



*UAS School of Education graduates will be **informed, reflective, and responsive** teachers within diverse classroom, school, and community contexts*

BA Elementary Education Program Rated one of the Best Online Elementary Education Degrees

The UAS BA Elementary Education Program has been rated as one of the top 25 distance elementary education programs in the United States several times over the past years. Most recently in 2022: <https://www.educationdegree.com/programs/bachelors-in-education/rankings-2020/>

**Bachelor Elementary Education (BAEL) Program
Annual Program Report 2021-2022**

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Program Overview

The School of Education at UAS provides undergraduate teacher preparation for aspiring K-8 candidates through the Bachelor of Arts Elementary Education (BAEL) Program. This program has been delivered by distance throughout Alaska since 2005. 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 documented below.

Program Student Learning Objectives (SLOs)

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 SLOs and the Alaska Beginning Teacher Expectations.

How the data is collected on the Program Student Learning Objectives

The BA Elementary (BAEL) Program is divided into three program gates (decision points) where candidates are evaluated against program requirements for progression to the next gate. Gate 1 allows for full Teacher Candidacy and includes significant clinical experience student teaching (fall semester). Candidates complete their initial/first semester (fall) of student teaching during which they are in a classroom observing, assisting with instruction, and teaching lessons for a full semester two and one-half days per week. They are formally evaluated (LiveText assessments meeting CAEP requirements) on a minimum of five lessons (two literacy, one social studies, one math, and one science). Gate 2 follows mid-clinical practice (starting at mid senior year. During the spring semester, candidates complete a full-time (5 days per week) student teaching experience, during which they develop a unit plan to teach during their 6-week takeover period. Additionally, they are evaluated (LiveText assessments meeting CAEP requirements) on a minimum of five lessons (two literacy, one social studies, one math, and one science). During the senior year of student teaching/clinical experience, candidates satisfy the Alaska Department of Education and Early Development requirements by being engaged in their host's classroom well in excess of 15 weeks in length and 500 hours. Gate 3 is the end of clinical practice (full-time student teaching), marking the end of the program/program completion.

Program Data and Analysis of Data 2021-2022

For the purposes of this report, data provided by our University of Alaska Educator Programs Data Analyst from the Praxis II 5017 and 5018 exams is included. Passing of either Praxis exam meets the Alaska Department of Education and Early Development (DEED) requirement for program completion and state licensure. Candidates can retake the Praxis 5017 or 5018 until they meet Alaska cut scores.

Assessment: Praxis Content 5017 and 5018: Description and Assessment Purpose

The Praxis II 5017 and 5018 are key assessments for the Bachelor of Arts Elementary (BAEL) Education Program used to assure that candidates have met the cut score requirements of the Alaska Department of Education and Early Development.

a. Data analysis

5017 Elem Ed: Curriculum Instruction & Assessment

Overall

Year Test Taken*

Sep 2021-Aug 2022

	Tests Taken	15
	Number Passing	10
	Pass Rate	67%
	Avg Score	157.9
	Cut Score	153
	Min Score	141
	Max Score	176
	State Avg	162.4
	National Avg	164.3
	Max Pts	31
	Avg Pts Earned	19.7
I. Reading and Language Arts	UAS Avg. % Correct	65.2%
	State Avg. % Correct	64.3%
	National Avg. % Correct	68.3%
	Max Pts	25-26
	Avg Pts Earned	16.7
II. Mathematics	UAS Avg. % Correct	66.7%
	State Avg. % Correct	66.0%
	National Avg. % Correct	65.2%
	Max Pts	16
	Avg Pts Earned	11.3
III. Science	UAS Avg. % Correct	74.2%
	State Avg. % Correct	75.0%
	National Avg. % Correct	74.1%
	Max Pts	14
	Avg Pts Earned	7.9
IV. Social Studies	UAS Avg. % Correct	59.5%
	State Avg. % Correct	63.8%
	National Avg. % Correct	68.3%
	Max Pts	13
	Avg Pts Earned	9.5
V. Art; Music; Physical Education	UAS Avg. % Correct	76.3%
	State Avg. % Correct	75.4%
	National Avg. % Correct	72.4%

