

Elementary Education (K-8) - Bachelor of Arts

Current Compliance Year: 2024-2025

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

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Response to Previous Recommendations (if any):

In order to increase retention/persistence and improve time to degree, we have initiated the following: GYO efforts (4 pillars)

- Scholarship (UA Internship scholarship, paying for early sequence courses with grant funding)
- Cohort (AITC, Fairbanks Fly-In, Brain breaks, Newsletter) - communication
- Partnering with districts
- Waivers for Praxis to start internship

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

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Discuss your SLOA findings, changes you are making and what you hope to see as a result:

CIDR August 2024–STOT, ATCAT and Next exit survey findings–goal setting

[SLOA - August CIDR 2024](#)

- Include specific instruction about global awareness in ED 201 and have all instructors and STOT scorers have common language around what global awareness means. Edit STOT training to clarify what global awareness means. Track STOT data for the next 3 years to see if scores increase.
- Instructors build in a reflection in the last session of methods class that summarizes the "Big Ideas" from each methods course. This will be reintroduced in the spring semester to help guide students as they think about making competency connections for their Full Time Student Teaching Documentation.
- Pilot the new ATCAT with more streamlined directions and see if the clarity in the improved instructions for the assignment will impact students' scores! -All instructors weave assessment language into courses (baseline/pre-assessment) -Analyze ATCAT responses around baseline data from Spring 2024

- Address any gaps in instruction to assure students will: 1. document their assessment of prior knowledge and accommodations put in place for those understandings and 2. incorporate and document their use of relevant content to engage learners.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

[Tracking program improvement and data driven change](#)

- Data informed instruction: Instructors will model how to gauge students' prior knowledge and adjust planning based on baseline data. "STOT Spot" (item 2, 19, 20 ,22) for seminar and elementary meetings on this topic. ED411 will incorporate this into the Classroom Profile assignment. Instructors will model and help interns understand how to collect and use baseline data throughout the fall of internship year by integrating a small piece into their classes.
- Mentor-teacher support/ communication: Changes to 2024-2025 calendar (Shared Google Calendar with critical assignments and interns classes/responsibilities) , Internship timeline sent out a week prior to each new month. Come up with monthly priorities and highlights list to send to interns/mentors/supervisor
- Assessment Terms: In fall 2023, we brainstormed a [glossary of assessment terms](#) that students need to know, embed into ED330 and other foundations classes. We will continue to embed these in our courses.
- Differentiation: Use the differentiation module that Special Ed. faculty created. Students ask cooperating teachers/mentor teachers methods for differentiation in foundations/methods classes, Instructors tie this into their instruction in methods/foundations class

Supporting Documents

Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

[BAE Transitions](#)

[Elementary Transition Data](#) (Updated Oct 2024)

[UAF School of Education Quality Assurance Hub](#)

[August 2024 CIDR Agenda](#)

[ATCAT Elementary Spr20-24.xlsx](#) (look at BAEL data)

[Elementary BAEL Final Spring STOTs 2020-2024.xlsx](#) (open in Google sheets)

[Elementary TCGE Final Spring STOTs 2020-2024.xlsx](#) (open in Google sheets)

[Elementary - FTST Binder Scores S24](#)

[Elementary - ED 412 Social Studies Unit Rubric](#)

[AY23-24 NExT Exit Surveys - Section B by Program.xlsx](#) (open in Google sheets)

Updated SLOA?

If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

[Updated BAE SLOA Plan Nov. 2024](#)

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs. Please mark the appropriate box below.

Embedded:	x
Not Embedded:	

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

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Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			X
Pass Rates	X		
Student Credit Hours		X	
Majors		X	
Degrees Awarded		X	
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

- Undergrad pass rate by race: would like the undergrad pass rate to be the same. Currently there is a 76% and 94% difference.
- [REDACTED] pass rates: these look pretty close
- 2022 data shows concerning drops in pass rates across many races, [REDACTED] and age ranges—perhaps due to COVID. We will keep monitoring.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

- UAA - 2019/2020 increases after loss of accreditation at UAA School of Education initial licensure programs
- Decreases in enrollment in elementary education during COVID due to school closures and increased challenges, especially working with younger students not used to being in school environments.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

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High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects	X	Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning	X	Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences	X	Publications	
Internships	X	Scholarly Activities	
Service or Community-based Learning	X	Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

ED 439: Supporting Multilingual Learners in the Elementary Classroom
EDSE 316: Introduction to Special Education for Elementary Classroom Teachers
EDSE 320: Adapting and Accommodating Instructions for Students with Disabilities
TG F101: Introduction to Tribal Government in Alaska
ED/ANS 420: Alaska Native Education

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

During the senior year, mentor teachers and interns meet monthly in the ED 466/ED 468/ED 593 Mentor/Intern Seminars. Seminar focus interns and mentors on internship expectations, provide internship course overviews, mentoring skills, and discussions tied to current trends in education.

