

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Elementary Post-Baccalaureate Certificate Program
March, 2013

Expanded Statement of Institutional Purposes

MISSION STATEMENT

The School of Education’s mission is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’s Schools. Such educators

- Respond to the individual needs of the child;
- Seek to develop the classroom as an inclusive community of learners;
- Work collaboratively within the community; and
- Affirm the varied cultures and languages of Alaska’s children in the learning environment

GOAL STATEMENT

Elementary Teacher Education Programs will prepare elementary teachers who function as integral parts of their school and community. Graduates will have deep understandings of

- Academic and pedagogical knowledge;
- The cultural, environmental and emotional contexts of children in the Alaska context; and
- The cultural and linguistic backgrounds that reflect the diversity of the students in Alaska communities.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>Admission to the Elementary Post-Baccalaureate Teacher Licensure program and the M.Ed. program (Transition I)</p> <p><i>To meet Transition I and be admitted to the post-baccalaureate program, applicants must meet the following criteria:</i></p> <ul style="list-style-type: none"> • Undergrad GPA of 3.0 or higher • A minimum 2.00 GPA in 4 areas: Eng/language arts, mathematics, social sciences and science • Grade of “Pass” in technology course (ED 237) or successful challenge of course • AK passing scores in Praxis I (reading, writing, math), and Praxis II (Elem content in 4 areas) • Satisfactory life/work experiences analysis in 10 content areas • Evidence of ability to work professionally and respectfully in cross-cultural contexts • Evidence of ability to work professionally and respectfully in schools and with children and adults • Three professional letters of reference that suggest that applicant will be successful as a teacher and as a graduate student 	<ul style="list-style-type: none"> • The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions. • Transition I data are recorded and scored on the Transition I rubric for every Elementary Post-Bac student. The data are stored on the SOE server in student’s individual permanent file. • These data are aggregated annually and reports are reviewed by faculty relative to all Elementary Post-Bac students, all Elementary Post-Bac Fairbanks Campus students, and all Elementary Post-Bac students who are completing their program by distance. 	<ul style="list-style-type: none"> • A minimum of two elementary faculty review and score applicants’ files (3 reviewers if scores are divergent) in March • Individual interviews are held with all applicants and 2 or more faculty in March • Elementary faculty review all individual data to make decisions relative to admission to internship year • Aggregated program data for Transition I are reviewed annually by elementary faculty and are stored on the SOE server

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Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>Admission to Internship Year following summer coursework (Transition II)</p> <p><i>To meet Transition II and be allowed to begin the internship, students must meet the following criteria:</i></p> <ul style="list-style-type: none"> • Grades of B or above in all summer coursework (ED 624, ED 625, ED 626) • Demonstration of acceptable professional characteristics as recorded on the Professional Characteristics Feedback Form (PCFF) completed by minimum of 3 faculty 	<ul style="list-style-type: none"> • The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions. • Transition II data are recorded and scored on the Transition II rubric for every Elementary PB student. The data are stored on the SOE server in every student’s permanent file. • These data are aggregated annually and reports are reviewed by faculty relative to all Elem Post-Bac students, all Elem Post-Bac Fairbanks Campus students, and all Elem Post-Bac students who are completing their program by distance. 	<ul style="list-style-type: none"> • Elementary faculty review progress in students’ 3 graduate level summer courses to determine if students can begin year-long internship in an elementary classroom • Elementary Department Chair and SOE Fieldwork Coordinator review PCFF scores in July
<p>Internship/ Student Teaching and Academic Coursework (Transitions III and IV)</p> <p><i>To meet Transitions III and IV and to receive the post-baccalaureate program certificate and to be recommended for an Alaska teaching license, students must demonstrate competency at a beginning teacher level in the UAF/AK Teacher Standards by successfully completing the following critical assignments:</i></p> <ul style="list-style-type: none"> • Math – Week of Teaching Math (ED 478/678) • Science – Develop and teach Science Unit (ED 479/688) • Art – Local Artist Project (ED 414) • Social Studies – Develop and teach Social Studies Unit (ED 412) • Lang Arts – Week of Teaching Language Arts (ED 411) • PE/Health – PE & Health Lessons (ED 417) • Parent handbook (ED 469) • Education philosophy oral presentation (ED 468) 	<ul style="list-style-type: none"> • The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions. • Transition III and IV data is recorded and scored on the Transition III and IV rubrics for every Elementary Post-Bac student. The data are stored on the SOE server in student’s individual permanent file. • Critical assignments data are aggregated annually and reports are reviewed by faculty relative to all Elem Post-Bac students, all Elem Post-Bac Fairbanks Campus students, and all Elem Post-Bac students who are completing their degree by distance. 	<ul style="list-style-type: none"> • Elementary faculty evaluate individual progress on this set of critical assignments on an on-going basis throughout the internship year using instructor-created rubrics • Aggregated program data for all critical assignments in Transitions III & IV are reviewed annually by elementary faculty and are stored on the SOE server

