

Criteria for Advancement through Bachelor of Arts in Elementary Education Degree (BAE)

Performance Data Tracking System

The progress and the performance of undergraduate students in the UAF Bachelor of Arts in Elementary Education Program (BAE) are assessed through multiple measures at four major “transition” points. The transition points are as follows:

TRANSITION ONE: Undergraduate students are assessed after they have attempted the following: 45 general credits towards the BAE degree, including 7 required courses in major content areas (math, English, social studies and science), and three additional required lower division education courses, the Praxis 1 exam, and have demonstrated technology competence at the level of ED 237. The university must also have evidence that the student possesses appropriate professional characteristics for the teaching profession, as assessed through the Professional Characteristics Feedback Form (PCFF) by various course instructors and fieldwork partners. A typical student would reach this transition point at the completion of his or her sophomore year. Once students have successfully completed the requirements at this transition (see above criteria), they are admitted to the program as a “BAE Candidate.” Any student admitted on a *provisional* basis must complete requirements specified by their provisional admission contract within the timeline laid out by his/her Plan of Action. The Plan of Action will be filed in the student’s permanent file.

TRANSITION TWO: During the semester when a BAE candidate anticipates successfully completing all the required coursework for the BAE degree except that of the final internship year, he or she should complete an admissions packet to submit to the Elementary Faculty to review for formal admission to the BAE capstone year which includes university coursework integrated with a year-long internship in a classroom. This packet requires evidence of an overall 2.7 GPA in required coursework, a 2.0 in each major academic content area, passing Praxis 1 scores, evidence of cross-cultural experiences, evidence of work with children and schools, letters of reference, an admissions essay, and an extemporaneous writing sample. The university must also have evidence that the undergraduate possesses appropriate professional characteristics for the teaching profession, as assessed through the Professional Characteristics Feedback Form (PCFF) by various course instructors and fieldwork partners. A typical student would reach this transition point at the completion of their junior year. Based on the attached criteria for this transition, a BAE candidate is then advanced to BAE intern status, either unconditionally or with provisions. A candidate advanced to intern status provisionally must complete requirements as specified in their letter of acceptance on a provisional basis.

TRANSITION THREE: Mid-way through the internship year (at the end of the fall semester), the performance of each intern is evaluated based on their performance on the summative, standards based assessment plan. At transition point three, candidates will be required to meet each competency at a basic level (“meets standard”) in order to proceed to the spring internship. In any area rated as “needs support” at the end of the fall semester, a specific plan of improvement will be written collaboratively by the intern and program coordinators, instructors, liaisons and/or mentor teachers with activities and dates to address the area of difficulty. Candidates not meeting standards will have to demonstrate that they have fulfilled the requirements of their plans of improvement by the specified dates in order to complete the program.

TRANSITION FOUR: At transition point four (completion of the program), candidates will have to meet each competency at a basic level (“meets standard”). Candidates who have not met the standards at a basic level will (like in the spring) be provided an opportunity to meet the standard again following the implementation of a specific plan of improvement. Because the competencies have been defined as those of a “minimal” level, interns will be required to demonstrate that they meet each standard at a basic level if they are to receive an institutional recommendation, and, consequently, a teaching certificate. Because the collection of evidence to assess candidate progress will be on-going throughout the internship year we hope that most candidate difficulties will be targeted early enough to allow for the development, implementation and assessment of a plan of improvement prior to graduation.

The following pages show criteria for advancement through BAE program transition points

Criteria for Transition One: Entry into BAE Candidate Status

Activity/Requirement	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Completion of required credits towards the BAE degree	Overall GPA of 3.0 and completion of more than 45 credits toward degree	Overall GPA of 2.5 and completion of 45 credits toward degree	Overall GPA of between 2.0 and 2.5 and completion of at least 45 credits toward degree	GPA below 2.0 and/or fewer than 45 credits successfully completed toward degree
Completion of the following courses: ANTH 242, COMM 131 or 141, ENG 111, ENG 211 or 213, MATH 107, one additional required social studies core course, one required science course	Completion of all required courses with A's and B's in all courses	Completion of all required courses with a C or better	Completion of all required courses with no more than two C's OR completion of all, except one, of the required courses with a C or better	More than 2 C's in required courses OR more than 1 course not completed
ED 237 grade or demonstrated technology competency	Grade of A or B in ED 237 or successful challenge of course	Grade of C or better in ED 237 or successful challenge of course	ED 237 not completed and challenge not yet attempted	Grade of D or lower in ED 237 and/or unsuccessful challenge of course
Completion and grades in ED 110, 201 and 204	Pass in ED 110 and A's or B's in 201 and 204	Pass in ED 110 and C or better in 201 and 204	Pass in ED 110 and C or better in 201 and 204	Fail in ED 110 and/or ED 201 and therefore not eligible to enroll in ED 204
PCFF's in 110, 201 and 204	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with no 0's or 1's	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with fewer than two "0"s or "1"s.	Low ratings of more than two 0's or 1's on PCFF prompted development of a Plan of Action. The goals of the plan were met.	Low ratings (i.e., more than two 0's or 1's) on PCFF prompted plan of action. The goals were not met.
Preliminary attempt made at Praxis 1 exam	Praxis 1 test is taken and passed in all areas and scores are submitted to UAF and AK DOEED	Praxis 1 test is taken and scores are submitted to UAF and AK Dept. of Education & Early Development. Student receives passing scores on at least 2 of the 3 Praxis tests.	Praxis 1 test is taken and scores are submitted to UAF and AK Dept. of Education & Early Development. A plan to improve reading, writing, and math competencies will be developed for students who do not have passing scores.	Student has not taken Praxis I tests.

