

Elementary Education Licensure - Post-baccalaureate Licensure (Graduate Licensure Program)

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.

Increase retention/persistence, Improve time to degree

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 from DEED (Alaska Department of Education and Early Development) for Praxis requirement 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 SLOAs November 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)

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.

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.**

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

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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	☒	Research (Graduate Level)	☐
Collaborative Assignments & Projects	☐	Writing-Intensive Courses	☐
Diversity/Global Learning	☐	Publications	☐
ePortfolios	☐	Communications	☐
First-Year Seminars & Experiences	☒	Publications	☐
Internships	☒	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**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**

Joan Hornig, Carol Barnhardt

Submitter Email

jehornig@alaska.edu



School of Education

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
 School of Education: Elementary Post-bac licensure + M.Ed.
 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	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 Alaska Department of Education and Early Development during COVID and following years due to equity gaps.	For each year in two year period % of graduates with passing scores are reported
	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 graduates with passing scores are reported, disaggregated by content area exam
	Pedagogical knowledge (ability to effectively teach)	Skills of Teaching Observation Tool (STOT) 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
	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	AY23-24 NExT Exit Surveys - Section B by Program.xlsx	Alumni and employers working in Alaska's public schools receive a survey of effectiveness in the	For each year in two year period, summarized NExT survey data of alumni and employers is linked

Submitted by: Joan Hornig November 2024

Aligning programs with state and national standards and accreditation requirements		Evidence of employer and alumni satisfaction with preparation in the workplace	workplace 1 year after certification program completion	
Optional: M.Ed. addition after post-bac certification	Advanced understanding and application of elementary teaching pedagogical knowledge and skills	Completion of an M.Ed. project or thesis.	Students complete 600 level elementary preparation courses, and a project or thesis successfully	For each year in two year period, # of students successfully completing M.Ed. requirements is reported

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](#)

Submitted by: Joan Hornig November 2024

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 7 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 7 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)

Clarification is needed on how the lack of internet access prevents students from passing the DEED and Praxis exams. Connectivity issues can significantly hinder students' ability to prepare for and succeed in these assessments. How is the program working to address this?

While specific percentages are not required, it is essential to monitor the effectiveness of these initiatives. By keeping track of students' progress and pass rates, the program can set accessible goals and continuously improve the program to better support all students.

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)

Notable High-Impact practices included:

- Capstone projects and courses
- First-year seminar and experiences
- Internships
-

There exists a detailed guideline for internship expectations and timelines This is completed in their senior year. Additionally, the capstone projects and courses are also their senior year and are tied directly or in correlation with their internship experience.. The courses include methods courses to help guide their preparation and planning in teaching.

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.