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Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>Internship/ Student Teaching & Professional Dispositions (Transitions III and IV)</p> <p><i>To meet Transitions III and IV and to receive the post-baccalaureate program certificate and to be recommended for an Alaska teaching license, students must demonstrate competency at a beginning teacher level in the UAF/AK Teacher Standards by successfully completing the following critical assignments:</i></p> <ul style="list-style-type: none"> • Professional Characteristics Feedback Form • Standards-based Summative Observation Feedback Form • Full-Time Student Teaching Binder • Looking at Student Work Binder • Literacy Development Profiles • Synthesizing Papers 	<ul style="list-style-type: none"> • The “Criteria for Advancement/Elementary Post-Bac Transitions” document is located on the SOE website. This document includes rubrics for each of the four transitions. • Transition III and IV data are recorded and scored on the Transition III and IV rubric for every Elementary Post-Bac student. The data are stored on the SOE server in student’s individual permanent file. • These data are aggregated annually and reports are reviewed by faculty relative to all Elem Post-Bac students, all Elem Post-Bac Fairbanks Campus students, and all Elem Post-Bac students who are completing their degree by distance. 	<ul style="list-style-type: none"> • Elementary faculty, university supervisors, and classroom elementary mentor teachers provide assessment and review it collectively at multiple times throughout the internship year. • Aggregated program data for this set of critical assignments in Transitions III & IV are reviewed annually by elementary faculty and are stored on the SOE server.
<p>Hiring and Follow-Up Information</p> <p>The Elementary Post-Baccalaureate degree will prepare students who will</p> <ul style="list-style-type: none"> • Be quickly hired in Alaska schools • Continue to work for many years as teachers in Alaska schools • Feel that their BAE degree requirements prepared them to successfully meet the challenges of being an elementary teacher • Be sought after by school districts and administrators because of the quality of the BAE degree coursework and fieldwork 	<ul style="list-style-type: none"> • All Elementary Post-Bac program completers who are hired in Alaska’s public schools and their administrators receive a survey with questions about the quality of our elementary teacher preparation program relative to responsibilities as new teachers. These data are aggregated at the program level and reports are generated. • Through a collaborative arrangement with the Alaska Dept of Education & Early Development, the UAF School of Education maintains an extensive database that provides data showing employments of graduates—if they are hired by a public school in Alaska. This is updated annually and it currently allows us to track approximately 4,5000 graduates from UAF’s teacher education programs. The AK Department of Education & Early Development provides us with the district, the school, and the teaching position for all of our graduates. 	<ul style="list-style-type: none"> • Follow-up surveys are sent electronically. • SOE technology support staff and elementary faculty have responsibility for working with the AK Dept of Ed and Early Development to maintain the SOE hiring database. • Data from EED is stored on the SOE server. Elementary faculty aggregate and review hiring data annually.

Criteria for Advancement through UAF Postbaccalaureate Elementary Certification Program

The progress and the performance of graduate students in the UAF Postbaccalaureate Elementary Certification Program are assessed through multiple measures at four major “transition” points. The transition points are as follows:

TRANSITION ONE: Entry into the postbac elementary certification program is contingent on acceptable levels of performance in the following areas: overall undergraduate GPA, Praxis I scores, GPAs in English, math, social sciences and science, life/work experiences in eight content areas, experiences with children and schools, cross cultural experiences, admissions essay, and letters of reference. Applicants must also take the Praxis II Elementary Education: Content Knowledge exam. For diagnostic purposes, rather than decision purposes, the School of Education also requires an extemporaneous writing sample, completion of a mathematics quiz and an interview with program faculty.

TRANSITION TWO: Following completion of summer coursework, the performance of the postbaccalaureate candidates is evaluated again. This evaluation is based on two main sets of criteria: grades in summer coursework (ED 624, 625 and 626) and the aggregation of data collected from Professional Characteristics Feedback forms completed by instructors of the three courses. Postbaccalaureate interns must receive a B or higher in these three courses to continue on to the internship.

