

**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 **Post-Baccalaureate Elementary Teacher Education** Candidates

**Data From: 2010-2011** academic year (submitted to Provost's Office May, 2012)

Outcome 1: Sufficient **Content Knowledge** for Post-Bac Teacher Candidates

	Elementary Programs Prior to Internship Year	Elementary Internship Year																																						
Coursework and admissions requirements relevant to content knowledge	Post-baccalaureate students entering the program must demonstrate their content knowledge through prior coursework (transcript analysis) and life experiences Post-baccalaureate admissions requirements include adequate level of coursework and life/work experiences in English, math, science, social studies and technology as defined in Post-baccalaureate Program Transition Points document	Content knowledge is assessed prior to admission to the programs and is assessed in the context of candidates' 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	Post-bac: Transcript analysis and life/work experience analysis relevant to the 10 Alaska content standards is required for admissions Post bac: Deficiencies in content area preparation must be addressed prior to admission to internship year through completion of specified coursework	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. Post-bac: We use a math competency exam to help determine if additional coursework is required in math prior to the internship year																																						
Data relevant to content knowledge	<div>Data for transition point 1 criteria (post-bac) for 10-11 applicants (n=9)</div> <table><tr><th>Area</th><th>% Target</th><th>% Accept.</th><th>% Provisional</th></tr><tr><td>GPA</td><td>70</td><td>30</td><td>0</td></tr><tr><td>Praxis I - Math</td><td>75</td><td>25</td><td>0</td></tr><tr><td>Praxis I - Read</td><td>75</td><td>25</td><td>0</td></tr><tr><td>Praxis I - Writ</td><td>100</td><td>0</td><td>0</td></tr><tr><td>Praxis 2</td><td>86</td><td>14</td><td>0</td></tr><tr><td>Extemp. Writing</td><td>50</td><td>50</td><td>0</td></tr><tr><td>Content area GPA</td><td>62</td><td>38</td><td>0</td></tr><tr><td>Life/work experiences</td><td>63</td><td>37</td><td>0</td></tr></table> <div>Acceptance rates for 2009-2010 post-bac elementary program: Accepted: 100% Denied: 0% Withdrawn from process: 0% , Postponed: 0%</div>	Area	% Target	% Accept.	% Provisional	GPA	70	30	0	Praxis I - Math	75	25	0	Praxis I - Read	75	25	0	Praxis I - Writ	100	0	0	Praxis 2	86	14	0	Extemp. Writing	50	50	0	Content area GPA	62	38	0	Life/work experiences	63	37	0	<div>Data on Praxis scores for 10-11 applicants: 100% of applicants met Alaska cut scores</div> <div>Average scores on PPST for 10-11 post-bac applicants:</div> <table><tr><td>Post-bac</td><td>Math: 182 Reading: 182 Writing: 179</td></tr></table> <div>Average scores on Praxis II test of elementary content knowledge for 10-11 post-bac applicants: <b>177</b> (state cut score =143)</div>	Post-bac	Math: 182 Reading: 182 Writing: 179
Area	% Target	% Accept.	% Provisional																																					
GPA	70	30	0																																					
Praxis I - Math	75	25	0																																					
Praxis I - Read	75	25	0																																					
Praxis I - Writ	100	0	0																																					
Praxis 2	86	14	0																																					
Extemp. Writing	50	50	0																																					
Content area GPA	62	38	0																																					
Life/work experiences	63	37	0																																					
Post-bac	Math: 182 Reading: 182 Writing: 179																																							

Outcome 2: Sufficient **Pedagogical Content Knowledge** for Post-Bac Teacher Candidates

	Elementary Programs Prior To Internship Year	Elementary Internship Year														
Coursework and assignments and admissions requirements relevant to pedagogical content knowledge	Required summer coursework for the post-bac program includes 3 credits of teaching reading, writing, and language arts	Required coursework for the internship year for both sets of candidates includes: 3 credits of reading and writing methods 3 credits of integrated social studies and language arts methods 4 credits of integrated math and science methods 2 credits of art, music and movement methods 2 credits of PE and health methods  All methods courses require the development and implementation of instructional units applying pedagogical content knowledge														
Assessments relevant to pedagogical content knowledge	Post-bac candidates must receive a grade of B or above in the literacy development course to progress to the internship year	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) align with this element of NCATE standard 1. 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	<div>Data on 10-11 candidates: (n=9)</div> <table><tr><td>Area</td><td>% Target</td><td>% Accept.</td><td>% Provisional</td></tr><tr><td>Post-bac grades in ED 626</td><td>100</td><td>0</td><td>0</td></tr></table>	Area	% Target	% Accept.	% Provisional	Post-bac grades in ED 626	100	0	0	<div>Standard 4 data aggregated from Standard 4 competency assessments in ESSAP, 10-11 post-bac cohort (n=7)</div> <table><tr><td>Area</td><td>% Exceeds Standard</td><td>% Meets Standard</td></tr><tr><td>Standard 4</td><td>92</td><td>0</td></tr></table>	Area	% Exceeds Standard	% Meets Standard	Standard 4	92	0
Area	% Target	% Accept.	% Provisional													
Post-bac grades in ED 626	100	0	0													
Area	% Exceeds Standard	% Meets Standard														
Standard 4	92	0														

