



School of Education  
UNIVERSITY of ALASKA ANCHORAGE

# UAA School of Education Provisional Progress Report 2024

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

**December 05, 2024**

**Prepared by**

Tonia Dousay, Dean, University of Alaska Anchorage School of Education

**Under the direction of**

Denise Runge, Provost, University of Alaska Anchorage

Susan Kalina, Vice Provost for Academic Affairs & Institutional Effectiveness, University of Alaska  
Anchorage

[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

As of Fall 2024, the University of Alaska (UAA) School of Education (SOE) Department of Early Learning and Teaching offers three undergraduate degree programs (Occupational Certificate, Associate of Applied Science, and Bachelor of Arts) and one post-baccalaureate certificate (PBCT) in Early Childhood Education supported by four full-time faculty based in Anchorage, two full-time faculty based at Kodiak College, and one full-time faculty member based at Kenai Peninsula College. Under its provisional approval, the B.A. and PBCT fulfill state-level requirements for PK-3 teacher licensure in Alaska. Highlights of each element required to maintain our approval are noted below.

1. **Enrollment:** The B.A. program currently enrolls 101 students. An additional 48 candidates have enrolled as non-degree-seeking students in the registered apprenticeship track, which is detailed in greater depth in the report.
2. **Completion:** Two new teacher candidates completed the program in May 2024, raising the total number of graduates since Spring 2023 to four.
3. **Status of candidates' assessment data required for CAEP accreditation:**
  - a. R5.1: UAA SOE maintains a comprehensive Quality Assurance System (QAS) using multiple data sources. Data, including exports and reports, are saved from systems like our Blackboard LMS, Qualtrics, and Watermark, and are hyperlinked or embedded into meeting agendas, UAA program assessments, and accreditation reports.
  - b. R5.2: Data Quality--Acquisition and implementation of Watermark Student Learning and Licensure (SLL) platform
  - c. R5.3: Stakeholder Engagement--extensive engagement of districts, early learning centers, apprenticeship sponsors, and coordinated engagement of stakeholders during this year's NAEYC site visit.
  - d. R5.4: Continuous Improvement--updated Quality Assurance System framework, to include biweekly meetings and biennial summits focused on data review and continuous improvement. NAEYC site evaluators commented on the program's purposeful and inclusive planning and improvement efforts.

4. **Status of data demonstrating candidate's knowledge of the science of reading:** Literacy Development Teacher Readiness: In Fall 2023, 21 students completed the five-course literacy development sequence, with 16 unduplicated students included in the total headcount. Only one candidate received an incomplete grade in a course, and all other candidates passed all required courses with a grade of B or higher.
  5. **Graduates' certification and employment information:** Two (2) graduates completed the program during the past year. Both are employed by the Anchorage School District.
  6. **Graduate and employer satisfaction data:** Of the two graduates who completed the program and were licensed in 2023, none has responded to the alumni survey, and one of the two superintendents responded to the supervisor survey. Additional information, including our plans to improve response, are described more fully below.
  7. **Current Advisory Board Membership:** detailed information about membership, meetings, and impacts of the Advisory Board's work are provided in the report.
    - a. Jenna Baldiviez, UAA Department Chair
    - b. Tonia Dousay, UAA SOE Dean, ex-officio
    - c. Kitty Deal, Kodiak College EC Faculty (Community Campus Representative)
    - d. Amy Brower, Dillingham City School District Superintendent
    - e. Marianne Fanger, Director Clare Sawn Early Learning Center
    - f. Becky George, International Dyslexia Association (IDA) Alaska Board Vice President
    - g. Meghan Johnson, Early Childhood Systems Director thread Alaska
    - h. Michelle Ball, Program Lead Southcentral Foundation-Alaska Native Medical Center
    - i. Luke Meinert, Fairbanks North Star Borough School District Superintendent
    - j. Supanika Ordoñez, DEED Early Learning Programs
    - k. Caroline Storm, Coalition for Education Equity of Alaska Executive Director
  8. **Programmatic adjustments:** UAA's ECE program worked closely with several school districts, the Department of Labor, DEED, and others to create a Related Technical Instruction component for early childhood education professionals and teachers; more details are provided in the report.
-

