., generating hypotheses, perspective taking, metacognitive processes) |
| 1.4c: Encourages learners to deeply understand content through experiential learning. | **No evidence** or **insufficient evidence** of encouraging learners to deeply understand content through experiential learning. | Evidence of encouraging learners to deeply understand content through experiential learning in the school or classroom context. | Evidence of encouraging learners to deeply understand content through experiential learning in the school or classroom context **and** at least one authentic setting outside the school or classroom. |

**Rubric for PSLO #2: *Use research to inform professional practice***

Students enrolled in the M.Ed. in Teaching and Learning program must demonstrate proficiency or exemplary performance in one of the standards below as defined by the rubric. Passing the standard requires scoring proficient or exemplary on at least two indicators of the selected standard.

Students document performance in the PSLO Artifact section of the M.Ed. Teaching and Learning program portfolio submitted during the final semester while enrolled in the EDTL A680. For more information, see the M.Ed. Teaching and Learning Capstone Portfolio Handbook.

The PSLO #2 rubric is based on the Teacher Leader Model Standards (NEA 2020), InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (2013).

The themes of the standards in PLSO #2 are:

* PSLO #2 Standard 1: Research to inform professional learning
* PSLO #2 Standard 2: Research to inform teaching and learning in one’s own classroom or other teaching setting
* PLSO #2 Standard 3: Research to inform a school’s or other educational organization’s policies and practices that support effective teaching and learning

**PSLO #2 Standard 1: Research to inform professional learning**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 2.1a: Accesses and uses research literature to identify and use strategies that support one’s own or others' professional learning. | **No evidence** or **insufficient evidence** of accessing and using research literature to identify and enact strategies that support one’s own or others’ professional learning | Evidence of accessing and using research literature to **select or** **create one** strategy that supports one’s own or others' professional learning | Evidence of accessing and using research literature to **select or** **create two or more** strategies that support one’s own or others' professional learning in **creative or unique ways** |
| 2.1b: Engages in practitioner research by collecting, analyzing, and interpreting data to support one’s own or others’ professional learning. (e.g., Action Research) | **No evidence** or **insufficient evidence** ofengaging in practitioner research by collecting, analyzing, and interpreting relevant data to support one’s own or others’ professional learning | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **one or two relevant data** **sources** to support one’s own or others’ professional learning | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **three or more relevant data sources** to support one’s own or others’ professional learning in **creative or unique ways** |
| 2.1c: Shares outcomes and insights from research on professional learning with others professionally (e.g., oral or written presentation to colleagues, supervisors, community partners/stakeholders, university faculty, or other professionals). | **No evidence** or **insufficient evidence** of professionally sharing outcomes and insights from research on professional learning | Evidence of professionally sharing outcomes and insights from research on professional learning through oral or written presentation to colleagues, community partner(s), or other professionals in **one event or forum** | Evidence of professionally sharing outcomes and insights from research on professional learning through oral or written presentation to colleagues, community partner(s), or other professionals in **two or more events or forums** |

**PSLO #2 Standard 2: Research to inform teaching and learning in one’s own classroom or other teaching setting**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 2.2a: Accesses and uses research literature to select or create effective teaching strategies. | **No evidence** or **insufficient evidence** of accessing and using research literature to select or create effective teaching strategies | Evidence of accessing and using research literature to **select or** **create one effective** teaching strategy | Evidence of accessing and using research literature to **select or** **create two or more** creativeand effective teaching strategies |
| 2.2b: Engages in practitioner research by collecting, analyzing, and interpreting relevant data (e.g., student learning data) to inform teaching and support student learning. (e.g., Action Research) | **No evidence** or **insufficient evidence** of engaging in practitioner research by collecting, analyzing, and interpreting relevant data to inform teaching and support student learning | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **one or two relevant data** **sources** to inform teaching and support student learning | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **three or more relevant data sources** to inform teaching and support student learning in **creative and unique ways** |
| 2.2c: Shares outcomes and insights from research on teaching and learning with others professionally (e.g., oral or written presentation to colleagues, supervisors, community partners/stakeholders, university faculty, or other professionals). | **No evidence** or **insufficient evidence** of professionally sharing outcomes and insights from research on teaching and learning | Evidence of professionally sharing outcomes and insights from research on teaching and learning through oral or written presentation to colleagues, community partner(s), or other professionals in **one event or forum** | Evidence of professionally sharing outcomes and insights from research on teaching and learning through oral or written presentations to colleagues, community partners, or other professionals in **two or more events or forums** |

