UAA School of Education

Provisional Progress Report 2023

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

Directive

This report responds to the conditions enumerated in the notification of provisional state approval dated March 21, 2022, which requires the University of Alaska Anchorage School of Education to provide annual updates on its progress toward CAEP accreditation, specifically about CAEP Standard 5.

Executive Summary

Now offering three undergraduate programs in early childhood education and six graduate programs in educational leadership, special education, language and literacy education, and teaching and learning, the UAA SOE experienced a 22% increase in student enrollment between the 2022-2023 and 2023-2024 academic years. Two teacher candidates graduated from the B.A. in Early Childhood Education with licensure in May 2023. The SOE is currently searching for two new tenure-track faculty in Early Childhood Education and Educational Leadership and will hire five new adjunct instructors for EDEC courses in Spring 2024 to meet increased demand.

1. Through biweekly program meetings and additional special sessions, Early Childhood faculty continue to make progress toward regaining CAEP Initial specialized accreditation by 2028, as required by the provisional approval notice.
2. Continuous improvement changes made during 2022-2023 include drafting workflows for tracking teacher candidates and collecting relevant applications and data, updating all program applications, strengthening alignments between key assessments, and piloting zero-cost data collection tools.
3. CAEP-related data will be provided in the 2024 report due to the timing of data collection from candidates, completers, and employers combined with having only three candidates enrolled in coursework, two candidates enrolled in clinical experiences, and two candidates who completed last year.
4. A total of 22 teacher candidates completed the five-course literacy development sequence of courses in 2022-2023. Only four candidates (22%) required remediation assistance, and all completing candidates performed at proficiency on the final assessment measured during the internship.
5. The SOE Advisory Committee has been reduced from 18 to nine seats with renewable one-year terms to encourage new perspectives and partners to engage while preserving the composition requirements specified in provisional approval. Due to personnel changes within the SOE and in partner organizations, five new members joined the committee in 23-24.

Introduction

The University of Alaska (UAA) School of Education (SOE) continues to make progress toward the conditions specified in the provisional approval letter. This report provides updated contextual detail in support of expanding specialized accreditation to initial teacher licensure programs, including supporting data as relevant.

Overview of the UAA SOE

While Education appeared among the initial courses offered by the Anchorage Community College in 1954, the creation of Anchorage Senior College's Division of Education in 1972 formalized the University of Alaska's commitment to training the next generation of teachers with an emphasis on serving the southcentral region. Certificates and degree programs offered in the past 50 years have varied; however, early childhood education has remained constant. Now offering three undergraduate programs in early childhood education and six graduate programs in educational leadership, special education, language and literacy education, and teaching and learning, the SOE experienced a 22% increase in student enrollment between the 2022-2023 and 2023-2024 academic years.

Major initiatives within the SOE contributing to this growth include the addition of the BA in Early Childhood Education with PK-3 licensure, a $4M grant to support inservice teachers seeking the English as a Second Langage (ESL) endorsement, and a $4M grant in partnership with Bristol Bay area school districts to support teacher retention with a competency-based Masters in Education degree. These efforts reflect the commitment and dedication of the UAA SOE faculty before Dean Dousay's arrival on campus, and she is committed to supporting the sustainability, expansion, and impact of these initiatives (see Looking Ahead).

Early Childhood Education at UAA

The Early Childhood Education (ECE) Program currently includes two full-time faculty, two part-time faculty, and nine adjunct instructors. The faculty consists of Prof. Jenna Baldiviez, Dr. Wei Hsiao, Prof. Robin Dahlman (Kenai River Campus), and Dr. Kitty Deal (Kodiak College). Dr. Hilary Seitz retired at the end of the 2022-2023 academic year, and the program is currently conducting a nationwide search to fill this vacancy. Among the adjunct instructors, the ECE program features an Anchorage School District reading specialist working full-time as an English Language teacher (formerly a Title One Reading Coach). They bring a strong background in the Science of Reading to ECE course design and instruction. Recognizing the impending growth of the program and the need to bolster support in literacy development, the SOE welcomed Prof. Baldiviez, a former teacher from the Polaris K-12 School in Anchorage, to its faculty in Summer 2023. We

connected Prof. Baldiviez with stakeholders at the Alaska Department of Education & Early Development (DEED) in Summer 2023, and they have participated in many of the events related to implementing the Alaska Reads Act and the Science of Reading. Lastly, Dean Dousay serves on the AK Reads Strategic Alignment: Guiding Coalition and participated in the Fall 2023 Alaska System of Academic Readiness (AK STAR) Policy Review Meetings.

During her first year in the role, Dean Dousay joined the Early Childhood Education program biweekly meetings (see Quality Assurance System) and scheduled additional meetings to review the program's assessment plan for alignment with the Council for the Accreditation of Educator Preparation (CAEP) standards and expectations. Faculty responded eagerly and contributed equally and thoughtfully during all meetings, including the following special sessions:

1. 12/13/22 (1:30–2:30 p.m.) eWolf for EC Portfolios
2. 1/10/23 (11:30 a.m.–1:30 p.m.) EC Assessment Workshop 2
3. 1/27/23 (1:00–2:00 p.m.) Rubric Workshop
4. 3/21/23 EC (11:30 a.m.–12:30 p.m.) Assessment Workshop 3

These meetings provided dedicated work time to critically question the planned key assessments and data collection mechanisms and take advantage of parallel opportunities. Additionally, Dr. Deal and Prof. Baldiviez accompanied Dean Dousay to the Fall 2023 CAEPCon in Alexandria, VA, to enhance their understanding of CAEP standards and common approaches to data collection. The current report reflects changes made to and planned for key assessments, surveys, and related data collection processes. The following sections highlight constraints on reporting:

1. Enrollment and Completion Data – reports on Early Childhood Education program enrollment, number of teacher candidates, and number of program completers.
2. CAEP Candidate Assessment Data – reports on the timeline of candidate data collection and summarizes relevant findings for the most recent academic year.

