

Special 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):

No feedback was found, NA

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:

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

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

The Special Education programs review all assessment data during SOE August meetings. For content knowledge, the passing scores for all candidates on the standardized Praxis II 5354 Special Education Content Knowledge test show a basic benchmark of understanding that meets Alaska state criteria, in addition to the Praxis Core. In addition to the Praxis II, faculty honed in on content knowledge levels by looking at the STOT and ATCAT. Performance data from the STOT and ATCAT assessments indicate that candidates demonstrate strong teaching competencies. They effectively apply instructional strategies to make content accessible and meaningful for all learners. Candidates excel in creating inclusive learning environments, fostering collaboration with colleagues, parents, and advocates, and adapting instruction to meet diverse needs. This emphasis on inclusivity, adaptability, and community engagement highlights their preparedness to deliver responsive, dynamic, and effective education, reflecting their potential as highly capable and collaborative educators. After reviewing all of the available data, using data to develop student-specific plans is an area that faculty have identified as an area in which to make improvements. Faculty have plans to review what assessment-related topics are covered in each class and examine how they are covered and where they can be improved upon. Faculty will then embed additional assessment support and content into core courses, especially the

required assessment course. As a result of the planned changes, faculty hope to see assessment scores go up in related SLOA areas, especially the NExT survey.

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:

Recent data shows that both initial and advanced candidates demonstrate strong pedagogical knowledge, skills, and dispositions. While initial candidates may require additional support in foundational areas compared to their advanced peers, further data collection will help pinpoint specific areas for improvement. Feedback from alumni, employers, and the EAC underscores the growing importance of developing professional skills using distance education technologies, a need heightened by the pandemic. In response, candidates participate in collaborative assignments using Zoom and Google tools, enhancing their communication and teamwork skills. These activities have led to noticeable improvements in collegial interactions, with candidates reporting increased confidence in using technology to support collaboration and a commitment to applying these tools in their future K-12 classrooms.

To further support candidate development, faculty integrated modules from the National Professional Development Center, OCALI, and the Iris Center into courses. These free, research-based resources provide specialized training in various special education topics and interventions. The modules align with class content and offer additional learning opportunities, helping candidates strengthen their practice. Additionally, by exposing candidates to these quality resources, the program equips them to access ongoing professional development after graduation. This knowledge will also enable them to train paraprofessionals and share valuable tools with families. Together, these efforts ensure candidates are well-prepared to meet the demands of inclusive, technology-enhanced classrooms while fostering professional growth and collaboration in their future roles.

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.*

Assessment data is uploaded to the portal.

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. We are not updating our SLOA at this time.

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

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

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			x
Pass Rates			No data
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.**

Our student success data highlights some possible equity gaps in the average credit hours taken by different groups. [REDACTED] students, for example, take an average of 21 credit hours annually, much higher than the 13.1 credit hours for [REDACTED] students. [REDACTED] students carry an average of 16.75 credit hours compared to 13.17 for [REDACTED], and [REDACTED] students average 17.8 credit hours, outpacing the 11.7 credit hours taken by [REDACTED] peers.

To address these gaps, we're focusing on enhancing academic advising to help students plan manageable course loads while still meeting their goals. Additionally, we'll gather feedback from students to better understand why these differences exist and create solutions that meet their unique needs.

Our goal is to ensure that all students have equal access to the resources and support they need to succeed while balancing their academic, personal, and financial responsibilities.

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

Collaborative Assignments & Projects

Key Assessment #7 (KA7), the Collaborative Task Analysis Assignment, is one of several key assessments used by the program to maintain SPA recognition from the Council for Exceptional Children (CEC). This assessment is designed to evaluate candidates' ability to collaborate with educators to design and deliver effective instruction tailored to meet the needs of individuals with exceptionalities.

KA7 is completed in EDSE F612: Curriculum, Management, and Strategies I: Low Incidence, a core course taken before clinical practice. Candidates work collaboratively on a case study to identify a skill to teach, develop a Task Analysis (TA) for the skill, create a data collection sheet to measure lesson effectiveness and practice delivering the lesson through role-playing. These tasks align with CEC standards, ensuring candidates demonstrate the skills required for professional excellence in special education. To pass EDSE F612, candidates must earn an average score of "3" on the assessment.

In spring 2023, data from KA7 highlighted both initial and advanced candidates' strengths. The initial candidate achieved an average score of "3," demonstrating proficiency in curriculum application and systematic instruction while leaving room for further professional growth. Advanced candidates surpassed this threshold, with scores averaging above "3" and achieving a perfect "4" on Collaborative Task rubric item 3, showcasing their excellence in integrating curriculum knowledge and collaborative educational practices.