## **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.

## **Overview of the UAA SOE**

Education has been integral to the University of Alaska since Anchorage Community College offered its first courses in 1954. The establishment of Anchorage Senior College's Division of Education in 1972 solidified the university's commitment to training future educators. Over the past 50 years, various certificates and degree programs have been offered, with a continuous emphasis on early childhood education. Today, SOE offers a post-baccalaureate certificate for PK-3 licensure, three undergraduate programs in early childhood education, and seven graduate programs in areas such as educational leadership, special education, language and literacy education, indigenizing education, and teaching and learning. Overall, SOE experienced a 12% enrollment increase from the 2023-2024 to the 2024-2025 academic years.

Three key early childhood education initiatives drove this growth:

1. **Non-Licensure Career Pathways:** SOE launched two non-licensure tracks within the B.A. program, supporting professional pathways for childcare workers and child life specialists in healthcare.
2. **Childcare Workforce Readiness Partnership:** Supported by the Alaska Department of Health, this initiative aims to enhance workforce readiness in childcare.
3. **Teacher Registered Apprenticeship Program:** This program, developed over two years as a statewide collaboration, facilitates hands-on teacher training through registered apprenticeships.

The SOE's 2025 priorities include releasing a strategic plan to support continued programmatic and enrollment growth, along with preparing for components of the CAEP self-study for initial licensure approval anticipated in 2027-2028.

### ***Childcare Workforce Funding Partnership***

A reimbursable services agreement with the Alaska Department of Health (DOH) led to three significant outcomes:

1. **Sprout Scholars Program:** This program invites childcare partners statewide to nominate Alaskans interested in joining the early childhood education workforce. The program accepted nominees who had not completed the first 12 credits of the Occupational Endorsement Certificate (OEC) and agreed to participate. As a result of this outreach, 40 students enrolled as non-degree-seeking students in one or more of the four courses offered in Spring, Summer, or Fall 2024. Following their participation, two students transitioned to the A.A.S. program, and five enrolled in the B.A. program. SOE's Student Success team will continue tracking these students and will recognize them at commencement with a stole, marking them as "Alaska Department of Health Sprout Scholars."
2. **Support for Dual Credit Coursework:** The DOH funding covered dual credit fees (\$25 per credit) for 42 high school students from Anchorage and Sitka, allowing them to complete early childhood education coursework during Fall 2023, Spring 2024, and Fall 2024. It also funded instructor salaries for three dual credit course sections at Sitka High School, Pacific High School, and Mt. Edgecumbe High School. Additionally, the Sitka Tribe purchased textbooks for the Sitka courses, contributing to this collaborative effort.
3. **Fingerprinting Reimbursements:** Fourteen students received reimbursements for fingerprinting costs, a requirement for course-based field experiences. Although UAA's Police Department provides free fingerprinting services for Anchorage-based students, those outside Anchorage must obtain fingerprinting services elsewhere at their own cost. The reimbursement program aims to ease this initial financial burden for students fulfilling enrollment requirements.

### ***Teacher Registered Apprenticeships***

In Fall 2024, the UAA welcomed the inaugural cohort of apprentice teachers into the UAA Strategic Use of Nationally Registered Apprenticeships for Educators (SUNRAE) Program, with 48 apprentices enrolling; these students initially enrolled non-degree-seeking students to facilitate the matriculation process.

Registered apprenticeships are a structured and nationally recognized approach to workforce development, offering paid work experience with mentorship, progressive wage increases, classroom-based instruction, and a portable credential. Registered apprenticeships have three main roles: sponsor, employer, and Related Technical Instruction (RTI) provider. The sponsor manages and operates the apprenticeship, which a single organization or a consortium can do. Currently, approved UAA partners sponsoring teacher apprentices include the Arctic Slope Community Foundation (ASCF), Bristol Bay Regional Career and Technical Education Program (BBRCTE), Sealaska Heritage Institute (SHI), Rural Alaska Community Action Program

(RurAL CAP), and Southeast Alaska Association for the Education of Young Children (SE-AEYC). RurAL CAP and SE-AEYC serve as both sponsors and employers, focusing on professional settings in early childhood education and childcare. ASCF collaborates with the Northwest Arctic Borough School District (NWBSD), North Slope Borough School District (NSBSD), and Knik Tribal Council. BBRCTE supports districts including Bristol Bay Borough, Dillingham City, Lake and Peninsula, and Southwest Region. SHI sponsors apprenticeships with Hydaburg City, Ketchikan Gateway Borough, and Yakutat School Districts.

