



1. Program Overview

UAS provides graduate educational opportunities in secondary education throughout the state of Alaska. The University of Alaska Southeast Secondary Master of Arts Program recommends candidate certification for teachers of grades 6-12. The EPP is authorized to recommend candidates for certification in content areas where the state requires a Praxis Content Knowledge Exam (the full list is available on the [state of Alaska DEED website](#)).

The structure of Alaskan K-12 rural schools often requires teachers to teach multiple grade levels and often in multiple subject areas. Alaska state policy authorizes the EPP to prepare and recommend certification for candidates for grades 6-12. The EPP courses and assessments are designed for both middle grades and high school instructional contexts. The Alaska State Board of Education approved the UAS Secondary Master of Arts in Teaching Program and the Graduate Certification program.

For admission to the Secondary Education Program, the EPP requires passing scores for the Praxis Core Academic Skills for Educators and the Praxis II Content Area Exam in the applicant's content area (aligned with the undergraduate degree). Passing scores on other approved basic competency tests are accepted as long as they meet the Alaska standards for the exam. To participate in the yearlong internship, candidates must receive Student Teaching Authorization from the state of Alaska. This requires a criminal background check, verification of program enrollment from the EPP, an EPP application, and verification of passing scores for the Praxis Core Academic Skills for Educators test or passing scores on approved alternative tests (ie: SAT, ACT, GRE, CBEST).

A majority of students pursue the Masters in Arts in Teaching program. A few are eligible to complete the certificate program because of prior teaching experience or a master's degree in their content area (though some still choose MAT because of the potential salary differences in their preferred districts). A growing portion of students also participates as full-time teachers in Districts, which is indicative of the current teacher shortage Districts are experiencing across Alaska. UAS works with the District to support these candidates to receive an 'Initial Certificate through Program Enrollment.' These candidates meet our application requirements and are allowed to work as certified teachers while enrolled in our program. This meets the needs of rural Districts trying to fill the needs of their schools affected by teacher turnover or trying to hire 'local' teachers.

The program currently emphasizes an 11-month cohort model, where candidates begin and complete the program in one year as a cohesive group. Since its inception in 2002, the program has evolved to become a fully online program. Candidates begin the program in the summer with eight weeks (two four-week sessions) of coursework designed to prepare candidates to work in Alaska classrooms and form a community of learners for support and collaboration during the school year.

In the fall, candidates begin their full-year, full-time supervised internship while completing synchronous online graduate courses. Candidates serve in a student teaching role Mondays through Fridays and participate in synchronous online courses two evenings per week. This clinical model requires more than 1100 hours of supervised practice in the classroom, more than twice the state requirement of student teaching (500 hours). Faculty believe that the best way to learn to teach is through quality classroom engagement, ongoing feedback, and reflection, paired with rigorous graduate coursework.

We continue to partner with UAA to provide methods classes for students pursuing Music Education and Physical Education in Fall and Spring due to the specialized methods/skill instruction needed.

Table 1. Summary Secondary Master of Arts in Teaching Enrollment and Completers

Academic Year	# of Candidates Enrolled	# of Completers
2018-2019	42	20
2019-2020	56	19
2020-2021	59	23
2021-2022	52	28

Table 2. Summary Secondary Graduate Certificate (certification only) Enrollment and Completers

Academic Year	# of Candidates Enrolled	# of Completers
2018-2019	1	4
2019-2020	1	0
2020-2021	4	2
2021-2022	2	0

Due to the overlap of the program cohort starting in Summer, the enrollment numbers include data from two cohorts, while the completers data is representative of one cohort plus any students finalizing their degrees from previous cohorts. There has been increased requests from students to provide a ‘slower’ or ‘flexible’ course schedule that would reduce the coursework during student teaching. Minor adjustments are made to the course plan on a case-by-case basis to allow students to follow a 2-yr course plan, where their ‘cohort year’ is determined by the year they complete their student teaching internship coursework. In the 2021-22 academic year, one student was admitted under this 2-yr course plan.