5018 Elem Ed: Content Knowledge

Overall

Year Test Taken*

Sep 2021-Aug 2022

	Tests Taken	11
	Number Passing	5
	Pass Rate	45%
	Avg Score	165.6
	Cut Score	163
	Min Score	149
	Max Score	187
	State Avg	172.9
	National Avg	163.2
	Max Pts	40-42
	Avg Pts Earned	29.8
I. Reading and Language Arts	UAS Avg. % Correct	77.9%
	State Avg. % Correct	76.9%
	National Avg. % Correct	71.6%
	Max Pts	36
	Avg Pts Earned	26.2
II. Mathematics	UAS Avg. % Correct	80.1%
	State Avg. % Correct	76.8%
	National Avg. % Correct	70.8%
	Max Pts	21
	Avg Pts Earned	13.0
III. Social Studies	UAS Avg. % Correct	70.7%
	State Avg. % Correct	69.7%
	National Avg. % Correct	60.5%
	Max Pts	21
	Avg Pts Earned	14.7
IV. Science	UAS Avg. % Correct	77.6%
	State Avg. % Correct	76.0%
	National Avg. % Correct	68.7%

*Data corresponds to timeframe in which ETS reports its pass rates. Totals are reported in the year the test was taken (as opposed to the year students graduated) per UAS CAEP reporting procedures.

Our BA Elementary pass rate for 2021-2022 for Praxis 5017 is 67% and 45% for 5018. As noted above per DEED regulations, candidates retake their Praxis 5017 or 5018 exam until they meet Alaska DEED cut scores. The eleven candidates reported in the data above as not passing either 5017 or 5018 during the 2021-2022 reporting cycle availed themselves of the opportunity to retake their Praxis exam to earn program completion and DEED certification after that reporting cycle (*).

A review of Praxis 5017 data for 2021-2022 shows that student average scores were near or above both the state and national averages for mathematics and science. A review of Praxis 5017 data for 2021-2022 shows that student average scores were above the state average and a few points below the national average for reading and language arts. A review of Praxis 5017 data for 2021-2022 shows that student average scores were a few points below both the state and national averages for social studies.

A review of Praxis 5018 data for 2021-2022 shows that student average scores were above or significantly above both the state and national averages for all subject areas.

Ongoing Efforts to Improve Student Learning

Candidates receive intense academic advising throughout their undergraduate program. Through the use of Degree Works Audits and Program Plans, our academic advisor closely monitors student progress leading to full candidacy as a senior year student teacher. Early on and repeatedly throughout their program, candidates are provided with expectation reminders, a Zoom program orientation presentation, and a student teaching handbook containing all requirements leading up to full candidacy through the end of the program.

BA Elementary faculty are dedicated to being inclusive – embracing and addressing all types of diversity and social justice issues through ongoing consideration of and revisions to course curriculum activities, projects, assignments, and assessments. Both of the following demonstrate the commitment and charge of our SOE and BA Elementary program to all forms of diversity.

- SOE Conceptual Framework Goal Three: *Educators differentiate instruction with respect for individual and cultural differences*
- SOE Core Belief of Diversity and Equity: *The School of Education acknowledges the impact of inequities and injustices in education that must be addressed. Faculty and candidates in the School of Education value and draw upon multiple intellectual authorities to support social, cultural, linguistic and ethnic diversity through inclusive practices and the recognition of the unique abilities of all learners.*

During the spring of 2022, BA Elementary (BAEL) program faculty continued collaborating with the other initial licensure program faculty to integrate the new CAEP standards. Additionally, the BAEL program faculty continues to collaborate with the other School of Education initial teacher licensure program faculty on the use of common assessments. To ensure that our Educator Preparation Program (EPP) is on a continuous improvement track, our unit has established quarterly Assessment and Data Review sessions. During these sessions, our initial licensure program faculty look closely at our assessment documents to assure that they are common for all initial licensure programs and analyze data from all assessments for the purpose of looking for ways to improve our programs.

As part of the process of preparing our EPP's Self-Study (CAEP) we first piloted and have now adopted two new assessments. The first newly adopted assessment is the Student Teacher Observation Tool (STOT). University supervisors administer this tool to evaluate student teacher/candidate lessons taught. The second newly adopted assessment is the Professional Characteristics Assessment (PCA). Host teachers complete this tool to evaluate the professional characteristics and dispositions of pre-service teacher candidates. Data from these assessments are housed in LiveText.

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 and thus requiring extremely expensive air travel for residents in rural villages. To address the continuing need for additional K-8 educators throughout the state of Alaska, the BAEL program was converted to a distance-delivered model some years ago. Ongoing efforts

take place to better equip program course instructors on the process of distance delivery to ensure a continuous improvement model for program delivery.

The initial minimum GPA required for full admission to the BAEL program was initially set at 2.75. In an effort to improve the quality of teacher candidates in the BAEL, the minimum GPA was changed to 3.0.

The Alaska Department of Education and Early Development Teacher Certification division does not require that candidates pass Praxis 5017 or 5018 prior to being approved for student teaching. Despite this fact, our program advisor and faculty strongly encourage our BAEL candidates to complete either Praxis 5017 or 5018 prior to student teaching, resulting in more and more of our candidates having completed one of the DEED-required tests well before advancement to full candidacy.