Criteria for Transition Two: Admission to BAE Internship Year

Activity/Requirement	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Required BAE coursework	All required courses completed with a 3.0 or better overall GPA and a 2.75 in each major academic area	All required courses completed with a 2.75 overall GPA and a 2.0 in each major academic area	All required courses completed with an overall GPA below a 2.75 (with reasonable explanation) and a 2.0 in all major academic areas	All required courses not yet completed and/or overall GPA below 2.75 (with no reasonable explanation for low GPA)
Required education coursework I: Pedagogical content knowledge: ED 204, ED 410, MATH 205, MATH 206, ED 429, LING 101 or 303, JRN 486 or 308, science course with ED lab	All required courses completed with A's or B's	All required courses completed with a C or better	None	None
Required education coursework II: Professional and pedagogical knowledge and skills: ED 110, ED 201, ED 330, ED 350 or 420, PSYCH 245, EDSE 422 and EDSE 482	All required courses completed with A's or B's	All required courses completed with a C or better	None	None
Praxis 1 exam	Same as acceptable	All areas of Praxis 1 exam meet State of Alaska passing scores	None	None
Cross cultural experiences including experiences with Alaska Native students	Applicant has extensive and successful meaningful experiences beyond university requirements	Applicant has successful experiences because of required university coursework	None	None
Experiences with children/schools	Applicant has extensive and successful meaningful teaching/learning experiences with children beyond university requirements	Applicant has successful experience working with schools and children in required university coursework	None	None
Letters of reference	Letters of reference are strong and are from individuals who have direct knowledge of what will constitute success in the teaching profession	Letters of reference suggest intern will be successful in teaching profession and are from individuals who have direct knowledge of what will constitute success in the teaching profession	Letters of reference are adequate but not glowing and/or letters are from individuals with whom the intern's connection may be questionable.	One or more letters of reference not received and/or they do not positively promote the applicant, or they are from family members.
Admissions essay	Admissions essay content and writing conventions rated as exemplary by two reviewers	Admissions essay content and writing conventions rated as satisfactory by two reviewers.	Admissions essay assessed as unsatisfactory in content and/or in some writing conventions by at least two reviewers	Admissions essay assessed as unsatisfactory in content and in writing conventions by at least two reviewers
Extemporaneous writing sample	Writing sample assessed with score of 4 or above in all six traits by two reviewers	Writing sample assessed with score of at least 3 in all six traits by two reviewers	Writing sample assessed with scores of 1 or 2 in no more than two traits by three reviewers	Writing sample assessed with scores of 1 or 2 in three or more traits by three reviewers
PCFFs in ED 350 or 420 and EDSE 422 and 482	PCFF's received with majority 3's and no 0's or 1's	PCFF's received from all required instructors) and from all required fieldwork partners with fewer than four "1's" or "0's" OR plan of action successfully completed	Low ratings (i.e., more than four 1's or 0's) on PCFF warrant continued plan of action	Continued low ratings (1's and 0's) on PCFFs warranted Plan of Action in which goals were not successfully by student
Admissions interview—For <i>Formative</i> Assessment Purposes only, No formal rating assigned				
Fingerprint packet	Approved by the state	Approved by the state	Waiting approval by the state	Not approved by the state

Criteria for Transition Points 3 and 4 (based on Summative Standards-based Assessment Plan)

	Exceeds standard	Meets standard	Does not meet standard
Standard 1	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 2	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 3	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 4	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 5	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 6	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 7	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”
Standard 8	50% or more of targeted competencies for standard are rated as “exceeds” and none are rated as “does not meet”	All competencies are rated as “meets” or “exceeds”	One or more of the targeted competencies are rated as “does not meet”