Table 3. Summary Employment Percentage for Secondary Education Graduates

N	Secondary Education	FY 2021 Employed	FY 2022 Employed	FY 2023 Employed
21	FY 2020 Graduates	86%	95%	86%
22	FY 2021 Graduates		64%	64%
28	FY 2022 Graduates			89%

The data shows that the majority of our graduates are employed within a year of completing the program, with a high percentage employed in subsequent years as well. The employment percentage for the FY 2020 graduates shows a consistently high employment rate in both the first and second year post-graduation, with a slight dip in the third year. This indicates that our program is effective in preparing our graduates for the workforce and that they can maintain employment in a challenging job market, even during the COVID-19 pandemic. The employment percentage for the FY 2021 graduates is lower than the previous year, which could be attributed to the challenges posed by the pandemic and job market conditions. The data for the FY 2022 graduates is very promising, with a high employment percentage in the year following graduation. This suggests that our program is continuing to prepare graduates for the workforce effectively.

2. Program Learning Outcomes

The State of Alaska’s 2008 Beginning Teacher Expectations provides the basis for teacher candidates enrolled in any Alaska teacher certification program. All approved teacher preparation programs in Alaska must align all curricula and assessments with these standards. The adopted goals of the UAS School of Education are closely aligned with the InTASC Standards, Alaska Teacher Standards, UAS Core Themes and Objectives, and the UAS Graduate Competencies. The secondary education programs use these as the foundation for curriculum and assessment.

Secondary Education Program Learning Outcomes & Goals:

1. Educators articulate, maintain and develop a philosophy of education that is demonstrated in their practice.
2. Educators understand how human development affects learning and apply that understanding to practice.
3. Educators differentiate instruction with respect for individual and cultural characteristics.
4. Educators possess current academic content knowledge (2022 additional details to be approved by the graduate committee: "...and utilize its core concepts, tools of inquiry, and teaching strategies in practice.")
5. Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.
6. Educators create and manage a stimulating, inclusive, and safe learning community in which learners take intellectual risks and work independently and collaboratively.
7. Educators work as partners with parents, families, and the community.
8. Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.
9. Educators use technology effectively, creatively, and wisely in their practice.

3. Assessment Process

Table 4. Secondary Education Assessment Overview

Assessment Name	Key Concepts and Standard 1 components	InTASC categories	Type of Assessment	EPP-Created or Proprietary	Time of Administration
1. Praxis II Content Area Exams	Content knowledge, 1.1	II Content Knowledge	State-required content assessment	Proprietary	Prior to admission
2. Transcript Analysis Process/GPA	Content knowledge, 1.1	II Content Knowledge	Evaluation of content knowledge	EPP-created	Prior to admission
3. Unit Plan	Planning for Instruction 1.1, 1.2	III Instructional Practice	Assessment of the ability to plan instruction	EPP-created	Fall Semester, during student teaching
4. Professional Characteristics Assessment (PCA)	Professional Dispositions 1.1, 3.3	IV Professional Responsibility	Non-academic (Professional) Attributes and dispositions	EPP-created	Spring Semester
5. Teacher Work Sample (Analysis of Student Learning)	Analysis of Student Learning, 1.1, 1.2, 1.3, 1.5	I Learner and Learning II Content Knowledge III Instructional Practice	Performance-based assessment requiring analysis of P-12 student learning	Proprietary	Spring semester (student teaching)
6. Student Teaching Observation Tool (STOTS)	Effecting Teaching Practice 1.1, 1.3, 1.5	III Instructional Practice IV Professional Responsibility	Evaluation of student teaching	Proprietary	Throughout student teaching
7. Evaluation of Classroom Practice (Comprehensive Portfolio)	Reflective Practitioner 1.1, 1.2, 1.3, 1.5	I Learner and Learning II Content Knowledge III Instructional	Evaluation of teaching practice, reflective practice	EPP Created	Spring Semester, End of Program

		Practice IV Professional Responsibility			
--	--	---	--	--	--

4. Data Collection during the 2021-22 academic year

For this report, data from four key assessments will be presented and explained in detail: Professional Characteristics Assessment (PCA), Student Teacher Observation Tool (STOT), Teacher Work Sample (TWS), and the End of Program Evaluation of Classroom Practice.

