



**Graduate Elementary Programs
Annual Program Report 2018-19**

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Program Overview

The University of Alaska Southeast Alaska College of Education provides graduate elementary 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 study 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. Enrollment and resultant completions are down (as reflected in the UA system) but are still strong relative to years prior to AY 19. This reflects general AY 19 enrollment trends for the EPP (see: [ASA Presentation UA Education for 2-13](#)).

Table 1: Enrollment and Completions Graduate Elementary Programs †

	AY 16		AY 17		AY 18		AY 19		AY 20**	
	Fall '15 enrollment	Awards 15-16	Fall '16 enrollment	Awards 16-17	Fall '17 enrollment	Awards 17-18	Fall 18 enrollment	Awards1 8-19	Fall 19 Enrollment	Awards 19-20
Cert Only	2	9	5	14	5	27	6	11	2	5*
MAT	57	12	66	12	63	14	58	21	56	5*
Both		1		3		4		5		
Total	59	19	71	29	68	45	64	37	58	

* The number we have so far this year (academic or fiscal), but since the year is still in progress, they do not represent the total

** AY = Fall, Spring, Summer

† Data reanalyzed Feb. 2020 Lacey Hall

Note: The number of awards earned in "Grad Cert ONLY" and "MAT ONLY" reflect totals for the year reported. No individual student is duplicated *within* the same year. However, an individual may be duplicated *across* years (e.g., Grad Cert in FY16 and MAT in FY17).

The UAS Alaska College of Education was reviewed by CAEP in 2019 and should receive full accreditation without conditions in May 2020.

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, InTasc, and TESOL standards, the AKCOE Goals, and the Alaska Beginning Teacher Expectations can be found on page 77 of the 2019-20 Elementary Graduate Candidate Handbook.

How the data is collected on the Program SLOs

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

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. (Now the Praxis Subject Assessments Test).

During Student Teaching, candidates complete summative assessments including "Plan and Teach a Unit", and "Teacher Work Sample." 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 and InTasc 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.

All AKCOE initial licensure candidates are evaluated twice throughout their internships on two standards-based, valid and reliable assessments: 1) the Student Teacher Observation Template (STOT) designed to provide a comprehensive overview of the student teacher's classroom practice over time and 2) the Professional Characteristics Assessment (PCA) designed to assess the professional behaviors and attitudes expected of candidates. The first time the assessments are administered is formative for goal setting purposes. The second time the assessments are administered is summative to show evidence of growth and proficiency. This evidence is housed in LiveText.

Most students opt to complete the MAT degree at some point after the internship. 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 2018-19

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.

Table 2: Praxis Core

Basic Competency Exam: Math	MAT 2017	MAT 2018	MAT 2019	Grad Cert 2017	Grad Cert 2018	Grad Cert 2019
Number of Graduates FY	13	11	33	18	34	17
Total Tests Taken (of record)	6	10	29	18	31	15
Total Passing	6	10	29	17	31	12
Pass Rate	100%	100%	100%	94%	100%	80%
Basic Competency Exam: Reading	MAT 2017	MAT 2018	MAT 2019	Grad Cert 2017	Grad Cert 2018	Grad Cert 2019
Number of Graduates FY	13	11	33	18	34	17
Total Tests Taken (of record)	6	10	29	18	31	15

Total Passing	5	10	29	17	31	14
Pass Rate	83%	100%	100%	94%	100%	93%
Basic Competency Exam: Writing	MAT 2017	MAT 2018	MAT 2019	Grad Cert 2017	Grad Cert 2018	Grad Cert 2019
Number of Graduates FY	13	11	33	18	34	17
Total Tests Taken (of record)	5	10	29	18	31	15
Total Passing	4	10	28	16	31	13
Pass Rate	80%	100%	97%	89%	100%	87%

Table 3: Praxis II

Content Knowledge	MAT 2017	MAT 2018	MAT 2019	Grad Cert 2017	Grad Cert 2018	Grad Cert 2019
Number of Graduates FY	13	11	33	18	34	17
Total Tests Taken (of record)	13	10	32	18	33	17
Total Passing	12	10	32	18	33	16
Pass Rate	92%	100%	100%	100%	100%	94%

Teacher Work Sample 2018-19

Candidates performed very successfully in the Teacher Work Sample. Over 80% of the scores continue to be at the top level of achievement on this indicator of internship impact on student learning. (SLO 5.) Source: LiveText, raw data retrieved 2/14/20

Areas for Improvement: The Contextual Factors section is one of the weaker areas. This is largely due to the fact that the candidates are asked to complete this section near the beginning of their semester of internship when they are just beginning to get to know their students. In terms of timing, there is not much that can be done. Those with weak submissions are encouraged to revise them during the process of developing their projects which has had the effect of improving candidate proficiency and the saliency of their project. Assessment Plan is another area of relative weakness. More structure and metacognitive strategies are being provided in this area in the 19-20 AY with the anticipation that candidates will perform with greater proficiency in this area.

