

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Post-Baccalaureate Elementary Teacher Education Program
May, 2012 (Revised in 2006)

Data prepared for: NCATE Accreditation, ACEI National Recognition Review of Elementary Teacher Education Programs, and UAF Outcomes Assessment for **BA in Elementary Teacher Education** Candidates

Data From: 2010-2011 academic year (submitted May, 2012)

OUTCOME 1: Sufficient Content Knowledge

The following chart describes what we do to ensure that candidates in our initial preparation programs. . .

- have in-depth knowledge of the subject matter that they plan to teach
- demonstrate their knowledge through inquiry, critical analysis and synthesis of the subject
- pass the academic content examination (Praxis I)

	Elementary programs prior to internship year	Elementary internship year																																		
Coursework and admissions requirements relevant to content knowledge	<ul style="list-style-type: none">BAE program: General University Requirements of 9 credit hours in English/ Communications, 18-22 credits in "Perspectives on the Human Condition" (range of social science courses), 3 credits in math, and 8 credits in scienceBAE program: Additional content area requirements for the major of 6 credits in math, 4 credits in science, 18 credits in social science courses (anthropology, geography, history and psychology), 6 credits in English (3 in composition, 3 in literature), 3 credits in media literacy, 3 credits in language acquisition/bilingual ed and 3 credits in technology	<ul style="list-style-type: none">Content knowledge is assessed prior to admission to the programs and is assessed in the context of students' ability to provide accurate content knowledge when teaching during the internship year (see information on coursework, assessments and data in Element 2: Pedagogical Content Knowledge.																																		
Assessments relevant to content knowledge	<ul style="list-style-type: none">BAE: Coursework and level of content knowledge prior to the internship year is assessed through requirements outlined in the BAE Program Transition Points document (The following areas are assessed: Overall GPA, GPA in major content areas, extemporaneous writing sample)BAE: Transcript analysis and life/work experience analysis relevant to the 10 Alaska content standards is required for admissions	<ul style="list-style-type: none">Prior to admission into internship year, candidates must pass all three areas of the Praxis I exam. State of Alaska cut scores are used as the basis of evaluation.Prior to completing the internship year interns must take the Praxis II exam of Elementary Content Knowledge																																		
Data relevant to content knowledge	<p>Data for transition point 2 criteria (BAE) for 10-11 undergraduate applicants (n=26):</p> <table><tr><td>Area</td><td>% Target</td><td>% Accept.</td><td>%Provisional</td></tr><tr><td>GPA</td><td>72</td><td>24</td><td>4</td></tr><tr><td>Praxis I Math</td><td>61</td><td>39</td><td>4</td></tr><tr><td>Praxis I Read</td><td>65</td><td>35</td><td></td></tr><tr><td>Praxis I-Writ</td><td>71</td><td>29</td><td></td></tr><tr><td>Praxis II</td><td>46</td><td>54</td><td></td></tr><tr><td>Extemp. Writing</td><td>75</td><td>25</td><td>0</td></tr><tr><td>Content area</td><td>76</td><td>24</td><td>0</td></tr></table>	Area	% Target	% Accept.	%Provisional	GPA	72	24	4	Praxis I Math	61	39	4	Praxis I Read	65	35		Praxis I-Writ	71	29		Praxis II	46	54		Extemp. Writing	75	25	0	Content area	76	24	0	<p>Data on Praxis scores for 10-11 applicants: 100% of applicants met Alaska cut scores by the start of their internship in Fall of 2011</p> <p>Average scores on PPST for 10-11 applicants: (n=26)</p> <table><tr><td>BAE</td><td>Math: 181 Reading: 181 Writing: 177</td></tr></table> <p>Average score on Praxis II test of elementary content knowledge for 10-11 applicants</p>	BAE	Math: 181 Reading: 181 Writing: 177
Area	% Target	% Accept.	%Provisional																																	
GPA	72	24	4																																	
Praxis I Math	61	39	4																																	
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Praxis I-Writ	71	29																																		
Praxis II	46	54																																		
Extemp. Writing	75	25	0																																	
Content area	76	24	0																																	
BAE	Math: 181 Reading: 181 Writing: 177																																			

	coursework				(n=26) : 168 (state cut score = 143)
Acceptance rates for 10-11 elementary programs: Accepted: 94% Denied: 0% Withdrawn from process: 6%					

OUTCOME 2: Sufficient **Pedagogical Content Knowledge** for BAE Teacher Candidates

The following chart describes what we do to ensure that candidates in our initial preparation programs. . .

