



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	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	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

Aligning programs with state and national standards and accreditation requirements		and Supervisors may fill it out as a summative assessment, based on the last observation plus 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
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](#)