

**To: Members of the State Board of
Education and Early Development**

March 2, 2022

From: Dr. Michael Johnson Commissioner

Agenda Item: 9

◆ **ISSUE**

The board is being asked to provide provisional state approval of the initial educator preparation program in Early Childhood Education at the University of Alaska Anchorage's School of Education (UAA).

◆ **BACKGROUND**

- UAA's initial teacher preparation programs lost accreditation through the Council for the Accreditation of Educator Preparation (CAEP) on January 11, 2019. Concurrently, UAA's initial program lost state approval and closed its initial teacher preparation programs.
- On October 19, 2021, UAA's Office of Academic Affairs requested the board's review and provisional approval of an initial teacher preparation program in Early Childhood Education. UAA has provided information to the board concerning the initial program's structure and alignment to CAEP standards, but the CAEP accreditation process will not be completed until 2028.
- For a teacher preparation program to gain CAEP accreditation, the program must have three sets of student level cohort data to review and analyze as part of its quality assurance and continuous improvement system. To attract students to a teacher preparation program, the program must be able to assure students that completion of the program will result in a teaching license. To be able to recommend students for a teaching license, a teacher preparation program must have state approval.
- 4 AAC 12.308 requires Alaska's educator preparation programs to meet or substantially meet the CAEP standards to be considered for state approval.
 - CAEP Initial Level Standards are available [here](http://caepnet.org/~media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en).
(<http://caepnet.org/~media/Files/caep/standards/2022-initial-standards-1-pager-final.pdf?la=en>)
- At this time UAA does not have students enrolled in an initial teacher preparation program and is unable to obtain full CAEP accreditation partly because of a lack of student level data. To obtain provisional state approval, UAA needs to demonstrate substantial compliance with the six CAEP standards.
- Without the data elements required for full CAEP accreditation, UAA has provided sufficient information to demonstrate alignment to and substantial compliance with CAEP standards one through four and six.

- UAA has presented a partial plan to satisfy CAEP’s Standard 5: Quality Assurance System and Continuous Improvement that requires input from external stakeholders (R5.3) and regular, systematic, and continuous assessment of the program’s performance (R5.4).
 - On page 4 of the information provided, UAA has listed both internal and external stakeholders involved in the development of the early childhood education program. However, at the board’s December 2021 meeting, many stakeholders expressed concern about UAA’s lack of outreach to external stakeholders especially around reading instruction.
 - On page 22, UAA has listed the national assessments that will be used as part of its quality assurance system. The assessments that have been studied for both reliability and validity; however, there is not an assessment that will directly address candidate knowledge of evidence-based reading instruction as expressed by external stakeholders at the board’s December 2021 meeting.
 - UAA lacks an explicit plan describing how student assessments and other data will be used and how external stakeholders will be engaged in the quality assurance/continuous improvement system.
 - Without student data, it is not possible to demonstrate that a quality assurance/continuous improvement system is operational.
 - On page 8, there is a timeline with the actions UAA will need to take to achieve accreditation from both the National Association of the Education of Young Children (NAEYC) and CAEP that includes the collection of data. NAEYC accreditation is scheduled for the summer of 2025 as it requires less student level data.
 - On the program level, NAEYC accreditation requires a quality assurance/continuous improvement system and will provide significant evidence that UAA’s Early Childhood Education teacher preparation program will be able to obtain full CAEP accreditation by December 2028.
- At this time, with only a partial plan to satisfy CAEP’s Standard 5 and without actual student level data, the department recommends the provisional approval of UAA’s initial teacher preparation program until UAA has provided evidence that a quality assurance/continuous improvement system has been established and is operational.
- The following items can be found under Agenda Item 1:
 - UAA requests for provisional program approval, and,
 - UAA Early Childhood PowerPoint Presentation and supporting documentation.
- Dr. Michael Johnson, Commissioner, Department of Education & Early Development; Susan McKenzie, Director, Innovation & Education Excellence; and Sondra Meredith, Administrator, Teacher Education and Certification, will be present to brief the board.

◆ **OPTIONS**

- Approve UAA’s Early Childhood Education teacher preparation programs request for provisional state approval.
- Approve UAA’s Early Childhood Education teacher preparation programs request for provisional state approval with conditions.
- Deny UAA’s Early Childhood Education teacher preparation programs request for provisional state approval.
- Seek more information.

◆ **ADMINISTRATION’S RECOMMENDATION**

Approve UAA’s Early Childhood Education teacher preparation programs request for provisional state approval with conditions.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the request of the University of Alaska Anchorage (UAA) School of Education for provisional state approval of its Early Childhood Education teacher preparation program through December 31, 2025, with the following conditions:

- 1) UAA School of Education’s Early Childhood Education program establishes an advisory committee that includes a rural school district superintendent, an urban school district superintendent, a representative from the Alaska Reading Coalition, the International Dyslexia Association-Alaska, or a similar organization, and a representative from the Alaska Department of Education & Early Development.
- 2) UAA provides annual updates on its progress toward CAEP accreditation, specifically about CAEP Standard 5, at the state board’s December meetings until the board is satisfied that a quality assurance/continuous improvement system has been established and is operational. Each update must include:
 - a. enrollment and completion data;
 - b. candidate’s assessment data required for CAEP accreditation;
 - c. data demonstrating candidate’s knowledge of the science of reading; including but not limited to course grades and summative assessment scores;
 - d. graduates’ certification and employment information;
 - e. graduate and employer satisfaction data, including but not limited to graduate and employer satisfaction concerning the graduate’s ability to apply the science of reading;
 - f. advisory committee’s participant list, meeting schedules/agendas and recommendations; and,
 - g. any programmatic adjustments, including but not limited to those made because of the advisory committee recommendations.
- 3) UAA provides the board with a written assurance that it will immediately freeze enrollment in the Early Childhood Education teacher preparation program if denied NAEYC accreditation during the provisional state approval period.

- 4) The UA Board of Regents and UAA provides the board with a written assurance that all students enrolled in the provisionally approved program will have the opportunity to complete their program at UAA and be recommended for licensure if UAA is denied NAEYC or CAEP accreditation.