- acquire in-depth understanding of the subject matter they plan to teach
- provide multiple explanations and instructional strategies so that all students learn
- present content to students in challenging, clear, and compelling ways
- integrate technology appropriately

	Elementary program prior to internship year	Elementary internship year								
Coursework and assignments and admissions requirements relevant to pedagogical content knowledge	<ul style="list-style-type: none">Required coursework for the BAE program prior to the internship year includes:<ul style="list-style-type: none">3 credits of literature for children3 credits of literacy development6 credits of math for elementary school teachers4 credits of science3 credits of linguistics, language acquisition and bilingual education in young children with a focus on connections to pedagogy3 credits of media literacy and the application of knowledge when teaching3 credits of technology applications in classrooms	<ul style="list-style-type: none">Required coursework for the internship year includes:<ul style="list-style-type: none">3 credits of reading and writing methods3 credits of integrated social studies and language arts methods4 credits of integrated math and science methods2 credits of art, music and movement methods2 credits of PE and health methodsAll methods courses require the development and implementation of instructional units applying pedagogical content knowledge								
Assessments relevant to pedagogical content knowledge	<ul style="list-style-type: none">Assessment of pedagogical content knowledge prior to entering the internship year is determined by components of the BAE transition points rubric for transition point 2 including adequate GPA in pedagogical content area coursework (admission to the internship year)	<ul style="list-style-type: none">Competencies related to knowledge of pedagogical content are assessed using the summative standards-based program assessment plan. Competencies in Alaska/UAF Standard 4 (knowledge of content area and pedagogical practices) aligns with these outcomes. Assessments related to Standard 4 are used to determine candidate proficiency. For a list of activities designed to assess candidate pedagogical content knowledge see the column marked “assessment activity” in Standard 4 on the summative assessment plan								
Data relevant to pedagogical content knowledge	Data on 10-11 candidates (n=26): <table><tr><th>Area</th><th>% Target</th><th>% Accept.</th><th>%Provisi onal</th></tr><tr><td>BAE GPA in PCK courses</td><td>59</td><td>34</td><td>7</td></tr></table>	Area	% Target	% Accept.	%Provisi onal	BAE GPA in PCK courses	59	34	7	<ul style="list-style-type: none">Compiled data on intern performance on standard 4 from ESSAP year-long assessments for the 10-11 cohort (BAE) (n=26):<ul style="list-style-type: none">Met standard: 33%Exceeded standard: 67%
Area	% Target	% Accept.	%Provisi onal							
BAE GPA in PCK courses	59	34	7							

Summary of technology instruction and assessment in initial licensure programs

Elementary programs prior to internship year	Elementary internship year
<ul style="list-style-type: none"> • BAE: Passing grades in ED 237 (Technology Tools for Teachers) or successful challenge of course is required for BAE candidate status • BAE: Passing grade in ED 429 (Computer Application in the Classroom) is required for BAE intern status 	<ul style="list-style-type: none"> • Technology use and competency checklist (with required documentation) • Development of multimedia presentation • Technology requirements integrated into coursework (e.g. use of Blackboard for discussions and communication, development and submission of plans on-line, etc.)

OUTCOME 3: Sufficient **Professional and Pedagogical Knowledge and Skills** for BAE Teacher Candidates

The following chart describes what we do to ensure that candidates in initial preparation programs. . .

