



School of Education
UNIVERSITY *of* ALASKA ANCHORAGE

UAA School of Education

Provisional Progress Report 2025

Prepared for the State of Alaska Department of Education & Early Development in accordance with the conditions specified in the provisional state approval.

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UAA ECE Annual Update Slides

Executive Summary

As of Fall 2025, the University of Alaska Anchorage (UAA) School of Education (SOE) continues to advance its Early Childhood Education (ECE) programs under provisional state approval, demonstrating measurable progress in enrollment, assessment infrastructure, and workforce innovation. The School offers three undergraduate credentials (Occupational Certificate, Associate of Applied Science, and Bachelor of Arts) and one post-baccalaureate certificate (PBCT), supported by a growing faculty presence across Anchorage, Kodiak College, Kenai Peninsula College, and Mat-Su College. Under provisional approval, the B.A. and PBCT fulfill state-level requirements for PK–3 teacher licensure in Alaska.

1. **Enrollment and Completion:** The B.A. program enrolled 145 students in Fall 2025, including 48 non-degree-seeking apprentices. Two new teacher candidates completed the program in May 2024, bringing the total number of graduates since Spring 2023 to four.
2. **Assessment System Maturity:** The SOE has fully implemented its Quality Assurance System (QAS), integrating Watermark Student Learning and Licensure (SLL), SmartSheets, and institutional platforms to support CAEP Standard 5. Faculty now conduct regular data reviews to assess candidate performance and stakeholder feedback.
3. **Science of Reading Readiness:** Literacy development data show strong performance across the five-course sequence, with all but one student earning a grade of B or higher. These results will inform future CAEP Standard 4 case study work.
4. **Advisory Engagement and Programmatic Adjustments:** The ECE Advisory Committee now meets quarterly, with expanded representation from tribal, district, and nonprofit partners. Programmatic adjustments include the launch of Related Technical Instruction for apprentices and adoption of the Renaissance Teacher Work Sample as the summative portfolio.
5. **Workforce Innovation:** The SUNRAE apprenticeship program now serves one-third of SOE undergraduates, with 60% identifying as Alaska Native and 14% as male—figures that exceed national averages.

These developments reflect a maturing educator preparation ecosystem grounded in data and community partnership. The School remains on track for CAEP self-study submission in 2027 and continues to align its efforts with state expectations and national accreditation standards. UAA therefore requests an extension of provisional accreditation through December 31, 2028.

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Introduction

The University of Alaska (UAA) School of Education (SOE) remains committed to meeting the conditions outlined in the provisional approval letter. This report provides updated contextual details and data supporting SOE's expansion of specialized accreditation to include initial teacher licensure programs.

Directive

The State Board of Education & Early Development granted provisional approval to the University of Alaska Anchorage (UAA) School of Education's Early Childhood Education teacher preparation programs through December 31, 2025. An extension may be granted unless UAA is denied NAEYC or CAEP accreditation or if UAA fails to respond to the conditions enumerated in the notification dated March 21, 2022. This report provides an annual update on UAA's progress toward CAEP accreditation, specifically regarding CAEP Standard 5.

Overview of the UAA School of Education

The UAA School of Education continues to expand its role as a strategic hub for developing Alaska's early childhood and PK–3 educator workforce. Over the last two years, the School served more than 150 undergraduate students across its four early childhood programs and pathways. Credit hour production nearly doubled during this period, accompanied by significant increases in enrollment in both urban and rural communities.

In the past year, the School:

1. Enrolled more than one-third of its students through federally registered apprenticeship pathways;
2. Reached over 60 high school students and early career professionals through grant-funded initiatives;
3. Expanded dual credit participation through year-round offerings in Sitka and development of statewide online access models;
4. Strengthened on-ramps from non-degree entry points to degree and licensure pathways, supported by workforce-aligned advising and stackable credentials.

The School's 2025–2026 priorities include releasing an updated strategic plan to support continued programmatic and enrollment growth, as well as preparing for the CAEP self-study for initial licensure accreditation, anticipated for 2027–2028.

Two key areas of innovation and impact define this period: grant funding & partnerships and registered apprenticeship programs for educators.

Grant Funding & Partnerships

The School of Education secured \$1.2 million in grant funding for early childhood education, including a Carl Perkins Grant and support from a private foundation dedicated to uplifting rural communities and remote villages through place-based education, career pathways, and cultural sustainability in the early years. These funds have enabled the School to launch and grow programs that reduce barriers to educator preparation and expand access to high-demand credentials.

Sprout Scholars Program

In partnership with the Alaska Department of Health, the School created *Sprout Scholars* to provide financial support to Alaskans who had not yet completed their first 12 early childhood education credits. Forty non-degree-seeking students participated in occupational certificate-aligned courses during the Spring, Summer, and Fall 2024 semesters. As of Spring 2025, seven students transitioned into degree programs—two into the A.A.S. and five into the B.A.

YETI & SEASTAR Initiatives

To build on Sprout's success, the School introduced two targeted initiatives:

- YETI (Youth Exploring Teaching Initiative) supports high school students earning dual credit toward early childhood credentials. The program includes summer childcare camps, field placements, and articulation into certificate and degree pathways, with growing partnerships across districts and CTE programs.
- SEASTAR (Strengthening and Expanding Alaska's Systems for Teacher Apprenticeship and Retention) focuses on expanding registered teacher apprenticeship infrastructure through high school dual credit pathways, mentor training, and cross-campus coordination to support transitions from associate to bachelor's degrees in education.

