
As is evident on our Outcomes Assessment Plan and our four “transition points” documents the Department of Elementary Teacher Education has had comprehensive individual student and program assessment plans in place since 2002. Multiple assessments occur on an on-going basis from the admission process through program completion and employment. Our assessments are developed using the following sets of standards:

- UAF/Alaska Teacher Standards (these incorporate the Alaska Standards for Culturally Responsive Schools);
- Association for Childhood International Standards/ACEI (the only professional organization for elementary teacher education in the United States and the only one that grants national recognition);
- National Council for Accreditation of Teacher Education/NCATE

We use data generated by individual student rubrics to create program level reports. Elementary faculty review informal data at every monthly elementary faculty meeting. Formal reports are reviewed on a biannual and/or annual basis, and we make program level changes based on our analysis of the data. All data and reports are stored on the School of Education server. We submit annual synthesized reports on program progress and program changes to the National Council for Accreditation of Teacher Education. Every five years we provide very detailed, data-driven exhibits and reports to ACEI, and every seven years we provide them to NCATE.

Oral Communication Competence

Our data provided evidence that we needed to develop a more comprehensive set of assessments that provided interns with on-going feedback on their oral communication competencies throughout their senior/internship year. (UAF/AK Standard 4)

We developed a rubric assessing interns’ oral communication skills and added it to the “Formative Observation and Feedback From (FOFF).” This form is completed by interns’ mentor teachers and by their university supervisors six times during the internship year. In addition to assessing intern’s oral speaking abilities in formal settings, we developed this rubric as a means of providing interns them with regular, formative feedback on their ability to communicate effectively with children and adults on a daily basis, in the context of their elementary classrooms. The rubric was collaboratively made by elementary faculty.

Technology Competency of Interns (UAF/AK Standards 9, 5, 2, 3, 4)

Our data provided evidence that not all interns had the level of technology competency necessary to support student learning in elementary classrooms.

We developed two sets of technology competencies for the elementary program: competencies to demonstrate the intern’s ability to use technology as a professional, and technologies designed to demonstrate the intern’s ability to meaningfully integrate technology into their instruction and to teach technology skills to their elementary students.

Continued Professional Development in Technology for Faculty (UAF/AK Standard 9, 8, 2)

Our data provided evidence that we needed to provide on-going support for faculty relative to integrating technology in university courses and modeling the use of technology for students.

In addition to developing new technology competencies for students, the elementary faculty has actively engaged in technology professional development and the implementation of new technologies in both our on-campus and distance delivery courses. Several elementary instructors participate in School of Education “Rich Media” workshops that are offered on a regular basis. These provide faculty with opportunities to learn how to
meaningfully integrate technology in instruction. Elementary faculty members use eLive, video conferencing, Smart Boards, blogs, and Blackboard on a regular basis. All university faculty are now also using Skype, as an additional observation tool, to observe interns who are not in the Fairbanks area.

**Ability of Interns to Accurately Identify and Document Academic Progress of Elementary Students in their Intern Year Classroom (UAF/AK Standard 5, 2, 3, 8)**

Our data provided evidence that we were not providing enough direct instruction during the internship year to allow interns to accurately assess the impact of their teaching on student learning.

In an effort to provide students with more experience in assessment and examining student progress and learning gains, ED 466/468 (the senior internship courses) now requires that interns compile a series of assignments related to Looking At Student Work (LASW). Every month, interns collect student work samples and analyze them carefully, with a different focus each month. Sometimes the work is analyzed relative to a targeted state content standard, other times it is analyzed relative to the intern’s instructional goals, and other times the work of only one student is examined in an effort to learn more about the students’ academic strengths and weaknesses, personal interests and work styles. Each LASW assignment requires a 2-3 page reflection on the process and is assessed relative to multiple ESSAP competencies (primarily in the area of Standard 5: Assessment). The goal of this new year-long assignment and assessment is to make certain that our program provides our interns with the skill to ensure that student learning is occurring, and if not, why.

**Ability of Interns to Accurately Identify and Document Reading and Writing Progress of Elementary Students in their Intern Year Classrooms (UAF/AK Standards 5, 3, 2, 8)**

Our data provided evidence that we were not providing enough direct instruction throughout the internship year to allow interns to accurately assess and document elementary student progress in reading and writing. (UAF/AK Standard 5)

For the same reasons mentioned above, interns are now required to complete a year-long assessment activity for ED 411 (Reading, Writing, Language Arts: Methods and Curriculum Development.) They are required to assess, document and reflect on the skills and knowledge of their elementary students in language arts. They must create instruction specific to the assessed needs of each of their students.

**Differentiating Instruction (UAF/AK Standards 2, 3, 5, 6, 7)**

Our data provided evidence that we needed to place more emphasis on our instruction for pre-interns and interns relative to their ability to meet the needs of students’ different ability levels and different learning styles.

New readings and assignments directly related to the need for, and strategies related to, differentiation are now incorporated in multiple courses at the 200, 300 and 400 levels, and differentiation procedures are now required in all submitted lesson plans during the internship year.

**Classroom Environment and Classroom Management (UAF/AK Standards 3, 6, 7)**

Our data provided evidence that classroom environment and classroom management was an area that we should target more directly during the internship year

We changed the readings, assignments and in-class activities for ED 467 “Synthesizing the Standards” to include a more direct focus on classroom environment and classroom management.
Understanding by Design Curriculum Model (UAF/AK Standards 1-8)

Our data provided us with evidence that our students need to have opportunities to become familiar with and use the Understanding by Design model earlier in their teacher education program. (This curriculum design model is also used by the UAF Center for Distance Education.)

Several elementary education faculty have now become well versed in the method of curriculum design known as Understanding By Design (UbD). A number of our elementary education courses have been re-designed using the UbD principles, and the process of designing curriculum using the UbD method is now taught to our students in ED 201, ED 204, ED 330, ED 310, ED 479 and ED 412.

Increase Number of Fairbanks Area Students Who Choose Elementary Education at UAF

Our data provided us with evidence that more students from Fairbanks are high schools were choosing to pursue elementary education degrees at UAF.

In an effort to build upon this momentum and recruit more Fairbanks high school graduates into the elementary teaching profession, we designed good quality colored posters featuring UAF elementary program graduates who are currently teaching, and who are recent graduates of all of the Fairbanks area high schools. These posters are in all of the schools in Fairbanks.