- develop meaningful learning experiences
- facilitate learning for all students
- reflect on practice
- make adjustments to enhance student learning
- know how students learn
- make ideas accessible
- consider school, family and community contexts
- connect concepts to students' prior experience
- apply ideas to real-world problems

	Elementary programs prior to internship year	Elementary internship year
Coursework and assignments relevant to professional and pedagogical knowledge and skills	<ul style="list-style-type: none"> • The following courses are required for the BAE prior to the internship year. All include readings, assignments and assessments related to professional and pedagogical knowledge and skills: <ul style="list-style-type: none"> • Becoming a Teacher in the 21st Century (1 credit) • Introduction to Education (3 credits) • Literature for Children (3 credits) • Assessment of Learning (3 credits) • Communication in Cross-Cultural Classrooms or Alaska Native Education (3 credits) • Special education (6 credits) • Child Development (3 credits) 	<ul style="list-style-type: none"> • All internship year coursework, assignments, assessments and field experiences contribute to the development of professional and pedagogical knowledge and skills. These courses include the methodology courses listed under element 3, and the following: <ul style="list-style-type: none"> • Internship and Collaborative Student Teaching (3 credits) • Synthesizing the Standards (3 credits) • Internship and Student Teaching (6 credits) • For specific information on assessments used to determine candidate proficiency in the elements listed in this section refer to the column marked "Assessment activity" on the Summative Standards-based Assessment Plan for competencies in AK/UAF Standards 1, 3 and 6
Assessments relevant to professional and pedagogical knowledge and skills	<ul style="list-style-type: none"> • Admissions requirements relative to professional and pedagogical knowledge and skills are assessed based on BAE Transition points 1 and 2 • BAE: A grade of C or better is required in the above listed courses for entry into the internship year 	<ul style="list-style-type: none"> • Competencies related to professional and pedagogical knowledge and skills are assessed using the summative standards-based program assessment plan. Competencies in Alaska/UAF standards 1,3 and 6 align with these outcomes. Assessments related to these standards are used to determine candidate proficiency.

Data relevant to professional and pedagogical knowledge and skills	Data on 10-11 candidates:				<ul style="list-style-type: none">Compiled data on intern performance on standards 1, 3 and 6 from ESSAP year-long assessments for the 10-11 cohort (BAE) (n=26):												
	Area	% Target	% Accept.	%Provisional													
	BAE GPA in PPKS coursework	86	10	4													
					<table><tr><td>Standard</td><td>Meets</td><td>Exceeds</td></tr><tr><td>1</td><td>30%</td><td>70%</td></tr><tr><td>3</td><td>23%</td><td>77%</td></tr><tr><td>6</td><td>26%</td><td>74%</td></tr></table>	Standard	Meets	Exceeds	1	30%	70%	3	23%	77%	6	26%	74%
Standard	Meets	Exceeds															
1	30%	70%															
3	23%	77%															
6	26%	74%															

OUTCOME 4: Appropriate **Professional Dispositions** in BAE teacher preparation program

The development of our Professional Characteristics Feedback Form (PCFF) began during the 2002-03 academic year, when a group of faculty members tapped into their professional experience and expertise and credible national research to develop a list of professional characteristics typically found in successful practicing teachers. The PCFF is used to assess students in our BAE program relative to the professional characteristics held by practicing teachers. A list of the assessed characteristics can be found in the chart below. We introduce the PCFF and the accompanying cover letter to students in our initial ED 110 course (a 1 credit seminar required of all individuals considering entering an elementary education program), and supervisors cooperating teachers and course instructors have been completing and returning the forms since the 2003/04 academic year. We keep the data in a secure FileMakerPro database. We established that we would not meet with students concerning low marks on the PCFF unless a pattern was observed (i.e. two or more individuals completed a form with 0's or 1's on it). If a *pattern* of "0's" or "1's" is observed in a teacher candidate at any point in their preparation, a meeting is arranged with the candidate to discuss the specific incidents or behavior that contributed to the low rating and a Plan of Improvement is developed and implemented, and dispositions continue to be closely evaluated.

The following chart describes what we do in our initial teacher preparation program to ensure that. . .

- work with students, families and communities in ways that reflect the dispositions expected of professional educators
- recognize when their own dispositions may need to be adjusted
- develop plans to adjust dispositions in conjunction with UAF School of Education faculty