Together, YETI and SEASTAR create structured pathways that help students begin earlier, progress more efficiently, and transition into licensure-track programs with greater clarity and support.

Dual Credit Expansion

Dual credit access has expanded significantly:

1. While continuing to serve King Tech High School, the SOE now offers continuous dual enrollment at Sitka High School to support the local childcare workforce.
2. Online models are under development to serve remote learners statewide.
3. Between Fall 2023 and Spring 2025, 42 Alaska high school students received tuition support and instruction through DOH-sponsored efforts.

Notably, an Educators Rising student from Kotzebue now serves on one of the School's grant advisory boards, strengthening the student voice in workforce development planning.

Registered Apprenticeships for Teachers

In Fall 2024, the School of Education formally launched the Strategic Use of Nationally Registered Apprenticeships for Educators (SUNRAE) program—a bold response to Alaska's educator workforce needs. What began as a pilot with 48 non-degree-seeking apprentices has quickly become a core element of UAA's educator preparation infrastructure. As of Fall 2025, apprentices comprise one-third of the School's nearly 200 undergraduate students.

SUNRAE leverages the federally recognized Registered Apprenticeship model to merge paid employment with rigorous academic preparation. Apprentices begin working in childcare or school-based roles from day one, supported by mentors and enrolled in coursework aligned with Alaska's teacher competencies and local community needs.

A Systems-Level Workforce Solution

SUNRAE operates within a tripartite structure: employer, sponsor, and Related Technical Instruction (RTI) provider. UAA serves as the RTI provider, coordinating instruction to align with the complex schedules of working adults. Each apprentice receives a personalized plan toward one of five SUNRAE pathways, ranging from short-term credentials to licensure.

Approved sponsors and employers include:

1. **RurAL CAP** and **Southeast Childhood Collective (SCC)** – dual sponsors/employers for early childhood apprentices;
2. **Arctic Slope Community Foundation (ASCF)** – supporting Knik Tribal Council, NWABSD, and NSBSD;

3. **Bristol Bay Regional Career & Technical Education** (BBRCTE) – supporting the four school districts across the Bristol Bay region;
4. **Sealaska Heritage Institute** (SHI) – supporting Hydaburg, Ketchikan Gateway, and Yakutat;
5. **Alaska Department of Education and Early Development** (DEED) – sponsoring Kodiak Island Borough, Lower Yukon, Pelican, and Yupiit.

Notably, three of the five sponsors are tribal or tribally affiliated organizations, embedding Alaska Native knowledge systems, language, and culturally responsive pedagogy into the apprenticeship experience.

Driving Innovation

UAA's teacher apprenticeships address structural barriers to teacher preparation by centering access, representation, and workforce alignment:

1. **Cost:** Apprentices earn wages while completing coursework, with additional support through Pell Grants, scholarships, and other financial aid.
2. **Geography:** Students can remain in their home communities, serving local needs while progressing toward credentials.
3. **Representation:** Two-thirds of current Seawolf apprentices are Alaska Native, and 15% identify as male—figures that counter national demographic trends in education.

Student progress is supported by professional advising, faculty mentorship, and dedicated staff, including an Apprenticeship & Accreditation Coordinator, who is partially funded by the Alaska Technical Vocational Education Program (TVEP). UAA also works across colleges to ensure timely access to general education courses and intervene when traditional academic barriers arise.

From Innovative Pilot to Scalable Model

The SUNRAE program reimagines educator preparation by integrating paid work, cultural relevance, and individualized support. It bridges early childhood and PK–3 pathways, connects certificate and licensure goals, and strengthens the state's ability to grow its own teacher workforce. As apprentices now represent one out of every three students in the School of Education, SUNRAE stands not only as a programmatic innovation, but as a statewide strategy for sustainable, community-based educator development.

Early Childhood Education at UAA

The Early Childhood Education (ECE) Program now comprises eight full-time faculty members, with four based in Anchorage and four based at three of our community campuses. The Anchorage faculty consists of Dr. Anne Ouwerkerk (department chair), Professor Jenna Baldiviez, Dr. Wei Hsiao, and Professor Lynn Mayberry-Burke. Prof. Mayberry-Burke, a long-time early childhood educator and leader for the Anchorage School District, joined the faculty in Fall 2025. The Kodiak College faculty includes Dr. Kitty Deal and Professor Ariane Clark. Dr. Katie Archer Olson joins us this year at Kenai Peninsula College, and Professor Chelsea Sohm has moved from Anchorage to the Mat-Su College campus, increasing regional access for students in Southcentral Alaska.

Professor Jenna Baldiviez served as department chair in 2024–2025, guiding the program through the successful renewal of NAEYC accreditation and introducing major revisions to key assessments based on feedback from evaluators and consultants. She has temporarily stepped down from the role, and Dr. Anne Ouwerkerk will serve as chair, continuing in this role through the CAEP site visit to ensure continuity in leadership during the self-study process.

Program Accreditation Update

NAEYC

In February 2025, the AAS in Early Childhood Development program at UAA earned *Accreditation with Conditions* from the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs—the most common outcome for programs undergoing review. This status affirms UAA's alignment with national expectations while identifying areas for continued improvement. See Appendix A for

In its decision, the Commission acknowledged program strengths in fieldwork integration, cultural responsiveness, and candidate support systems. The three conditions identified relate to:

1. Strengthening alignment between program assessment and national early childhood competencies;
2. Improving clarity and consistency in assessment rubrics; and
3. Expanding data collection and analysis to support continuous improvement.

