

Secondary Education Programs, Annual Program Report 2018-1019
Scott Christian, February 28, 2020

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. This hybrid program is a cohort model, where candidates begin and complete the program in one year as a cohesive group. Candidates complete an intensive, six-week summer session on the Juneau campus. 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. These onsite courses 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 return to their home communities across Alaska to complete a full year, full time supervised internship, while completing synchronous online graduate courses. 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), because we believe that the best way to learn to teach is through quality classroom engagement, ongoing feedback, and rigorous graduate coursework.

The structure of Alaskan K-12 rural schools often require teachers to teach multiple grade levels, and often in multiple subject areas. Alaska state policy authorizes the EPP to prepare and recommend for certification candidates for grades 6-12. For example, for many rural schools it is not unusual for a school district to employ one mathematics teacher, one science teacher, etc. who teaches all students for grades 6-12. For this reason, all of 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 both 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. In order 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.

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

Academic Year	# of Candidates Enrolled	# of Completers
2018-2019	25	24

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

Academic Year	# of Candidates Enrolled	# of Completers
2018-19	1	1

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 are required to align all curriculum 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:

AK-UAS-SGP.1 Educators articulate, maintain, and develop a philosophy of education that is demonstrated in their practice.

AK-UAS-SGP.2 Educators understand how human development affects learning and apply that understanding to practice.

AK-UAS-SGP.3 Educators differentiate instruction with respect for individual and cultural characteristics.

AK-UAS-SGP.4 Educators possess current academic content knowledge.

AK-UAS-SGP.5 Educators facilitate student learning by using assessment to guide planning, instruction, and modification of practice.

AK-UAS-SGP.6 Educators create and manage a stimulating, inclusive and safe learning community in which learners take intellectual risks and work independently and collaboratively.

AK-UAS-SGP.7 Educators work as partners with parents, families and the community.

AK-UAS-SGP.8 Educators develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

AK-UAS-SGP.9 Educators use technology effectively, creatively, and wisely in their practice.

3. How is the data collected? 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	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 three key assessments is presented: Student Teacher Observation Tool (STOT). Unit Plan, Teacher Work Sample and Professional Characteristics Assessment (PCA).

Table 4: InTASC: Interstate Teacher Assessment and Support Consortium Learning Domains and Student Teaching Observation Tool (STOT) Results 2019

InTASC Learning Domains	Percentage Scoring at 3.0 (Proficient) or above
The Learner and Learning: Learner Development, Learning Differences, Learning Environment (9 items)	96%
Content Knowledge: Application of Content (7 Items)	98%
Instructional Practice: Assessment, Planning for Instruction, Instructional Strategies (11 Items)	95%
Professional Responsibility: Professional Learning and Ethical Practice, Leadership and Collaboration (6 Items)	100%

Table 5: Summary Table for the Unit Plan Assessment 2019

Rubric Category	Element	n	Not Met	Met	Exceed	NA	% Pass	% Exceed
Adaptation to Diverse Students	Differentiation	18		18			100%	0%
	Varied Instructional Approaches	18	1	14	3		94%	17%
Assessment for Instruction	Appropriate Assessments	18	2	14	2		89%	11%
	Assessments for Planning	18	2	15	1		89%	6%

Development of Critical Thinking and Problem Solving	Critical Thinking, Problem Solving	18		16	2		100%	11%
	Design for Understanding	18		12	6		100%	33%
Development and Learning	Student Development	18		13	5		100%	28%
	Student Learning	18		16	2		100%	11%
	Student Motivation	18		11	7		100%	39%
Integrating and Applying Knowledge for Instruction	Context/Overview	18	1	8	9		94%	50%
	Understanding of	18		13	5		100%	28%
	Knowledge of Students	18	1	11	6		94%	33%
	Learning Theory	18	1	13	4		94%	22%
	Connections Across the	18	1	14	3		94%	17%
	Resources	18		16	2		100%	11%
	Professional Growth,	Self-Reflection	18	1	11	5	1	94%
	Decision Making and	18	1	13	3	1	94%	18%
Presentation and Overall	Presentation	18		7	11		100%	61%
	Overall Assessment	18		11	7		100%	39%

