

Elementary Education - Master of Education

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).

[Updated Elementary Education MEd SLOAs 2024](#)

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 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. The language arts class 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.*

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

[Elem. Post-Bac Transitions](#)

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

[August 2024 CIDR Agenda](#)

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

[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)

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.

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		X
Student Credit Hours			
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.

One of the criteria to be admitted into the internship program is to pass the following: Alaska Department of Education and Early Development (DEED) Approved Basic Competency Exam in Math, Reading, and Writing (Example: Praxis CORE Academic Skills for Educators). Our Elementary Transition Data shows that this requirement is challenging for some students, especially if they have limited internet access. To address this issue, we have received waivers from the Alaska Department of Education and Early Development from this requirement so that students are allowed to begin their internship.

Optional Data Explanation

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

(250 Word Limit)

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

You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

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		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences	X	Publications	
Internships	X	Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

During the internship 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

(250 Word Limit)

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 Expecations](#) 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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UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Education
Curriculum and Instruction, Cross Cultural Education
Language and Literacy, Online Innovation and Design
School of Education
March 14, 2014

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: OUR MISSION Our mission is to prepare professional educators and counselors who are culturally responsive, effective practitioners, as described in the state Standards for Alaska's Teachers and the candidate proficiencies identified in the UAF School of Education Conceptual Framework. The UAF School of Education recognizes that schooling and counseling in Alaska has unique characteristics. We prepare educators and counselors to work in urban and rural Alaska and to work with K-12 students and adults from many backgrounds. GOAL STATEMENT: OUR GOALS 1. Increase the number of qualified educators, in Alaska's schools and communities. 2. Enhance the professional skills of Alaska's K-12 educators. 3. Develop and support ongoing systemic educational	Content Knowledge Applicants to be Master of Education candidates have entry-level knowledge of education course content as described in professional, state, and institutional standards Professional Knowledge and Skills Candidates in the Master of Education program demonstrate, through inquiry, critical analysis, and synthesis in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards. Dispositions Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards	<u>Transition One</u> <u>Entry Level Assessment for All Candidates</u> --Transcripts that present an undergraduate GPA of 3.0 or higher --GRE scores if undergraduate GPA is below 3.0 --Statement of Goals (4-5 pages) --Resume --Three Letters of Reference	Candidates for all concentrations submit application materials. Complete applications are reviewed by one faculty member and presented to the entire faculty for approval. Application materials are scored on a rubric using the following scale: 0 = not acceptable 1 = acceptable 2 = target
	Content Knowledge Master of Education candidates have in-depth knowledge of counseling	<u>Exit Level Assessment for Curriculum and Instruction</u> <u>Transition Two</u> --ED 601 Literature Review --ED 603 Mini Research Project	Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable

Submitted by: Co-Chairs for the School of Education Graduate Programs: Philip Patterson, Susan Renes

collaborations with Alaska's schools and communities. 4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of: • The quality of Alaska's K-12 schools • The curriculum of the UAF School of Education • The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska Contribution to Institutional Mission UAF Mission Statement The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF--America's arctic university--promotes academic excellence, student success and lifelong learning.	course content as described in professional, state, and institutional standards Professional Knowledge and Skills Candidates in the Master of Education program demonstrate. Through inquiry, critical analysis, and synthesis in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards. Professional Knowledge and Skills	--Cross Cultural Foundation Class --ED 612 Teaching Philosophy Statement --ED 630 Curriculum Plan--ED 659 Website Development ED 659 Website Development Assignment --ED 686 Intelligence or Achievement Instrument --Curriculum and Instruction Elective (1) Transition Three --Research Project or Thesis Proposal --Literature Review for Research Project or Thesis --Advancement to Candidacy Transition Four --Project or Thesis --Project or Thesis Defense	2 = target The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. Upon successful defense of the proposal, the student submits the advancement to candidacy The student's committee evaluates the project/thesis and oral defense of the project/thesis.
	Content Knowledge Professional Knowledge and Skills	Exit Level Assessment for Language and Literacy Transition Two --ED 601 Literature Review --ED 603 Mini Research Project --Cross Cultural Foundation Class --ED 620 Critical Book Review --LING 602 Case Study --LING 610 Final Paper --Language and Literacy Electives (2) Transition Three --Research Project or Thesis Proposal --Literature Review for Research Project or Thesis --Advancement to Candidacy	Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. Upon successful defense of the proposal, the student submits the advancement to candidacy