**PSLO #2 Standard 3: Research to inform a school’s or other educational organization’s policies and practices that support effective teaching and learning**

***The educator*:**

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 2.3a: Accesses and uses research literature to assist in selecting or developing appropriate policies or practices that support school or organizational-wide conditions for effective teaching and learning. | **No evidence** or **insufficient evidence** of accessing and using research literature to assist in selecting or developing appropriate policies or practices that support school or organizational-wide conditions for effective teaching and learning. | Evidence of accessing and using research literature to **select or develop one strategy** that supports school or organizational-wide conditions for effective teaching and learning | Evidence of accessing and using research literature to **select or develop** **two or three strategies** that support school or organizational-wide conditions for effective teaching and learning in **creative or unique ways** |
| 2.3b: Engages in practitioner research by collecting, analyzing, and interpreting data to inform school policy, curriculum, or other professional practices in ways that support conditions for effective teaching and learning. (e.g., Action Research) | **No evidence** or **insufficient evidence** ofengaging in practitioner research by collecting, analyzing, and interpreting relevant data to inform school policy, curriculum, or other professional practices that support conditions for effective teaching and learning | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **one or two relevant data** **sources** to inform school policy, curriculum, or other professional practices that support conditions for effective teaching and learning **in creative or unique ways** | Evidence of engaging in practitioner research by collecting, analyzing, and interpreting data from **three or four relevant data sources** to inform school policy, curriculum, or other professional practices that support conditions for effective teaching and learning **in creative or unique ways** |
| 2.3c: Shares outcomes and insights with others from research on school/organizational policy, curriculum, or other practices that support conditions for effective teaching and learning (e.g., oral or written presentation to colleagues, supervisors, community partners/stakeholders, university faculty, or other professionals). | **No evidence** or **insufficient evidence**  of professionally sharing outcomes and insights with others from research on school or organizational policy, curriculum, or other practices | Evidence of professionally sharing outcomes and insights from research on school or organizational policy, curriculum, or other practices through oral or written presentation to colleagues, community partner(s), or other professionals in **one event or forum** | Evidence of professionally sharing outcomes and insights from research on school or organizational policy, curriculum, or other practices through oral or written presentation to colleagues, community partner(s), or other professionals in **two or more events or forums** |

**Rubric for PSLO #3: *Explain the relationship between social justice and education.***

Students enrolled in the M.Ed. in Teaching and Learning program must demonstrate proficiency or exemplary performance in the standard below as defined by the rubric. Passing the standard requires scoring proficient or exemplary on at least two indicators.

Students document performance in the PSLO Artifact section of the M.Ed. Teaching and Learning program portfolio submitted during the final semester while enrolled in the EDTL A680. For more information, see the M.Ed. Teaching and Learning Capstone Portfolio Handbook.

The PSLO #3 rubric is based on program-related texts (e.g. Chubbuck, 2010; Ladson-Billings, 1995, 2014; Paris & Alim, 2014).

The theme of the standard in PLSO #3 is:

Relationship between social justice and education: Policy and practice implications

**PSLO #3 Standard 1: Relationship between social justice and education: Policy and practice implications**

Demonstrates understanding of social justice and the relationship between social justice and education including implications for education-related policies and practices