These priorities closely align with UAA's ongoing preparation for CAEP accreditation, and the School has already begun using the NAEYC outcomes as a framework for implementing improvements. A *Response-to-Conditions Report* will be submitted in Spring 2026, and once accepted, the program's accreditation will extend through 2031.

CAEP

The timing of the NAEYC Site Visit in Fall 2024 allowed faculty to consider evaluator feedback in Spring 2025 when revising key assessments to ensure alignment with both the NAEYC Professional Standards and Competencies for Early Childhood Educators and the InTASC Model Core Teaching Standards and Learning Progressions for Teachers. Faculty spent time in Summer 2025 reviewing and co-revising assessment instructions and rubrics to load key assessments into the Watermark Student Learning and Licensure (SLL) platform. Moving all key assessment collection into the Watermark SLL platform will satisfy the expectations of both NAEYC and CAEP.

The SOE submitted the *CAEP Request for Evaluation* in September 2025, initiating the re-application and site visit process. Table 1 outlines the parallel specialized accreditation timelines and the college's current status. It tracks key milestones across both the AAS program (accredited by NAEYC) and the BA program (seeking initial CAEP accreditation), beginning with data collection and assessment revisions in AY 2022–2023 and culminating in site visits and a council decision by AY 2027–2028. The table reflects a multi-year strategy to align assessment systems, meet reporting requirements, and ensure readiness for external review, with overlapping cycles that support institutional coherence and long-term program quality.

Date	Operational & Continuous Improvement Tasks	NAEYC (AAS)	CAEP (BA)
AY22-23	Admit students and facilitate new data collection and continuous improvement processes	Self-Study Data Cycle 2 <i>Annual Report</i>	5 years prior
AY23-24	Pilot and revise key assessments for NAEYC and CAEP	<i>Self-Study Report</i> <i>Annual Report</i>	4 years prior
AY24-25	Finalize assessment revisions and data collection mechanisms	Site Visit & Council Decision – <i>Renewed</i>	Self-Study Data Cycle 1 3 years prior
AY25-26	Facilitate data collection and reporting cycles	<i>Response-to-Conditions Report</i>	Self-Study Data Cycle 2 <i>Request for Evaluation</i> 2 years prior
AY26-27	Facilitate data collection and reporting cycles	<i>Annual Report</i>	<i>Self-Study Report</i> 1 year prior

Date	Operational & Continuous Improvement Tasks	NAEYC (AAS)	CAEP (BA)
AY27-28	Facilitate data collection and reporting cycles	<i>Annual Report</i>	Site Visit & Council Decision
AY28-29	Facilitate data collection and reporting cycles	Self-Study Data Cycle 1 <i>Annual Report</i>	<i>Annual Report</i>

Table 1. UAA SOE Early Childhood Education Specialized Accreditation Timeline

Quality Assurance System

The Early Childhood Education (ECE) program at UAA School of Education continues to strengthen its Quality Assurance System (QAS) in alignment with CAEP Standard 5. In 2024–2025, the program transitioned from foundational development to full implementation, with key enhancements that support both internal decision-making and external accreditation readiness. The system now integrates data from multiple sources—including Watermark Student Learning and Licensure (SLL), SmartSheets, and institutional platforms—into a centralized, FERPA-compliant structure accessible to faculty, staff, and administrators. These tools not only support CAEP and NAEYC reporting but also reinforce student persistence and program transparency.

CAEP Standard R5.1 Quality Assurance System

The ECE program has reached the point where all components are fully configured and operational. Faculty and staff are implementing embedded data protocols to guide instructional decisions, monitor candidate progress, and document program effectiveness. For example, our Field Placement Coordinator reviewed partner feedback over the summer and is already implementing solutions to strengthen site relationships, including in-person visits and streamlined communication. Faculty now conduct dedicated data and assessment meetings during the off weeks of their regular biweekly program meetings, creating a continuous rhythm for refining key assessment results and reviewing key assessment and candidate field experience data to inform instructional changes and program refinements.

CAEP Standard R5.2 Data Quality

The complete adoption of Watermark SLL for key assessment collection transforms the program's data infrastructure. All candidates—across traditional and apprenticeship pathways—now experience consistent assessment protocols, with secure, centralized data collection. In collaboration with Academic Affairs, the program is also working to embed student attributes into the Student Information System (SIS), allowing

faculty and staff to track apprentices and career concentrations (e.g., Pre-Child Life Specialist, PK–3 Licensure, Professional).

SmartSheets now also plays a critical role in unlocking data previously siloed in static formats. Following a recommendation from NAEYC site evaluators in Fall 2024, the SOE adopted SmartSheets, directing our Apprenticeship Coordinator and Field Placement Coordinator to collaborate on adoption and use in Summer 2025. The Field Placement Coordinator has since developed an initial dashboard to track active field experiences and background check status. These enhancements improve data accuracy, support longitudinal analysis, and ensure reporting integrity across accreditation cycles.

CAEP Standard R5.3 Stakeholder Involvement

Stakeholder feedback remains central to the program's continuous improvement process. In 2024–2025, all candidates in field placements submitted structured evaluations of their sites, while site leads assessed the candidates placed with them. Practicum and internship candidates also evaluated their mentor teachers, who in turn provided performance evaluations of the candidates. No major concerns emerged during the preliminary review of this feedback.