TRANSITION THREE: At transition three, candidates are required to meet each assessed Elementary Summative Standards-based Assessment Plan (ESSAP) competency at the acceptable or target level in order to continue. Candidates must receive a grade of C or better in each course in order to continue in the program. They cannot receive a grade of C or better if they do not meet the required competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable, the respective course instructor prepares a Plan of Improvement with specific activities and dates to address the area of difficulty. Candidates must fulfill the requirements of their Plan of Improvement by the specified dates in order to continue.

TRANSITION FOUR: Throughout the spring semester, the performance of candidates continues to be evaluated relative to their performance in the competencies of the Elementary Summative Standards-based Assessment Plan (ESSAP). The Summative Observation Feedback Form (SOFF) provides an additional standards-based assessment. Candidates must receive a grade of C or better in each course, and they cannot receive a grade of C or better if they do not meet the required ESSAP competencies in each course at the acceptable or target level. If any assessed competency is rated as unacceptable, the respective course instructor prepares a Plan of Improvement. Candidates must fulfill the requirements of this Plan by the specified dates in order to complete the program and receive an institutional recommendation, and, consequently, a teaching certificate. Since the collection of evidence to assess candidate progress is ongoing throughout the internship year, most candidate difficulties are targeted early enough to allow for the development, implementation and assessment of the Plan prior to program completion.

The following pages show criteria for advancement through Postbac program transition points.

Criteria for Transition One: Admission to Postbaccalaureate Program

Activity/Requirement	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Overall GPA	Overall undergraduate GPA of 3.2 or higher	Overall undergraduate GPA of 3.0 or higher	Overall undergraduate GPA between 2.75 and 3.0 (with strong rationale for GPA of less than 3.0)	Overall undergraduate GPA below 2.75 with no rationale or explanation for undergraduate GPA of less than 3.0
GPA in math, English/language arts, social sciences and science	Overall GPA of 3.0 in four major content areas	Overall GPA between 2.0 and 3.0 in four major content areas	None	Overall GPA below 2.0 in any major content area
Technology competency	Grade of "Pass" in ED 237 (Technology Tools for Teachers) or successful challenge of course	Grade of "Pass" in ED 237 or successful challenge of course	ED 237 not completed and/or challenge of all sections not completed	Grade of "F" in ED 237 and/or unsuccessful challenge of course
Praxis I exam	Scores of 180 or higher in math and reading, score of 175 or higher on writing	All areas of Praxis 1 exam meet State of Alaska passing scores	1 or more areas of Praxis not yet met at time of spring review	1 or more areas of Praxis not yet passed prior to start date of ED 624
Praxis II exam	Praxis II exam score is above 170	Praxis II exam score meets Alaska's passing score (pending Faculty Senate approval)	NA	NA
Life and work experiences analysis in content areas	Applicant has extensive life and/or work experiences in 8 of 10 content areas	Applicant has some life and/or work experiences in all content areas	Applicant is lacking any life and/or work experiences in a major content area	Applicant does not provide evidence of life and/or work experience in any area
Cross cultural experiences including experiences with Alaska Native people	Applicant has extensive and meaningful cross-cultural experiences, including those with Alaska Native people	Applicant has some cross-cultural experiences	Applicant has limited cross-cultural experiences	Applicant does not provide evidence of any cross-cultural experiences
Experiences with children/schools	Applicant has extensive experience working with children in schools	Applicant has some experience working with children in schools	NA	No experience working with children in schools
Letters of reference	Letters of reference are strong and are from individuals who have direct knowledge of what will constitute success in the teaching profession	Letters of reference suggest intern will be successful in teaching profession and are from individuals who have direct knowledge of what will constitute success in the teaching profession	Letters of reference are adequate but not glowing and/or letters are from individuals with whom the intern's connection may be questionable.	One or more letters of reference not received and/or they do not positively promote the applicant, or they are from family members.

Criteria for Transition Two: Admission to Internship Year (following summer coursework)

Activity/Requirement	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Grades in required summer coursework: ED 624, 625, and 626	Grade of A in all summer coursework	Grade of B or above in all summer coursework	NA	Grade of C or below in any summer coursework
PCFF from instructors in ED 624, 625, and 626	PCFF's received from School of Education Instructors with no 0's or 1's	PCFF's received from School of Education instructors with one score of 0 or 1 from one instructors	PCFF's received from School of Education instructors include a score of 0 or 1 from two or more instructors. This will prompt the development of a Plan of Improvement by the appropriate faculty. The goals of the Plan of Improvement must be met before beginning the Internship Year.	Low ratings (i.e., more than two 0's or 1's by more than one faculty member) on PCFF forms completed by summer course instructors

Criteria for Transition Points Three and Four (based on Elementary Summative Standards-based Assessment Plan)

	Target	Acceptable	Unacceptable
Standard 1	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 2	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 3	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 4	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 5	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 6	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 7	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”
Standard 8	50% or more of assessed competencies for standard are rated as “target” and none are rated as “unacceptable”	All competencies are rated as “acceptable” or “target”	One or more of the assessed competencies are rated as “unacceptable”

Internship year course assessment is competency based. Students cannot receive a grade of ‘C’ or better without meeting all of the competencies assessed in each course at an “acceptable” level. Students cannot continue in the internship year without grades of C or above in all courses.