Timeline Progress

Once the BOE provisionally approved the ECE program (Spring 2022), UAA SOE faculty implemented a plan to offer B.A. courses starting Fall 2022 and simultaneously initiated recruitment strategies with partners to attract high-quality candidates for the degree, including targeted communication with school districts and public event appearances. In 2022-2023, the UAA SOE Success Coordinator, Placement Outreach Coordinator, and/or Dean attended the following events:

1. 2022 Bear Paw Festival

2. 2022 Alaska State Fair

3. 2022 UA Scholars Recognition (Anchorage & MatSu)

4. 2022 Fall College Career Fairs

5. 2022 Alaska Superintendents Association Fall Meeting

6. 2022 Association of Alaska School Boards Annual Conference

7. 2023 RTI/MTSS Conference

8. 2023 Science of Reading Symposium

9. 2023 Spirit Days

Following the timeline shared during the approval process and in the 2022 report, the ECE continues progressing toward CAEP accreditation for initial licensure programs. Table 1 illustrates the timeline and the UAA SOE's current status.

Date	SOE CAEP Tasks	UAA Program Planning Tasks
AY22-23	Admit students and facilitate data collection/continuous improvement processes	
AY23-24	Finalize assessment revisions and data collection mechanisms	Plan for and propose additional licensure areas based on state needs that complement offerings from UAF and UAS
AY24-25	Initiate data analysis (Fall)/Assess quality assurance system and data fidelity (Spring)	
Summer 2025	Begin Self Study on three cycles (years) of data	
AY25-26	Submit Self-Study (Fall)/Schedule Site Visit (Spring)	
AY26-27	Receive CAEP Feedback (Fall)/Elicit 3rd party review (Spring)	
AY27-28	Site Visit + Council decision	
Summer 2028	CAEP (CHEA approved) Specialized Accreditation issued	
AY28-29	Facilitate continuous improvement processes across all approved initial licensure programs and submit annual report	Launch expanded initial licensure programs

Table 1. UAA SOE Early Childhood Education specialized accreditation timeline

Quality Assurance System

CAEP Standard 5 - R5.1 Quality Assurance System

The integrated Quality Assurance System (QAS) used by the ECE program incorporates detailed documentation from various sources archived in a UAA Google Workspace Shared Drive accessible to UAA SOE faculty, staff, and UAA administrators. Data, including exports and reports, are saved from the source system (e.g., Blackboard, Qualtrics, etc.) to the FERPA-compliant UAA Google Workspace Shared Drive after each collection cycle. These files are then hyperlinked or embedded into program meeting agendas, annual UAA assessments, and specialized accreditation reports. The [Continuous Improvement](#) section below explains how ECE program faculty use the data in biweekly meetings to guide discussions and actions. As changes are implemented based on these discussions, future agenda items facilitate reflection on the successes and challenges, creating an ongoing cycle of continuous improvement.

CAEP Standard 5 - R5.2 Data Quality

The ECE program relies on relevant, verifiable, and representative data by collecting key assessment and survey data throughout the program. In addition to candidate data, the UAA SOE collects survey data from completers and employers. The [CAEP Candidate Assessment Data](#) section summarizes the data collected from candidates during program enrollment, including the construction of assessments and data storage/access. Annual Network for Excellence in Teaching (NExT) surveys (CAEP Standard 4: Program Impact) deployed using Qualtrics collect necessary entry candidate, completer, and employer data. The shared Research Professional housed at the University of Alaska Southeast coordinates survey revisions and distribution with Dean Dousay to ensure adherence to reporting cycles and guidelines.

In the SOE Early Childhood Education BA program, students apply for teacher candidacy while enrolled in EDEC A295 Early Childhood Practicum. This Google Form asks all enrolled students to declare a professional pathway: PK-3 Licensure, Professional, or Child Life Specialist and collects additional information to assist with placing them in field experiences as they progress through program candidacy. For CAEP Purposes, annual reporting focuses on teacher candidates who declare the PK-3 Licensure professional pathway. However, similar performance data are collected from professional candidates in the other pathways as part of the holistic UAA SOE continuous improvement process.

After admission to coursework candidacy (Gateway 1), teacher candidates receive the NExT Entry Survey in the proceeding fall or spring semester. As these students complete the internship experience and graduate from the program, they receive the NExT Exit Survey shortly following commencement. We follow up with

these alumni approximately a year later by distributing the Alumni Survey (also referred to as the Transition to Teaching Survey) to graduates working as licensed PK-3 teachers (refer to the CAEP Glossary for the definition of Completer). At approximately the same time, we distribute the NExT Supervisor Survey to the employers of our completers. We have not modified the instrument's items to ensure data validity and reliability. However, we did add an item to the Alumni and Supervisor surveys. This item asks for the respondent's perspective on how well the UAA program prepared the teacher to apply the science of reading to support literacy development. This addition was made to address the conditions of DEED's provisional approval.

