

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 (CASE) 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 (CASE) test.

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 small portion of students also participates as full-time teachers in Districts. 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. The courses required during the summer session are ED 631 Educational Psychology, ED 669 Literacy in the Middle/Secondary Schools, ALST 600 Alaska Resources, People and Perspectives, and ED 680 Advanced Multicultural Education.

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.

The courses required during the fall and spring sessions are: ED 692 Education Seminar I and II, ED 620 Curriculum Design, ED 629 Education Research, EDSE 682 Inclusive Education for Students with Disabilities, and ED 606 or 607 Secondary Methods in STEM or Humanities. We 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

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

This is the first time presenting the data in an academic year model, 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. Students in the 2020-2021 cohort navigated the program and the education system during the COVID-19 pandemic, which significantly impacted secondary teaching across the state. Some students withdrew from the program due to the uncertainty of district expectations for in-person vs. online teaching; by Spring 2021, there were 29 students in the cohort.

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. The adopted goals of the Alaska College of Education are closely aligned to the Alaska Teacher Standards, UAS Core Themes and Objectives, and the UAS Graduate Competencies. All approved teacher preparation programs in Alaska must align all curricula and assessments with these standards. The secondary education programs use these as the foundation for curriculum and assessment.

State of Alaska, UAS School of Education Standards:

- Educators articulate, maintain and develop a philosophy of education that is demonstrated in their practice.
- Educators understand how human development affects learning and apply that understanding to practice.
- Educators differentiate instruction with respect for individual and cultural characteristics.
- 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.")
- Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.
- Educators create and manage a stimulating, inclusive, and safe learning community in which learners take intellectual risks and work independently and collaboratively.
- Educators work as partners with parents, families, and the community.
- Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.
- Educators use technology effectively, creatively, and wisely in their practice.

3. How is the data collected?

Table 3. Secondary Education Assessment Overview

Assessment Name	Key Concepts and	InTASC categories	Type of	EPP-Created or	Time of
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	Standard 1 components		Assessment	Proprietary	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 Practice IV Professional Responsibility	Evaluation of teaching practice, reflective practice	EPP Created	Spring Semester, End of Program

4. The Data Collected During the Previous Year

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

Table 4: InTASC: Interstate Teacher Assessment and Support Consortium Learning Domains and Student Teaching Observation Tool (STOT) Results 2021 (Spring LiveText Data)

InTASC Learning Domains	Percentage Scoring at 3.0 (Proficient) or above
The Learner and Learning: Learner Development, Learning Differences, Learning Environment (9 items)	95%
Content Knowledge: Application of Content (7 Items)	94%

Instructional Practice: Assessment, Planning for Instruction, Instructional Strategies (12 Items)	89%
Professional Responsibility: Professional Learning and Ethical Practice, Leadership and Collaboration (6 Items)	95%

Table 5 : Summary Table for the Teacher Work Sample Assessment 2021 (Spring - LiveText Data)

Rubric Category	Element	n	% Pass	% Fully Met*
Analysis of Student Learning + Learning Gain Score	Clarity and Accuracy of Presentation	29	97	76
	Alignment with Learning Goals	29	97	76
	Interpretation of Data	29	97	79
	Evidence of Impact on Student Learning	29	93	59
Assessment Plan	Alignment with Learning Goals and with Instruction	29	100	97
	Clarity of Criteria and Standards for Performance	29	100	79
	Multiple Modes and Approaches	29	100	93
	Technical Soundness	29	93	79
	Adaptations Based on Individual Needs of Students	29	100	79
Contextual Factors	Knowledge of Community, School and Classroom Factors	29	100	86
	Knowledge of Characteristics of Students	29	100	79
	Knowledge of Students' Varied Approaches to Learning	29	100	93
	Knowledge of Students' Skills and Prior Learning	29	100	83
	Implications for Instructional Planning and Assessment	29	100	76
Design for Instruction	Alignment with Learning Goals	29	100	100
	Accurate Representation of Content	29	100	100
	Lesson and Unit Structure	29	97	97
	Use of a Variety of Instruction, Activities, Assignments, Resources	29	100	90
	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	29	100	76
	Use of Technology	29	100	83
Instructional Decision Making	Sound Professional Practice	29	100	93
	Modifications Based on Analysis of Student Learning	29	97	76
	Congruence Between Modifications and Learning Goals	29	97	76
Learning Goals	Significance, Challenge and Variety	29	100	100
	Clarity	29	100	86
	Appropriateness for Students	29	100	97
	Alignment with National, State or Local Standards	29	100	97
Reflection and Self	Interpretation of Student Learning	29	97	76
	Insights on Effective Instruction and Assessment	29	100	79
	Alignment Among Goals, Instruction, and Assessment	29	97	79

Evaluation	Implications for Future Teaching	29	93	90
	Implications for Professional Development	29	93	62

* 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 or met all of the criteria. "Fully Met" is the percentage of candidates who met all of the criteria for the rubric category, i.e., assessment.

Table 6. 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.