***The educator***:

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 3.1a: Explains the relationship between social justice and education from individual and structural perspectives. | **No evidence** or **insufficient evidence** of explaining the relationship between social justice and education from individual and structural perspectives | Evidence of explaining the relationship between social justice and education from individual and structural perspectives with **one example** from policy **or** professional practice to illustrate | Evidence of explaining the relationship between social justice and education from individual and structural perspectives with **two or more** examples from policy **and** professional practice to illustrate |
| 3.1b: Uses a social justice framework to analyze and critique education-related policy and professional practice and identify policy and professional practice implications. | **No evidence** or **insufficient evidence** of applying a social justice framework to analyze and critique education-related policy and professional practice and identify policy and professional practice implications | Evidence of applying a social justice framework to analyze and critique an education-related policy or professional practice and identify one or more policy **or** professional practice implications | Evidence of applying a social justice framework to analyze and critique education-related policy professional practice and identify one or more policy **and** professional practice implications |
| 3.1c: Applies a social justice framework in one’s professional practice as an educator in the classroom or other education-related settings. | **No evidence** or **insufficient evidence** of applying a social justice framework in one’s professional practice as an educator in the classroom or other education-related setting | Evidence of applying a social justice framework in one’s professional practice as an educator in the classroom or other education-related settings through individual **or** collective efforts | Evidence of applying a social justice framework in one’s professional practice as an educator in the classroom or other education-related settings through individual **and** collective efforts |
| 3.1d: Engages in actions that promote social justice in education at the structural level (e.g., policy). | **No evidence** or **insufficient evidence** of engaging in actions that promote social justice in education at the structural level (e.g., policy) | Evidence of engaging in actions that promote social justice in education at the structural level (e.g., policy) through individual **or** collective efforts | Evidence of engaging in actions that promote social justice in education at the structural level (e.g., policy) through individual **and** collective efforts |

**Rubric for PSLO #4: *Demonstrate leadership skills for the professional context.***

Students enrolled in the M.Ed. in Teaching and Learning program must demonstrate proficiency or exemplary performance in one of the standards below as defined by the rubric. Passing the standard requires scoring proficient or exemplary on at least two indicators of the selected standard.

Students document performance in the PSLO Artifact section of the M.Ed. Teaching and Learning program portfolio submitted during the final semester while enrolled in the EDTL A680. Students may use artifacts from M.Ed. Teaching and Learning coursework or from their professional practice conducted during the time they were enrolled in the M.Ed. Teaching and Learning program. For more information, see the M.Ed. Teaching and Learning Capstone Portfolio Handbook.

The PSLO #4 standards and rubric are based on the *Teacher Leader Model Standards* (NEA, 2020).

The themes of the standards for PSLO #4 are:

* PSLO #4 Standard 1: Leadership that promotes professional learning and self-development
* PSLO #4 Standard 2: Leadership that fosters a collaborative culture to support professional learning and development
* PSLO #4 Standard 3: Leadership that facilitates improvements in instruction and student learning
* PSLO #4 Standard 4: Leadership that advocates for student learning and the profession

**PSLO #4 Standard 1: Leadership that promotes professional learning and self-development**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 4.1a: Models social and emotional competencies (SEC) that support professional learning and ongoing self-development including self-awareness, self-management, responsible decision-making, relational skills, and social awareness. | **No evidence or insufficient evidence** of modeling social and emotional competencies that support professional learning and ongoing self-development including self-awareness, self-management, responsible decision-making, relational skills, and social awareness | Evidence of modeling **one or two** of the \*social and emotional competencies that support professional learning and ongoing self-development. (\*SECs include self-awareness, self-management, responsible decision-making, relational skills, and social awareness) | Evidence of modeling **three or more** of the \*social and emotional competencies that support professional learning and ongoing self-development. (\*SECs include self-awareness, self-management, responsible decision-making, relational skills, and social awareness). |
| 4.1b: Engages in relevant professional learning activities for one’s own professional and self-development. | **No evidence or insufficient evidence** of engaging in relevant professional learning activities for one’s own professional and self-development | Evidence of engaging in **one** relevant professional learning activities for one’s own professional and/or self-development;  states how the activity/ies supported professional and/or self-development | Evidence of engaging in **two or more** relevant professional learning activities for one’s own professional and/or self-development;  states how the activities supported professional and/or self-development **and** at least one implication for professional practice |
| 4.1c: Facilitates relevant professional learning activities for colleagues or other professionals that support their professional development. | **No evidence or insufficient evidence** of facilitating relevant professional learning activities for colleagues or other professionals that support their professional development | Evidence of facilitating **one** relevant professional learning activity for colleagues or other professionals that supports their professional development | Evidence of facilitating **two or more** relevant professional learning activities for colleagues or other professionals that support their professional development |
| 4.1d: Uses appropriate technologies to promote collaborative and differentiated professional learning for colleagues or other professionals. | **No evidence or insufficient evidence** of using appropriate technologies to promote collaborative and differentiated professional learning for colleagues or other professionals | Evidence of using **one** appropriate technology to promote **collaborative or differentiated** professional learning for colleagues or other professionals | Evidence of using **two or three** appropriate technologies to promote **collaborative and differentiated** professional learning for colleagues or other professionals |
| 4.1e: Provides constructive feedback to colleagues to strengthen professional practice. | **No evidence or insufficient evidence** of providing constructive feedback to colleagues to strengthen professional practice | Evidence of providing constructive feedback to **one or two** colleagues to strengthen professional practice | Evidence of providing constructive feedback to **three or more** colleagues to strengthen professional practice **and** includes evidence that at least one colleague incorporated the feedback into professional practice |