Table 4: Teacher Work Sample 2018-19

Teacher Work Sample	Not Met	Partially Met	Met	n
Category		17.39%	82.61%	23
Contextual Factors		24.35%	75.65%	23
Learning Goals		10.87%	89.13%	23
Assessment Plan	1.74	23.48%	74.78%	23
Design for Instruction		20.29%	79.71%	23
Instructional Decision Making		17.39%	82.61%	23
Reflection and Self Evaluation		4.55%	79.96%	23
Average	1.74	16.90%	80.64%	

Evaluation of Classroom Practice 2018-19

99% of our candidates met or exceeded the Alaska Beginning Teacher Expectations (SLOs 1-9) during their student teaching experience, as measured by the available data on the ECPC. (Host Teachers and Supervisors filled out the ECPC for the 18-19 AY. In the past, we have had the candidates complete this assessment, as well, and this effective reflective and metacognitive practice will be re-introduced during AY20-21 to increase the reliability of the evidence collected). Source: LiveText, raw data retrieved 2/14/20

Master's Portfolio 2018-19

Over 95% of candidates met or exceeded AKCOE goals. Source: LiveText, raw data retrieved 2/14/20

Table 5: Master's Portfolio Candidate Performance 2018-19

Rubric Item	Alignment	Not Met	Not Met	Met	Met	Exceeds	Exceeds	n
Philosophy	COE Goal #1	0	0.00%	8	33.33%	16	66.67%	24
Designing Instruction for Critical Thinking & Problem Solving	ACEI Goal 3.3	0	0.00%	8	33.33%	16	66.67%	24
Learner Development	COE Goal #2	2	8.33%	8	33.33%	14	58.33%	24
Adaptation for Diverse Students	COE Goal #3	2	8.33%	10	41.67%	12	50.00%	24
Communication to Foster Collaboration	ACEI Goal 3.5	0	0.00%	8	33.33%	16	66.67%	24
Integration of Content for Instruction (Backward Design Unit)	COE Goal # 4	2	8.33%	6	25.00%	16	66.67%	24
Assessment to Plan, Evaluate & Strengthen Instruction (Teacher Work Sample)	COE Goal #5	2	8.33%	6	25.00%	16	66.67%	24
Classroom Management: Active Engagement of Learners	COE Goal # 6	0	0.00%	15	62.50%	9	37.50%	24
Collaboration with Parents and Families	COE Goal # 7	2	8.33%	11	45.83%	11	45.83%	24
Professionalism: Collaboration with Colleagues & Community and Commitment to Profession	COE Goal # 8	3	12.50 %	9	37.50%	12	50.00%	24
Technology	COE Goal # 9	0	0.00%	10	41.67%	14	58.33%	24
English Language Arts Content and Instruction	COE Goals # 4 & 5	0	0.00%	11	45.83%	13	54.17%	24
Health Content and Instruction	COE Goals # 4 & 5	2	8.33%	10	41.67%	12	50.00%	24
Math Content and Instruction	COE Goals # 4 & 5	0	0.00%	12	50.00%	12	50.00%	24
Physical Education Content and Instruction	COE Goals # 4 & 5	0	0.00%	11	45.83%	13	54.17%	24
Science Content and Instruction	COE Goals # 4 & 5	0	0.00%	9	37.50%	15	62.50%	24
Social Studies Content & Instruction	COE Goals # 4 & 5	0	0.00%	7	29.17%	17	70.83%	24

The Arts Content and Instruction	COE Goals # 4 & 5	0	0.00%	10	41.67%	14	58.33%	24
	AVERAGE		3.47%		39.12%		57.41%	

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. This is likely due to heavy scheduling in schools with literacy and math.

Future Plans to Improve Student Learning

For the academic year 2019-20, we planned on adding an elementary literacy specialist to our faculty. Although the search failed, we did bring on a faculty member from UAA that has a strong background in elementary literacy practices and who has strong connections both with Anchorage School District as well as many villages in Alaska. In addition to literacy, we will continue to utilize MACP Grant meetings and trainings to more effectively infuse arts and culture integration into 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 made 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 completed within the program or from their teaching assignments to showcase and reflect upon. This change resulted in succinct, practical and quality work and also a noticeable increase in the number of candidate MAT graduations (AY17-18: n=14, AY18-19: n=21). We will continue this process into the future.

Other Changes Based on New CAEP Requirements

This program report is based on the CAEP and InTASC standards. We are more effectively addressing CAEP’s rigor for assessments and data analysis. All program rubrics and assessments have been aligned with the InTASC and CAEP K-6 standards. We are addressing the TESOL Standards with a strategic focus on English Language learners through three of our content courses and the student teaching seminar. We have successfully completed our pilot studies using the Student Teacher Observation Tool STOT and Professional Characteristics PCA and are now using these as standard assessments for our candidates’ student teaching internships.

We still need to explore ways to standardize the Unit assessment across programs in the EPP. Currently our graduate elementary MAT Unit assessment is aligned with the CAEP and InTASC standards and predicated on the format of the backwards design model (Wiggins and McTighe, 2005) in concert with considerations for universal design for learning.

The EPP is also developing a process for interns and candidates who need to be counseled out of their respective program, particularly during their internship.

We are very happy that our EPP has been recommended for full accreditation! Our program will continue to address CAEP standards and requirements as we evolve through this era of funding insecurity and institutional reorganization in order to maintain our high standards and positive rapport and reputation with our student body and the larger Alaskan community.

Reference: Wiggins, G., & McTighe, J. (2005) *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development ASCD