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

Before the internship year, BAE students complete just under 100 hours of classroom-based fieldwork in a wide range of classroom settings and age groups. These fieldwork practicums are directly tied to content in corresponding education courses.

Internships

During their senior year, BAE students are placed with a mentor teacher in an elementary classroom for fall and spring semester. This experience is referred to as their “internship” year and requires students to teach several different subjects during the fall semester, and gradually lead up to taking over all teaching responsibilities for three weeks in the spring semester. See [Internship Timeline Expectations](#) for a detailed overview of each month of the internship.

Capstone Courses & Projects

During the internship year (senior), students take teaching methods courses that are directly tied to their internship classroom practice. In the fall semester, interns create, plan and teach a week of math in their classrooms, a 4-5 day integrated social studies/language arts unit and a week of language arts instruction. Finally, in ED 414, they plan and teach a local artist project as well as learning activities integrating music and drama. In the spring semester, students plan and teach a week of science, develop and teach Physical Activity and Health lessons, and finally take over all classroom teaching responsibilities for three weeks (Full Time Student Teaching-FTST). To show evidence of meeting the FTST requirements, students complete a FTST Documentation project.

Other or None of these (explain)

(250 Word Limit)

Submission

Submitter & Collaborator Names

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School of Education

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
 School of Education: *Elementary BAE*
 Updated November 2024

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)	Data reporting process
MISSION STATEMENT: The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities. GOAL STATEMENT: Increase the number of qualified educators for Alaska's schools by: ● Providing licensure programs at undergraduate and graduate levels ● Providing education programs to students across Alaska ● Recruiting, retaining and graduating Alaska Native candidates ● Aligning programs with state and national standards and	Effective communication skills	Praxis CORE exam -- demonstration of basic competency in reading and writing Required for entry to internship year	Students must successfully complete the Praxis CORE exam prior to start of internship year (waived by DEED (Alaska Department of Education and Early Development) beginning during the COVID year.)	For each year in two year period % of program graduates in reported academic year with passing scores
	Disciplinary content knowledge	Praxis II exam – demonstration of disciplinary content knowledge Required for conferring of state licensure	Students must successfully pass the Praxis II content area exam in their respective discipline prior to receiving institutional recommendation for licensure	For each year in two year period % of program graduates with passing scores are reported, disaggregated by content area exam
	Pedagogical knowledge (ability to effectively teach)	Skills of Teaching Observation Tool (STOT) Fall: mentors and supervisors complete partial STOT in Oct. and full STOT in Dec. Spring: mentors and supervisors complete full STOT end of week 1 of Full Time Student Teaching and full STOT at the end of Full Time Student Teaching	Final STOT: 90% (30/34 rows) of areas need to be rated at the Proficient level (3.0) or higher with no areas rated Underdeveloped/Underdeveloped Plus.	For each year in two year period, the disaggregated STOT data is linked
	Positive impact on student learning	ATCAT: Alaska Teacher Culminating Assessment Task R2024 Passing score required for conferring of state licensure	Students must receive a passing score on the ATCAT during the final semester of their internship	For each year in two year period, the disaggregated ATCAT data is linked

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accreditation requirements	Professional dispositions aligned with the teaching profession	Professional Characteristics Form (PCF) Demonstration of appropriate dispositions for teaching profession	Patterns of low ratings on the PCF result in plans of improvement and can lead to eventual program dismissal if plans are not met	For each year in two year period, the disaggregated PCF data is linked
	Evidence of effectiveness in the workplace	NExT Alumni - Section B and D and NExT Employer - Section B Evidence of employer and alumni satisfaction with preparation in the workplace	Alumni and employers working in Alaska's public schools receive a survey of effectiveness in the workplace 1 year after certification program completion	For each year in two year period, summarized NExT survey data of alumni and employers is linked

Process of data collection and review: All above data sources are collected annually