To enhance partner engagement and teacher recognition, UAA piloted a revised mentor recognition model, replacing the traditional \$50–\$75 stipend with formal adjunct appointments. Mentor teachers are now compensated through tuition-generated funds, with rates scaled by the type of placement (practicum vs. internship), the expected candidate contact hours (150 vs. 500), and the number of semesters they have previously mentored. The new model rewards experienced mentors, builds institutional credit over time, and provides at least an elevenfold increase over the prior stipend structure.

Finally, in response to growing stakeholder participation and the need for more timely input, the Early Childhood advisory committee meetings will shift to a quarterly schedule beginning this year. Additional details are provided later in the report.

CAEP Standard R5.4 Continuous Improvement

Biweekly faculty meetings continue to serve as the backbone of the early childhood education program's continuous improvement cycle. These meetings provide a structured forum for collaborative decision-making, assessment refinement, and data review, with additional work sessions dedicated to implementing and reviewing identified improvements. In Fall 2025, the program adopted the decision-action record format used by Advanced Licensure programs to align processes and ensure consistency.

Following NAEYC accreditation renewal in Spring 2025, the UAA SOE is addressing three conditions: assessment alignment, rubric clarity, and evidence-based program improvement. Each of these areas also reflects key priorities within CAEP's accreditation framework. By using CAEP preparation as the organizing context for piloting and implementing continuous improvement strategies, the program has streamlined expectations across both systems, strengthening coherence, reducing redundancy, and reinforcing a unified approach to quality assurance.

Lastly, the SUNRAE apprenticeship program also uses integrated SmartSheets to connect our data with those of our registered sponsors (Alaska Department of Education and Early Development (DEED), Arctic Slope Community Foundation, Bristol Bay Regional Career & Technical Education (BBRCTE), RurAL CAP, Sealaska Heritage Institute, Southeast Childhood Collective (SCC)). Shared dashboards allow for real-time monitoring of apprentice progress, while employer-specific dashboards support district leaders with localized tracking and intervention.

Figure 1 presents the updated Quality Assurance System (QAS) framework, illustrating the data sources, storage systems, and key processes that underpin continuous improvement. These include SmartSheets integration, advisory committee feedback loops, and the routine sharing of apprenticeship data with sponsors and employers. Together, these components support both accreditation compliance and the program's broader commitment to transparency, responsiveness, and sustained quality. The red circle indicates recent enhancements in the diagram.

