

Student: \_\_\_\_\_ SID: \_\_\_\_\_



## Criteria for Advancement through Bachelor of Arts in Elementary Education Degree (BAE)

### Performance Data Tracking System

The progress and the performance of undergraduate students in the UAF Bachelor of Arts in Elementary Education Program (BAE) are assessed through multiple measures at four major “transition” points. The transition points are as follows:

**TRANSITION ONE:** Undergraduate students are provided formative feedback while completing the first 60 required credits of the BAE degree, including seven required courses in major content areas (English, math, social studies and science), and three lower division education courses, the Praxis Core ASE exam, and technology competence at the level of ED 237. The School of Education must also have evidence that students possess appropriate professional characteristics for the teaching profession, as assessed through the Professional Characteristics Feedback Form (PCFF) by various course instructors and fieldwork partners. Students could reach this transition point at the completion of the sophomore year. Students who have not met the criteria at the acceptable level will develop a Plan of Improvement with their academic advisor to help assure that they are prepared to meet the criteria for Transition Two.

**TRANSITION TWO:** During the semester when BAE candidate anticipates successfully completing all the required coursework for the BAE degree except that of the final internship year, they complete an admissions packet to submit for review for formal admission to the BAE Internship Year. The packet requires evidence of an overall 2.75 GPA in required coursework, a 2.0 in each major academic content area, passing Praxis I/Praxis Core ASE scores and passing Praxis II Elementary Education Content Knowledge exam scores, evidence of successful cross-cultural experiences and successful work with children in schools, letters of reference and admissions essays. The School of Education must also have evidence that the student possesses appropriate professional characteristics for the Internship Year, as assessed through the Professional Characteristics Feedback Form (PCFF) that has been completed by several course instructors and fieldwork partners. Students arrive at this transition point at the completion of their junior year. Candidates who meet the criteria for this transition are eligible to begin the Internship Year. For diagnostic purposes, rather than decision purposes, the School of Education also requires an extemporaneous writing sample, and an interview with program faculty.

**TRANSITION THREE:** Throughout the fall semester of the internship year, the performance of interns is evaluated based on their performance on the summative, standards-based assessment. At transition three, candidates are required to meet each Elementary Summative Standards-based Assessment Plan (ESSAP) competency at the acceptable or target level in order to continue with the internship. Candidates must receive a grade of C or better in each class in order to continue in the program, and 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 a Plan of Improvement, with specific activities and dates to address the area of difficulty, is prepared by the respective course instructor. Candidates must fulfill the requirements of their Plan of Improvement by the specified dates in order to continue in the program.

**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 Alaska Teacher Culminating Assessment Task (ATCAT) provides an additional standards-based assessment and an “expectations met” rating is required in all ATCAT areas. 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. 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 a Plan of Improvement, with specific activities and dates to address the area of difficulty, is prepared by the respective course instructor. Candidates must fulfill the requirements of their Plan of Improvement 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 on-going throughout the internship year, most candidate difficulties are targeted early enough to allow for the development, implementation and assessment of a Plan of Improvement prior to program completion.

*\*BAE Candidates must receive a grade of C or better, which means a GPA of 2.0 or better; it cannot be a C-, which has a GPA of 1.7. The catalog states the following: “You must earn a minimum GPA of 2.0 in all work as well as in your major and minor fields. In addition, you must earn a minimum C (2.0) grade in courses required for your major requirements.”*

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

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## TRANSITION I BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE): Entry into Candidate Status