As indicated in the 2022 report, the ECE program conducted focus group discussions in the spring and fall of 2023 to create a comprehensive data picture of the ECE program quality and impact. The process resulted in identifying ways to reduce the overall number of surveys created and distributed annually to avoid respondent fatigue and duplication of effort. Faculty also identify areas for data collection enhancement, highlighting gaps in the existing plan and proposing solutions. Since the UAA SOE considers one academic year a single cycle, faculty will commence a comparative data analysis in Fall 2024.

CAEP Standard 5 - R5.3 Stakeholder Involvement

The ECE program considers stakeholder involvement in program implementation and improvement a vital process component. In Fall 2022, the UAA SOE Student Success Office (SSO) initiated a review of candidate placement processes under Dean Dousay's guidance and met with stakeholders like Anchorage School District and Clare Swan Early Learning Center to design a placement plan that meets the needs of partners and candidates. These meetings resulted in a comprehensive redesign of all application forms for Gateways and placements to ensure that only essential data are collected, and all stakeholder concerns are addressed. The University of Alaska General Counsel also reviewed the placement partnership agreement and all data collection authorization forms to recommend changes ensuring FERPA and federal/state law compliance. Due to the timing of implementing changes, the ECE Advisory Committee will provide feedback during the Winter 2023/2024 meeting. A summary of this feedback and planned/implemented revisions will appear in the 2024 Report.
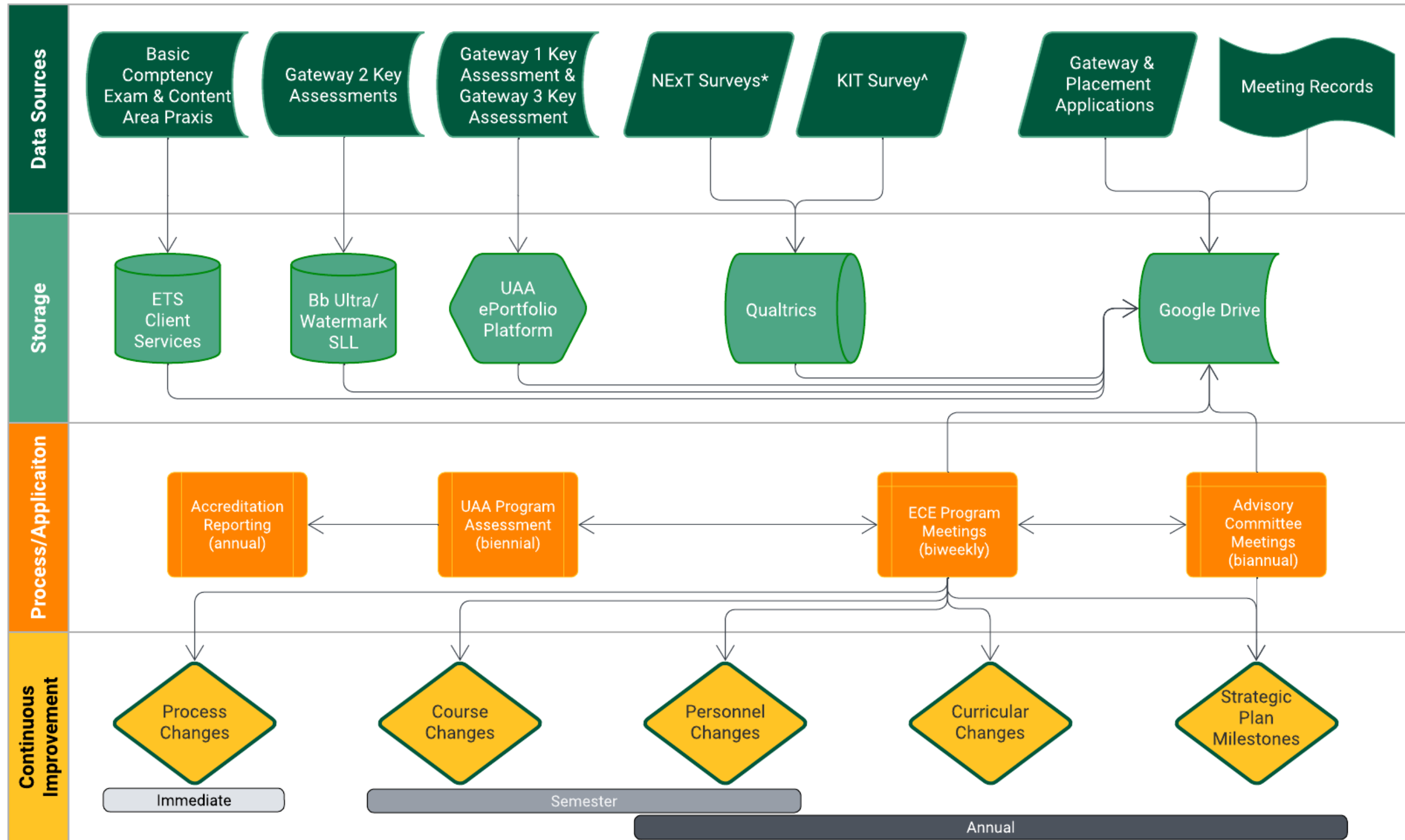
CAEP Standard 5 - R5.4 Continuous Improvement

ECE program meetings use a systematic and integrated format to ensure accurate and detailed documentation. Meeting agendas are divided into five main sections to aid in tracking decisions and relevant text hyperlinks to source reports, data, or other documentation to facilitate access.