Professional Characteristics Assessment (PCA)

The Professional Characteristics Assessment (PCA) is designed to provide data and student demonstration of InTASC standards and UAS program learning outcomes goals 1, 3, 7, and 8. It is also used to identify candidates with potential issues in professional characteristics early in their student teaching internship and serves as the beginning point of improvement, feedback, and guidance from host teachers and university supervisors. This assessment is completed by the host teacher and reviewed by the university clinical supervisor and the student teacher during the Fall Semester (before mid-October as a formative assessment) and then in the Spring for a final summative assessment.

Table 5. Professional Characteristics Assessment (PCA) Items

PCA Item #	PCA Item
1	Motivated to become an effective practitioner and committed to his/her decision to teach.
2	Respectful of and committed to meeting the needs of individuals from diverse backgrounds...
3	Works collaboratively with all members of the school community.
4	Demonstrates intellectual curiosity.
5	Flexible in his/her thinking and creative in his/her ideas.
6	Professional and ethical in his/her behavior.

Table 6. Secondary Education MAT PCA Results Spring 2022 (Summative)

Academic Year 2021-2022						
Spring 2022 (Summative)	N/O	1	2	3	4	
	Not observed	Expectations Unmet	In Progress (Partially Met)	Expectations Met	Expectations Exceeded	% Passing (3-4)
1. Motivated to become an effective practitioner and committed to his/her decision to teach.				6	17	100%
2. Respectful of and committed to meeting the needs of individuals from diverse backgrounds...			1	7	15	96%
3. Works collaboratively with all members of the school community.			1	8	14	96%



4. Demonstrates intellectual curiosity.			1	9	13	96%
5. Flexible in his/her thinking and creative in his/her ideas.			1	8	14	96%
6. Professional and ethical in his/her behavior.			1	3	19	96%
7. Helps students develop the skills and strategies needed for healthy interpersonal relationships.				6	17	100%

Student Teaching Observation Tool (STOT)

The STOT is a standardized observational tool that evaluates the performance of teacher candidates during their student teaching experience. The STOT provides valuable data for our teacher preparation programs. Using a standardized observation tool, we can measure candidate performance consistently and objectively. The STOT data allows us to identify areas of strength and weakness for each candidate and provide targeted feedback and support to improve performance.

Table 7: InTASC: Interstate Teacher Assessment and Support Consortium Learning Domains and Student Teaching Observation Tool (STOT) Results 2022 (Spring LiveText Data)

Program Learning Outcome/Goal Alignment	InTASC Learning Domains	Percentage Scoring at 3.0 (Proficient) or above
Goals 1, 2, 3, 6, 9	Standards 1-3: Learner Development, Learning Differences, Learning Environment (9 items)	96%
Goals 1, 3, 4, 6	Standard 4-5: Content Knowledge & Application of Content (7 Items)	88%
Goals 1, 3, 5, 6, 9	Standards 6-8: Assessment, Planning for Instruction, Instructional Strategies (12 Items)	89%
Goals 7, 8	Standards 9-10: Professional Learning and Ethical Practice & Leadership and Collaboration (6 Items)	91%

Table 8: Student Teaching Observation Tool (STOT) Detailed Evaluation Results

STOT Evaluation Summary 2021-2022		Fall 2021 (Formative)	Spring 2022 (Summative)
Rubric Category	Rubric Element	% Proficient (3.0 and above)	
Standard #1: Learner Development.	(O) Supports student learning through developmentally appropriate instruction	74%	100%
	(O) Accounts for differences in students' prior knowledge	74%	100%
Standard #2: Learning Differences.	(O) Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	58%	91%