Targeted dispositions in initial preparation programs	<p>Targeted professional characteristics in initial preparation programs are derived from the list of targeted competencies in the conceptual framework and are divided into five domains:</p> <ul style="list-style-type: none"> • Respectful of and committed to meeting the needs of individuals from diverse backgrounds <ul style="list-style-type: none"> • Promoting equity in learning environments • Incorporating the diverse backgrounds, knowledge and learning styles of their students into their classroom • Assume personal responsibility for student learning • Reflective and open to feedback from others <ul style="list-style-type: none"> • Collaborate with families and communities • Motivated to become effective practitioners and committed to their decision to teach <ul style="list-style-type: none"> • Dedicated to being a “lifelong learner” • Eager to learn from others • Flexible in their thinking and creative in their ideas <ul style="list-style-type: none"> • Willing to try new things • Adapting instruction as situations change (“thinking on their feet”) • Looking for creative resolutions to problems • Professional and ethical in their behavior <ul style="list-style-type: none"> • On time • Professional in appearance • Responsible for their own actions • Respectful of colleagues, children and families, and the professionals with whom they work 	
Admissions requirements and program assessments of professional dispositions	Elementary programs prior to internship year	Elementary internship year
	<ul style="list-style-type: none"> • Admissions requirements related to the assessment of professional dispositions include evidence of successful cross-cultural experiences, an essay stating goals and purposes for becoming an elementary teacher, an admissions interview and positive letters of reference • One of the admissions essays requires intern candidates to reflect on their own professional dispositions relative to those listed above (and on the PCFF) • Admissions requirements relative to professional dispositions are assessed based on the BAE Transition Point 2 rubric and the Post-bac Transition Point 1 rubric • BAE: Professional Characteristics Feedback Form (PCFF) completed by the following individuals: <ul style="list-style-type: none"> • Becoming a Teacher in the 21st Century instructor • Introduction to Education instructor • Introduction to Education cooperating teacher for 20 hours of fieldwork • Communication in Cross-cultural Classrooms or Alaska Native Education instructor • Communication in Cross-Cultural Classrooms or Alaska Native Education fieldwork partner • Special education instructors (2 courses) • Special education fieldwork partners (2) 	<ul style="list-style-type: none"> • Professional Characteristics Feedback Form (PCFF) completed mid-year by the following individuals: <ul style="list-style-type: none"> • Language arts methods instructor • Integrated social studies/language arts methods instructor • UAF fieldwork supervisor • Internship mentor teacher • Competencies related to professional dispositions are assessed using the summative standards-based program assessment plan. Competencies in Alaska/UAF Standards 7 (collaboration with families and community) and 8 (professionalism) align with this element of NCATE standard 1. Assessments related to these standards will be also be used to determine candidate dispositions.

Opportunities for candidates to reflect on dispositions	<ul style="list-style-type: none">The PCFF and targeted professional dispositions are introduced through discussions and activities in ED 110 (for BAE students) and are revisited during the admission process through the PCFF reflective essay	The use of the PCFF and targeted professional dispositions are discussed again during the internship orientation meeting held in the fall for interns and mentor teachers. Students assess their progress and growth relative to Standards 7 and 8 at the end of the internship year.											
Data relevant to professional dispositions	Data on 10-11 BAE candidates (n=12):		Compiled data on intern performance on standard 4 from ESSAP year-long assessments for the 10-11 cohort (BAE) (n=26):										
	Area	% Target		% Accept.	%Provisional								
	X- cultural experiences	69		31	0								
	Letters of reference	72		28	0								
	Admissions essay	48		48	4								
	Completed PCFFs on 10-11 candidates demonstrated that, in undergraduate coursework and field experiences 82% received Target scores, 11% received Acceptable scores and 7% received Provisional scores.			<table><tr><td>Standard</td><td>Meets</td><td>Exceeds</td></tr><tr><td>7</td><td>34%</td><td>66%</td></tr><tr><td>8</td><td>40%</td><td>60%</td></tr></table>	Standard	Meets	Exceeds	7	34%	66%	8	40%	60%
Standard	Meets	Exceeds											
7	34%	66%											
8	40%	60%											

OUTCOME 5: Positive **Impact on Student Learning** for BAE Teacher Candidates

The following chart describes what we do to ensure that candidates in our initial preparation programs. . .