	Professional Knowledge and Skills	<u>Transition Four</u> --Project or Thesis --Project or Thesis Defense	The student's committee evaluates the project/thesis and oral defense of the project/thesis.
	Content Knowledge	<u>Exit Level Assessment for Cross Cultural Education Transition Two</u> --ED 601 Literature Review --ED 603 Mini Research Project --Cross Cultural Foundation Class --Cross Cultural Electives (5)	Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target
	Professional Knowledge and Skills	<u>Transition Three</u> --Research Project or Thesis Proposal --Literature Review for Research Project or Thesis --Advancement to Candidacy	The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. Upon successful defense of the proposal, the student submits the advancement to candidacy
	Professional Knowledge and Skills	<u>Transition Four</u> --Project or Thesis --Project or Thesis Defense	The student's committee evaluates the project/thesis and oral defense of the project/thesis.
	Content Knowledge	<u>Exit Level Assessment for Online Innovation and Design Transition Two</u> --ED 601 Literature Review --ED 603 Mini Research Project (not required for students graduating with comp. exam) --Cross Cultural Foundation Class --ED 431 Required Mobile Tools Position Paper --ED 432 Required Set of Three Screencasts --ED 650 Required Current Issue Paper --ED 653 Online Learning Module --ED 655 Online Project Based Lesson --ED 677 Digital Storybook -- Online Innovation and Design Elective courses (2 – 4)	Course instructors, using a scoring rubric, evaluate course assignments. 0 = not acceptable 1 = acceptable 2 = target

	Professional Knowledge and Skills	Transition Three --Research Project or Thesis Proposal (for students graduating with a project or thesis) --Literature Review for Research Project or Thesis (for students graduating with a project or thesis) --Advancement to Candidacy	The student's committee evaluates the literature review, the project/thesis written research proposal and the oral defense of the research proposal. Upon successful defense of the proposal, the student submits the advancement to candidacy. If the student will graduate with a comprehensive exam, the advancement is submitted one semester prior to graduation based on coursework.
	Professional Knowledge and Skills	Transition Four --Project or Thesis --Project or Thesis Defense OR --Comprehensive Exam	The student's committee evaluates the project/thesis and oral defense of the project/thesis. The student's committee selects questions for the comprehensive exam. The student's committee scores the exam using a rubric.
	Dispositions Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.	Transition 3 and 4 Exit Level Assessment for All Concentrations -- Professional Characteristics Feedback Form	A Professional Characteristics Feedback form is completed by the student's committee chair in consultation with the full committee. PCFF is completed in Transition 3 after the proposal defense and again in Transition 4 after the project/thesis defense. Students graduating with a comprehensive exam are evaluated after the exam in Transition 4.
	Student Learning Candidates in the Master of Education program critique and are able to reflect on their work within the context of student learning in K-12 or post-secondary classrooms.	Transition 3 and 4 Exit Level Assessment for All Concentrations --Impact on Student Learning Form	The candidate submits the Impact on Student Learning Form at the proposal defense; and at the project/thesis defense. The Impact form asks candidate to evaluate how their research project or thesis will impact students in the K-12 or post-secondary classroom.

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	x	Developing	
Requires Minor Revision		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).

This report shows strong alignment between the SLOA plan, the results, and the analysis done by the program. Provided 7 SLOs (these were the best and only unique SLOs for any of the 11 SOE program reviews), 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 7 SLOs could be more clearly articulated/defined, i.e., a more well-defined statement (e.g., could provide additional details on the content knowledge, professional knowledge and skills, and dispositions; or, reference where these are stated elsewhere for each transition and exit level assessment).

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)

It is essential to determine whether pass rates have increased, remained stable, or decreased. This data is crucial for understanding the overall effectiveness of the educational programs and identifying areas that may require attention or improvement.

By understanding these factors and addressing the lack of internet access, educational programs can improve pass rates and student credit hours, thereby setting accessible and achievable goals for the future. Tracking these metrics continuously will help in evaluating the effectiveness of the implemented strategies and making necessary adjustments to support student success.

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)

Capstone Courses & Projects X

First-Year Seminars & Experiences X

Internships X

The HIPs appeared to be very thorough and strong. They checked many of the boxes for high-impact practices and were able to follow up with concrete coursework, program design, and narrative. 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.