**PSLO #4 Standard 2: Leadership that fosters a collaborative culture to support professional learning and development**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 4.2a: Engages in effective communication skills through listening, presenting ideas, leading discussions, and identifying the needs of others to advance shared goals for professional learning. | **No evidence or insufficient evidence** of advancing shared goals for professional learning by effectively engaging in any of the following communication skills: listening, presenting ideas, leading discussions, or identifying the needs of others | Evidence of advancing shared goals for professional learning by effectively engaging in **two** of the following communication skills: listening, presenting ideas, leading discussions, or identifying the needs of others | Evidence of advancing shared goals for professional learning by effectively engaging in **three or more** of the following communication skills: listening, presenting ideas, leading discussions, or identifying the needs of others |
| 4.2b: Uses group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change. | **No evidence or insufficient evidence** of using group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, or promote meaningful change | Evidence of using group processes to help colleagues work collaboratively to **accomplish one** of the following: solve problems, make decisions, manage conflict, or promote meaningful change | Evidence of using group processes in **creative or unique ways** to help colleagues work collaboratively to **accomplish two or more** of the following: solve problems, make decisions, manage conflict, or promote meaningful change |
| 4.2c: Employs facilitation skills to create trust among colleagues and take actions that support professional learning. | **No evidence or insufficient evidence** of employing facilitation skills to create trust among colleagues and take actions that support professional learning | Evidence of employing facilitation skills in **one event/situation** to create trust among colleagues and take actions that support professional learning | Evidence of employing facilitation skills in **creative or unique ways** in at least **two events/situations** to create trust among colleagues and take actions that support professional learning |
| 4.2d: Creates an inclusive culture where diverse perspectives are welcome. | **No evidence or insufficient evidence** of creating an inclusive culture where diverse perspectives are welcome | Evidence of creating an inclusive culture where diverse perspectives are welcome in **one event/situation** | Evidence of creating an inclusive culture in **creative or unique** ways where diverse perspectives are welcome in **two or more events/situations** |

**PSLO #4 Standard 3: Leadership that facilitates improvements in instruction and student learning**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 4.3a: Supports colleagues’ individual and collective reflection about teaching and student learning by serving in roles such as mentor, coach, or content facilitator (or similar role) | **No evidence or insufficient evidence** of supporting colleagues’ individual and collective reflection about teaching and student learning by serving in roles such as mentor, coach, or content facilitator (or similar role) | Evidence of supporting colleagues’ individual and collective reflection about teaching and student learning by serving in roles such as mentor, coach, or content facilitator (or similar role) on **one occasion or assignment** | Evidence of supporting colleagues’ individual and collective reflection about teaching and student learning by serving in roles such as mentor, coach, or content facilitator (or similar role) in **creative or unique ways** on **two or more occasions or assignments** |
| 4.3b: Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to support improvements in teaching and learning. | **No evidence or insufficient evidence** of serving as a team leader to harness the skills, expertise, and knowledge of colleagues to support improvements in teaching and learning | Evidence of serving as a team leader to harness the skills, expertise, and knowledge of colleagues to support improvements in teaching and learning on **one occasion or assignment** | Evidence of serving as a team leader to harness the skills, expertise, and knowledge of colleagues to support improvements in teaching and learning in **creative or unique ways** on **two or more occasions or assignments** |

