



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                                                                                               |
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| <b>MISSION STATEMENT:</b><br>The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.<br><br><b>GOAL STATEMENT:</b><br>Increase the number of qualified educators for Alaska's schools by:<br><br><ul style="list-style-type: none"> <li>• Providing licensure programs at undergraduate and graduate levels</li> <li>• Providing education programs to students across Alaska</li> <li>• Recruiting, retaining and graduating Alaska Native candidates</li> </ul> | Effective communication skills                       | <a href="#">Praxis CORE exam</a> -- demonstration of basic competency in reading and writing<br>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                       | <a href="#">Praxis II exam</a> -- demonstration of disciplinary content knowledge<br>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) | <a href="#">Skills of Teaching Observation Tool (STOT)</a><br>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.<br>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

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| <ul style="list-style-type: none"> <li>Aligning programs with state and national standards and accreditation requirements</li> </ul> |                                                                                                       | 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                                                                   | <a href="#">Alaska Teacher Culminating Assessment Task (ATCAT)</a><br>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                                        | <a href="#">Professional Characteristics Form (PCF)</a><br>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                                                            | <a href="#">NExT survey of alumni and employers</a><br>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        |
| <b>Optional: M.Ed. addition after post-bac certification</b>                                                                         | 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<br><b>(CAEP Annual Measure 2)</b>         | 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<br><b>(CAEP Annual measure 1)</b>                                     | 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<br><b>(CAEP Annual Measure 2)</b> | 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<br><b>(CAEP Annual Measures 2, 4 and 7)</b>                             | SOE Research professional confirms initiation of survey with CAEPR                | CAEPR facilitates data collection and then forwards to NDSU                                       | Late spring<br>*Advanced special ed is included in alternating (even numbered) years | NDSU – UAF and UAlaska Aggregate reports<br>CAEPR – Disaggregate reports | February                              |
| NExT employer survey<br><b>(CAEP Annual Measures 2 and 3)</b>                                | SOE Research professional confirms initiation of survey with CAEPR                | CAEPR facilitates data collection and then forwards to NDSU                                       | February<br>*Advanced special ed is included in alternating (even numbered) years    | NDSU – UAF and UAlaska Aggregate reports<br>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](#)