1. Assessment information collected

ENTRY LEVEL PORTFOLIO

- Official transcripts showing a bachelor’s degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.
- PRAXIS I test scores that meet Alaska standards (national exam of reading, writing and mathematics competency).
- Content Area Examination: PRAXIS II test scores that meet Alaska standards for “highly qualified” in specific content area of endorsement.
- World Language Exams. Applicants applying to teach a World Language are required to submit Praxis II scores in the target language AND are required to submit scores for the ACTFL Oral Proficiency Interview (OPI). Applicants must meet the Advanced Low rating for the OPI test. Applicants must also submit a writing sample in the target language.
- Demonstrated evidence of content competency in a teaching area.

Academic Analysis

- Licensure toward M.Ed. applicants: Overall undergraduate GPA of 3.00 or GRE scores indicating potential for success in graduate course work
- Licensure only applicants: Overall undergraduate GPA of 2.75.
- Official transcripts showing a bachelor’s degree from a regionally accredited institution and a major in a secondary teaching field, or have met SOE content major evaluation in a secondary teaching field.

- 3.0 minimum GPA in teaching field
- Extemporaneous writing sample
- 3 letters of reference
- Admissions essay
- Interview
- Resume
- Criminal background check
ON-GOING ASSESSMENT
Practica performance; assessment of conceptual understanding; assessment of dispositions.

During coursework university faculty provide periodic assessments of conceptual understanding and application of pedagogical principles.

- Comprehensive Work Sample
- Grade point averages in continuing coursework.
- Social Studies Thematic Standards assessment – for social studies teacher interns
- Science Laboratory Observation Form – for science teacher interns
- 15 critical assignments are imbedded through most of the program coursework. Students must meet these requirements at the “Acceptable” level to complete the program.

EXIT ASSESSMENTS
- Unit Assessments
- Content Observation Checklist
- Electronic portfolio
- Final field assessments – form H
- Grade point averages in continuing coursework.

EXIT SURVEYS
- Induction year
- Employment and retention by school district.

SUBSEQUENT YEARS
Enrollment in graduate level coursework; eventual completion of master’s level or higher degree

2. Conclusions drawn from the information summarized above

Applicant Files reviewed  Fall 2012, Spring 2013, Summer 2013 for admissions
42 applications
6 withdrew prior to review
1 postponed prior to review
35 files were reviewed for admission
  4 withdrew after review and acceptance
  6 postponed after review and acceptance
0 denied admission
25 admitted
100% admitted (35)

20 (80%) admitted to one year “fast track” program strand (25)
3 (12%) of 25 postponed after admission
0 (0%) exited prior to beginning one year program
0 (0%) exited during one year program strand

5 (20%) admitted to two year program strand (25)
0 (0%) exited at the end of 1st year of two year strand
1 (1%) exited program at end of first year

Final Field Assessments – Form H  Spring/ Summer 2013
58% at “Target” level
42% at “Acceptable” level

Unit Assessment (final work unit) Fall 2012, Spring/Summer 2013
67% at “Target” level
33% at “Acceptable” level

Summative Portfolio-Spring / Summer 2013
42% at “Target” level
58% at “Acceptable” level

Content Observation Forms -Spring /Summer 2013
67% at “Target” level
25% at “Acceptable” level
0% at “Unacceptable” level
8% not available

Employed by Fall 2012
Alaska School Districts – 7 (58%)
Finishing M.Ed. – 2 (17%)
Moved out of Alaska - 1 (8%)
Unknown – 2 (17%)

Assessment data planned for collection will continue to include:
(Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester, final assessment and all transition data available.

Annual review by faculty of final field assessment data, content knowledge at admission data (Praxis II test scores and course checklists) final portfolio scores, submission of units in final field semester and all transition data available.

Review of NCATE and SPA accreditation changes to update and revise to remain current with yearly standard’s changes.

Each course will have a “key assignment” tracked. Currently the program has 15 critical assignments in addition to assessment forms.
3. **Curricular changes resulting from conclusions drawn above**

**EDSC 472 - added Oral intensive requirement and changed credits to from 3 to 3-9**
Students will be able to increase the number of credits they receive for their student teaching semester. Currently in order to achieve full time status undergraduate level students must frequently take at least one additional class outside the SOE to maintain full time status. Increasing credit potential by adding projects developed by faculty and students maximizes potential for learning within field assignments.

**EDSC F442 Technology Applications in Education I**
Changed from 3 to 1 credits, changed to fall semester offering, and focus of the course changed to provide candidates with a fall semester technology courses. A new spring semester course was designed to provide the remainder of the technology required to prepare candidates for middle school / high school settings

**EDSC F643 Technology Applications in Education II**
New course 2-credit, spring course was developed to provide the remaining technology knowledge required to complete an electronic portfolio.

4. **Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting**

Roehl Roehl, Co-Chair, Larry Meath, Co-Chair, Gary Jacobsen, Ute Kaden, Diane Noble, Richard Burmeister, Don Peterson, Anne Armstrong, Gail Chagnon, Maida Buckley, and Judy Tolbert