- assess and analyze student learning
- make appropriate adjustments to instruction
- monitor student learning
- have a positive effect on learning for all students

	Elementary programs prior to internship year	Elementary internship year
Coursework and assignments relevant to student learning	<p>Required BAE coursework prior to the internship year includes:</p> <ul style="list-style-type: none"> Introduction to Education (3 credits) which includes readings, discussions, assignments and assessments related to differentiating instruction and creating performance assessments and rubrics related to understanding goals for students Assessment of Learning (3 credits) which includes reading, discussions, assignments and assessments related to all aspects of assessing and analyzing student learning, making adjustments to instruction, monitoring student learning and promoting positive effects on student learning Special education instruction (6 credits) which includes reading, 	<ul style="list-style-type: none"> Assignments relevant to assessing, analyzing and monitoring student learning are incorporated into, and assessed in the context of ALL the methods courses (see list of assessments for competencies listed in AK/UAF Standard 5 on the Summative Program Assessment Plan) Full Time Student Teaching during the spring internship requires the assessment and analysis of student work ED 466/468 now requires that interns compile a series of assignments related to Looking At Student Work (LASW). Every month, interns collect student work samples and analyze them carefully, with a different focus each month. Sometimes the work is analyzed relative to a targeted state content standard, other times it is analyzed relative to the intern's instructional goals, and other times the work of only one student is examined in an effort to learn more about the students academic strengths and weaknesses, personal interests and work styles. Each LASW assignment requires a 2-3 page reflection on the process and is assessed relative to multiple ESSAP competencies (primarily in the area

	discussions, assignments and assessments relative to differentiating instruction for different learners	of Standard 5: Assessment) <ul style="list-style-type: none">• Interns complete a year-long assessment activity for ED 411, assessing, documenting and reflecting on their students skills and knowledge in language arts (Literacy Development Profiles)																													
Assessments relevant to student learning	<ul style="list-style-type: none">• BAE candidates must receive passing grades in above listed coursework to progress to the internship year (see BAE Transition Points rubric, Transition Points 1 and 2)	<ul style="list-style-type: none">• Competencies related to knowledge of candidate ability to assess and analyze student learning are assessed using the summative standards-based program assessment plan. Competencies in Alaska/UAF Standards 2 and 5 align with this element of NCATE Standard 1. Assessments related to Standards 2 and 5 are used to determine candidate proficiency.																													
Data relevant to student learning	<p>Grades in ED 201, 330, 422 and 482 for 2010/11 BAE interns (n=26):</p> <table><tr><td>Course</td><td>% A</td><td>% B</td><td>% C</td></tr><tr><td>ED 201</td><td>82</td><td>14</td><td>4</td></tr><tr><td>ED 330</td><td>83</td><td>10</td><td>7</td></tr><tr><td>ED 422</td><td>86</td><td>10</td><td>4</td></tr><tr><td>ED 482</td><td>79</td><td>17</td><td>4</td></tr></table>	Course	% A	% B	% C	ED 201	82	14	4	ED 330	83	10	7	ED 422	86	10	4	ED 482	79	17	4	<p>Compiled data on intern performance on standards 2 and 5 from ESSAP year-long assessments for the 10-11 cohort (BAE) (n=26):</p> <table><tr><td>Standard</td><td>Meets</td><td>Exceeds</td></tr><tr><td>2</td><td>30%</td><td>70%</td></tr><tr><td>5</td><td>42%</td><td>58%</td></tr></table>	Standard	Meets	Exceeds	2	30%	70%	5	42%	58%
Course	% A	% B	% C																												
ED 201	82	14	4																												
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Bachelor of Arts in Elementary Education — UAF School of Education

Summary Statement of Program Changes Made Based on Data Analysis

Summary Statements for Academic Years 2009-2010 and 2010-2011

As is evident on our Outcomes Assessment Plan and our four “transition points” documents the Department of Elementary Teacher Education has had comprehensive individual student *and* program assessment plans in place since 2002. Multiple assessments occur on an on-going basis from the admission process through program completion and employment. Our assessments are developed using the following sets of standards:

- UAF/Alaska Teacher Standards (these incorporate the Alaska Standards for Culturally Responsive Schools);
- Association for Childhood International Standards/ACEI — the only professional organization for elementary teacher education in the United States and the only one that grants national recognition;
- National Council for Accreditation of Teacher Education/NCATE

We use data generated by individual student rubrics to create program level reports. Elementary faculty review informal data at every monthly elementary faculty meeting. Formal reports are reviewed on a biannual and/or annual basis, and we make program level changes based on our analysis of the data. All data and reports are stored on the School of Education server. We submit annual synthesized reports on program progress and program changes to the National Council for Accreditation of Teacher Education. Every five years we provide very detailed, data-driven exhibits and reports to ACEI, and every seven years we provide them to NCATE.