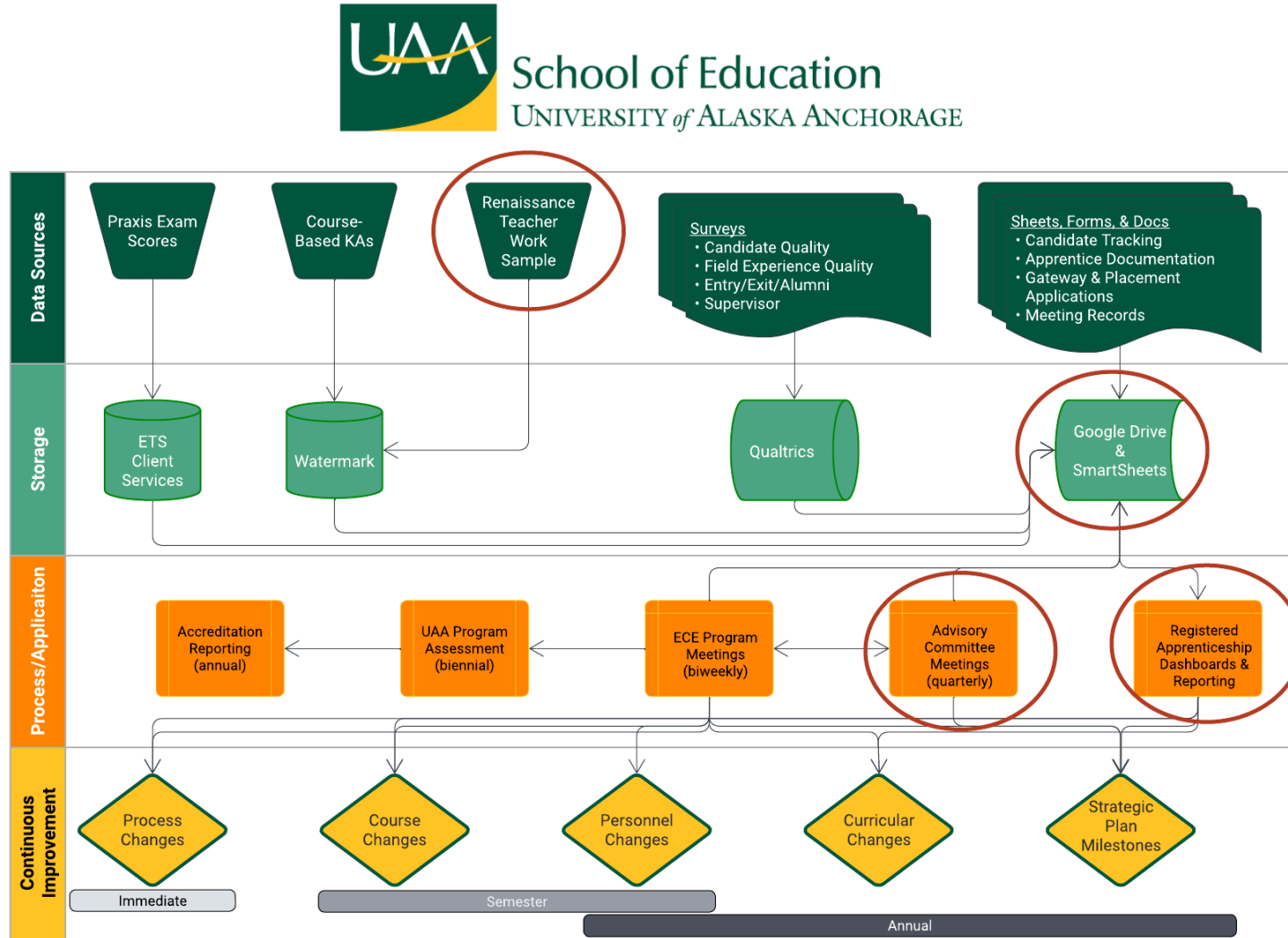


Figure 1. Early Childhood Education Quality Assurance System (QAS)

Provisional Approval Annual Update

Enrollment and Completion Data

Table 2 summarizes ECE program enrollment data, categorized by program phase. Enrolled Pre-Candidates refers to students in the B.A. program who have declared ECE as their major but have not yet passed Gateway 1, which is required to apply for teacher education candidacy (see [CAEP Assessment Data](#)). After passing Gateway 1, students progress to teacher candidacy and are designated as Coursework Candidates, Clinical Candidates, or Completers (Gateway 2) depending on their phase of the program. Upon completing the internship, candidates pass Gateway 3 and the Dean's Office recommends them for licensure. Some students have advanced quickly through these phases due to transferring relevant coursework from other UA campuses. It's important to note that not all enrolled pre-candidates pursue the *Licensure* concentration; Total Enrollment includes those who have selected the *Child Life Specialist* or Professional career concentration.

Program Phase Term	Enrolled Pre-Candidates (Lower Division)	Coursework Candidates (Upper Division)	Clinical Candidates (Advanced Practicum)	Completers (Internship)	Non-Licensure Completers (Internship)	Total Enrollment
Fall 2022	37	0	2	0	0	39
Spring 2023	49	0	0	2	0	51
Fall 2023	72	3	2	0	1	78
Spring 2024	67	6	0	2	1	76
Fall 2024	89	6	2	0	4	101
Spring 2025	93	8	0	2	2	105
Fall 2025	122	18	5	0	0	145

Table 2. Enrollment Trends in the B.A. in Early Childhood Education at UAA¹

CAEP Candidate Assessment Data

UAA's Early Childhood Education program continues to refine its comprehensive assessment system aligned with CAEP standards and the InTASC Model Core Teaching Standards. Since launching in 2022, six

¹ Table 2 reports only those students officially enrolled in the Bachelor of Arts (B.A.) program. UAA SOE ECE promotional and marketing materials often reference the combined enrollment of students in the Occupational Endorsement Certificate (OEC), Associate of Applied Science (A.A.S.), and B.A. successfully.

candidates have successfully completed the PK–3 licensure program and received a recommendation for Type A licensure from DEED. The 2024–2025 completers and their supervisors will receive the relevant survey invitations in spring 2026. Although the total number of completers since receiving approval remains small, the program has begun to generate meaningful data across multiple instruments. This section summarizes candidate performance and perceptions from 2023–2025, along with employer feedback, to inform continuous improvement.

Impact on P-12 Learning and Development

Due to limited statewide student growth data and a small number of recent completers, the UAA School of Education presents a bounded case study to address CAEP Standard R4.1. This case focuses on initial licensure candidates placed in course-based field experiences during Spring and Fall 2024 across different Alaska settings, including urban, rural, tribal, and military-affiliated early learning centers and elementary schools.

Evidence of Student Impact

Host teacher surveys collected at the end of each placement cycle consistently reflect high ratings for candidate contributions to student learning environments. Across both semesters, over 90% of respondents agreed or strongly agreed that candidates demonstrated professional oral communication, quality pedagogy, and respectful engagement with children. Supervisors noted that candidates “bonded with students,” “enriched learning experiences,” and “showed initiative and flexibility in adapting lessons to student needs.” One site leader described a candidate as “a fully capable teacher” and “a standout among past candidates.”

While most feedback was positive, a small number of responses identified areas for improvement—particularly in terms of professionalism and engagement. These findings have informed updates to candidate onboarding, site coordination, and faculty coaching protocols.

Evidence of Professional Knowledge, Skills, and Dispositions

In addition to survey data, the program evaluates graduating candidates’ ability to apply their preparation in real-world settings through final portfolio scores and structured observation assessments. In 2024–2025, both licensure candidates enrolled in the internship met all expectations on the final iteration of the UAA Teacher Performance Assessment (TPA).

As part of the ongoing review of key assessments, faculty identified concerns regarding the misalignment between the standard teacher portfolio model and the expectations specific to early childhood education. Following a program-wide agreement in Fall 2024, and as depicted in Figure 1, the program began implementing the Renaissance Teacher Work Sample (TWS). The Renaissance TWS is a nationally recognized performance assessment designed to evaluate a teacher candidate's ability to plan instruction, assess student learning, and reflect on their impact in actual classroom environments. UAA adopted the TWS to offer a comprehensive, rigorous, and evidence-based alternative aligned with national accreditation standards. The TWS promotes measurable student learning and reflective practice while providing faculty with a more flexible, locally controlled model that remains grounded in research and responsive to Alaska's educational contexts.

