



## **Bachelor Elementary Education Program Annual Program Report 2017-18**

**Prepared by Jeffrey Lofthus, Ph.D.  
April 22, 2019**

### **Program Overview**

The University of Alaska Southeast Alaska College of Education provides undergraduate teacher preparation for aspiring K-8 candidates through the Bachelor of Arts Elementary Education Program. This program has been delivered by distance throughout Alaska since 2005. The program shares undergraduate coursework with the BA Special Education and Master of Arts Elementary programs. The program is structured in a traditional, course-based manner. Candidates take a full range of General Education Requirements and also a full complement of education courses, culminating in the senior year of student teaching as demonstrated below.

### **Program Student Learning Objectives**

The Alaska Beginning Teacher Expectations and the CAEP Standards govern our program for Elementary Teachers. The learning outcomes are organized as follows:

- Goal 1: Teachers articulate, maintain and develop a philosophy of education that they demonstrate in practice.
- Goal 2: Teachers understand how human development affects learning and apply that understanding to practice.
- Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics.
- Goal 4: Teachers possess current academic content knowledge.  
Language Arts, Science, Math, Social Studies, The Arts, Health, PE

Goal 5: Teachers facilitate student learning by using assessment to guide planning, instruction and modification of teaching practice.

Goal 6: Teachers create and manage a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively.

Goal 7: Teachers work as partners with parents, families and the community.

Goal 8: Teachers develop and maintain professional, moral and ethical attitudes, behaviors, relationships and habits of mind.

Goal 9: Teachers use technology effective, creatively and wisely.

All major assessments are aligned with the CAEP Standards, the UAS Goals and the Alaska Beginning Teacher Expectations.

## **How the data is collected on the Program SLOs**

The BA Elementary (BAE) Program is divided into three phases, with program gates (decision points) where candidates are evaluated against program requirements for progression to the next phase. Gate 1 allows for full Teacher Candidacy and includes significant clinical experience (fall semester). Candidates complete a one semester practicum experience where they are in a classroom observing and assisting with instruction for a full semester two and one-half days per week. They also are formally evaluated for a minimum of six lessons (three literacy, one social studies, one math and one science). Gate 2 follows mid-clinical practice (mid senior year – transition to spring semester). During the spring semester, candidates complete a full semester of full time student-teaching amounting to well over 1000 hours of clinical experience. Gate 3 is the end of clinical practice (student teaching), marking the end of the program/program completion.

## **Program Data and Analysis of Data 2017-18**

For the purposes of this report, representative data from the Praxis Content exam and Evaluation of Classroom Practice are included. Other program evaluation data can be retrieved from LiveText as necessary.

### **Assessment 1: Praxis Content 5018**

#### **a. Description and assessment purpose**

The Praxis Content 5018 is a key assessment for the Bachelor of Arts Elementary (BAE) Education Program, used to determine if candidates have met the cut scores determined by the Alaska Department of Education and Early Development. The Praxis Elementary Content Knowledge test (5018) is required for program completion and state licensure. Candidates can retake the Praxis Content 5018 until they meet the Alaska cut scores.

Candidates are intensely advised throughout their undergraduate program to monitor their academic progress and their progress en route to full candidacy. Candidates are provided with an online class session that is recorded for ongoing future reference. That online class session is a verbal presentation by the program coordinator and advisor going over the detailed requirements leading up to full candidacy. The class site/session also contains all documents (syllabi, assessments, due dates and

more) that constitute the senior year of student teaching, including advising related to required Praxis tests and background checks.