These employers are responsible for hiring apprentice educators and providing the necessary resources, such as mentorship and time for instruction. UAA, as the RTI provider, delivers coursework that meets state standards and teacher preparation requirements. Apprentices complete the same coursework, content, and assessments required in the traditional program, with most courses offered in eight-week blocks to accommodate full-time work schedules.

To streamline the apprenticeship process, apprentice educators initially enrolled as non-degree-seeking students for their first semester. This phased approach allows faculty and staff to manage admissions and enrollment efficiently. By the end of the first semester, apprentices receive individualized RTI plans with guidance on enrolling in the appropriate degree program (OEC, A.A.S., A.A., B.A., or PBCT). With funding from the University of Alaska System's Technical and Vocational Education Program (TVEP), the SOE has established a dedicated *Apprenticeship and Accreditation Coordinator* role to support partnership and data management for sustaining the program.

The SUNRAE Program provides five entry pathways tailored to different education and licensure goals:

- **SUNRAE 1:** This pathway aligns with the Early Childcare Specialist occupation, culminating in an Occupational Endorsement Certificate (OEC) in Infant and Toddler Development.
- **SUNRAE 2:** This pathway aligns with the Early Childhood Educator/Professional occupation, culminating in an Associate of Applied Science (A.A.S.) in Early Childhood Development.
- **SUNRAE 3:** This pathway aligns with the PK-3 Teacher occupation, leading to a B.A. and recommendation for licensure by the Alaska Department of Education and Early Development (AK DEED).
- **SUNRAE 4:** This pathway aligns with the teaching assistant role for aspiring elementary or special education teachers and culminates in an Associate of Arts (A.A.) General degree. It also extends a 2+2 program partnership with the University of Alaska Southeast to support additional licensure options.

- **SUNRAE 5:** This pathway is designed for educators with a bachelor's degree in another field, and is aligned with the PK-3 Teacher occupation, leading to a post-baccalaureate certificate (PBCT) and recommendation for licensure by the Alaska Department of Education and Early Development (AK DEED).

The UAA SUNRAE Program is helping to modernize and expand teacher education in Alaska, with three of its five sponsors representing or collaborating with tribal organizations to support rural Alaskan villages and Alaska Native communities. The program builds a strong foundation in early childhood education by promoting culturally responsive teaching that honors local community and culture. This approach bridges the gap between early childhood and school-based learning and prepares educators with high-quality competencies and dispositions that are valuable across various educational settings.

### **Early Childhood Education at UAA**

The Early Childhood Education (ECE) Program currently includes seven full-time faculty with four based in Anchorage and three based at community campuses. The Anchorage faculty consists of Professor Jenna Baldiviez (department chair), Dr. Wei Hsiao, Dr. Anne Ouwerkerk, and Professor Chelsea Sohm. Dr. Ouwerkerk specializes in place-based learning and early childhood special education and joined the faculty in the Fall of 2024 after having operated an outdoor-based learning center in Massachusetts. Prof. Sohm, a long-time adjunct for the program, formerly directed preschool programs in the Anchorage School District and served as an Assistant Principal in Arizona. The Kodiak College faculty includes Dr. Kitty Deal and Prof. Ariane Clark. Professor Clark has been an educator at the Kodiak Station U.S. Coast Guard Child Development Center and Kodiak Island Borough School District. In Spring 2024, we experienced the loss of Prof. Robin Dahlman, a long-time faculty member at Kenai Peninsula College and early childhood education advocate on the Kenai. Following her passing, we welcomed Professor Lynn Dusek, who joined us to maintain our relationship with KPBSD and help us find a permanent faculty member to join the program.