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

The Initial Teacher Certification and Additional Endorsement programs provide candidates with a K-12 special education endorsement. To ensure candidates are exposed to a full range of ages, types, and levels of abilities, and collaborative opportunities appropriate to the license or roles they are preparing for, the EPP aligns the field experiences to the course content. For example, in EDSE F612, candidates will complete their field experience working with students with low-incidence disabilities, and in EDSE F622, students will complete their hours working with high-incidence disabilities. In EDSE F605, candidates complete their hours in an early childhood special education setting. The Special Education Program requires fieldwork for all but two courses (EDSE 632 Special Education Law and EDSE 648 Understanding FASD: Diagnosis, Intervention, and Strategies). Our program includes six required core courses, five requiring students to complete 15 hours of fieldwork, culminating in a minimum of 75 hours (candidates may have more hours based on the electives they choose) of field-based learning experiences. In addition to the core courses, our program offers a variety of elective courses designed to allow students to explore specialized areas of interest within the field of special education. All but one of these elective courses include a fieldwork component.

Internships

EDSE F680 Special Education Clinical Practice: This student teaching experience is the program's final phase. Candidates are provided with opportunities to instruct students with disabilities (K-12). Candidates assume the major responsibilities of a special education teacher of record. Tasks include designing and implementing lessons, conducting an assessment, intervening in student behavior issues, developing IEPs, directing paraprofessionals, communicating with parents, and acting as a school team member. The clinical practice lasts an entire semester for at least 500 contact hours. Each candidate is supervised by a mentoring teacher or site supervisor (e.g., administrator) and a university supervisor who formally observes candidates and completes formal evaluations of candidates' performances.

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Submission**Submitter & Collaborator Names**

Tara Maltby

Submitter Email

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Student Learning Outcomes Assessment Summary

Special Education

UAF School of Education
AY 2022/23-AY 2023/24
202203-202401

Submitted by: Tara Maltby
Contact Information: tmaltby@alaska.edu
Date: 11/19/24

Assessment information collected in accordance with your SLOA plan

Assessment Criteria and Procedures	Data reporting process	Link data here
Praxis CORE exam -- demonstration of basic competency in reading and writing Required for entry to internship/program year	For each year in two year period % of graduates with passing scores are reported	SLOA Special Education Praxis Scores
Praxis II (5354) exam -- demonstration of disciplinary content knowledge Required for conferring of state licensure	For each year in two year period % of graduates with passing scores are reported, disaggregated by content area exam	SLOA Special Education Praxis Scores
Skills of Teaching Observation Tool (STOT) Students must earn at least 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	STOT Data Reports Fall22/Spring 23 Fall 23/Spring 24
Alaska Teacher Culminating Assessment Task (ATCAT) Passing score required for conferring of state licensure	For each year in two year period, the disaggregated ATCAT data is linked	ATCAT Data Reports
Professional Characteristics Form (PCF) Demonstration of appropriate dispositions for teaching profession	For each year in two year period, the disaggregated PCF data is linked	PCF Data Reports

NExT survey of alumni and employers Evidence of employer and alumni satisfaction with preparation in the workplace	For each year in two year period, summarized NExT survey data of alumni and employers is linked	NExT Data
M.Ed. addition after post-bac certification: Completion of the comprehensive exam	For each year in two year period, # of students successfully completing M.Ed. requirements is reported	SLOA - MED SPED



School of Education

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
School of Education: Special Education Post-bac licensure + M.Ed.
Updated Spring 2021

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 during COVID pandemic)	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) Mentor teachers and supervisors will observe candidates multiple times over the course of the final semester. Feedback will be provided to candidates after each observation through an online STOT form. The final STOT form of an internship should have no rows marked n/a. Mentors and Supervisors may fill it out as a summative assessment, based on the last observation plus	Students must earn at least 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

Submitted by: Tara Maltby March 2021

accreditation requirements		other knowledge of the intern including earlier observations.		
	Positive impact on student learning	Alaska Teacher Culminating Assessment Task (ATCAT) 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	NExT survey of alumni and employers 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
Optional: M.Ed. addition after post-bac certification	Advanced understanding and application of special education teaching pedagogical knowledge and skills	Completion of comprehensive exam	Students complete 600 level special education preparation courses and comprehensive exams 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

Submitted by: Tara Maltby March 2021

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](#)

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)

No previous recommendations.

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?).

Discussed the SLOA findings and curricular changes. Need to clearly demonstrate that are closing the loop and showing continuous improvement (per the discussion in the SLOA findings/changes are making – *“After reviewing all of the available data, using data to develop student-specific plans is an area that faculty have identified as an area in which to make improvements. Faculty have plans to review what assessment-related topics are covered in each class and examine how they are covered and where they can be improved upon. Faculty will then embed additional assessment support and content into core courses, especially the required assessment course. As a result of the planned changes, faculty hope to see assessment scores go up in related SLOA areas, especially the NExT survey.”* What is the outcome of these changes, and did they yield the intended assessment score changes?

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

Student Success & Equity Feedback (narrative)

Are these course loads identified by the various groups causing issues in other areas, such as retention, graduation rates, etc.? If not, and your focus is on increasing enrollment for a particular group, is that a problem? You do not necessarily need to include actual percentages, however, keeping track of these to be able to create accessible goals for the future of your program.

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 three sections completed were very well organized, provided good ideas on projections with the data needs and what it's used for as far as driving the program outcomes and goals. Courses are listed and the context of those courses are also alluded to quite well. The topics covered in this section include: internship, service and community-based learning, and collaborative assignments and projects.

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.