Praxis Scores (UAF/AK Standard 4)

Our data provided evidence that our elementary teacher education students’ Praxis scores continue to be strong.

The cut scores set by the State of Alaska are : 175 for Reading, 174 for Writing, and 173 for Math. An average score of 174 with no less than 172 in any area is also considered a passing Praxis I score.

For accreditation purposes, the Elementary Department rates all applicants at the Target or Acceptable level for Praxis scores. The Praxis I "Target " level has been set at any score above 180 for Math and Reading and above 175 for Writing. All scores above the Alaska cut score are "Acceptable."

The Alaska cut score for Praxis II for Elementary Teachers (Elementary Content Knowledge) is 143. The Elementary Department has set its target level at 170 . All scores above the Alaska cut score are "Acceptable."

Group & Year	Praxis I Reading	Praxis I Writing	Praxis I Math	Praxis II
BAE Graduates				
2009-2010	46% T, 54% A	77% T, 23% A	62% T, 38% A	67% T, 33% A
	Avg. score 179	Avg. score 176	Avg. score 181	Avg. score 166
2010-2011	65% T, 35% A	71% T, 29% A	61% T, 39% A	46% T, 54% A
	Avg. score 181	Avg. score 177	Avg. score 181	Avg. score 168
PB Graduates				
2009-2010	71%T, 29% A	86% T, 14% A	57% T, 43% A	T 67% , A 33%
	Avg. score 183	Avg. score 181	Avg. score 181	Avg. score 178
2010-2011	75% T, 25% A	100% T	75% T, 25% A	T 75% , A 25%
	Avg. score 182	Avg. score 179	Avg. score 182	Avg. score 177

Technology Competency of Interns, Faculty and Support Staff

Our data provided evidence that we would strengthen our candidates' competencies in all of the 8 UAF/Alaska Teacher Standards by continuing to infuse new technology strategies into our own teaching and by requiring our teacher education students to utilize additional appropriate technology to improve student learning in their elementary classrooms. (UAF/AK Standards 1 – 9)

To respond to this need, we made a deliberate effort to increase our focus on the 9th standard that we previously added to the UAF/AK Teacher Standards. This helped to assure that all faculty integrated technology into the teaching and learning process for themselves, for their university students and for the elementary students in whose classrooms our students are working. The list below describes several of the ways in which we have responded to Standard 9.

Standard 9 — A teacher uses technology as a professional and with students

9-1 Demonstrate knowledge and application of technology for professional responsibilities (e.g. lesson planning, recording of grades, communication with students and colleagues, delivering instruction)

9-2 Provide instruction and support for students in the use of technology

- University supervisors' use of Skype, on a regular basis, to observe interns who are completing their year-long internship in a location other than Fairbanks—in addition to two on-site visits
- University Supervisors' use of Skype to facilitate three way conferences among university supervisor, intern and mentor teacher
- Use of Google Earth and Google Maps for a place-based, culturally responsive critical assignment in the required social studies/language arts course during the internship year
- Use of iPads by some instructors for teaching and learning
- Use of a full class set of iPads by some interns in the elementary classroom in which they were doing their year-long internship
- Increased use of Blackboard for communication among students and use of the expanded grading section of Blackboard
- Increased use of E-Live with distance students and with students in nearly all distance courses
- Increased use of class blogs
- Increased use of the Internet for use of primary documents for students' assignments
- Increased requirements for use of PowerPoint with added features (video clips, photos, links, etc.) and use of Prezi for presentation purposes
- Use of Mixbook to develop collaborative projects by students
- Use of Digital Story Telling programs for collaborative assignments and projects for students
- Continued support for faculty to participate in technology workshops and seminars

Maintaining and Organizing Data for Student and Program Improvement and for Accreditation Purposes

Our data provided evidence that we needed a major overhaul in the way we organized and stored all of our individual student data and our program data. (UAF/AK Standards 1 – 9)

During this two year period, we shifted almost completely from paper and electronic copies of data and documents to only electronic copies of nearly all student and program documents and data. We did this by designing and then implementing—over the course of two years—a completely new system for data and document storage in the Elementary Section of our School of Education Server. This has been a tremendous asset for data retrieval and analysis as well as an important tool for allowing us to do data analysis on a more regular and less time-consuming basis. Much of our data is stored on Excel spreadsheets but we also now have several components of our data in FileMakerPro databases to allow us to complete reports and do multiple types of data analysis.

