



Graduate Elementary Programs Annual Program Report 2017-18

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Program Overview

The University of Alaska Southeast Alaska College of Education provides graduate teacher preparation in 3 interrelated programs: a Master of Arts in Teaching degree, a Graduate Certificate that leads to recommendation for the Alaska Beginning Teacher certificate, and endorsement in K-8 for those already holding an Alaska teaching certificate. All programs utilize the same courses, and the Graduate Certificate is embedded in the MAT program.

This program has been delivered by distance throughout Alaska since 2000. The program shares undergraduate coursework with the BA Elementary and the BA Special Education programs.

The program is structured in a traditional, course-based manner. Candidates take foundations courses and a series of "practicum courses" that require weekly application in elementary and middle school classrooms. A semester of student teaching completes the graduate certificate portion of the program. Candidates may opt to take 2 final courses to complete the master's degree.

Those completing an endorsement receive a personalized program of studies based on their previous program and teaching experience.

A complete description of the program is found in our handbook at
<http://www.uas.alaska.edu/education/programs/mat-elem.html>

Program enrollment and completions are summarized in Table 1. Note a very strong year in 2017-18 in terms of completions.

Table 1: Enrollment and Completions Graduate Elementary Programs

| | AY 16 | | AY 17 | | AY 18 | | A 19 | |
|-----------|---------------------|--------------|---------------------|--------------|---------------------|--------------|--------------------|----------------|
| | Fall '15 enrollment | Awards 15-16 | Fall '16 enrollment | Awards 16-17 | Fall '17 enrollment | Awards 17-18 | Fall 18 enrollment | Awards 18-19** |
| Cert Only | 2 | 9 | 5 | 17 | 5 | 31 | 6 | 18 |
| MAT | 57 | 12 | 66 | 15 | 63 | 18 | 58 | 24 |
| Total * | | 19 | | 29 | | 45 | | 38 |

Note: Total refers to individuals completing certificate program and MAT degree. Some students completed both, but are not counted twice in this table.

**Projected Estimates

The program was reviewed by CAEP in 2017, and received full accreditation without conditions in September 2017.

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.

Alignment of the CAEP Standards, the UAS Goals and the Alaska Beginning Teacher Expectations can be found on page 85 of the Candidate Handbook.

How the data is collected on the Program SLOs

Data for program assessment are collected 1.) at program entry, 2.) prior to and during Student Teaching ED 688 and 3.) upon completion of the Master's Portfolio ED 698.

For program entry, all candidates must pass the Praxis Core exam, a national test of basic academic skills that is required by the State of Alaska. The data is aggregated by Institutional Research at UAS. An evaluation of content preparation is prepared by the advisor, showing any content deficiencies that candidates must make up before they are fully admitted. Prior to Student Teaching, candidates also must take and pass the Praxis II Elementary Content exam.

During Student Teaching, our candidates complete summative assignments including "Plan and Teach a Unit", "Teacher Work Sample" and "Professional Portfolio." The assessments for these assignments are rubrics housed in LiveText, our online assessment system. The assignments are aligned to the UAS SLOs as well as the CAEP standards. These assignments are reviewed and scored by the University Supervisor assigned to each student teacher. Host Teachers, in collaboration with University Supervisors, evaluate the student teacher classroom performance using a rubric called Evaluation of Classroom Practice and Content (ECPC), also housed in LiveText.

Most students opt to complete the MAT degree at some point after Student Teaching. They prepare a "Master's Portfolio" that is evaluated by rubric by a committee of 2 faculty and one community member. This is also done through LiveText.

Program Data 2017-18

For the purposes of this report, representative data from the Praxis exams, Evaluation of Classroom Practice, Teacher Work Sample and Master's Portfolio are included in this report. Other program evaluation data can be retrieved from LiveText as necessary.

(Insert Praxis Core and Praxis II data here) Tables 2 and 3

Teacher Work Sample 2017-18

Candidates performed very successfully in the [Teacher Work Sample](#) linked here. Over 80% of the scores were at the top level of achievement on this indicator of Student Teacher impact on student learning. (SLO 5.)

Evaluation of Classroom Practice 2017-18

Candidates met and exceeded the Alaska Beginning Teacher Expectations (SLOs 1-9) during their student teaching experience, as measured by the [ECPC](#) linked here.