The five sections are (1) *Successes/Challenges*, (2) *Advising Updates*, (3) *Student Success Office Updates*, (4) *Program Updates & Decisions*, and (5) *Additional Topics*. Each category is further broken down to ensure regular discussions for key areas of development or concern. For example, on September 19, 2023, the *Program Updates & Decisions* section addressed "Faculty searches, NAEYC Specialized Accreditation Maintenance, Course Rotation Schedule, and Academic Planning."

The agenda's *Advising Updates* section provides space for discussion on candidates as they progress through program transitions (CAEP Standard R3.2 Monitoring and Supporting Candidate Progression). Similarly, the *Student Success Office Updates* section facilitates discussions on processes and partnerships to identify gaps or issues in quality experiences and propose solutions to challenges (CAEP Standard R4.3 Satisfaction of Completers). Lastly, the *Program Updates & Decisions* section facilitates institutional processes for discussing, implementing, and evaluating curricular needs and changes.

In addition to clearly indicating agenda items, the table-based layout of the documentation records specific information in an outlined minutes format. In other words, each agenda within the section appears horizontally next to the corresponding discussion notes to aid in referencing. There is also a third column to record additional notes to capture extended context or emerging side conversations. Ultimately, this approach results in detailed records of how the ECE faculty responds to feedback to modify and innovate their program.

Figure 1 depicts the complete ECE program QAS. Data Sources include all points of data generation applicable to candidates, including the Gateway and Placement Applications they submit via Google Forms, Key Assessments they submit via regular coursework to the learning management system or ePortfolio platform, NExT and KIT surveys submitted via Qualtrics, meeting notes documented in Google Docs, and Basic Competency and Content Area Praxis exam scores verified by ETS. These data are stored in their original collection source and backed up via Google Drive. For example, Praxis exam scores are collected and reported by ETS via the Client Services portal. Additionally, two SOE faculty are piloting Blackboard Ultra's capabilities to tag assignment rubrics to standards, streamlining data collection and potentially eliminating the need to charge students an additional fee to use the third-party Watermark Student Learning and Licensure (SLL) platform. Four processes or points of application retrieve these data, including the biannual ECE Advisory Committee meetings, ECE biweekly program meetings, annual UAA program assessment, and this annual accreditation reporting. As described in previous sections, continuous improvement occurs throughout the year, with some decisions impacting immediate process changes. In contrast, course, personnel, curricular, or strategic changes and milestones take longer to implement.

Data Sources
- Basic Comptency Exam & Content Area Praxis
- Gateway 2 Key Assessments
- Gateway 1 Key Assessment & Gateway 3 Key Assessment
- NExT Surveys*
- KIT Survey^
- Gateway & Placement Applications
- Meeting Records

Storage
- ETS Client Services
- Bb Ultra/ Watermark SLL
- UAA ePortfolio Platform
- Qualtrics
- Google Drive

Process/Applicaiton
- Accreditation Reporting (annual)
- UAA Program Assessment (biennial)
- ECE Program Meetings (biweekly)
- Advisory Committee Meetings (biannual)

Continuous Improvement
- Process Changes
- Course Changes
- Personnel Changes
- Curricular Changes
- Strategic Plan Milestones

Immediate
Semester
Annual

* Network for Excellence in Teaching (NExT) surveys
^ "Keep in Touch" Survey

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

The following scenario describes an outcome of 2022-2023 continuous improvement efforts. To assist the SSO with communicating with teacher candidates and tracking relevant data, the Dean and Placement Outreach Coordinator designed a comprehensive UAA SOE Teacher Candidate Workflow from Admissions to Graduation and beyond.

Figure 2 illustrates this overarching workflow, which includes additional sub-workflows at different milestones during candidate progression. Light yellow boxes indicate a phase of the program that precedes a trigger or action. Light blue boxes indicate an enrollment action by a student that triggers a subsequent process. A darker blue box indicates an information-seeking task to inform the process. Grey diamonds ask critical decision-point questions guiding subsequent action and process(es). Pink boxes signal a need to distribute communication to students regarding their status. Darker yellow boxes indicate student activities that fulfill the instructions provided in the communication. Gold boxes indicate a sub-workflow to complete, given the data received. In the case of an adverse outcome (e.g., a student does not clear the background check or does not have the minimum GPA), red and orange bubbles advise the next steps for supporting the student through remediation options or completion of a degree in another discipline).