1) Data set	2) Who initiates collection of data	3) Who collects and houses the data	4) When are the data collected	5) Who prepares the data reports	6) When are the data ready for review
ATCAT – Shared assessment of candidate proficiency (CAEP Annual Measure 2)	Heads of initial licensure programs work with program faculty	Assessed by program faculty, data housed in LiveText	Final semester of licensure program (typically late spring)	SOE Research professional	August
Praxis I and II scores (CAEP Annual measure 1)	Collected by ETS and available any time	ETS	On-going basis	SOE Research professional	April for CAEP annual report
STOT – Shared assessment of candidate fieldwork experience (CAEP Annual Measure 2)	Heads of initial licensure programs work with program faculty and mentor teachers	Assessed by supervisors and mentor teachers, data housed in LiveText	Fall and spring semester	SOE Research professional	August
PCF – Shared assessment of candidate professional characteristics	Heads of initial licensure programs work with program faculty and mentor teachers	Assessed by program faculty, supervisors and cooperating/mentor teachers, data housed in LiveText	Fall and spring semester	SOE Research professional	August
NExT graduate survey (CAEP Annual Measures 2, 4 and 7)	SOE Research professional confirms initiation of survey with CAEPR	CAEPR facilitates data collection and then forwards to NDSU	Late spring *Advanced special ed is included in alternating (even numbered) years	NDSU – UAF and UAlaska Aggregate reports CAEPR – Disaggregate reports	February
NExT employer survey (CAEP Annual Measures 2 and 3)	SOE Research professional confirms initiation of survey with CAEPR	CAEPR facilitates data collection and then forwards to NDSU	February *Advanced special ed is included in alternating (even numbered) years	NDSU – UAF and UAlaska Aggregate reports CAEPR – Disaggregate reports	February

For more information on data review process of on-going evidence of program changes made in response to data review please visit the [UAF School of Education Quality Assurance Hub](#)

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Mid-Cycle Review Committee

The Mid-Cycle Review committee plays a crucial role in supporting each program as they prepare for their Full Review. Our goal is to help programs feel recognized and supported throughout this process. To guide your feedback, we've included strength-based feedback tags; please select all that apply to this program.

Overall Recommendations (tags)

Address Equity Gap	x	Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

See Student Success and Equity Feedback below for additional details.

Student Learning Outcomes Feedback (tags)

Strong		Developing	
Requires Minor Revision	x	Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

For the response to recommendations, would like to see significantly more depth to this section other than four bullet points. Needs development (needs a narrative).

With the exception of the School Counselor Certification – Post-MA Certification (GLP), Local Knowledge Educator – Certificate, Elementary Education – ME, and Counseling – ME, the other programs largely had the same SLOs (6 for UG programs, 7 for graduate and PB programs). Note that the School Counselor Certification – Post-MA Certification (GLP) and Counseling – ME programs have the same SLOs as well. Need to have some distinction in SLOs among programs (cannot be identical).

This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 6 SLOs, each of which have a clear and well-defined set of criteria and procedures for assessment, implementation plan (that includes when the SLO must be completed and assessed [including how will be assessed] in the program), and the data reporting process. One area that could be improved is that each of the 6 SLOs could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., what disciplinary content knowledge must students attain?).

Both the SLOA findings and curricular changes were well described. Need to demonstrate closing the loop and continuous improvement (looks like some of the data is already in hand but not analyzed).

What assistance can the Accreditation Office provide to assist with SLOA revisions?

Student Success & Equity Feedback (narrative)

An increase in pass rates was indicated in the data, yet there was discussion suggesting that pass rates have actually declined. While specific percentages are not necessary for this explanation, it is crucial to understand the discrepancy and to keep track of these metrics to create accessible goals for the future of your program.

The program mentioned that it will continue monitoring your data, what are the immediate actions being taken to lessen these gaps. Could the program provide insights into the specific strategies and initiatives currently being implemented to address this issue? Additionally, it would be helpful to know what measures have been effective in increasing the pass rates.

Understanding these aspects will not only clarify the current situation but also help in setting clear, achievable goals moving forward.

If the data points do not fully capture the program's nuances, consider what additional metrics might be necessary for a comprehensive understanding. What assistance can the Accreditation Office provide to better address this need?

High-Impact Practices Feedback (narrative)

The program provided good information in the areas they selected for high-impact practices. They could provide more context into the diversity and global learning category instead of just listing the courses offered. Their internships and field experiences, hours listed and capstone projects are similar to the MA program as well.

A suggestion would be to provide specific examples for each HIP to give depth to the descriptions provided. This would demonstrate the types of experiential activities in which students are engaged in during their program of study.