



AMERICAN UNIVERSITY
WASHINGTON, D.C.

Elementary and Secondary (English, Foreign Language, Math, Biology, Chemistry, Physics, Social Studies, Performing Arts) (B.A.)

Elementary, ESOL and Secondary (English, Foreign Language, Math, Biology, Chemistry, Physics, Social Studies, Performing Arts) (M.A.T.)

1. Learning Outcomes

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
<http://www.ccsso.org/content/pdfs/corestrd.pdf>

Standard 1, Subject Matter / Content.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2, Student Learning.

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3, Diverse Learners.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4, Instructional Strategies.

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5, Learning Environment.

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 6, Communication.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7, Planning Instruction.

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8, Assessment.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9, Reflection and Professional Development.

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10, Collaboration, Ethics, and Relationships.

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

2. Assessment Plan

| Measures | Target | Learning Outcomes | Cycle and Reviewers |
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| <p>Measure 1 <i>Form D – Lesson Plan observed by supervisor during student teaching or field experience</i></p> <ul style="list-style-type: none"> Assessment that demonstrates that candidates can effectively plan classroom-based instruction | <p>The clinical faculty supervisor evaluates the six components of the planned lesson using a four-point rubric (0-3). Candidates must score at least a two, which is the acceptable level on the rubric. If candidates score below a two in any rubric category, they must perform supplemental work required by their clinical faculty supervisor.</p> | <p>INTASC Standards 4, instructional strategies, 7, Planning Instruction, and 8, assessment, are measured by this assessment.</p> | <p>A candidate’s clinical faculty supervisor observes the planned lesson during student teaching (final semester for traditional candidates) or at the end of the first year of teaching for alternative route candidates. The lesson plan is scored using SETH’s electronic assessment system and submitted to the Director of Teacher Education each semester for the appropriate candidates. The full Faculty Council then reviews aggregated data annually.</p> |
| <p>Measure 2 <i>Form F – Final Evaluation of Student Teaching / Field Experience</i></p> <ul style="list-style-type: none"> Assessment that demonstrates candidates' knowledge, skills, and dispositions in practice. | <p>The clinical faculty supervisor evaluates each sub-measure of the 10 components of Form F, which are based on the 10 INTASC Standards,</p> | <p>All INTASC Standards are measured by this assessment.</p> | <p>A candidate’s clinical faculty supervisor completes the Final Evaluation of Student Teaching/Field Experience during student teaching (final semester for traditional candidates) or at the end of the first year of teaching for alternative route</p> |

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| | <p>using five levels of performance (1-5). The levels range from describing teacher candidates who are still striving to master the rudiments of teaching (1=unsatisfactory), to accomplished student teachers who demonstrate consistently high teaching skills (5=proficient).</p> <p>If candidates score below a 2 in any sub-measure, they must perform supplemental work required by their clinical faculty supervisor.</p> | | <p>candidates. Form F is scored using SETH's electronic assessment system. The Director of Teacher Education reviews Form F each semester for the appropriate candidates. The full Faculty Council then reviews aggregated data annually. The full Faculty Council then reviews aggregated data annually.</p> |
| <p>Measure 3 <i>Impact on Student Learning</i></p> <ul style="list-style-type: none"> Assessment that demonstrates candidate effects on student learning. | <p>This assessment is completed by the candidate at the end of the program and submitted through the Electronic Portfolio System. It is reviewed</p> | <p>INTASC Standards 2, Student Learning, and 7, Assessment, are measured by this assessment.</p> | <p>The impact on student learning assessment is submitted by candidates at the end of their program and reviewed by two faculty portfolio evaluators. The Director of Teacher Education ensures all candidates have received an acceptable score each</p> |

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| | <p>by two faculty portfolio evaluators using a four-point rubric (0-3). Candidates must score at least a two, which is the acceptable level on the rubric. If candidates score below a 2 on the rubric, they must resubmit the work for re-review by the portfolio evaluators.</p> | | <p>semester. The full Faculty Council then reviews aggregated data annually.</p> |
| <p>Measure 4 <i>Electronic Portfolio</i></p> <ul style="list-style-type: none"> Assessment that addresses content standards aligned to Specialty Professional Association Standards and pedagogy standards aligned to INTASC standards. | <p>Candidates submit their electronic portfolio for program completion. Portfolio tasks are divided by the 10 INTASC Standards and each standard is scored using a five-point rubric (1-5) by two faculty portfolio evaluators. Candidates also receive a score for the overall presentation of the portfolio, which is</p> | <p>All INTASC Standards are measured by this assessment.</p> | <p>The electronic portfolios are submitted by candidates at the end of their program and reviewed by two faculty portfolio evaluators. The Director of Teacher Education ensures all candidates have received an acceptable score each semester. The full Faculty Council then reviews aggregated data annually.</p> |

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| | <p>scored on a different five-point rubric (1-5). Candidates must receive an overall score of least 30 out of 55 points. They must also receive a score of at least a two (out of five) on each INTASC Standard. Candidates must resubmit the appropriate sections of their portfolios in order to complete this requirement.</p> | | |
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