Due to the department chair's retirement in Spring 2023, Dean Dousay served as the acting co-chair of the department in cooperation with Dr. Ginger Blackmon, the chair of the SOE Department of Graduate Studies in Education, Indigenizing Education, and Leadership, during the 2023-2024 academic year. Dean Dousay facilitated the Early Childhood Education program's biweekly meetings (see [Quality Assurance System](#)) and led the NAEYC self-study efforts. At the end of the 2023-2024 academic year, Professor Jenna Baldiviez accepted the nomination to serve as the department chair effective August 2024 and has since taken over all affiliated responsibilities.

While most efforts in 2024 focused on drafting the NAEYC self-study of the A.A.S. program and preparing for the site visit, all continuous improvement changes considered impacts to data collection necessary for both NAEYC and CAEP. Continuing the program’s preparation for CAEP, Professor Baldiviez and Dr. Nicole Endsley attended the Fall 2024 CAEPCon in Alexandria, Virginia. Guiding efforts in 2024 and going forward, the ECE program co-constructed a new conceptual framework that faculty and students can take ownership of and feel empowered by. This framework is comprised of six petals in blossom, using UAA 2027, the institution’s strategic plan, as the foundational component.

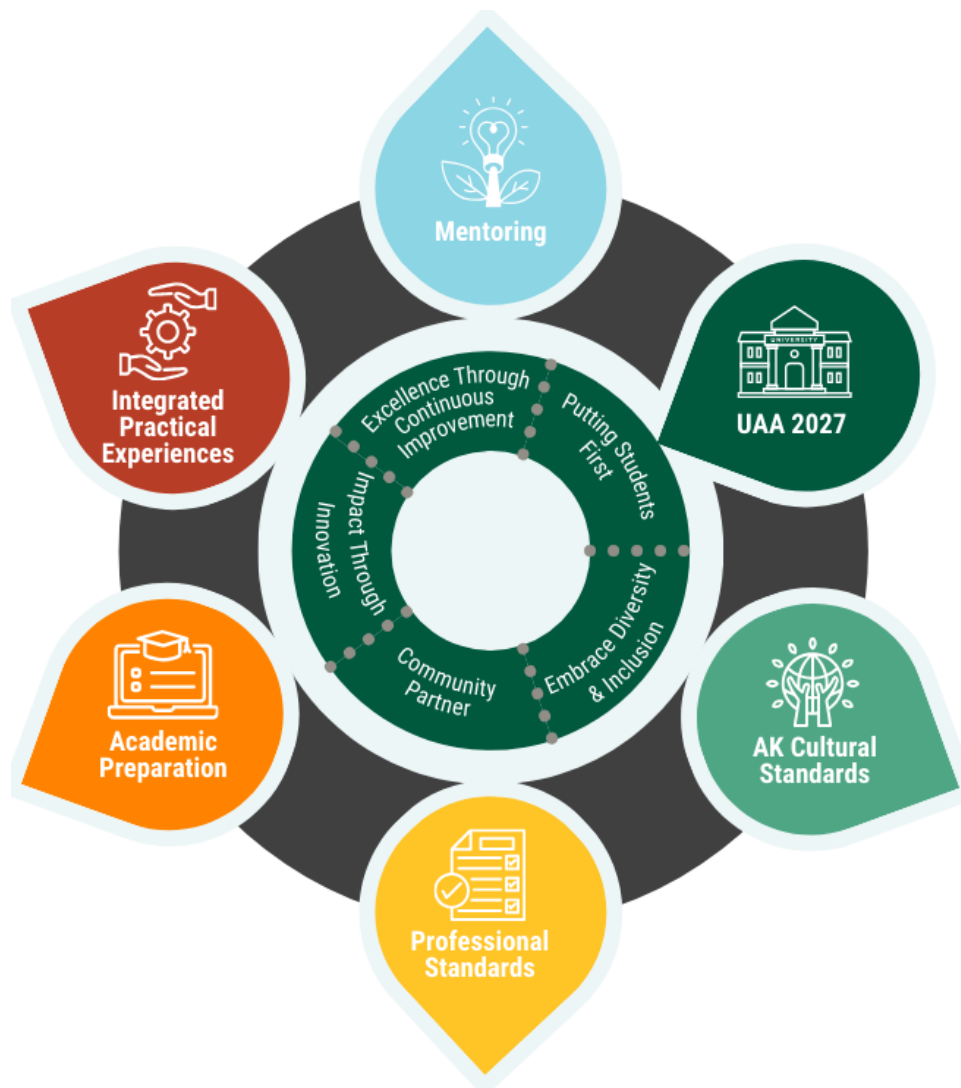


Figure 1. Revised Early Childhood Education Program Conceptual Framework

1. **UAA 2027**–Institutional strategic plan comprised of five core aspirations.



2. **Alaska Cultural Standards**—Five expectations of Alaskan educators published by the Alaska Native Knowledge Network and adopted by the Alaska Department of Education & Early Development.
3. **Professional Standards**—Three guiding professional standards: NAEYC Professional Standards and Competencies for Early Childhood Educators, InTASC Model Core Teaching Standards, and State of Alaska Early Learning Guidelines.
4. **Academic Preparation**—The General Education Requirements, Early Childhood Educator Core, and University Electives required to graduate with an A.A.S. in Early Childhood Development.
5. **Integrated Practical Experiences**—Approximately 225 hours of clinical field experiences with community partners embedded into five of the Early Childhood Educator Core classes.
6. **Mentoring**—Formalized structures and support from faculty, staff, host teachers, and field supervisors.