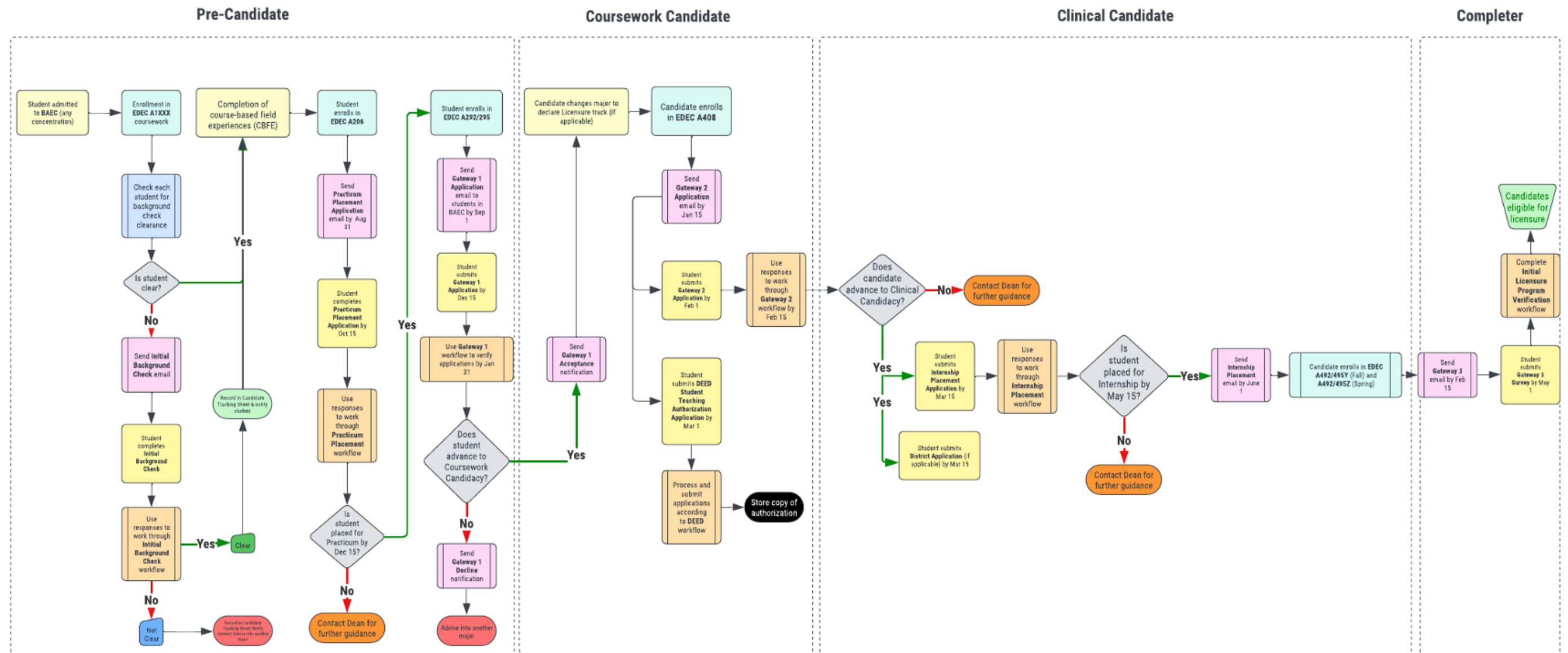For a second example, refer to the CAEP Candidate Assessment Data section.

Figure 2. UAA SOE Teacher Candidate Workflow from Admissions to Graduation

Annual Update

Enrollment and Completion Data

Table 2 summarizes ECE program enrollment data sorted by program phase. Enrolled Pre-Candidates refers to the total number of students in the B.A. program who have not yet passed Gateway 1. These students have declared a B.A. in ECE but have not yet completed the requirements to apply for teacher education candidacy (see CAEP Assessment Data. After clearing Gateway 1, students enter teacher candidacy and are either a Coursework Candidate or Clinical Candidate (Gateway 2), with the latter referring to candidates in the student teaching internship experience. After passing the internship experience, candidates clear Gateway 3 and are recommended for licensure. Some candidates have rapidly progressed through the gateways in the past year due to transferring relevant coursework from other UA campuses. Note that not all enrolled pre-candidates select the Licensure pathway. Total Enrollment includes enrolled students who have cleared Gateway 1 but selected the Child Life Specialist or Professional career pathway.

Program Phase Term	Enrolled Pre-Candidates	Coursework Candidates	Clinical Candidates	Completers	Non-Licensure Candidates	Total Enrollment
Fall 2022	37	0	2	0	0	39
Spring 2023	49	0	0	2	0	51
Fall 2023	70	3	2	0	1	76

Table 2. UAA SOE Fall 2023 enrollment data in the B.A. in Early Childhood Education[1]

As indicated in Table 2, the UAA SOE currently has two Completers, two Clinical Candidates, and three Coursework Candidates. Due to the timing of data collection on these Completers and Candidates and the need to protect the identity of the low number of students at these phases of preparation, this report does not yet summarize assessment performance or NexT surveys. However, immediate adoption of the new gateway applications to capture students rapidly progressing through the program and pending marketing efforts are projected to impact enrollment significantly. The 2024 report is projected to have adequate numbers for reporting CAEP Candidate Assessment Data.

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[1] Table 2 reports only those students 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.

CAEP Candidate Assessment Data

In collaboration with Dean Dousay and staff in the SSO, ECE faculty are actively reviewing and revising the teacher licensure gateways and aligned requirements based on inspiration from peer and aspirational programs in the field. This discussion began in Spring 2023 and made significant progress after faculty attended the Fall 2023 CAEPCon.

Figure 3 depicts the draft structure in design and testing. SSO staff spent the summer of 2023 revising the specified applications and processes in Google Forms and on the [correlating website](#) to advise students of these requirements and deadlines. Faculty are now making final adjustments to the alignments between the key assessments to accurately assess teacher candidate development as students progress through the program. This work complements parallel efforts to develop registered teacher apprenticeships (see [Look Ahead](#)), extending the impacts of the continuous improvement process. As noted previously, faculty are also using this opportunity to test Blackboard Ultra's capabilities for assessment data collection.