In addition to the TWS, university supervisors conducted structured observations during internship placements, using standardized rubrics aligned with InTASC standards and UAA program outcomes. The most recent data show exceptional performance by program completers. All graduates achieved perfect scores on the final summative assessment, demonstrating full mastery of required competencies. On the Praxis II Early Childhood Education exam, completers achieved an average score of 184, which is significantly above the Alaska-required passing score of 156.

Teaching observations evaluated using the Skills of Teaching Observation Tool (STOT) also show strong application of effective pedagogical practices. On a 4-point rubric, completers demonstrated high proficiency across all domains, with average scores of 3.2 in Learner and Learning, 3.3 in Content Knowledge, 3.3 in Instructional Practice, and 3.4 in Professional Responsibility. These findings suggest that program graduates not only possess strong content knowledge but also effectively implement developmentally appropriate and culturally responsive teaching practices in the field.

Rationale and Continuous Improvement

This case study is bounded by time (Spring and Fall 2024), program level (initial licensure), and placement type (course-based field experiences). It draws from multiple data sources and reflects a representative sample of completers across Alaska. The program continues to refine its Quality Assurance System to ensure that candidate performance in field settings is systematically captured, analyzed, and used to inform program improvement.

Future iterations will expand the evidence base to include longitudinal tracking of completers, employer feedback, and additional performance artifacts. These efforts support both CAEP Standard R4.1 and the broader institutional commitment to preparing educators who are responsive and effective.

Indicators of Teaching Effectiveness

As the initial licensure program at UAA continues to mature, key assessments are being refined to better reflect early childhood pedagogy better and align with CAEP expectations. During the 2024–2025 academic year, the program continued to use the EDEC A495Y/Z final portfolio and associated observation rubrics to evaluate candidates' teaching effectiveness during their internship placements.

All licensure-track candidates completed the portfolio requirement and demonstrated proficiency across assessed domains. Based on scoring rubrics aligned with InTASC standards and program outcomes, candidates met or exceeded expectations in instructional planning, child development knowledge, and reflective practice. While the number of completers remains small, preliminary trends indicate consistency between academic preparation and observed teaching performance.

Due to the limited number of interns and the identifiable nature of individual results, full rubric-level data are not presented here. However, faculty continue to use these data in aggregate to inform curricular adjustments, calibrate scoring expectations, and strengthen the alignment between field-based assessments and course-based learning outcomes. The full set of internship assessments is archived in Watermark SLL and will be included in the CAEP evidence set for Standard 4.

The program anticipates that the transition to the Renaissance Teacher Work Sample (TWS) will offer a more robust and scalable approach to measuring teaching effectiveness across different settings, with more nuanced insights into student impact. Data collected during the 2025–2026 academic year will provide a stronger foundation for reporting future performance trends and driving continuous improvement.

Satisfaction of Employers and Employment Milestones

Across the 2023 and 2024 Supervisor Survey cycles, four Early Childhood Education program completers were eligible for employer feedback. All four supervisors responded, yielding a 100% aggregate response rate. While the sample size remains small, the consistency of ratings across both years provides a preliminary indication of employer satisfaction and candidate readiness.

Supervisors rated candidates highly across all CAEP-aligned domains, including instructional planning, assessment, differentiation, classroom management, and professional collaboration. All observable items

received ratings of “Agree” (4) or “Tend to Agree” (3), with no ratings below “Tend to Agree” and no concerns flagged in open-ended comments.

Supervisors affirmed candidates’ ability to differentiate instruction for learners, including those with IEPs, mental health needs, and English-language development needs. Ratings for classroom environment, student engagement, and collaboration with families and colleagues were uniformly positive. One supervisor noted that the teacher worked in a Special Education Pre-K setting, which limited the applicability of some survey items but affirmed the teacher’s effectiveness and professionalism.

The results suggest that recent program revisions—particularly in field placement support, mentor engagement, and assessment alignment—are contributing to strong employer perceptions of graduate readiness. These employment outcomes reflect the program’s growing alignment with workforce needs and its emphasis on community-based preparation, including registered apprenticeships and district partnerships.

Satisfaction of Completers

Across the 2023 and 2024 Alumni Survey cycles, four program completers were invited to participate in the *Transition to Teaching* (TTS) alumni survey. One responded, yielding a 25% aggregate response rate. While the sample size is too small to support generalization or trend analysis, the available data offer a limited snapshot of candidate perceptions.

The respondent reported full-time employment in an early childhood setting and rated “Agree” (4) on all items related to instructional planning, assessment, differentiation, classroom management, and professional collaboration. These ratings suggest strong perceived preparation across CAEP-aligned domains. Open-ended feedback identified two areas for improvement:

1. Stronger alignment between coursework and *local* curriculum planning practices.
2. Clearer distinctions between IEP and 504 plan requirements in preparation coursework.

Despite the positive feedback, the low response rate limits the program’s ability to draw meaningful conclusions or demonstrate impact at scale. To address this challenge, the School of Education is implementing a two-pronged strategy to improve alumni survey participation:

1. Staff expansion in the Dean’s Office is being considered to support proactive messaging and coordinate survey outreach follow-up.

2. Survey participation will be embedded into program closure workflows, including licensure recommendation and exit advising, to ensure graduates understand the importance of their feedback and receive timely, personalized prompts.

These efforts are designed to improve response rates in future cycles and strengthen the reliability of alumni data used for continuous improvement and accreditation reporting.