	(O) Exhibits fairness and belief that all students can learn	89%	100%
Standard #3: Learning Environments.	(O) Creates a safe and respectful environment for learners	89%	100%
	(O) Structures a classroom environment that promotes student engagement	89%	95%
	(O) Clearly communicates expectations for appropriate student behavior	63%	95%
	(O) Responds appropriately to student behavior	68%	95%
	(O) Guides learners in using technologies in appropriate, safe, and effective ways	74%	86%
	Standard #4: Content Knowledge.	(O) Effectively teaches subject matter	79%
(O) Guides mastery of content through meaningful learning experiences		79%	95%
(O) Integrates culturally relevant content to build on learners' background knowledge		32%	82%
Standard #5: Applications of Content.	(O) Connects core content to relevant, real-life experiences and learning tasks	68%	91%
	(O) Designs activities where students engage with subject matter from a variety of perspectives	79%	91%
	(C/O) Accesses content resources to build global awareness	21%	77%
	(O) Uses relevant content to engage learners in innovative thinking & collaborative problem solving	63%	82%
Standard #6: Assessment.	(C/O) Uses multiple methods of assessment	58%	100%
	(O) Provides students with meaningful feedback to guide next steps in learning	89%	95%
	(C/O) Uses appropriate data sources to identify student learning needs	42%	77%
	(O) Engages students in self-assessment strategies	58%	82%
Standard #7: Planning for Instruction.	(O) Connects lesson goals with school curriculum and state standards	79%	100%
	(C) Uses assessment data to inform planning for instruction	58%	93%
	(C) Adjusts instructional plans to meet students' needs	68%	87%
	(C) Collaboratively designs instruction	74%	79%



Standard #8: Instructional Strategies.	(O) Varies instructional strategies to engage learners	68%	93%
	(O) Uses technology appropriately to enhance instruction	84%	87%
	(O) Differentiates instruction for a variety of learning needs	63%	93%
	(O) Instructional practices reflect effective communication skills	89%	86%
Standard #9: Professional Learning and Ethical Practice.	(C/O) Uses feedback to improve teaching effectiveness	84%	95%
	(C/O) Uses self-reflection to improve teaching effectiveness	58%	91%
	(C/O) Upholds legal responsibilities as a professional educator	68%	86%
	(C/O) Demonstrates commitment to the profession	53%	95%
Standard #10: Leadership and Collaboration.	(C/O) Collaborates with colleagues to improve student performance	74%	86%
	(C/O) Collaborates with parent/guardian/advocate to improve student performance	42%	91%

Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) is a performance-based assessment used in teacher preparation programs across the United States. It assesses a candidate's ability to plan, implement, and evaluate instruction in a real-world classroom setting. The TWS provides valuable data for evaluating program outcomes and identifying areas for candidate growth. Overall, it is essential for ensuring that teacher candidates are well-prepared to become effective educators.

Table 9 : Summary Table for the Teacher Work Sample Assessment 2022 (Spring - LiveText Data)

Rubric Category	Element	# Pass	% Pass	# Fully Met	% Fully Met*
Analysis of Student Learning + Learning Gain Score	Clarity and Accuracy of Presentation	25	96%	24	92%
	Alignment with Learning Goals	25	96%	24	92%
	Interpretation of Data	26		25	96%
	Evidence of Impact on Student Learning	25	96%	25	96%
Assessment Plan	Alignment with Learning Goals and with Instruction	26	100%	25	96%
	Clarity of Criteria and Standards for Performance	26	100%	20	77%
	Multiple Modes and Approaches	26	100%	26	100%
	Technical Soundness	26	100%	23	88%
	Adaptations Based on Individual Needs of Students	25	96%	22	85%
	Knowledge of Community, School and Classroom Factors	26	100%	25	96%
	Knowledge of Characteristics of Students	25	96%	25	96%

Contextual Factors	Knowledge of Students' Varied Approaches to Learning	25	96%	20	77%
	Knowledge of Students' Skills and Prior Learning	26	100%	22	85%
	Implications for Instructional Planning and Assessment	26	100%	25	96%
Design for Instruction	Alignment with Learning Goals	26	100%	24	92%
	Accurate Representation of Content	26	100%	25	96%
	Lesson and Unit Structure	26	100%	25	96%
	Use of a Variety of Instruction, Activities, Assignments, Resources	26	100%	24	92%
	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	26	100%	23	88%
	Use of Technology	25	96%	18	69%
Instructional Decision Making	Sound Professional Practice	26	100%	25	96%
	Modifications Based on Analysis of Student Learning	25	96%	25	96%
	Congruence Between Modifications and Learning Goals	25	96%	24	92%
Learning Goals	Significance, Challenge and Variety	26	100%	25	96%
	Clarity	25	96%	22	85%
	Appropriateness for Students	26	100%	25	96%
	Alignment with National, State or Local Standards	26	100%	24	92%
Reflection and Self Evaluation	Interpretation of Student Learning	26	100%	25	96%
	Insights on Effective Instruction and Assessment	25	96%	24	92%
	Alignment Among Goals, Instruction, and Assessment	25	96%	25	96%
	Implications for Future Teaching	25	96%	25	96%
	Implications for Professional Development	24	92%	22	85%