**PSLO #4 Standard 4: Leadership that advocates for student learning and the profession**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| 4.4a: Shares information with colleagues regarding local, state, national, and global trends and policies that impact teaching and learning. | **No evidence or insufficient evidence** of sharing information with colleagues regarding local, state, national, or global trends or policies that impact teaching and learning | Evidence of sharing information with colleagues on **one occasion/event** regarding local, state, national, **or** global trends or policies that impact teaching and learning | Evidence of sharing information with colleagues in **creative or unique ways** on **two or more occasions/events** regarding local, state, national, **and** global trends or policies that impact teaching and learning |
| 4.4b: Works with colleagues to advocate for teaching, student learning, and the profession. | **No evidence or insufficient evidence** of working with colleagues to advocate for teaching, student learning, or the profession | Evidence of working with colleagues on **one occasion/event** to advocate for teaching, student learning, **and/or** the profession | Evidence of working with colleagues **in creative or unique ways** on **two or more occasions/events** to advocate for teaching, student learning, **and/or** the profession |
| 4.4c: Collaborates with colleagues to advocate for the rights and needs of students. | **No evidence or insufficient evidence** of collaborating with colleagues to advocate for the rights and needs of students | Evidence of working with colleagues on **one occasion/event** to advocate for the rights and needs of students | Evidence of collaborating with colleagues **in creative or unique ways** on **two or more occasions/events** to advocate for the rights and needs of students |
| 4.5d: Collaborates with colleagues to secure additional resources that support professional practice and student learning. | **No evidence or insufficient evidence** of collaborating with colleagues to secure additional resources that support professional practice and student learning | Evidence of working with colleagues on **one occasion/event** to secure additional resources that support professional practice and student learning | Evidence of collaborating with colleagues **in creative or unique ways** on **two or more occasions/events** to secure additional resources that support professional practice and student learning |
| 4.4e: Represents and advocates for the profession in contexts outside the classroom or school/organization (e.g., professional conferences, community events). | **No evidence or insufficient evidence** of representing and advocating for the profession in contexts outside the classroom or school/organization | Evidence of representing and advocating for the profession in **one** context outside the classroom or school/organization | Evidence of representing and advocating **in creative or unique ways** in **two or more** contexts outside the classroom or school/organization |

**Rubric for PSLO #5: *Translate educational theories into culturally responsive practices.***

Students enrolled in the M.Ed. in Teaching and Learning program must demonstrate proficiency or exemplary performance in one of the standards below as defined by the rubric. Passing the standard requires scoring proficient or exemplary on at least two indicators of the selected standard.

Students document performance in the PSLO Artifact section of the M.Ed. Teaching and Learning program portfolio submitted during the final semester while enrolled in the EDTL A680. Students may use artifacts from M.Ed. Teaching and Learning coursework or from their professional practice conducted during the time they were enrolled in the M.Ed. Teaching and Learning program. For more information, see the M.Ed. Teaching and Learning Capstone Portfolio Handbook.

The PSLO #5 rubric is based on the “Cultural Standards for Educators*”* fromthe *Alaska Standards for Culturally Responsive Schools*. For more information: <https://www.uaf.edu/ankn/publications/guides/alaska-standards-for-cult/>

The themes of the standards for PSLO #5 are:

* PSLO #5 Standard 1: Cultural Connections: Incorporating local ways of knowing and teaching
* PSLO #5 Standard 2: Place-based: Linking local environment and community resources in teaching
* PSLO #5 Standard 3: Community Connections: Participating in community events and activities
* PSLO #5 Standard 4: Home Connections: Collaborate with parents/guardians to achieve a high level of complementary educational expectations between home and school
* PSLO #5. Standard 5: High Expectations: Recognize the full educational potential of each student and provide conditions to achieve that potential