ELEMENTARY POST-BACCALAUREATE LICENSURE PROGRAM DEGREE CHECKLIST

Name:		Semester Admitted:	
Student ID:		Email:	

Elementary Post-baccalaureate Licensure Coursework During Internship Year:	Credits
ED 624 Foundations of Education In Alaska <i>*Offered only in the summer on the Fairbanks Campus</i>	3
ED 625 Exceptional Learners and Child Development <i>*Offered only in the summer on the Fairbanks Campus</i>	3
ED 626 Teaching Reading, Writing and Language Arts <i>*Offered only in the summer on the Fairbanks Campus</i>	3
ED 411 Reading, Writing, Language Arts: Methods and Curriculum Development <i>* Fall semester for both Fairbanks and distance interns</i>	3
ED 412W Integrated Social Studies and Language Arts: Methods and Curriculum Development <i>* Fall semester for both Fairbanks and distance interns</i>	3
ED 414 Art, Music, and Drama in the Elementary Classroom <i>* Fall semester for both Fairbanks and distance interns</i>	3
ED 678 Math Methods & Curriculum Development <i>* Fall semester for both Fairbanks and distance interns</i>	3
ED 466 Internship and Collaborative Student Teaching <i>* Fall semester for both Fairbanks and distance interns</i>	3
ED 467 Synthesizing the Standards I <i>* Fall semester for both Fairbanks and distance interns</i>	2
ED 688 Science Methods & Curriculum Development <i>* Spring semester for both Fairbanks and distance interns</i>	3
ED 417 Physical Education and Health Education for Elementary Teachers <i>* Spring semester for both Fairbanks and distance interns</i>	3
ED 469 Synthesizing the Standards II <i>* Spring semester for both Fairbanks and distance interns</i>	2
ED 468 Internship and Student Teaching <i>* Spring semester for both Fairbanks and distance interns</i>	4
ED 476 Literacy Development Profiles <i>* Spring semester for both Fairbanks and distance interns</i>	1

<p>Total Number of Credits Required for Summer = 9 Total Number of Credits Required during Internship Year = 30 Total Number of Graduate Credits from Elementary Post-Baccalaureate Program that count towards M.Ed Requirements = 15</p>

MASTER OF EDUCATION—ELEMENTARY EDUCATION DEGREE CHECKLIST

** Students who have completed the Elementary Post-Baccalaureate Licensure Program may choose to pursue an M.Ed-Elementary Education Degree by completing the courses listed below.*

Courses Required to Complete M.Ed in Elementary Education:		Semester	Grade	Substitutions (Course Number, University, Date)
ED Elective (600 level):	3			
ED 601 Introduction to Applied Social Research OR CCS 601 Documenting Ind. Knowledge Systems	3			
ED/CCS 603 Field Study Research Methods	3			
ED 698 Research OR ED 699 Thesis	6			
Total Number of Credits Required for M.ED Elementary Education: 15 credits after successful completion of summer courses and internship year requirements				
Total Number of Credits Required for M.ED Elementary Education: 30 credits				

This Summer Course Substitution Option below is designed for students who intend to pursue a license in elementary education. Students who complete all of these courses with a grade of B or better will be allowed to substitute these courses for ED 624/625/626 in the Elementary Post-Baccalaureate Teacher Licensure Program. These courses, however, cannot be used to meet master's degree requirements. Students who choose this option must obtain permission from, and work closely with, the Chair of the Elementary Department.

ED 624,625, and/or ED 626 Substitute Options*: (Minimum credits required 13)		Semester	Grade	Substitutions (Course Number, University, Date)
<i>*None of these courses meet M.Ed. requirements</i>				
ED 110: Becoming a Teacher in the 21 st Century	1			
ED 201: Introduction to Education	3			
ED 330: Assessment of Learning	3			
ED 344: Foundations of Literacy Development	3			
EDSE 482: Inclusive Classrooms for All Children	3			