* There are four potential scores for each criteria on the TWS: N/A, not met, partially met and met. "Pass" is the percentage of candidates who either partially met the criteria for that element as listed in the rubric and the students that were rated "Fully Met" - which is the percentage of candidates who met all of the criteria for the element listed in the rubric.

End of Program Evaluation

The assessment plan for secondary candidates ensures that there are multiple measures for evaluating student progress. The secondary program maintains clear, explicit expectations throughout the program, from admissions, throughout the progression of courses and experiences, to completion. The End of Program Evaluation of Classroom Practice is a summative performance-based portfolio assessment aligned with the Alaska Beginning Teacher Standards and the SCED program student learning outcomes. Candidates have multiple opportunities for feedback throughout the year on this assessment and provide evidence and reflection on how they meet each standard. Hence, the expectation is mastery of all criteria by the end of the program.

Table 10. Secondary Education MAT End of Program Evaluation Results Spring 2022 (LiveText)

	1	2	3	n	% Passing (2-3)
AK Beginning Teacher Standard	Not met	Met	Exceeded		
Overall Assessment: Goal 1 Philosophy	0	8	18	26	100

Overall Assessment: Goal 2 Development	0	11	15	26	100
Overall Assessment: Goal 3 Diversity/ Differentiated Instruction	0	7	19	26	100
Overall Assessment: Goal 4 Content Knowledge	0	7	19	26	100
Overall Assessment: Goal 5 Assessment	0	11	15	26	100
Overall Assessment: Goal 6 Learning Environment	0	11	15	26	100
Overall Assessment: Goal 7 Partnerships	0	8	18	26	100
Overall Assessment: Goal 8 Professionalism	0	6	20	26	100
Overall Assessment: Goal 9 Technology	0	8	18	26	100

5. Evaluation of the Data from academic year 2021-22

The employment percentage data demonstrates the effectiveness of our educator preparation program in preparing secondary education graduates for employment. Despite the challenges posed by the pandemic and job market conditions, our graduates can gain and maintain employment in their field. This data highlights the importance of developing resumes and cover letters and keeping up with the job market trends and skills to ensure our graduates are competitive and in demand in the workforce.

The 2021-2022 school year was the first school year where students were returning to their buildings and classrooms, teachers and students were getting reacquainted with in-person learning, and there was a general increase in anxiety and stress among classroom teachers across Alaska and the United States. Despite the increased stress and demands of the teaching profession, our teacher candidates demonstrated high levels of professionalism and professional dispositions, as shown in the PCA data. A few outlier ratings are often to be expected as students navigate their experiences sharing classroom spaces and meeting the expectations of their host teachers; all teacher candidates demonstrated growth, and the PCA was used to support students effectively. It's interesting to note that the long-term effects of 'pandemic teaching' likely impacted the ratings of student 'use of technology' as many noted a strong desire to go back to 'paper and pencil' after the overreliance on technology and zoom fatigue from the 2020-2021 school year.

A focus on the STOT and TWS rubric results provides comprehensive data to assess collective celebrations, and strengths and identifies potential areas for instructional focus for improvement. These ratings often reflect the modeling and guidance provided by the Host teachers, additional classroom experience, and the instructional/assessment focus in the courses.

The Student Teaching Observation Tool data reveals the strengths this cohort of students demonstrated early in the classroom and highlights elements that are emphasized during the cohort development and faculty instruction and instructional strategies modeled in the summer. Students are well versed in exhibiting fairness and believing that all students can learn; creating a safe and respectful environment for learners, structuring a classroom environment that promotes student engagement, and providing students with meaningful feedback. An evaluation focused on the largest growth scores (Uses multiple methods of assessment and Integrates culturally relevant content to build on learner's background knowledge) lends itself to highlight the continued instructional focus on culturally responsive and sustaining pedagogy (CRSP) through the use of Zaretta Hammond's Culturally Responsive Teaching and the Brain. In addition, faculty are exposing students to additional CRSP authors and research in the spring using multiple types of resources and discussions. This will continue to develop, as well as the change in Standard/Goal assignments in class, which are now presented through various assessment modalities for students to engage in.