**PSLO #5 Standard 1: Cultural Connections: Incorporating local ways of knowing and teaching**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| **5.1a: Curriculum/Content**  Presents lessons or other activities that incorporate knowledge of students’ cultural backgrounds or practices into the teaching content (e.g., curriculum unit, lesson plan). | Content of lessons or other activities **do not incorporate** knowledge of students’ cultural backgrounds or practices into the teaching content. | Content of lessons or other activities **incorporates** knowledge of students’ cultural backgrounds or practices into the teaching content. | Content of lessons or other activities **incorporates** knowledge of students’ cultural backgrounds or practices **in unique or creative ways** to make connections to the teaching content. |
| **5.1b: Teaching/Instruction**  Incorporates knowledge of students’ cultural background or practices to engage students in learning (e.g., teaching strategies) | Teaching strategies (i.e., instruction) **does not incorporate** students’ cultural background or practices. | Teaching strategies (i.e., instruction) **incorporates** students’ cultural background or practices. | Teaching strategies (i.e., instruction) **incorporates** students’ cultural background or practices in **unique or creative ways**. |
| **5.1c: Classroom or School Environment**  Incorporates knowledge of students’ cultural background or practices into the classroom or school environment. | Classroom or school environment **does not incorporate** students’ cultural background or practices. | Classroom or school environment **incorporates** students’ cultural background or practices. | Classroom or school environment **incorporates** students’ cultural background or practices in **unique or creative ways**. |

**PSLO #5 Standard 2: Place-based: Linking local environment and community resources in teaching**

***The educator:***

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| --- | --- | --- | --- |
| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| **5.2a:** **Curriculum/Content**  Presents lessons or other activities that incorporate local environment or community resources into the teaching content (e.g., curriculum unit, lesson plan). | Content of lessons or other activities **do not incorporate** local environment or community resources into the teaching content. | Content of lessons or other activities **incorporate** local environment or community resources into the teaching content. | Content of lessons or other activities **incorporate** local environment or community resources **in unique or creative ways** to make connections to the teaching content. |
| **5.2b:** **Teaching/Instruction**  Presents lessons or other activities that incorporate local environment or community resources to engage students in learning (e.g., teaching strategies) | Teaching strategies (i.e., instruction) **does not incorporate** local environment or community resources. | Teaching strategies (i.e., instruction) **incorporates** local environment or community resources. | Teaching strategies (i.e., instruction) **incorporates** local environment or community resources in **unique or creative ways**. |
| **5.2c:** **Classroom or school environment**  Presents lessons or other activities that incorporate local environment or community resources into the classroom or school environment. | Classroom or school environment **does not incorporate** local environment or community resources. | Classroom or school environment **incorporates** local environment or community resources. | Classroom or school environment **incorporates** local environment or community resources in **unique or creative ways**. |

**PSLO #5 Standard 3: Community Connections: Participating in community events and activities**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| **5.3a: Respect**  Show respect for the local cultures and traditions | **Does not** show respect for the local cultures and traditions. | **Shows** respect for the local cultures and traditions by **actively learning** about the cultures. | **Shows** respect for the local cultures and traditions by **actively learning** about the cultures and **appropriately engaging** in local traditions (e.g., studying the/a local language). |
| **5.3b: Community involvement**  Actively participate in community events in culturally appropriate ways. | **Does not** actively participate in community events in culturally appropriate ways. | **Actively participates** in community events in culturally appropriate ways on a **regular basis**. | **Actively participates** in community events in culturally appropriate ways on a **regular basis** and **for extended periods**. |
| **5.3c: Situated professional responsibilities**  Exercise professional responsibilities in the context of local cultural traditions and expectations. | **Does not** exercise professional responsibilities in ways that are appropriate for the local cultural context, the traditions and expectations of the community. | **Exercises** professional responsibilities in ways that are appropriate for the local cultural context, the traditions and expectations of the community. | **Exercises** professional responsibilities in ways that are appropriate for the local cultural context—the traditions and expectations of the community—and **demonstrates unique or creative strategies** for enacting a situated approach in this context. |