The current report reflects changes made to and planned for key assessments, data collection, reporting, and relevant data-driven decision-making 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 Board of Education (BOE) provisionally approved the Early Childhood Education (ECE) program in Spring 2022, the UAA School of Education (SOE) faculty implemented a structured plan to launch B.A. courses in Fall 2022. Concurrently, recruitment strategies were initiated, targeting school districts and participating in public events to attract high-quality candidates. In 2023-2024, SOE's Success Coordinator, Field Placement Coordinator, and Dean continued promoting the ECE program through public festivals and education-focused events around Anchorage. In 2024, Dean Dousay actively engaged in community and statewide childcare workforce initiatives, contributing insights on educational programs and academic support resources.

Following the timeline established during the approval process and the 2022 report, the ECE program continues its progress toward CAEP accreditation for initial licensure. Table 1 outlines the specialized accreditation 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	<i>Initiate data analysis (Fall)/Assess quality assurance system and data fidelity (Spring) Renew NAEYC Accreditation of the A.A.S.</i>	
Summer 2025	Finalize system modifications Submit formal Request for Evaluation	
AY25-26	Facilitate data collection and reporting cycles	
Summer 2026	Schedule Site Review	
AY26-27	Finalize data visualizations (Fall)/Submit Self-Study Report (Spring)	
Summer 2027	Conduct formative meeting, Receive Formative Feedback Report, and solicit 3rd party comments	
AY27-28	Submit Self-Study Addendum and complete the site visit (Fall)/Submit Site Review Rejoinder and receive council decision (Spring)	
Summer 2028	CAEP (CHEA approved) Specialized Accreditation issued	
AY28-29	Facilitate continuous improvement processes across all approved initial licensure programs and submit annual report	

Table 1. UAA SOE Early Childhood Education CAEP Specialized Accreditation Timeline

## **Quality Assurance System**

### CAEP Standard 5 - R5.1 Quality Assurance System

The Early Childhood Education (ECE) program at UAA SOE maintains a comprehensive Quality Assurance System (QAS) that uses multiple data sources, archived in a FERPA-compliant UAA Google Workspace Shared Drive accessible to SOE faculty, staff, and administrators. Data, including exports and reports, are saved from systems like Blackboard, Qualtrics, and Watermark and are hyperlinked or embedded into meeting agendas, UAA program assessments, and accreditation reports. These resources provide a centralized repository for continuous documentation and enable effective data-driven decision-making across ECE's various program areas. Figure 2 shows an updated diagram of the QAS framework, including data sources, storage systems, and key processes. The [Continuous Improvement](#) section below describes how ECE faculty use these data in biweekly meetings to guide decisions and program adjustments.