Table 4: Master's Portfolio 2017-18

(Some portfolio elements were assessed prior to the 2017-18 academic year; this accounts for the differing N in these assessments.)

| | N = | Does not Meet | % Does not Meet | Meets | % Meets | Exceeds | % Exceeds | Mean | Mode | Standard Deviation |
|---------------|-----|---------------|-----------------|-------|---------|---------|-----------|------|------|--------------------|
| 1 Philosophy | 10 | 1 | 10% | 4 | 40% | 5 | 50% | 2.40 | 3 | 0.66 |
| 2 Development | 11 | 0 | - | 4 | 36% | 7 | 63% | 2.63 | 3 | 0.48 |
| 3 Diversity | 11 | 0 | - | 7 | 64% | 4 | 36% | 2.36 | 2 | 0.48 |
| Language Arts | 12 | 0 | - | 4 | 33% | 8 | 67% | 2.67 | 3 | 0.47 |
| Science | 11 | 0 | | 5 | 45% | 6 | 55% | 2.54 | 3 | 0.49 |
| Math | 11 | 0 | - | 5 | 64% | 8 | 36% | 2.32 | 2 | 0.48 |

| | | | | | | | | | | |
|-------------------|----|---|---|---|-----|---|-----|------|---|------|
| Social Studies | 12 | 0 | - | 5 | 42% | 7 | 58% | 2.58 | 3 | 0.49 |
| The Arts | 12 | 0 | | 8 | 67% | 4 | 33% | 2.33 | 2 | 0.47 |
| Health | 11 | 0 | - | 6 | 55% | 5 | 45% | 2.46 | 2 | 0.49 |
| PE | 11 | 0 | - | 5 | 45% | 6 | 55% | 2.54 | 3 | 0.49 |
| 4 Content | 11 | 0 | | 3 | 27% | 8 | 73% | 2.27 | 3 | 0.45 |
| 5 Learning | 11 | 0 | | 4 | 36% | 7 | 64% | 2.64 | 3 | 0.48 |
| 6 Environment | 10 | 0 | - | 5 | 50% | 5 | 50% | 2.5 | 3 | 0.5 |
| 7 Community | 9 | 0 | - | 6 | 67% | 3 | 33% | 2.33 | 2 | 0.47 |
| 8 Professionalism | 12 | 0 | - | 7 | 58% | 5 | 42% | 2.41 | 2 | 0.49 |
| 9 Technology | 12 | 0 | - | 6 | 50% | 6 | 50% | 2.50 | 2 | 0.50 |

Source: LiveText, retrieved 1/22/2019

Analysis of the Data

Candidates continue to do well on academic projects (Teacher Work Sample and Master's Portfolio) as well as on practical, observed assessments (Evaluation of Classroom Practice.) We have been especially concerned with Diversity over the years, and this year's data reveals some improvement, both in practical and in academic areas.

One area of concern is English Language Arts, as measured in the ECPC, where about 60% of the candidates scored at "met" and only 40% scored "exceeds." This compares with about 67% of candidates scoring "exceeds" in the academic portfolio paper on the same topic. In many schools in Alaska, there is a deep philosophical divide between the way we teach literacy at the UAS, and how literacy is taught (using strict adherence to commercial, directed programs) in public schools.

Candidate scores in both practical and theoretical assessments of The Arts are about 67% "meets." Considering that we have put additional emphasis on The Arts with faculty training in Arts Integration, this is disheartening. Many of our candidates have little opportunity to teach art, music, drama or other artistic pursuits do to heavy scheduling in schools with literacy and math.

Future Plans to Improve Student Learning

For the academic year 2019-20, we plan on adding an elementary literacy specialist to our faculty. The position announcement is posted, and we are hopeful that this person can help us successfully upgrade our literacy program and our interface with public schools. We will continue to utilize MAC Grant meetings and trainings to provide better arts integration instruction in our courses.

Improvements Based on Data

In last year's program report, we discussed a change in ED 698, Master's Portfolio. The number of candidates who completed the final course in the MAT degree was not as great as it should be, so we did in fact make a major change in the portfolio process by revamping the requirements for this major project. Instead of requiring new academic papers on the portfolio areas (the SLOs and CAEP requirements), we

piloted a new assignment. Candidates now select an academic paper or project that they did within the program or from their teaching assignments to showcase and reflect upon. This change has resulted in succinct, practical and quality work and also a greater number of candidate MAT graduations.

Other Changes Based on New CAEP Requirements

This program report, and others before it, are based on CAEP/ACEI standards and processes that stemmed from former NCATE and ACEI requirements. We are keenly aware that CAEP has more stringent requirements for assessments and data analysis. Based on the new requirements, we are piloting the following changes this year (2018-19):

- Use of the Student Teacher Observation Tool as a valid and reliable observation system.
- Addition of the Professional Characteristics Assessment (designed by Education faculty at University of Alaska Fairbanks) as a valid and reliable assessment of dispositions.
- Exploration of improving the Unit assessment.