



*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 Annual Assessment Report 2023-2024**

**Prepared by Jeffrey Lofthus, Ph.D.**

**March 1, 2025**

**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 Learning Outcomes (PLOs)/School of Education Conceptual Framework Goals**

The Alaska Beginning Teacher Expectations and the CAEP Standards govern our program for Elementary Teachers. The BA Elementary Program Learning Outcomes follow:

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.

### How the data is collected

The BA Elementary (BAEL) Program is divided into three program gates (decision points) where candidates are evaluated against program requirements and PLOs for progression from Gate 1 through Gate 3. Gate 3 is the end of clinical practice (full-time student teaching), marking program completion. The key final assessment of BA Elementary Conceptual Framework Goals/Program Learning Outcomes success is the Professional Portfolio, which assesses a compilation of student work throughout their program, but specifically evidence from their clinical experience. The Professional Portfolio is submitted to LiveText and assesses all nine BA Elementary PLOs/SOE Conceptual Framework Goals.

### Data collected

SPRING 2024 - ED S452 JC1 - JC1 -  
Portfolio  
Undergraduate Elementary Program  
School of Education  
University of Alaska Southeast

**Key:** 1 = Not Met; 2 = Met; 3 =  
Exceeds

Rubric	BA BAEL Spring 2024, N=15				
	<i>M</i>	1	2	3	% exceeds
Philosophy	2.4 3	0	8	6	43%
Development, Learning & Motivation	2.3 6	0	9	5	36%
Adaptation to Diverse Students / Differentiated Instruction	2.4 3	0	8	6	43%
Content Knowledge	2.3 6	0	9	5	36%
Assessment	2.4 3	0	8	6	43%
Learning Environment	2.4 3	0	8	6	43%

Collaboration with Parents & Families	2.4	0	8	6	43%
Professionalism	2.3	0	9	5	36%
Technology	2.3	0	9	5	36%

Generated 2/7/2025 by Julie McBrien  
Source: LiveText

### Evaluation/analysis of the data collected

The Professional Portfolio is populated by evidence pieces of successful student work created and used throughout their BA Elementary Education Program coursework and student teaching. Students make intentional choices of artifacts/evidences to include in their portfolio and find the process of preparing their portfolio to be informative in their selection of items to share with an interview team when they stand for a professional educator position.

#### **The following is a comment submitted by a student in April 2020 regarding the portfolio**

*One of the nicest parts about compiling my portfolio is going back and reading through all of the coursework I have completed over the years. I enjoy seeing the growth and also that some fundamental cornerstones have held strong, some misconceptions have fallen away, and I've benefited from revisiting and being reminded of my overarching motivations.*

Students are required to submit one or two evidence pieces for each of the nine PLOs categories. Students submitting one evidence piece per goal earn a rating of 'Met' and students submitting two evidence pieces per goal earn a rating of 'Exceeds.' Students understand that earning a 'Met' score is ample evidence that they have successfully completed the requirements for earning a 'Pass' grade for their portfolio.

All BA Elementary Education students (100%) earned a rating of 'Met' or higher and thus all students successfully completed the expectations of their Professional Portfolio.

### Conclusions and plans for program improvement

Given that the Professional Portfolio is populated by self-chosen evidence pieces from the plethora of successful student work created and used throughout their BA Elementary Education Program coursework and student teaching, having a majority of students earning a rating of 'Met' and less than a majority earning a rating of 'Exceeds,' this writer is satisfied that no further plans for program improvement regarding the Professional Portfolio are necessary.