### CAEP Standard 5 - R5.2 Data Quality

To ensure high data quality, the ECE program continually re-evaluates its processes to meet the evolving needs of its candidates, including the growing cohort of apprenticeship teachers. In 2024, program faculty conducted an in-depth review of workflows and identified additional forms and processes needed to support apprenticeship candidates effectively. This review resulted in the creation of specific workflows and documentation protocols tailored to the unique requirements of apprenticeship teachers, ensuring accurate and timely data collection and reporting.

Additionally, the program assessed the capability of Blackboard Ultra to generate the detailed data visualizations required for continuous improvement and CAEP reporting. After testing, it was determined that Blackboard Ultra could not meet these visualization needs. As a result, the program has decided to use the Watermark Student Learning and Licensure (SLL) platform exclusively for collecting and managing all key assessment data. Watermark SLL offers robust data analysis and reporting features that align with CAEP standards, allowing the program to efficiently collect, analyze, and visualize candidate performance data across all pathways, including traditional and apprenticeship tracks.

By centralizing key assessment data within Watermark, the program ensures a consistent and reliable data collection process that supports comprehensive analysis and aligns with both accreditation and internal quality assurance requirements. This approach also enables the program to maintain data integrity, minimize errors, and enhance the accuracy of reports shared with stakeholders.

### CAEP Standard 5 - R5.3 Stakeholder Involvement

Stakeholder involvement continues to be a foundational element in the development and improvement of the ECE program. In 2024, the program strengthened its partnerships through new and ongoing collaborations focused on indigenizing education. The Anchorage School District and Clare Swan Early Learning Center played key roles in these efforts, engaging in Arctic collaborations with visiting colleagues from the University of Agder and the University of Tromsø – The Arctic University of Norway. These collaborations included hosting tours and meetings that facilitated valuable exchanges on culturally responsive practices and integration of indigenous perspectives in early childhood education.

In addition, stakeholder engagement was instrumental during the NAEYC accreditation Site Visit. Key partners, including Kids Corp, Cook Inlet Head Start, Clare Swan Early Learning Center, and the Providence Hospital Center for Child Development, actively supported the process by hosting NAEYC Site Evaluators. These organizations showcased their commitment to high-quality early childhood education and provided evaluators with a firsthand look at program implementations and partnerships that contribute to the ECE program's mission.

These collaborations reflect the program's ongoing dedication to working closely with community and educational partners to ensure that stakeholder insights shape the program's direction, meet local workforce needs, and advance culturally responsive education in Alaska.

### CAEP Standard 5 - R5.4 Continuous Improvement

Biweekly program meetings remain central to the ECE program's ongoing discussions, decision-making, and documentation efforts. These meetings provide faculty and staff a structured environment to address challenges, propose solutions, and monitor progress on various initiatives, fostering a continuous cycle of improvement.

In 2024, the self-study process for NAEYC reaccreditation led faculty to re-evaluate the alignment between lower-division (NAEYC) key assessments and upper-division (CAEP) key assessments. This alignment effort aims to ensure consistency in reporting and facilitate data-driven insights across the program. To support this goal, faculty have established biannual program summits in December and May. The December summit focuses on reviewing and refining key assessments, while the May summit is dedicated to analyzing data and discussing implications for program improvements.

The recent NAEYC Site Visit Report commended the ECE program for its strengths in cultural diversity, purposeful planning, and continuous improvement, validating the program's commitment to an inclusive and reflective learning environment aligned with NAEYC and CAEP standards.

Figure 2 illustrates the updated Quality Assurance System (QAS) framework, which takes into account the enhancements made in 2024, including the new workflows, assessment realignments, and added support for apprenticeship teachers. The figure visually integrates the data sources, storage locations, and key processes—such as biweekly program meetings, advisory committee meetings, and the newly established summits—that drive continuous improvement across all program levels. This systematic approach ensures that decisions are informed by robust data and feedback, supporting the ECE program's long-term goals and compliance with accreditation standards.