Ability of Completers to Meet Licensing Requirements

According to the *1-Year Pass Rate: Attending Institution* report provided by ETS, no institutional pass rate is displayed for UAA because the test-taker count is fewer than five. In 2024–2025, four UAA candidates completed the Praxis Early Childhood Education (5025/0025) exam, falling below the public reporting threshold.

Statewide, five candidates completed the same exam during this period, with ETS reporting a 100% pass rate. Although UAA-specific outcomes are not disaggregated, these statewide results indicate strong performance among UAA-prepared candidates and affirm their readiness for licensure under Praxis requirements.

Ability of Completers to be Hired in Education Positions

Employment data for Early Childhood Education program completers from 2023 through 2025 indicate strong alignment between preparation and workforce placement. All six completers were employed in early childhood education settings at the time of survey administration. Available information confirms:

1. Full-time employment in Alaska-based public schools.
2. Placement in roles directly aligned with the candidates' licensure area and program preparation.
3. No reported gaps between program completion and initial employment.

These outcomes reflect the program's responsiveness to statewide workforce needs and its emphasis on community-based preparation.

Literacy Development Teacher Readiness Data

The ECE program met with DEED in Spring 2025 regarding expectations for early childhood literacy course approval and received the instructions and criteria in September 2024. The faculty will submit documentation to approve *EDEC A320 Foundations of Literacy* to fulfill the Alaska Reads Act requirements.

All current program completers have met legislative requirements through district-based *LETRS* or *Keys to Literacy* training.

The program continues to use the four core reading courses, literacy methods, and the internship experience as a collective and holistic assessment of teacher and Alaska Reads Act readiness. The academic courses place a strong emphasis on phonemic awareness, phonological awareness, as well as the five core components of reading. The courses are recommended to be taken in pairs to maximize impact and anchor the learning experience for teacher candidates. All faculty members teaching these courses have adopted [Alaska's Reading Playbook](#) and [The Teaching Reading Source Book \(3rd Ed.\)](#) as foundational texts.

In 2024–2025, a total of 16 individual teacher candidates enrolled in at least one of the five literacy-focused courses. Among these students, none required additional support due to a failed or dropped course, nor did any need to resolve an incomplete grade. All candidates passed each course in the literacy sequence with a grade of C or higher.

Notably, EDEC A320 is the course UAA will use to transcript Alaska Reads Act–compliant training, and it had a 100% pass rate, with 91% of candidates earning an A. Table 3 provides a summary of literacy development teaching readiness assessment data.

DFW refers to students earning a grade of D or F or withdrawing from the course, all of which require retaking the course. A grade of I refers to an incomplete, and the candidate has one year to complete the remaining course assignments or must retake the class.

Performance Course	Course Enrollment	Pass Rate	Grade of ≥90%	Grade of 70-89%	DFW/I Rate
EDEC A320 ²	11	100%	91%	9%	–
EDEC A321 ³	7	100%	86%	14%	–
EDEC A407 ⁴	7	100%	100%	0%	–
EDEC A408 ⁵	8	100%	86%	14%	–

² *Foundations of Literacy*

³ *Language, Reading, and Culture*

⁴ *Observation, Documentation, and Assessment*

⁵ *Literature for Young Children*

Performance Course	Course Enrollment	Pass Rate	Grade of ≥90%	Grade of 70-89%	DFW/I Rate
EDEC A404 ⁶	1 ⁷	100%	100%	0%	–
EDEC A495Y/Z ⁸	2	100%	N/A	N/A	–

Table 3. UAA Literacy Development Teacher Readiness 2024-2025

Over the past three academic years (AY 2022–2023 to AY 2024–2025), the UAA teacher candidates have demonstrated sustained improvement in performance across the literacy development sequence. Pass rates reached 100% across all six literacy-focused courses in 2024–2025, marking a notable increase in consistency compared to prior years. The proportion of candidates earning grades of 90% or higher has also risen steadily, with courses such as EDEC A320 improving from 73% in 2023 to 91% in 2025. Note that EDEC A495Y/Z are graded on a pass/fail basis, which is why they are excluded from grade distribution analysis. DFW/I rates have declined to zero across all courses, reflecting the impact of embedded academic supports and proactive faculty interventions. Enrollment has remained stable, with cohort sizes ranging from 5 to 17 students per course, supporting personalized instruction and high engagement. These trends suggest that ongoing assessment refinement, instructional alignment, and candidate support strategies are contributing to stronger academic outcomes and positioning the program for future CAEP Standard 4 case study analysis related to literacy readiness and completer effectiveness.

ECE Advisory Committee

The Early Childhood Education Advisory Committee continues to play a vital role in shaping program direction, strengthening partnerships, and ensuring alignment with statewide workforce needs. In 2024–2025, the committee convened twice—once in October and again in March—to review program data, discuss strategic priorities, and provide feedback on emerging initiatives. These meetings reflected a shift toward more frequent engagement, with members recommending a quarterly schedule to better support continuous improvement and timely decision-making. Major topics discussed included:

1. **Accreditation Progress:** Updates on NAEYC accreditation and CAEP readiness, including assessment alignment, Watermark changes, and the development of a shared Quality Assurance System with faculty.

⁶ Literacy Methods for Young Children
⁷ Due to program transition between 2020 and 2023, some candidates completed advanced courses out of sequence.
⁸ Early Childhood Internship and Capstone Seminar; graded on a pass/fail basis.