Activity/Requirement	Candidate Status	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Completion of required credits towards the BAE degree  GPA: _____ Date: _____ Credits: _____ Date: _____	(Circle One)  <b>T A P U</b>	Overall GPA of 3.0 or higher and completion of more than 60 credits toward degree	Overall GPA of 2.5 to 3.0 and completion of 60 credits toward degree	Overall GPA of between 2.0 and 2.5 and completion of at least 60 credits toward degree	GPA below 2.0 and/or fewer than 60 credits successfully completed toward degree
Completion of the following courses: ENGL 111 _____ ENGL 211 or 213 _____ COMM 131 or 141 _____ Two required social studies core courses _____ One required science course _____	(Circle One)  <b>T A P U</b>	Completion of all listed required courses with A's and B's in all courses	Completion of all listed required courses with no more than two courses with a grade of C	Completion of all listed required courses with a C or better OR completion of only five of the listed courses with a C or better	More than two D's in listed required courses OR less than four listed courses completed <i>Comm 131 or 141, Engl 111, and Engl 211 or 213 must be completed with a C or better</i>
MATH 107/161 _____ DEVM _____	(Circle One)  <b>T A P U</b>	Completion of 107 or 161 with an A or B	Completion of 107 or 161 with a C	Currently enrolled in 107 or 161	Grade of D in 107 or 161 or not yet attempted
ED 237 grade or demonstrated technology competency a) ____ b) ____ c) ____ d) ____	(Circle One)  <b>T A P U</b>	Not applicable	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
Completion and grades in: ED ED 110 _____ ED 201 _____ ED 204 _____	(Circle One)  <b>T A P U</b>	Pass in ED 110 and A's or B's in 201 and 204  GPA 3.5 to 4.0	Pass in ED 110 and B or C in 201 and/or 204  GPA 2.5 to 3.0	Pass in ED 110 and C's in 201 and 204  GPA 2.0	Fail in ED 110 and/or ED 201 and therefore not eligible to enroll in ED 204
PCFF's in education courses.	(Circle One)  <b>T A P U</b>	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with no 0's or 1's	PCFF's received from School of Education instructors and from ED 201 cooperating teacher with fewer than two "0"s or "1"s.	Low ratings of more than two 0's or 1's on PCFF prompted development of a Plan of Improvement. The goals of the plan were met.	Low ratings (i.e., more than two 0's or 1's) on PCFF prompted Plan of Improvement. The goals were not met.
Preliminary attempt made at Praxis Core ASE exam  Reading: _____ Date: _____ Writing: _____ Date: _____	(Circle One)  <b>T A P U</b>	Praxis Core ASE test is taken and passed in all areas and scores are submitted to UAF and AK DOEED	Praxis Core ASE test is taken and scores are submitted to UAF and AK Dept. of Education & Early Development.	Praxis Core ASE test is taken, scores are submitted to UAF & AK Dept. of Ed & Early Develop. A plan to improve reading, writing,	Student has not taken Praxis Core ASE tests.



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Math: _____ Date: _____			Student receives passing scores on at least 2 of the 3 Praxis tests.	and math competencies will be developed for students who do not have passing scores.	
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Candidate has successfully completed TRANSITION 1 – Date: \_\_\_\_\_

Database Input Date: \_\_\_\_\_ Initials: \_\_\_\_\_



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**TRANSITION I BAE Review Log:**

Comments:

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Advisor:\_\_\_\_\_ Student initials:\_\_\_\_\_ Date:\_\_\_\_\_

Comments:

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Advisor:\_\_\_\_\_ Student initials:\_\_\_\_\_ Date:\_\_\_\_\_

Comments:

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Advisor:\_\_\_\_\_ Student initials:\_\_\_\_\_ Date:\_\_\_\_\_

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## TRANSITION II SUMMATIVE - BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE) – Admissions to BAE Internship Year Criteria