Table 5 : Summary Table for the Teacher Work Sample Assessment 2019

Rubric Category	Element	n	% Pass	%Fully Met*
Analysis of Student Learning + Learning Gain Score	Clarity and Accuracy of Presentation	17	100%	81%
	Alignment with Learning Goals	17	100%	77%
	Interpretation of Data	17	100%	83%
	Evidence of Impact on Student Learning	17	100%	83%
Assessment Plan	Alignment with Learning Goals and with Instruction	17	100%	85%
	Clarity of Criteria and Standards for Performance	17	96%	75%
	Multiple Modes and Approaches	17	98%	68%
	Technical Soundness	17	98%	68%
	Adaptations Based on Individual Needs of Students	17	98%	55%
Contextual Factors	Knowledge of Community, School and Classroom	17	100%	88%
	Knowledge of Characteristics of Students	17	100%	83%
	Knowledge of Students' Varied Approaches to Learning	17	100%	63%
	Knowledge of Students' Skills and Prior Learning	17	100%	67%
	Implications for Instructional Planning and Assessment	17	100%	63%
Design for Instruction	Alignment with Learning Goals	17	100%	88%
	Accurate Representation of Content	17	100%	85%
	Lesson and Unit Structure	17	100%	81%
	Use of a Variety of Instruction, Activities, Assignments,	17	100%	62%
	Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments	17	100%	63%
	Use of Technology	17	98%	64%

Instructional Decision Making	Sound Professional Practice	17	100%	87%
	Modifications Based on Analysis of Student Learning	17	98%	81%
	Congruence Between Modifications and Learning Goals	17	100%	79%
Learning Goals	Significance, Challenge and Variety	17	98%	87%
	Clarity	17	100%	88%
	Appropriateness for Students	17	100%	83%
	Alignment with National, State or Local Standards	17	100%	98%
Reflection and Self Evaluation	Interpretation of Student Learning	17	100%	85%
	Insights on Effective Instruction and Assessment	17	100%	77%
	Alignment Among Goals, Instruction, and Assessment	17	100%	81%
	Implications for Future Teaching	17	100%	81%
	Implications for Professional Development	17	98%	77%

* 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.

Table 7. Secondary Education MAT PCA Results Spring 2019

	N/O	1	2	3	4	n	% Passing (3-4)
	Not observed	Unmet	In Progress (Partially Met)	Met	Exceeded		
1	0	0	1	6	9	16	94%
2	0	0	0	7	9	16	100%
3	0	0	0	0	16	16	100%
4	0	0	0	7	9	16	100%
5	0	0	1	9	6	16	94%
6	0	0	3	7	6	16	81%
Total	0	0	5	36	55		95%

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. These results are for the summative assessment.

5. Future Plans to Improve Student Learning

As part of the CAEP Accreditation Process, secondary faculty have reviewed the student performance data. For several years we've identified pedagogical content knowledge as an area of need. Last spring (2019) we developed two methods courses to address this need for teachers in STEM and Humanities content areas. These courses were piloted in the fall of 2019. Candidates reported that the courses were relevant and impactful in terms of their preparation for teaching. We are in the process of taking these course proposals through the curriculum committees and faculty senate. They will be approved in time for the next catalog. Below are the student learning outcomes for the new methods courses. Data from the assessments related to English and math will be used to develop Specialty Professional Association (SPA) reports for the National Council of Teachers of English (NCTE) and the National Council of Teachers of Mathematics (NCTM). We will submit the initial program reports for national recognition in the spring of 2021. It is part of the EPP goal to increase the percentage of initial licensure candidates who are enrolled in nationally recognized programs. After these programs are recognized, we will pursue recognition for Social Studies and Biology.

Table 8: ED S607 Secondary Methods for Teaching in the Humanities, Student Learning Outcomes

1. Demonstrate English/Language Arts (ELA) or Social Studies (SS) content knowledge in the design and teaching of curriculum.
2. Plan and implement classroom practices designed to engage the humanity of all learning community members.
3. Use probing questions to elicit feedback on students' acquisition of knowledge.
4. Design/implement instruction and assessments to support real understanding (Understanding by Design)
5. Review current research in the field related to pedagogical content knowledge and apply this research to planning and instruction.
6. Students will develop, implement and reflect on standards-based lesson plans utilizing Humanities best-practices in lesson design.

Table 9: ED 606 Secondary Methods for Teaching STEM, Student Learning Outcomes

1. Establish and manage an equitable, inquisitive, and collaborative learning environment that nourishes a growth mindset in every student.
2. Demonstrate STEM content knowledge in the design and teaching of curriculum, using the National Council of Teachers of Mathematics (NCTM) and National Science Teachers Association (NSTA).
3. Demonstrate a deeper understanding for the creative nature of mathematics and its implications on student learning through planning and teaching.
4. Design/implement instruction and assessments to support real understanding (Understanding by Design)
5. Review current research in the field related to pedagogical content knowledge and apply this research to planning and instruction.
6. Students will write the Goal Four Essay (Academic Content Knowledge) according to the reflective essay rubric, including two artifacts or evidence to support their progress towards this goal.
7. Students will develop, implement and reflect on standards-based lesson that are written to include STEM education attributes and evidence-based best practices.
8. Students will prepare for and participate actively in virtual discussions through blogs and web-conferences throughout the course.