2. **Apprenticeship Metrics:** Review of early SUNRAE program data, including course completion rates, demographic breakdowns, and sponsor/employer engagement. Members affirmed the value of apprenticeships in expanding access and increasing the number of Alaska Native educators.
3. **Dual Enrollment Expansion:** New partnerships with Sitka High School, Pacific High School, and Mt. Edgecumbe were highlighted, along with ongoing collaboration with King Tech and outreach to Mat-Su.
4. **Strategic Planning:** Members provided input on draft pillars and indicators developed with the Foraker Group, emphasizing community engagement, belonging, and interdisciplinary excellence.
5. **Mentorship Recognition:** Members discussed the pilot model for compensating mentor teachers as adjunct instructors, with structured payments tied to time commitment.

The committee also reviewed demographic and enrollment data, noting continued growth in undergraduate headcount and increased representation of Alaska Native students. Members expressed interest in further elevating male educators and expanding culturally responsive programming.

Due to staffing transitions and organizational shifts, three members joined the committee in Summer 2025, while two others shifted roles or districts. The 2025–2026 committee reflects both continuity and new leadership perspectives, including formal representation from DEED and tribal-serving organizations.

Current members include:

1. **Tonia Dousay**, UAA SOE Dean, Advisory Committee *co-chair*
2. **Anne Ouwerkerk**, UAA Early Learning & Teaching Department Chair, Advisory Committee *co-chair*
3. **Michelle Ball**, Program Lead, Southcentral Foundation–Alaska Native Medical Center
4. **Amy Brower**, Assistant Superintendent, Bering Strait School District⁹
5. **Kitty Deal**, Early Childhood Professor, Community Campus Representative
6. **Marianne Fanger**, Director of Advancement and Community Engagement, CIRI Foundation
7. **Cassie Frost**, Interim Director, Clare Sawn Early Learning Center
8. **Meghan Johnson**, Early Childhood Systems Director, thread Alaska
9. **Luke Meinert**, Superintendent, Fairbanks North Star Borough School District¹⁰
10. **Becky Moren**, Early Education Administrator, DEED¹¹
11. **Supanika Ordoñez**, Education Specialist II, DEED
12. **Caroline Storm**, Executive Director, Coalition for Education Equity of Alaska

⁹ a rural school district superintendent

¹⁰ an urban school district superintendent

¹¹ a representative from the Alaska Department of Education & Early Development

13. **Heather Walton**, Owner/Diagnostician and Therapist, Reading Write Alaska¹²

The committee's move to quarterly meetings will allow for more timely data review, stakeholder input, and collaborative planning. Future meetings will continue to focus on accreditation milestones, apprenticeship expansion, and strategic initiatives that advance access and excellence in early childhood education across Alaska.

Looking Ahead

To draft our CAEP self-study in 2027, the UAA School of Education faculty and staff remain deeply committed to sustaining the momentum built over the past two years. Three major achievements in 2024–2025 underscore our progress and provide a strong foundation for continued growth:

1. *Affirmation of NAEYC Specialized Accreditation*

The renewal of NAEYC accreditation—with conditions that reflect known and prioritized areas for improvement—validated the program's strengths in fieldwork integration, cultural responsiveness, and candidate support. Since the site visit, faculty have eagerly engaged in meaningful assessment revisions and deepened their understanding of the Quality Assurance System (QAS), laying the groundwork for alignment with CAEP expectations.

2. *Enrollment Growth Through Registered Apprenticeships*

Now in its second year, the SUNRAE apprenticeship program has grown to include more than 60 of the School's 188 undergraduate students. Of these, 60% identify as Alaska Native and 14% as male—figures that significantly exceed national averages for early childhood education programs. This growth reflects the program's success in expanding access, representation, and workforce alignment across Alaska.

3. *Strategic Grant Funding to Expand Access and Support*

The SOE secured \$1.1 million in grant funding to support both pre-apprenticeship pathways in secondary schools and enhanced mentoring infrastructure for current apprentices. These funds are being used to recruit the first statewide cohort of dual enrollment students and to strengthen the connections to the mentor network that underpins the registered apprenticeship model.

Looking ahead to 2026, the program is on track to reach 90 active apprentices by the end of the spring semester. Strong recruitment pipelines, sustained faculty engagement, and the operational maturity of the QAS support this projection. With major updates now implemented through continuous improvement cycles,

¹² a representative from the Alaska Reading Coalition, the International Dyslexia Association-Alaska, or similar organization

faculty are shifting focus toward deeper analysis of candidate performance data, shared reporting practices, and evidence-based program refinements. These efforts will ensure that the School enters its CAEP self-study phase with a coherent, data-rich narrative and a clear trajectory of growth.

As a result of this report and the successful renewal of NAEYC specialized accreditation for the AAS in Early Childhood Development, UAA respectfully requests an extension of provisional accreditation through December 31, 2028.

Appendix A University of Alaska Anchorage NAEYC Certificate of Accreditation



Early Childhood Higher Education Programs

Certificate of Accreditation

A.A.S. Early Childhood Development
University of Alaska - Anchorage

is hereby awarded NAEYC Accreditation of Early Childhood Higher Education Programs
for demonstrating substantial compliance with national professional standards for
early childhood education for the period March 2025 through August 2027

Tiffany Hunter

Tiffany Hunter, Commission Chair

National Association for the Education of Young Children
1401 H Street, NW, Suite 600 | Washington DC 20005

Mary Harrill

Mary Harrill Senior Director
Higher Education Accreditation & Program Support