Activity/Requirement	TARGET	ACCEPTABLE	PROVISIONAL	UNACCEPTABLE
Required BAE coursework	All required courses completed with a 3.0 or better overall GPA and a 2.75 or above in each major academic area: math, English/l.a., social studies, and Science	All required courses completed with a 2.75 overall GPA and at least a 2.0 in each major academic area, or GPA below 2.75 with reasonable explanation for low GPA, and at least a 2.0 in each major academic area	List course(s) not yet completed:	All required courses will not be completed prior to internship and/or overall GPA below 2.75 (with no reasonable explanation for low GPA)
Required education coursework I: Pedagogical content knowledge: ED 204, ED 344, MATH 205, MATH 206, ED 329, Ling 100 or 101, ED 486 or 308, three science courses	All required courses completed with an A or a B	All required courses completed with at least a C	List course(s) not yet completed:	Required courses not yet completed; and/or did not receive at least a C in required courses.
Pedagogical content: Math 107 or Math 161	Completed with A or B	Completed with a C	List course(s) not yet completed:	Course(s) not yet completed
Math 205 and Math 206	Completed with As or Bs	Completed with C or better	List course(s) not yet completed:	Course(s) not yet completed
Required education coursework II: Professional and pedagogical knowledge and skills: ED 110, ED 201, ED 330, ED 350 or 420, ED 245, EDSE 422 and EDSE 482	All required courses completed with A's or B's	All required courses completed with a C or better	List course(s) not yet completed:	Course(s) not yet completed
Praxis Core ASE exam	Praxis Core ASE: Scores of 185 or higher in reading and math, 175 or higher in writing <i>(PI: Scores of 180+ in R and M, score of 177 in W. Cut scores 176, 175, 174 or ave. of 174, no score less than 172)</i>	All areas of Praxis Core ASE exam or Praxis I exam meet State of Alaska passing scores <i>Praxis Core ASE cut scores: Reading 156, Writing 162, Math 150.</i>	1 or more areas of Praxis ASE not met at time of spring review	1 or more areas of Praxis Core ASE exam have not yet been met
Praxis II exam	Praxis II exam score is above 170	Praxis II exam score meets State of Alaska's passing score of 163 (#5018) or 143 (#5014)	Praxis II not completed at time of spring review	Praxis II exam scores do not meet AK passing score
Cross cultural experiences including experiences with Alaska Native students	Applicant has extensive and successful meaningful experiences beyond university requirements	Applicant has successful experiences because of required university coursework	None	Applicant has not had successful experiences in required university coursework
Experiences with children/ schools	Applicant has extensive & successful meaningful teaching/learning experiences with children beyond university requirements	Applicant has successful experience working with schools and children in required university coursework	None	Applicant has not had successful experience working with schools and children in required university coursework
Letters of reference	Letters of reference are strong and are from individuals who have 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 profession	Letters of reference are adequate but not glowing and/or letters are from individuals with whom the	One or more letters of reference not received and/or they do not positively promote the applicant or they are from family members.

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			intern's connection may be questionable.	
Admissions essay	Admissions essay content and writing conventions rated as exemplary by two reviewers	Admissions essay content and writing conventions rated as satisfactory by two reviewers.	Admissions essay content and writing conventions rated as unsatisfactory in 1 or more areas by 2 reviewers	Admissions essay assessed as unsatisfactory in content and in writing conventions by at least two reviewers
Extemporaneous writing sample	Writing sample assessed with score of 4 or above in all six traits by two reviewers	Writing sample assessed with score of at least 3 in all six traits by two reviewers	Writing sample assessed with score of 1 or 2 in two or fewer traits by two reviewers	Writing sample assessed with scores of 1 or 2 in three or more traits by three reviewers
PCFFs in ED 350 or 420 and EDSE 422 and 482	PCFF's received with majority 3's and no 0's or 1's	PCFF's received from all required instructors) and from all required fieldwork partners with fewer than four "1's" or "0's" OR plan of action successfully completed	Plan of Improvement in place.	Continued low ratings (1's and 0's) on PCFFs warranted Plan of Action in which goals were not successfully met by student
Admissions interview	Applicant displays high level of professional, is enthusiastic about beginning professional year and conveys desire to enter teaching profession for appropriate reasons	Applicant exhibits professional characteristics and makes no inappropriate statements	Applicant mostly exhibits professional characteristics and makes no inappropriate statements, but shows a lack of enthusiasm.	Applicant demonstrates total lack of professionalism and makes inappropriate statements and/or asks inappropriate questions
Fingerprint packet	Approved by the state	Approved by the state	Waiting for response from state	Not approved by the state

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**TRANSITION III and IV BACHELOR OF ARTS IN ELEMENTARY EDUCATION (BAE)  
Based on Elementary Summative Standards-based Assessment Plan**

	<b><u>Target</u></b>	<b><u>Acceptable</u></b>	<b><u>Unacceptable</u></b>
<b>Standard 1</b>	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”
<b>Standard 2</b>	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”
<b>Standard 3</b>	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”
<b>Standard 4</b>	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”
<b>Standard 5</b>	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”
<b>Standard 6</b>	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”
<b>Standard 7</b>	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”
<b>Standard 8</b>	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”



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***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.***