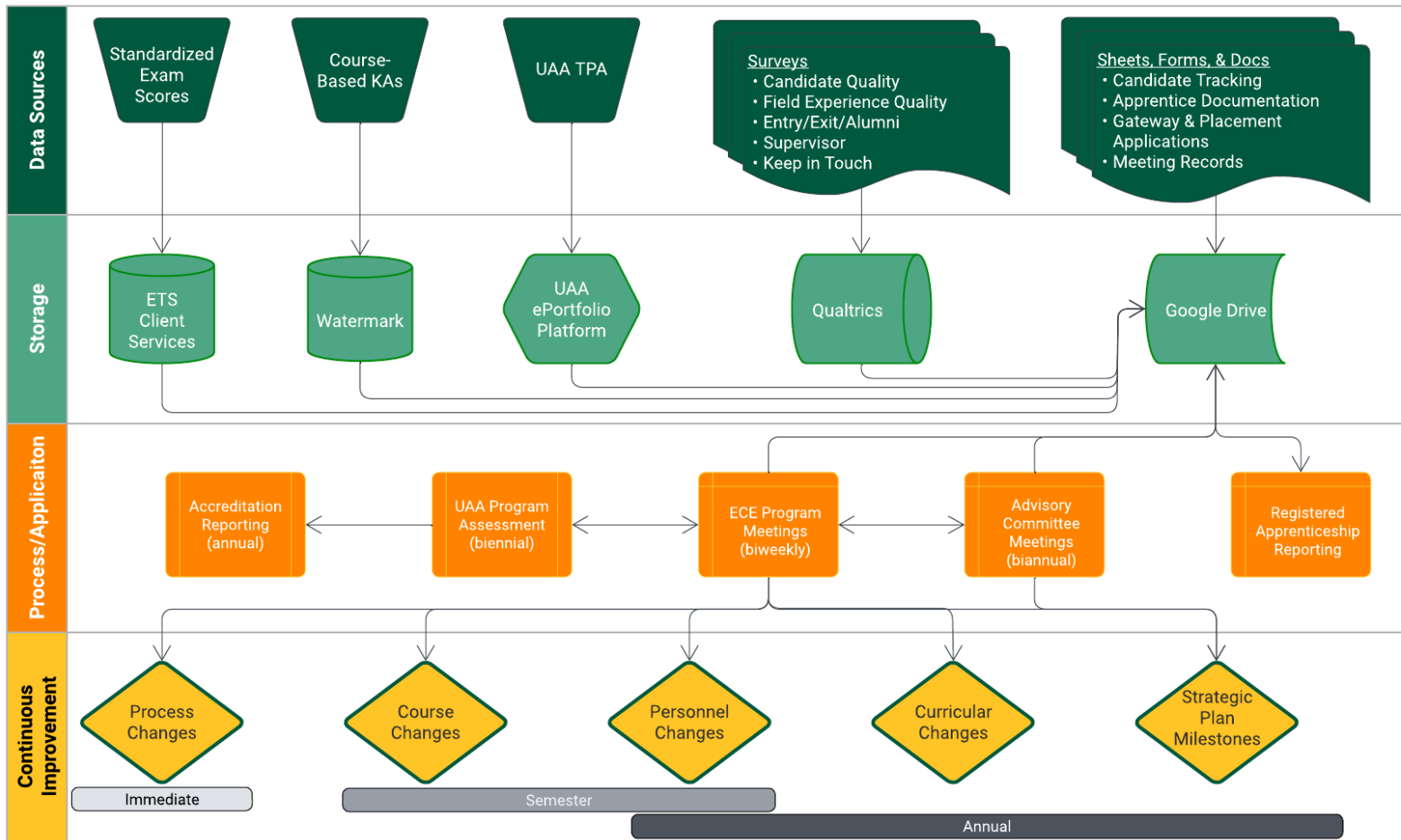


Figure 2. Early Childhood Education Quality Assurance System (QAS)

**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 experience, candidates pass through Gateway 3 and are recommended 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* pathway; Total Enrollment includes those who have selected the *Child Life Specialist* or Professional career pathways.