Revised Early Childhood Education BAEC Licensure Gateways & Key Assessments

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Requirements	Gateway 1: Admission to Teacher Licensure Phase: Upper Division Coursework Candidate *Year 2, Spring*	Gateway 2: Admission to Teacher Internship Phase: Internship Candidate *Year 3, Spring*	Gateway 3: Recommendation for Licensure Phase: Completer *Year 4, Spring*
Academic	1. 2.75 GPA 2. EDEC A292, EDEC A295[1]	1. 3.0 GPA 2. EDFN A300[1]	1. 3.0 GPA 2. EDEC A492/A495[1]
Standardized Assessment	Basic Competency Exam	PRAXIS Content Exam(s)	
Disposition	*{Piloting 2022-2024}*	*{Piloting 2022-2024}*	*{Piloting 2022-2024}*
Pedagogical Performance/ Key Assessments	1. EDEC A292 School Community Study[2]	1. EDEC A407 Action Research Project[2] 2. EDEC A408 Final Project[2]	1. EDEC 492Y/Z UAATPA[2]
Applications/ Process	1. Initial Background Check Clearance for Field Placements 2. Practicum Placement Request 3. Gateway 1 Application	1. Gateway 2 Application 2. Internship Placement Application 3. DEED Student Teacher Authorization 4. School District Application (if applicable)	1. Gateway 3: KIT Survey 2. Exit Survey

[1] Candidate must pass course or equivalent with a C or better
[2] Candidate must pass assessment with a B or better

9.12.23

Figure 3. UAA SOE Early Childhood Education Teacher Licensure Professional Pathway Gateways

Prior to the Gateway 1 application, students are considered Pre-Candidates, and as noted previously, students submit the application declaring the licensure professional pathway when enrolled in EDEC A295 Early Childhood Practicum. The summative assessment of this course, therefore, serves as the first key assessment used to assess candidate knowledge and skill at entry into the program. These are students primarily in the first two years of study, and they must pass the assignment with a grade of B or better and the course with a grade of C or better. Additional application requirements include holding a minimum 2.75 GPA, passing a DEED-approved Basic Competency Exam (e.g., Praxis CASE, SAT, etc.), and demonstrating positive teacher dispositions[2].

At the completion of advanced coursework, candidates apply to Gateway 2 when they are enrolled in EDEC A408 Children's Literature: Early Childhood Years, which typically occurs in the spring semester prior to the internship year. The Action Research Project from EDEC A407 Observation, Documentation, and Assessment of Young Children and summative assessment of EDEC A408 Children's Literature: Early Childhood Years serve as key assessments demonstrating midpoint growth and development of the teacher candidates. Candidates must pass the assignments with a grade of B or better and EDFN A300 Philosophical and Social Context of American Education with a grade of C or better. In order to advance to Clinical Candidate status, the students must also hold a minimum 3.0 GPA, pass the Praxis Content Exams, and submit their DEED Student Teaching Authorization application.

Gateway 3 occurs at the end of the program, as the Clinical Candidates complete the internship year and submit the KIT Survey, which helps us collect a non-UA email address for sending the NeXT Exit Survey. The survey also triggers the internal process for completing Program Completion Verification Forms for completers to submit to DEED for licensure. In order to clear the gateway, candidates must pass the final key assessment with a grade of B or better. This assignment is the teacher portfolio assessment, which collects comparative data for how these preservice teachers developed professional practice over time.

Each of the key assessments is designed so that rubric criteria measure candidate performance and progress on the ten InTASC Standards (CAEP Standard 1: Content and Pedagogical Knowledge). When combined, the key assessments and gateways provide the data in support of CAEP Standard R3.2 Monitoring and Supporting Candidate Progression.

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[2] Disposition assessment currently under redesign and pilot testing.