We also provide time and assistance for support staff to participate in technology workshops and seminars related to Excel, Word, Google Docs and FileMakerPro.

Our FileMakerPro Databases now help us to better use the following types of data:

- Student degree checklists organized in such a way that we can easily prepare reports relative to a wide variety of variables important for program planning and analysis
- Praxis I and Praxis II scores
- Data on hiring of School of Education graduates since 1976 (approximately 3,700 individuals) — this includes the school of hire, the district and the teaching position
- Professional Characteristics Feedback Form database — this include scores on teacher education students' professional characteristics from UAF instructors, UAF supervisors and public school teachers. Scores are provided for each student approximately 30 times during their bachelor's degree program.

In order to make aggregation and data analysis more straightforward, we also streamlined our collection of data for accreditation purposes. All of our “critical assignments” are now directly related to the standards in the data sheets that interns maintain. We have not changed the requirements or assignments, but we have simplified the collection and analysis process. This is reflected in the new organizational structure of interns' summative ESSAP Portfolio cover sheets.

Tighter and More Evident Alignment of Coursework in all BA in Elementary Education “Foundation” courses with the UAF/AK Teacher Standards (UAF/AK Standards 1 – 9)

Our data provided evidence that we needed to make certain that the course requirements in all of our education “foundation” courses was aligned with the UAF/AK Teacher Standards.

Our BA in Elementary Education degree is a standards-based program. During the capstone, senior internship year, all critical (i.e., major) assignments are aligned with the UAF/AK Teacher Standards. Although this alignment occurs in the majority of major assignments in the eight education foundation courses that students are required to complete before their internship year, we have realized that this alignment has not been made as clear to students as it should be. In addition, we realized that we need to make the requirement for alignment very clear to any new faculty who are hired to teach any of the required BA in Elementary Education courses.

Beginning in the fall of 2012, all required elementary education course syllabi will include the UAF/AK Teacher Education Standards and the associated competencies and the direct relationship between the course content and course assignments will be made evident. This will allow students to better understand how all of the education courses they take prior to their internship year are directly preparing them to meet the standards of the internship year.

Critical/Higher Order Thinking for Elementary Students (UAF/AK Standard 2)

Our data provided evidence that we needed to increase our efforts to assist our students in developing more learning opportunities that require an increased amount of critical/higher order thinking for the elementary students with whom they are working.

The Understanding by Design (UbD) model, which requires the use of critical thinking for our students and is a model that they can use when developing curriculum for elementary students, is now being used in more of our courses. This is the curriculum design model that is used by the UAF Center for Distance Education and it was adopted as the curriculum model for all teachers in the North Slope Borough School District. We are also incorporating the use of Bloom's revised taxonomy in some of our required courses to assist students in understanding the importance of requiring elementary-aged students to develop critical thinking skills.

Differentiating Instruction (UAF/AK Standards 2, 3, 5, 6, 7)

Our data provided evidence that we needed to continue to place more emphasis on our instruction for pre-interns and interns relative to their ability to meet the needs of students' different ability levels and different learning styles.

There have been major changes through the US recently relative to the RTI (Response to Instruction) federal and state requirements and our students need to be prepared to respond to the initiatives that have developed in all 52 of Alaska's school districts. We have invited guest speakers from school districts to speak with our students about RTI plans in their districts and we have modified the course work for our second required special education course so that we can prepare our students as much as possible relative to RTI requirements. In addition, new readings and assignments directly related to the need for, and strategies related to, differentiation continue to be incorporated in multiple courses at the 200, 300 and 400 levels, and differentiation procedures are required in all submitted lesson plans during the internship year.

Place-Based and Culturally Responsive Pedagogy and Curriculum (UAF/AK Standards 3, 7)

Our data provided evidence that we needed to reconstruct some of our assignments to try to assure that all students were developing place-based and culturally-responsive lessons and units. We initiated four new approaches.