## b. Data analysis

Praxis II, Elementary Education: Content Knowledge - Test 5018				
	Year Test Taken	2015-2016	2016-2017	2017-2018
	Tests Taken <sup>1</sup>	9	13	5
5018 Elem Ed: Content Knowledge	Number Passing	9	13	5
	Pass Rate	100%	100%	100%
	Average Score	171.7	174.2	166.22
	Cut Score	163	163	163
	Min Score	163	163	163
	Max Score	196	189	169
	State Avg.	173.34	174.03	173.06
	National Avg.	167.2	165.93	167.46
I. Reading and Language Arts	Avg. Pts. Earned	31.5	331.0	330.4
	Avg. Pts. Available	41.0	41.3	41.0
	UAS Avg. Percent Correct	77%	75%	74%
	State Avg. Percent Correct		74.9%	75.29%
	National Avg. Percent Correct		72.0%	73.53%
II. Mathematics	Avg. Pts. Earned	230.0	228.1	22.8
	Avg. Pts. Available	36.0	36.0	36.0
	UAS Avg. Percent Correct	83%	78%	63%
	State Avg. Percent Correct		78.12%	75.73%
	National Avg. Percent Correct		71.58%	72.03%
III. Social Studies	Avg. Pts. Earned	17.5	13.1	12.2
	Avg. Pts. Available	21.0	20.9	20.6
	UAS Avg. Percent Correct	83%	63%	59%
	State Avg. Percent Correct		67.93%	65.57%
	National Avg. Percent Correct		59.13%	58.79%
IV. Science	Avg. Pts. Earned	15.5	14.9	14.00
	Avg. Pts. Available	21.0	21.0	21.0
	UAS Avg. Percent Correct	74%	71%	67%
	State Avg. Percent Correct		75.10%	75.14%
	National Avg. Percent Correct		68.23%	69.00%

<sup>1</sup> Distinct count of program completers who took the Praxis test during the year noted. If test-takers take the same test multiple times in the same academic year, the highest score is used.

Candidate pass rate for Praxis Content 5018 is 100%.

A review of Praxis Core and Content 5018 data shows that for the last two cycles of data reported (2016-2017, 2017-2018) candidates' average scores in all content areas were near or above both the state and national averages.

## **Assessment 2: Evaluation of Classroom Practice (ECP)**

### **a. Description and assessment purpose**

The Evaluation of Classroom Practice (ECP) is a key assessment for the Bachelor of Arts Elementary (BAE) Education Program, used mid-way (midterm) through clinical practice and again at the end of clinical practice (final). It is completed by the candidate with support from their host teacher and university supervisor and shared collaboratively at a meeting of the team (candidate, host teacher, and university supervisor). The data contained below will only report the summative data from the final submission. The ECP assessment ensures that candidates address each of the eight Alaska Teacher Standards and also a technology standard (for a total of nine standards).

To complete the assessment, candidates submit evidence aligned with standards for evaluation by the host teacher and university supervisor. This performance-based assessment incorporates a scoring rubric that uses a three-point scale scoring rubric: 1 = Not Met, 2 = Met, 3 = Exceeds. A score of at least "2" is required to demonstrate meeting the indicator and an overall average of "2" for successfully meeting ECP performance expectations.

For those candidates who do not meet expectations during a formative assessment at the mid-way point, goals are set by the team (candidate, host teacher and university supervisor) to enable the candidate to meet the expectations by the final ECP assessment. Should a candidate not meet the expectations for any goal by the final assessment, a joint decision is made by the team as to just what the candidate must do to meet the unmet standard(s) prior to completion of clinical practice and the program. Such an occurrence is extremely rare and always resolved satisfactorily.

### **b. Data analysis**

**Assessment 2, Table 1. Three-Year Summary Evaluation of Classroom Practice 2016, 2017, 2018**

<b>Indicators/ Standards</b>	<b>N</b>	<b>Not Met</b>	<b>Met</b>	<b>Exceed s</b>	<b>Mea n</b>	<b>Perce nt Passin g</b>	<b>Percent Exceedin g</b>
Philosophy & Practice ACEI: 5.1, 3.2; AKBT: 1 AKCOE: 1; InTASC: 1, 2, 3	33	0	10	23	2.7	100	70
Human Development ACEI: 1, 5.1; AKBT: 2; AKCOE: 2; InTASC: 1, 7, 8	33	0	8	25	2.76	100	76
Diversity/Differentiated Instruction ACEI: 3.2, 3.4; AKBT: 3; AKCOE: 3; InTASC: 2, 8	33	0	10	23	2.7	100	70
Content Knowledge	33	0	15	18	2.55	100	55