Outcome 3: Sufficient **Professional and Pedagogical Knowledge and Skills** for Post-Bac Teacher Candidates

	Elementary Programs Prior To Internship Year	Elementary Internship Year
Coursework and assignment	Admissions requirements for post-bac program include: Evidence of experience with schools or children	All internship year coursework, assignments, assessments and field experiences contribute to the development of professional and pedagogical

s relevant to professional and pedagogical knowledge and skills	<p>Letters of reference related to candidates' ability to acquire professional and pedagogical knowledge and skills</p> <p>Statement of purpose for entering the teaching program and profession</p> <p>The following courses are required for post-bacs prior to the internship year. All include readings, assignments and assessments on professional and pedagogical knowledge and skills: Foundations of Education in Alaska (3 credits) Exceptional Learners and Child Development (3 credits) Teaching Reading, Writing and Language arts (3 credits)</p>	<p>knowledge and skills. These courses include the methodology courses listed under outcome 2, and the following: Internship and Collaborative Student Teaching (3 credits) Synthesizing the Standards (3 credits) Internship and Student Teaching (6 credits)</p> <p>For specific information on assessments used to determine candidate proficiency in the elements listed in outcome 3, refer to the column marked "Assessment activity" on the Summative Standards-based Assessment Plan for competencies in Alaska/UAF Standards 1, 3, and 6.</p>																								
Assessment s relevant to professional and pedagogical knowledge and skills	<p>Admissions requirements relative to professional and pedagogical knowledge and skills are assessed based on BAE and post-bac transition point rubrics for transition points 1 and 2</p> <p>Post-bac: A grade of B or better is required in the above listed courses for entry into the internship year</p>	<p>Competencies related to professional and pedagogical knowledge and skills will be assessed using the summative standards-based program assessment plan (see Standard 2). Competencies in Alaska/UAF Standards 1,3, and 6 align with this element of NCATE Standard 1. Assessments related to these standards will be used to determine candidate proficiency.</p>																								
Data relevant to professional and pedagogical knowledge and skills	<p>Data on 10-11 candidates (n=9):</p> <table><tr><td>Area</td><td>% Target</td><td>% Accept.</td><td>% Provisional</td></tr><tr><td>Post-bac grades in ED 624</td><td>100</td><td></td><td>0</td></tr><tr><td>Post-bac experiences w/children &amp; schools</td><td>50</td><td>50</td><td>0</td></tr></table>	Area	% Target	% Accept.	% Provisional	Post-bac grades in ED 624	100		0	Post-bac experiences w/children & schools	50	50	0	<p>Standard 1, 3 and 6 data aggregated from standard 1, 3 and 6 competency assessments in ESSAP, 10-11 post-bac cohort (n=7)</p> <table><tr><td>Area</td><td>% Exceeds Standard</td><td>% Meets Standard</td></tr><tr><td>Standard 1</td><td>86</td><td>14</td></tr><tr><td>Standard 3</td><td>93</td><td>7</td></tr><tr><td>Standard 6</td><td>86</td><td>14</td></tr></table>	Area	% Exceeds Standard	% Meets Standard	Standard 1	86	14	Standard 3	93	7	Standard 6	86	14
Area	% Target	% Accept.	% Provisional																							
Post-bac grades in ED 624	100		0																							
Post-bac experiences w/children & schools	50	50	0																							
Area	% Exceeds Standard	% Meets Standard																								
Standard 1	86	14																								
Standard 3	93	7																								
Standard 6	86	14																								