The Teacher Work Sample data reveals a need to continue focus and development of student understanding and application of the intersection of differentiation, assessment, and student contextual factors - what they bring to the classroom. The need for clarity of criteria and performance standards could also be improved and should be focused on at the beginning of each Fall course (Seminar, Curriculum Development, and Methods). This foundational element needs more direct instruction since it is often difficult for students to see this explicitly in their classrooms because of district and in-building variances on what is expected.

6. Plans for Program Improvement

The 2021-22 academic year summer session continued in an online synchronous format, a previous successful shift from the pandemic. This has created equitable access and flexibility (instead of financial costs of travel and housing in Juneau, potential loss of income, and impacts on families) while allowing the program to continue to use the summer to build the cohort experience and prepare students for an intensive year of balancing coursework with a full-time teaching internship.

An emphasis on creating and maintaining collaborative elements of the cohort model has been integrated into course curricula and teaching methodology. This was the third year of the methods course to support students in a content area (STEM and Humanities). The methods course continues to develop and fine-tune its methodologies to meet the student learning outcomes. Unfortunately, with one full-time faculty member, the reliance on new adjuncts to teach these courses has limited their development - but the coursework is still vital to student learning. Students pursuing music and physical education endorsements are enrolled in methods courses sponsored by UAA; this partnership continues to develop and will continue to support UAA graduates from the Kinesiology Dept. and Music Dept. In addition, music certification is a gap that needs to be filled in the State of Alaska (no other university offers a certificate or master's program).

Previous data collected on student learning (STOT, Teacher Work Sample), emphasized a need to shift teaching instruction and learning activities to focus on students' understanding and use of assessments. Faculty adapted by including a new, zero-cost course book, *Integrating Differentiation and Understanding by Design*, by Carol Ann Tomlison and Jay McTighe which reflects current trends and instructional needs in Alaska and Nationwide (the book is authored by top educators in the field of education and published by the Association for Supervision and Curriculum Development). Increased communication with University Supervisors and Host teachers has made information on teaching standards/strategies students study more accessible. Knowledge of student course assessments and program assessments will be shared widely and repeatedly in the future with supervisors and host teachers, and the program faculty will continue to develop and increase this communication and necessary collaboration and understanding.

There is still potential for Specialty Professional Association (SPA) recognition as an optional part of the CAEP accreditation process. It was part of the EPP goal to increase the percentage of initial licensure candidates who are enrolled in nationally recognized programs. There are still plans for the Secondary MAT program to look into SPA reports and recognition for the National Council for the Social Studies (NCSS) and National Council of Teachers of English (NCTE), or use those guidelines to adjust and adapt current requirements and learning outcomes as the program is committed to continuous improvement. During the 2021-22 academic year, the Secondary Education program was again limited to one full-time tenure track assistant professor, which limits program development and expansion and increases reliance on adjunct faculty to fill teaching roles each year.

In preparation for the 2021-22 cohort, during the Summer/Fall of 2020 and Spring of 2021, the program received and engaged with approximately 70 interested applicants. Potential students continued to seek in-depth information about teacher certification in Alaska and inquiries about program flexibility (the possibility of lengthening the program beyond 11 months or providing flexibility for scheduling for part-time students, students who don't want the intensity that comes with the 11-month cohort model, or full-time teachers under emergency certification). Interested or late applicants were given the option to take one course in the Fall (Methods) and one



UNIVERSITY of ALASKA SOUTHEAST

course in the Spring (Inclusive Education); they are also given the option to split the required summer coursework across two summers, reducing the summer workload for work/travel/family obligations. Adding flexibility to the UAS Secondary program is important for it to stay competitive with statewide and national online programs while offering the supportive cohort model that makes the UAS program unique and positively affects student learning and overall experience.