1. Faculty revamped what we previously referred to as our "Sense of Place" assignment to make it more community-centered and responsive to the community in which each school is located—whether it is one of the many schools in Fairbanks or a school in a rural area. This is a required assignment that all students must complete during their internship year. The revised major critical assignment changes are described below.

1. The *Place-based mapping and curriculum development project* is a course-long activity that involves gathering information about the people and environment of each intern's school and community and thinking of meaningful ways to incorporate the local "place" and cultures into the curriculum. Over the course of the semester in ED 412, interns will develop an interactive, annotated map of the area around their school and community using Google "My Maps." They will locate and provide interpretive information on points of geological, ecological, cultural, historical, social and economic interest around the school and community and share this information with their fellow interns. Simultaneously, they will develop a narrative list of curricular ideas and tie-ins that connect with many of the points on their maps and share these ideas at our weekly meetings.
2. Faculty developed a new critical assignment in which interns must interview a "Local Artist" (a visual arts, dance or music artist), in Fairbanks or in a rural community, about their work. They must then develop an elementary art lesson inspired by the artists' work and/or creative process, teach the lesson, and present the project in a PowerPoint at the end of the semester. Fairbanks campus students interview artists selected by our faculty and rural students identify their own local artist.
3. Faculty designed and developed a new assignment entitled "Turning Learning Upside Down" Students spend an hour learning something new *from* a student, parent or other non-traditional source of knowledge. They describe and reflect upon this non-school learning experience for an assignment.
4. We were able to strengthen students' science background by offering two full day place-based workshops sponsored by UAF's Cooperative Extension Office. Project Wild and Project Learning Tree were required for all Fairbanks Campus interns.

Academic Content Course Preparation (UAF/AK Standard 4)

Our data provided evidence that it would benefit our students if they could receive better academic content area preparation in some of the required courses offered by units other than the School of Education — including the College of Liberal Arts, the College of Natural Science and Math, and the School of Natural Resources and Agricultural Management.

1. We worked closely with Rich Collins as he designed a new place-based, culturally relevant, inquiry-based, hands-on science course for distance delivery—Atmospheric Science 101. This was a year-long effort and throughout it, Dr. Collins worked closely with School of Education faculty to make certain that this core science class would meet the needs and interests of students preparing to become elementary teachers. Students and SOE faculty are extremely pleased with the result and we hope that this class will become a model for other distance-delivered science courses.

2. We worked closely with Dave Veazey in the Geography Department in an attempt to assure that the content and assignments in the required Geography 101 course will provide our elementary teacher education students with the geography experience and expertise they need to be successful in meaningfully integrating geography into elementary classrooms. Dr. Veazey has been very willing to work with us and we hope to have him develop a distance Geography 101 course for us since the only option our distance students currently have is to enroll in a paper-based correspondence Geography 101 course.
3. Joy Morrison teaches a distance-delivered Media Literacy class and she worked closely with the Center for Distance Education to restructure the class using the Understanding by Design model. We are pleased with the changes made by Dr. Morrison as the course content and assignments now align more directly with what our elementary teacher education students are expected to know and be able to do relative to media literacy.

Academic Content Course Preparation (UAF/AK Standard 5)

Our data provided evidence that it would benefit our students if the emphasis on using multiple types of formative and summative assessment practices was meaningfully integrated and incorporated in every single one of our education courses.

We will continue to make assessment a central component of every single education course. The most significant changes have occurred in the requirements for interns during their three weeks of fulltime student teaching. We will continue to focus on helping students more fully understand the national and state changes relative to data collection and data analysis relative to assessment.

Hiring Data

We have very accurate data, from the Alaska Department of Education and Early Development, relative to the hiring of our graduates who teach in public schools in Alaska. These data can be found in our FileMakerPro Hiring Database and in reports that we generate. The large majority of our graduates are hired after graduation as classroom teachers, as fulltime building substitute teachers, or as “regular” substitute teachers. A few go on to graduate school immediately and a few work in an educational position that is not in a public school. All Alaska districts seek our graduates and our surveys of employers and graduates provide evidence that we are providing schools with highly qualified teachers.