CAEP: 1.2, 1.3; ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4; AKBT: 4; AKCOE: 4; InTASC: 4, 5							
Assessment & Student Learning CAEP: 1.2; ACEI: 3.1, 3.2, 3.3, 3.5, 4; AKBT: 5; AKCOE: 5; InTASC: 4, 6	33	0	14	19	2.58	100	58
Learning Environment ACEI: 3.4, 3.5; AKBT: 6; AKCOE: 6; InTASC: 3	33	0	7	26	2.79	100	79
Partnerships ACEI: 5.2; AKBT: 7; AKCOE: 7; InTASC: 10	33	0	9	24	2.73	100	73
Professional Ethics, Habits of Mind CAEP: 1.1; ACEI: 5.1, 3.2; AKBT: 8; AKCOE: 8; InTASC: 10	33	0	8	25	2.76	100	76
Technology CAEP: 1.5; ACEI: 5.1, 3.1, 3.3, 4; AKCOE: 9; InTASC: 8	33	0	11	22	2.67	100	67

When looking at individual cycles, zero candidates scored 'Not Met' and all candidates scored 'Met' or 'Exceeds' for all data cycles; 100% of all candidates passed all standards for all reported cycles. In the most recent cycle of data, candidates scored higher in Human Development and lower in both Content Knowledge and Assessment and Student Learning. A review of ECP assessment data shows that for the three cycles of data reported (2015-2016, 2016-2017, 2017-2018) all candidates met or exceeded expectations for all indicators aligned with standard elements, thus all candidates (100%) passed all standards for all reported cycles. Overall, three-year aggregated mean scores ranged from 2.55 (Content Knowledge) to 2.79 (Learning Environment). During the three cycles of data, candidates consistently scored higher in Learning Environment and lower in Content Knowledge.

## **Future Plans to Improve Student Learning**

The Elementary Education BA (BAE) Program Reviewer comments from the most recent ACEI Program and ACEI Recognition reports to address specific concerns. In response, sub-score data for the Praxis Content 5018 have been provided to demonstrate candidate strengths and weaknesses in the subareas of the test that relate to individual standards and the N has been provided for all assessments.

During the spring of 2019, the BA Elementary (BAE) program will begin to collaborate with the MAT Elementary to integrate the new CAEP standards. Additionally, the BAE program continues to collaborate with the other initial teacher preparation/licensure programs on the use of common assessments. To insure that our EEP is on a continuous improvement track, we have established quarterly Assessment and Data Review sessions. During these sessions, our initial program faculty will look closely at our assessment documents to assure that they are common for all initial licensure programs and we will analyze data from all assessments for the purpose of looking for ways to improve our programs.

As part of the process of preparing our EEP's Self-Study we first piloted and have now adopted two new assessments. The first newly adopted assessment is the Student Teacher Observation Tool (STOTS). University student teacher candidate supervisors will administer this tool to evaluate candidate lessons taught. The second newly adopted assessment is the Professional Characteristics Assessment (PCA). Host teachers and university supervisors will complete this tool to jointly evaluate the professional characteristics and dispositions of pre-service teacher candidates.

Alaska schools have long struggled to recruit and maintain certified educators, especially in the most rural schools, many of which are not on the road system, requiring extremely expensive air travel for residents in rural villages. To address the continuing need for additional elementary educators throughout the vast in size state of Alaska, the BAE program was converted to a distance-delivered model some years ago. Ongoing efforts are made to better equip program course instructors on the process of distance delivery to insure a continuous improvement model for program delivery.

The initial minimum GPA required for full admission to the BAE program was set at 2.75. In an effort to improve on the quality of teacher candidates in the BAE, the minimum GPA was changed to 3.0 in recent years. Despite the overall high Praxis Content 5018 scores overall, further analysis of GPA data aligned specifically to content areas (English, social studies, math and science) needs to be considered in collaboration, as appropriate, with selected Arts and Sciences faculty responsible for those content area General Education Requirements.

The Alaska Department of Education and Early Development Teacher Certification division does not require that candidates pass Praxis Content 5018 prior to student teaching. Despite this fact, we have been strongly encouraging our BAE candidates to complete 5018 prior to student teaching, resulting in more and more of our candidates having completed 5018 well before advancement to full candidacy.