**PSLO #5 Standard 4: Home Connections: Collaborate with parents/guardians to achieve a high level of complementary educational expectations between home and school**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| **5.4a: Relationship and expectations**  Builds relationships with parents or guardians in culturally responsive ways to identify complementary educational expectations of students. | **Does not establish relationships** with parents or guardians in culturally responsive ways and **does not identify** complementary educational expectations of students. | **Establishes relationships** with parents or guardians in culturally responsive ways that result in the **articulation of complementary** educational expectations **with evidence** that these expectations are **informing teaching.** | **Establishes relationships** with parents or guardians in culturally responsive ways that result in the **articulation of complementary** educational expectations **with evidence** that these expectations are **informing teaching in unique or create ways**. |
| **5.4b:** **Communication and student knowledge**  Communicates with parents or guardians to enhance understanding of students’ educational needs, concerns, and strengths. | **Does not communicates** with parents or guardians to enhance understanding of students’ educational needs, concerns, and strengths. | **Communicates** with parents or guardians to **enhance understanding** of students’ educational needs, concerns, and strengths and **applies this understanding in teaching**. | **Communicates** with parents or guardians to **enhance understanding** of students’ educational needs, concerns, and strengths and **applies this understanding in teaching** in **unique or creative ways.** |
| **5.4c: Parent Involvement in Education**  Promotes in culturally responsive ways parents or guardians’ involvement in their children’s education. | **Does not promote** in culturally responsive ways the involvement of parents or guardians in their children’s education. | **Promotes** in culturally responsive ways the involvement of parents or guardians in their children’s education. | **Promotes** in culturally responsive ways using **unique or creative methods** the involvement of parents or guardians in their children’s education. |

**PSLO #5. Standard 5: High Expectations: Recognize the full educational potential of each student and provide conditions to achieve that potential**

***The educator:***

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| **Indicator # and Description** | **1: Unsatisfactory** | **2: Proficient** | **3: Exemplary** |
| **5.5a. Respect, value, and expectations**  Demonstrates respect and value for all students of all cultural backgrounds by expecting and challenging them to excel in education/learning using a culturally responsive teaching approach. | **Does not** demonstrates respect and value for all students of all cultural backgrounds; **does not expect and challenge** them to excel in education/learning**; does not provide evidence of using culturally** responsive teaching strategies. | **Demonstrates respect and value** for all students of all cultural backgrounds by **expecting and challenging** them to excel in education/learning **using culturally** responsive teaching strategies. | **Demonstrates respect and value** for all students of all cultural backgrounds by **expecting and challenging** them to excel in education/learning **using unique or creative culturally** responsive teaching strategies. |
| **5.5b. Rigor and higher-order thinking**  Provides rigorous learning opportunities for all students of all cultural backgrounds that promote higher-order thinking skills using a culturally responsive teaching approach. | **Does not** provide rigorous learning opportunities for all students of all cultural backgrounds and **does not promote** higher-order thinking skills using culturally responsive teaching strategies. | **Provides rigorous** learning opportunities for all students of all cultural backgrounds that **promote** higher-order thinking skills **using culturall**y responsive teaching strategies. | **Provides rigorous** learning opportunities for all students of all cultural backgrounds that **promote** higher-order thinking skills **using unique or creative culturall**y responsive teaching strategies. |
| **5.5c. Assessment, Curriculum, Instruction**  Uses assessments and assessment data in culturally responsive ways to make curricular or instructional decisions that promote high levels of learning for all students of all cultural backgrounds. | **Does not use** assessments and assessment data in culturally responsive ways to make curricular or instructional decisions that promote high levels of learning for all students of all cultural backgrounds. | **Uses** assessments and assessment data **in culturally responsive ways** to make curricular or instructional decisions that **promote high levels of learning** for all students of all cultural backgrounds. | **Uses** assessments and assessment data **in culturally responsive ways** to **make unique or creative** curricular or instructional decisions that **promote high levels of learning** for all students of all cultural backgrounds. |