Science of Reading Assessment Data

The ECE program addresses the Science of Reading specifically in four core reading courses (EDEC A320 Foundations of Literacy; EDEC A321 Language, Reading, and Culture; EDEC A404 Literacy Methods for Young Children; and EDEC A408 Literature for Young Children) with special emphasis on phonemic awareness and phonological awareness. The five reading components are explicitly covered in all reading courses and indirectly addressed in other early childhood courses, including the assessment course (EDEC A407 Observation, Documentation, and Assessment) and student teaching seminars (EDEC A492Y and EDEC A492Z). Further, all faculty teaching these courses have adopted *Alaska's Reading Playbook* and *The Teaching Reading Source Book* (3rd Ed.) as key texts for literacy courses. Figure 4 illustrates all of the ways in which the Early Childhood Education program addresses the Alaska Reads Act and literacy The assignments in these courses are designed to scaffold and include clinical field experiences, where observation protocols and instructor feedback directly address teacher candidate performance on Science of Reading concepts.
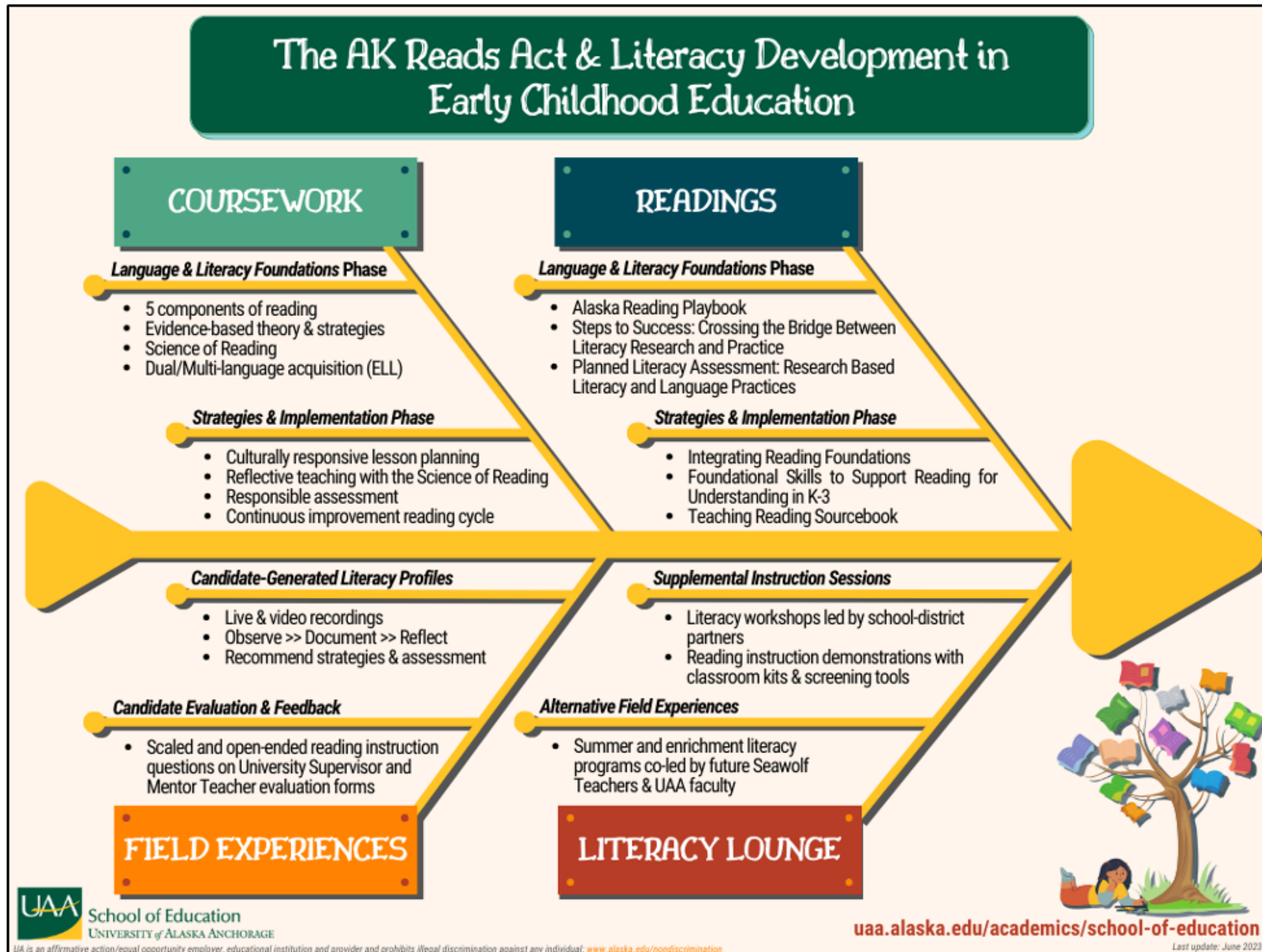
Figure 4. Literacy development in the UAA SOE Early Childhood Education program

For context, all but one of the courses occurs during the Coursework Candidacy phase of the program. Students typically take EDEC A320 Foundations of Literacy and EDEC A321 Language, Reading, and Culture at the same time during a fall semester. They then take EDEC A407 Observation, Documentation, and Assessment and EDEC A408 Literature for Young Children simultaneously during the subsequent spring semester. The student teaching seminars (EDEC A492Y and EDEC A492Z) are taken during the student teaching internship year. Thus, the final course grade for each student reflects performance and growth over time in parallel with deepening clinical practice.

In 2022-2023, a total of 22 individual students enrolled in the five courses that introduce and assess literacy teaching skills. Of these students, only four (18%) required remediation assistance to make up a failed or dropped course (n=3) or submit documentation addressing an incomplete grade (n=1). All other students (n=19, 82%) passed all courses with a grade of C or better. Table 3 summarizes the literacy teaching/Science of Reading performance assessment data.

Performance Course	Course Enrollment	Pass Rate	Grade of ≥90%	Grade of 70-89%	DFW Rate
EDEC A320*	11	82%	73%	9%	18%
EDEC A321*	15	93%	93%	0%	7%
EDEC A407^	9	89%	78%	11%	11%
EDEC A408^	11	100%	100%	–	–
EDEC A492Y/Z	4	100%	100%	–	–

Table note. DFW refers to students earning a grade of D or F or withdrawing from the course, all of which require a retake.

Courses are typically taken in the sequenced pairs (*,^) presented in Table 3, meaning that the EDEC A492 teaching portfolio, which includes examples of student (early childhood learner) assessments and teacher candidate performance observations, serves as the culminating summative assignment for the entire teacher preparation experience. Students must pass this assignment with a grade of B or better. The scaffolded nature of the assessment allows for providing feedback and competency-based support to the teacher candidates, allowing them to remediate and demonstrate proficiency by the end of the internship experience, in order to receive a final course grade. Thus, as highlighted in Table 3, teacher candidates must demonstrate proficiency prior to completion.

