



**UNIVERSITY**  
*of* **ALASKA**  
**SOUTHEAST**

**ALASKA COLLEGE  
OF EDUCATION**

**Bachelor Elementary Education (BAEL) Program  
Annual Program Report 2018-19**

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**Program Overview**

The Alaska College of Education at UAS provides undergraduate teacher preparation for aspiring K-8 candidates through the Bachelor of Arts Elementary Education Program. This program has been delivered by distance throughout Alaska since 2005. The program shares undergraduate coursework with the BA Special Education and Master of Arts Elementary programs. 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 demonstrated below.

**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 effectively, creatively and wisely.

All major assessments are aligned with the CAEP Standards, the UAS Goals and the Alaska Beginning Teacher Expectations.

## **How the data is collected on the Program**

The BA Elementary (BAEL) Program structure has three phases or gates (decision points) where candidates are evaluated against program requirements for progression to the next phase.

## **Program Data and Analysis of Data 2018-19**

For the purposes of this report, representative data from the Evaluation of Classroom Practice is included.

### **Assessment: Evaluation of Classroom Practice (ECP)**

#### **a. Description and assessment purpose**

The Evaluation of Classroom Practice (ECP) was a key assessment for the Bachelor of Arts Elementary (BAEL) Education Program during the 2018-2019 academic year, used mid-way (midterm) through clinical practice and again at the end of clinical practice (final). It was completed by the candidate in collaboration with their host teacher and university supervisor and shared collaboratively at a meeting of the team (candidate, host teacher, and university supervisor). The data below reports the summative data from the ECP from 2018-2019. The ECP assessment ensures that candidates address each of the eight Alaska Teacher Standards as well as a technology standard (total of nine standards).

To complete the assessment, candidates submitted evidence aligned with standards for evaluation by the host teacher and university supervisor. This performance-based assessment incorporates a scoring rubric that uses a three-point scale scoring rubric: 1 = Not Met, 2 = Met, 3 = Exceeds. A minimum score of "2" is required to demonstrate meeting the indicator.

For those candidates who do not meet expectations during a formative assessment at the mid-way point, goals are set by the team (candidate, host teacher and university supervisor) to enable the candidate to meet the expectations by the final ECP assessment. Should a candidate not meet the expectations for any goal by the final assessment, a joint decision is made by the team as to what the

candidate must do to meet the unmet standard(s) prior to completion of clinical practice and the program. Such an occurrence is extremely rare and always resolved satisfactorily.

## b. Data analysis

### Assessment 1, Table 1. Evaluation of Classroom Final 2019 (data provided by UAS Institutional Research)

Indicators/ Standards	N	Not Met	Met	Exceeds	Percent Met	Percent Exceeding
Philosophy & Practice ACEI: 5.1, 3.2; AKBT: 1 AKCOE: 1; InTASC: 1, 2, 3	15	0	11	4	100	26
Human Development ACEI: 1, 5.1; AKBT: 2; AKCOE: 2; InTASC: 1, 7, 8	16	0	13	3	100	19
Diversity/Differentiated Instruction ACEI: 3.2, 3.4; AKBT: 3; AKCOE: 3; InTASC: 2, 8	16	0	9	7	100	41
Content Knowledge CAEP: 1.2, 1.3; ACEI: 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.5, 4; AKBT: 4; AKCOE: 4; InTASC: 4, 5	16	0	11	5	100	31
Assessment & Student Learning CAEP: 1.2; ACEI: 3.1, 3.2, 3.3, 3.5, 4; AKBT: 5; AKCOE: 5; InTASC: 4, 6	15	0	11	4	100	26
Learning Environment ACEI: 3.4, 3.5; AKBT: 6; AKCOE: 6; InTASC: 3	14	0	7	7	100	50
Partnerships ACEI: 5.2; AKBT: 7; AKCOE: 7; InTASC: 10	15	0	10	5	100	33
Professional Ethics, Habits of Mind CAEP: 1.1; ACEI: 5.1, 3.2; AKBT: 8; AKCOE: 8; InTASC: 10	15	0	7	8	100	53
Technology CAEP: 1.5; ACEI: 5.1, 3.1, 3.3, 4; AKCOE: 9; InTASC: 8	17	0	10	7	100	41

When looking at individual cycles, zero candidates scored 'Not Met' and all candidates scored 'Met' or 'Exceeds'; 100% of candidates 'Met' or "Exceeded" all standards.

Note: When I asked UAS Institutional Research about why the N ranges from 14 to 17, I was informed that such discrepancies are due to candidates failing to submit, or submitting incomplete assessments.

## Future Plans to Improve Student Learning

During the 2019-2020 academic year, the BA Elementary (BAEL) program is collaborating with the MAT Elementary Program to more fully integrate the new CAEP standards. To insure that our EEP is on a continuous improvement track, our Educator Preparation Provider (EPP) has established quarterly Assessment and Data Review sessions. During these sessions, our initial licensure program faculty will look closely at our assessment documents to assure that they are common for all initial licensure programs and we will analyze data from all assessments for the purposes of looking for ways to improve our programs.

As part of the process of preparing our EPP's Self-Study as a part of our accreditation preparation for the Council for the Accreditation of Educator Preparation (CAEP) we first piloted and have now adopted two new assessments for the 2019-2020 academic year. The first newly adopted assessment is the Student Teacher Observation Tool (STOT) – both a formative and summative STOT are completed. 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 both a formative and summative PCA.

Alaska schools have long struggled to recruit and maintain certified educators, especially in the rural schools, many of which are not on the road system, requiring extremely expensive travel for residents in rural villages to attend at UA campuses. To address the continuing need for additional elementary educators throughout the vast in size state of Alaska, the BAEL program was changed to a distance-delivered model some years ago. Ongoing efforts are made to better equip program course instructors on the process of distance delivery to insure a continuous improvement model for program delivery.

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

Note: the Alaska College of Education at UAS earned National Accreditation from CAEP in the fall of 2019.