* PCA item descriptions and other rubric criteria will be reviewed and modified to utilize inclusive language (removal of gendered pronouns to 'they/their')

Table 7. Secondary Education MAT PCA Results Fall 2020 (Formative)

	N/O	1	2	3	4	n	% Passing (3-4)
PCA Item #	Not observed	Unmet	In Progress (Partially Met)	Met	Exceeded		
1			3	7	20	30	90
2			4	11	15	30	87
3	2	1	3	10	14	30	80
4		1	2	15	12	30	90
5		1	2	14	13	30	90
6			1	16	13	30	97
Total	2	3	15	73	87		89

Table 8. Secondary Education MAT PCA Results Fall 2021 (Summative)

	N/O	1	2	3	4	n	% Passing (3-4)
PCA Item #	Not observed	Unmet	In Progress (Partially Met)	Met	Exceeded		
1	0	1	0	3	15	19	95
2	0	0	2	6	11	19	89
3	0	0	3	5	11	19	84

4	1	0	2	9	7	19	84
5	0	0	2	5	12	19	89
6	0	0	1	6	12	19	95
Total	1	1	10	34	68		89

The purpose of the PCA is to identify candidates with potential issues in professional characteristics. This assessment is completed by the host teacher and reviewed by the university clinical supervisor. There is a formative and summative administration of the assessment. This academic year it's important to note that our students completed their student teaching experiences during the COVID-19 pandemic. A majority of students completed their student teaching experience in an online format and methodology that was unique for each school district. Due to the significant changes and inconsistent teaching experiences across the cohort anticipated in the Spring, the program coordinator did not pursue the collection of data for the spring summative PCA. The formative Fall data was the only tool used for each teacher candidate and host teachers completed it in October 2020.

Table 9. Secondary Education MAT End of Program Evaluation Results Spring 2021 (LiveText)

	1	2	3	n	% Passing (2-3)
AK Beginning Teacher Standard	Not met	Met	Exceeded		
Overall Assessment: Goal 1 Philosophy	0	21	8	29	100
Overall Assessment: Goal 2 Development	0	22	7	29	100
Overall Assessment: Goal 3 Diversity/ Differentiated Instruction	0	12	17	29	100
Overall Assessment: Goal 4 Content Knowledge	0	16	13	29	100
Overall Assessment: Goal 5 Assessment	0	24	5	29	100
Overall Assessment: Goal 6 Learning Environment	0	20	9	29	100
Overall Assessment: Goal 7 Partnerships	0	17	12	29	100
Overall Assessment: Goal 8 Professionalism	0	13	16	29	100
Overall Assessment: Goal 9 Technology	0	11	18	29	100
Total	0	156	105		100

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.

5. Future Plans to Improve Student Learning

The 2020-21 academic year was full of challenges to education systems throughout Alaska and many direct and indirect impacts on the experiences and learning of our Secondary MAT program students. It also gave insight into potential areas where the program could become more adaptable to the needs of our potential students. Due to the pandemic, the summer session planned to take place in Anchorage shifted to an online synchronous experience. Secondary faculty took feedback from students and faculty. They inevitably decided a long-term shift to synchronous summer courses created equitable access and flexibility (instead of financial costs of travel and housing in Juneau, potential loss of income, and impacts on families). This benefitted the overall student learning experience and will potentially allow for a more diverse range of students to enroll in the program. The summer courses and informational webinars for students and host teachers have allowed clear program expectations and preparation for the student teaching experience to be communicated effectively, which was reflected in the strong PCA formative data results. Updates to the program delivery methods were submitted and approved by the graduate curriculum committee.

An emphasis on creating and maintaining collaborative elements of the cohort model will continue to be integrated into course curricula and teaching methodology. This was the second year of the methods course to support students in a content area (STEM and Humanities), which was updated in the course catalog approved by the graduate curriculum committee. Students pursuing music and physical education endorsements enrolled in methods courses sponsored by UAA. The methods course continues to develop and fine-tune its methodologies to meet the student learning outcomes. Based on the data collected on student learning (STOT, Teacher Work Sample), it is clear that additional emphasis, teaching instruction, and learning activities will need to focus on students' understanding and use of various assessments and instructional strategies. Faculty have adapted by including new course material on differentiation, which reflects current trends and points of emphasis in Alaska schools.

There is still a need for Specialty Professional Association (SPA) recognition as part of the CAEP accreditation process. It is part of the EPP goal to increase the percentage of initial licensure candidates who are enrolled in nationally recognized programs. The pandemic and faculty turnover has delayed this process. A review of endorsements over the past five years shows Science, English, and Social Studies as the content areas most students pursue through our program. Based on this and the current expertise of faculty, the Secondary MAT program will develop SPA reports for the National Council for the Social Studies (NCSS) and National Council of Teachers of English (NCTE) by Spring 2023. After these programs are recognized, we will pursue recognition for Science and Math.

In terms of overall program plans, UAS has a positive reputation for preparing teachers ready to lead their own classrooms with confidence, primarily because of the emphasis on the integration of classroom field experience with curricula. Potential students have inquiries about the possibility of lengthening the program beyond 11-months or providing flexibility for scheduling for part-time students or students who don't want the intensity that comes with the 11-month cohort model. Faculty will need to explore possible program changes or adaptations that may allow for more flexibility and allow the program to be more culturally responsive - not all students want or thrive academically in an intensive, fast-paced program. Adding flexibility to the UAS Secondary program will allow it to open recruitment and admissions to potentially allow for a more diverse pool of students while still offering the personal approach and cohort model that makes the UAS program unique and has positive effects on student learning and Alaska schools. Currently, the UAF Secondary Education program offers both a fast track and two-year M.Ed program with in-class and distance learning, largely due to the number of faculty in the program. Currently, the Secondary Education program is limited to one full-time tenure track assistant professor; without the addition of another full-time faculty, the program will likely maintain the status quo due to the limitations and overreliance on adjunct faculty to fill teaching roles each year.