To ensure quality and rigor in all teacher candidate assessments, the UAA SOE draws upon a strong, locally cultivated pool of highly qualified teachers to serve as university supervisors or mentor teachers. EDEC A320 and A321 are taught by the same two faculty members to ensure consistency and alignment of learning activities, assessments, and outcomes at the Foundations Phase of the program. Similarly, one of the faculty members who teaches the Foundations Phase literacy courses also serves as one of the two faculty teaching the two courses in the Strategies and Implementation Phase. The adjunct faculty member who serves as the Internship Supervisor is a retired Anchorage School District teacher and retired UAA Early Childhood Education faculty member. Our ability to produce high-quality teachers prepared to implement the Alaska Reads Act is directly due to this solid infrastructure to literacy development in the EC program.

Graduate Data

As noted previously, the BA in ECE with licensure graduated two teacher candidates in Spring 2023. Both students are now employed as licensed teachers in Alaska school districts and will receive the NExT Alumni Survey in Spring 2024. Similarly, the principals of the schools where these completers teach will receive the NExT Supervisor Survey at approximately the same time. These data will be summarized and reported in future reports.

ECE Advisory Committee

The ECE Advisory Committee reformed in Fall 2022, ensuring quality stakeholder and partner participation. Dr. Hilary Seitz, the previous ECE program coordinator, served as the committee chair in 2022-2023. The committee met on December 12, 2022 and reviewed the status of ECE academic programs, including enrollment figures, student funding opportunities, and program expansion plans. Committee members were also able to ask about UA Board of Regents and DEED/State Board of Education updates, including implications from the Alaska Reads Act. To help the committee connect with enrolled students, the meeting included two Freshman Voices, brief video essays submitted by students and approved for sharing externally. Lastly, based on the Stakeholder Input discussion, the ECE program faculty are considering retaining NAEYC specialized accreditation for the A.A.S. in Early Childhood Development. The committee was unable to find a common time to meet in Spring 2023 but received independent updates from the committee chair.

As a result of anticipated staff turnover in school districts, the ECE Advisory Committee has thanked members who served last year, thanked and welcomed returning members, and welcomed new members to maintain compliance with the provisional approval guidelines. The following educational professionals have agreed to serve on the 2023-2024 ECE Advisory Committee:

1. Tonia Dousay, UAA SOE Dean, Committee Chair
2. Ali Knight, Providence Hospital
3. Amy Brower, Dillingham City School District Superintendent[3]
4. Kitty Deal, Kodiak College EC Faculty (Community Campus Representative)
5. Kristi Graber, International Dyslexia Association (IDA) Alaska Board Vice President[4]
6. Cassie Hulse, Alaska System for Early Education and Development Executive Director
7. Luke Meinert, Fairbanks North Star Borough School District Superintendent[5]
8. Supanika Ordoñez, DEED Early Learning Programs[6]
9. Caroline Storm, Coalition for Education Equity of Alaska Executive Director

The ECE Advisory Committee is tentatively scheduled to meet in November 2023 and April 2024 based on committee member availability. The meetings are held in a hybrid format with a location on campus in Anchorage and Zoom video conferencing for remote participation. The agenda for the Fall 2023 meeting will address (1) accreditation progress, (2) updates about ECE programs (plans in development), (3) funding opportunities, (4) dual enrollment & apprenticeship opportunities, and (5) an open forum for stakeholders to provide feedback on program improvement.

Appropriate ECE program agendas will continue to be updated to reflect correlating discussions and actions based on committee comments and feedback. The ECE program looks forward to continuing to share the adjustments made due to this committee's engagement.

Looking Ahead
The opportunities presented to the UAA SOE in light of DEED's provisional approval of the B.A. in Early Childhood Education created excitement and momentum. At the conclusion of the 2022-2023 academic year, the ECE faculty prepared to:

1. Implement two new professional pathways to support Professional and Child Life Specialist careers
2. Design and propose a post-baccalaureate program leading to PK-3 licensure during the 2023-2024 academic year
3. Design work process schedules to facilitate registered teacher apprenticeship applications with employer partners

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[3] a rural school district superintendent
[4] a representative from the Alaska Reading Coalition, the International Dyslexia Association-Alaska, or similar organization
[5] an urban school district superintendent
[6] a representative from the Alaska Department of Education & Early Development

These plans have been accelerated at the start of the 2023-2024 academic year thanks to support from stakeholders and partners like the Educators Rising Alaska, Bristol Bay Regional Career & Technical Education Center (BBRCTE), Southeast Alaska Association for the Education of Young Children (AEYC), Sealaska Heritage Institute (SHI), Joint Base Elmendorf−Richardson (JBER), Rural Alaska Community Action Program (RurAL CAP), and Alaska Department of Health (DOH). Current efforts to be reported on in 2024 include expanding:

1. Access in the new SOE Literacy Lounge to Alaska Native children's books and manipulatives in Alaska Native languages
2. Dual credit opportunities, including funding to cover associated fees
3. Prior learning evaluation initiatives and funding to cover associated fees
4. Sponsored academic courses to accelerate workforce development in childcare
5. Registered teacher apprenticeships to support both the childcare and PK-12 teacher workforce areas

The SOE is proud to meet the needs of Alaskans, and we look forward to sharing the outcomes of our efforts in subsequent years.