

TE-UG-CELEMED-MAJ-Elementary Education (Science, Technology, Engineering and Mathematics)-TEESTEMBAE

Approval Comments

Outcome 1:	Graduates of this program, as defined by students earning their degree from spring 2017 through fall 2017, will demonstrate professional and subject-area knowledge required to become a highly qualified elementary school teacher in Arizona as measured by the NES Exam(s).
Measure 1.1:	The Professional Knowledge Test of the Arizona Educator Proficiency Assessment. This exam was designed to ensure that all certified teachers have the required knowledge needed to teach students in the state of Arizona. Specifically, knowledge will be assessed in the domains of Student Development and Learning and Assessment, Instruction, and the Learning Environment.
Performance Criterion 1.1:	At least 85% of graduates will earn a score at or above the cut score determined by the Arizona Department of Education on the Professional Knowledge Test.
Measure 1.2:	The Subject Knowledge Tests of the Arizona Educator Assessment. These exams were designed to ensure that all certified teachers have the required content knowledge needed to teach students in the state of Arizona.
Performance Criterion 1.2:	At least 85% of graduates will earn a score at or above the cut score determined by the Arizona Department of Education on the Elementary Education Subtests 1 & 2.
Measure 1.3:	Delete
Performance Criterion 1.3:	Delete
Outcome 2:	Graduates of this program, as defined by students earning their degree from spring 2017 through fall 2017, will utilize knowledge of students' diverse cultures and communities and of students' exceptional needs to create meaningful learning experiences for all students.
Measure 2.1:	In coursework, students create learning experiences for culturally and linguistically diverse students that address key components for ELLs. This corresponds with mastery of InTASC standard 2(k): Learning Differences: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners experiences, cultures, and community resources into instruction.
Performance Criterion 2.1:	At least 85% of the graduates in this program will earn a C or better on the signature assignment in BLE 404, which assesses InTASC standard 2 (k): Learning Differences: The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners
Measure 2.2:	In coursework, students create learning experiences for students with exceptional needs that address key components for students with disabilities and giftedness. This corresponds with mastery of InTASC standard 2(h): Learning Differences: The teacher understands students

with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

Performance Criterion 2.2: At least 85% of the graduates in this program will earn a C or better on the signature assignment in SPE 416, which assesses InTASC standard 2(h): Learning Differences: The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

Outcome 3: Graduates of this program, as defined by students earning their degree from spring 2017 through fall 2017, through the performance assessment process and using indicators from the TAP rubric, will be able to design, implement, and evaluate instruction effectively for diverse learners. The TAP Rubric, a tool that assesses a teacher

Measure 3.1: Graduates of this program are expected to be able to design instruction for diverse learners at the Proficient (3) level or above as assessed by the TAP Rubric.

Performance Criterion 3.1: On their final performance assessment, at least 85% of graduates of this program will earn TAP Rubric scores of Proficient (3) or above in each of the Indicators aligned to designing instruction for diverse learners, which include Instructional Plans and Teacher Knowledge of Students.

Measure 3.2: Graduates of this program are expected to be able to implement instruction for diverse learners at the Proficient (3) level or above as assessed by the TAP Rubric.

Performance Criterion 3.2: On their final performance assessment, at least 85% of graduates of this program will earn TAP Rubric scores of Proficient (3) or above in each of the Indicators aligned to implementing instruction for diverse learners, which include Presenting Instructional Content, Activities and Materials, Academic Feedback, and Managing Student Behavior.

Measure 3.3: Graduates of this program are expected to be able to evaluate instruction for diverse learners at the Proficient (3) level or above as assessed by the TAP Rubric.

Performance Criterion 3.3: At least 85% of graduates of this program will earn a TAP Rubric score of Proficient (3) or above in the Indicator aligned to evaluating instruction for diverse learners, which includes Standards and Objectives, on their final performance assessment.