#### Outcome 4: Appropriate **Professional Dispositions** for Post-Bac Teacher Candidates

	Elementary Programs Prior to Internship Year	Elementary Internship Year
Admissions requirements and program assessments of professional dispositions	<p>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</p> <p>Admissions requirements relative to professional dispositions are assessed based on the post-bac transition point 1 rubric</p> <p>Post-bac: Professional Characteristics</p>	<p>Professional Characteristics Feedback Form (PCFF) completed mid-year by the following individuals:</p> <p>Language arts methods instructor</p> <p>Integrated social studies/language arts methods instructor</p> <p>UAF fieldwork supervisor</p> <p>Internship mentor teacher</p> <p>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</p>

	Feedback Form (PCFF) completed by the following individuals: Foundations of Education in Alaska instructor Exceptional Learners and Child Development instructor Teaching Reading, Writing, and Language Arts instructor	this element of NCATE Standard 1. Assessments related to these standards are also used to determine candidate dispositions.					
Data relevant to professional dispositions	Data on 10-11 Post-bac candidates (n=9):				Standard 7 & 8 data aggregated from Standard 7 & 8 competency assessments in ESSAP, 10-11 post-bac cohort (n=6)		
	Area	% Target	% Accept.	% Provisional			
	X-cultural experiences	50	50	0	Area	% Exceeds Standard	% Meets Standard
	Letters of reference	88	12	0	Standard 7	71	29
	Admissions essay	75	25	0	Standard 8	93	0

### Outcome 5: Evidence of **Impact on Student Learning** for Post-Bac Teacher Candidates

	Elementary Programs Prior to Internship Year (undergraduate and post-baccalaureate)	Elementary Internship Year (undergraduate and post-baccalaureate)
Coursework and assignments relevant to student learning	<p>Required summer coursework for the post-bac program includes:</p> <p>Foundations of Education in Alaska (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</p> <p>Exceptional Learners and Child Development (3 credits), which includes readings, discussions, assignments, and assessments related to differentiating instruction, assessing student ability levels, and modifying instructional strategies based on multiple forms of formal and informal assessment</p>	<p>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 Alaska/UAF Standard 5 on the Summative Program Assessment Plan).</p> <p>Full time student teaching during the spring internship requires the assessment and analysis of student work.</p> <p>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 of Standard 5: Assessment)</p> <p>Interns complete a year-long assessment activity for ED 411, assessing, documenting</p>

		and reflecting on their students skills and knowledge in language arts (Literacy Development Profiles)																	
Assessments relevant to student learning	Post-bac candidates must receive a grade of B or better in the courses listed above in order to progress to the internship year (see post-bac transition points rubric, transition point 2)	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 will be used to determine candidate proficiency.																	
Data relevant to student learning	<div>Data on 10-11 candidates:</div> <table><tr><td>Area</td><td>% Target</td><td>% Accept.</td><td>% Provisional</td></tr><tr><td>Post-bac grades in ED 624 &amp; ED 625</td><td>93</td><td>7</td><td>0</td></tr></table>	Area	% Target	% Accept.	% Provisional	Post-bac grades in ED 624 & ED 625	93	7	0	<div>Standard 2 &amp; 5 data aggregated from standard 2 &amp; 5 competency assessments in ESSAP, 10-11 post-bac cohort (n=7)</div> <table><tr><td>Area</td><td>% Exceeds Standard</td><td>% Meets Standard</td></tr><tr><td>Standard 2</td><td>83</td><td>17</td></tr><tr><td>Standard 5</td><td>100</td><td>0</td></tr></table>	Area	% Exceeds Standard	% Meets Standard	Standard 2	83	17	Standard 5	100	0
Area	% Target	% Accept.	% Provisional																
Post-bac grades in ED 624 & ED 625	93	7	0																
Area	% Exceeds Standard	% Meets Standard																	
Standard 2	83	17																	
Standard 5	100	0																	

# Elementary Post-Baccalaureate Teacher Education Program

## 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
<b>BAE Graduates</b>				
<b>2009-2010</b>	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
<b>2010-2011</b>	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
<b>PB Graduates</b>				
<b>2009-2010</b>	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
<b>2010-2011</b>	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 9<sup>th</sup> 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.

### **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 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.

#### **Academic Content Course Preparation (UAF/AK Standard 4)**

**Our data provided evidence that it would benefit our post-baccalaureate students if they had stronger content preparation before we could consider them for admission to our program. We know require approximately 65% of post-bac applicants to complete one or more content courses to strengthen their academic preparation in math, history, science, etc. These are 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.**

#### **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.