<b>Program Phase</b>	<b>Enrolled Pre-Candidates (Lower Division)</b>	<b>Coursework Candidates (Upper Division)</b>	<b>Clinical Candidates (Advanced Practicum)</b>	<b>Completers (Internship)</b>	<b>Non-Licensure Candidates</b>	<b>Total Enrollment</b>
<b>Term</b>						
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

*Table 2. Enrollment Trends in the B.A. in Early Childhood Education at UAA<sup>1</sup>*

As shown in Table 2, the UAA SOE currently has 89 Pre-Candidates, six Coursework Candidates, two Clinical Candidates, and four Non-Licensure Candidates enrolled. Due to the timing of data collection and the need to protect the identities of the small number of completers and students in the advanced preparation phases, this report does not include specific assessment performance or results from the UAA surveys.

<sup>1</sup> 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.

### **CAEP Candidate Assessment Data**

Candidate assessment data within the ECE program are collected through UAA Surveys (Entry, Exit, Alumni, and Supervisor) and course-based key assessments. As noted previously, 2023 and 2024 efforts included revising key assessments and piloting data collection mechanisms. Combined, these data provide valuable insights into candidate performance and preparedness at various stages of the program.

- **Entry Survey:** Administered in the semester of admission to teacher education, after candidates have completed all lower-division coursework and made progress on the relevant Praxis exams required for licensure.
- **Exit Survey:** Administered as candidates complete the program, capturing their reflections on program quality and preparation.
- **Alumni and Supervisor Surveys:** Administered one year after program completion. The Alumni Survey gathers feedback from graduates, while the Supervisor Survey captures perspectives from principals or supervisors regarding program impact and candidate readiness.

As of 2024, eight candidates have been invited to complete the Entry Survey; however, no responses have been received. Of the four program completers over the past two years, only one submitted the Exit Survey. For the Alumni Survey, neither of the two invited alumni responded, but one principal submitted a response to the Supervisor Survey. These low response rates contribute to the inability to report specific data at this time.

To address the low response rate, program faculty and staff have discussed 4 potential solutions:

1. **Offer orientation and transition sessions** for candidates to attend as pre-requisites to register and administer the Entry and Exit Surveys during these events.
2. **Send text-based reminders** one week and one month following the events if surveys have not been returned.
3. **Provide incentives** through a random drawing of all candidates who submit the surveys by a specific deadline. Incentives could include an extra entry into the SOE Early Bird Scholarship, SOE swag bag, or Kaladi Brother's gift card.
4. **Follow-up with personalized outreach.** The surveys are administered by a staff member unknown to Candidates and Employers. The Student Success Coordinator, Field Placement Coordinator, and program instructors are familiar names and faces to these stakeholders, and students may be more willing to respond to a personal invitation or reminder.



Key Assessments are strategically administered at different stages of the program to assess entry, developing, and completing performance measures. In order to ensure fidelity in assessment measures, the six key assessments from the A.A.S. program cumulatively compiled in a portfolio serve as the pre-measure of candidate quality at entrance to the program:

1. Professional Action Plan
2. School Community Study
3. Curriculum Based Assessment Study
4. Developmental Case Study
5. Integrated Unit
6. Behavior Observation and Analysis

As Candidates progress into upper division coursework and the advanced practicum, they are provided with additional opportunities to produce similar artifacts. These data represent the ongoing development of Candidate quality and performance. As Candidates complete course-based field experiences, their dispositions are also assessed to provide an additional dimension of quality monitoring. Finally, the UAA Teaching Portfolio Assessment (TPA) is a summative evaluation with three main tasks and five individual rubrics to assess each task:

1. **Planning Task 1:** Planning for Instruction and Assessment
  - a. Rubric 1: Planning for the Whole Child
  - b. Rubric 2: Planning to Support Varied Learning Needs
  - c. Rubric 3: Using Knowledge of Children to Inform Teaching and Learning
  - d. Rubric 4: Identifying and Supporting Vocabulary Development
  - e. Rubric 5: Planning Assessments to Monitor and Support
2. **Instruction Task 2:** Instructing and Engaging Children in Learning
  - a. Rubric 6: Learning Environment
  - b. Rubric 7: Engaging Children in Learning
  - c. Rubric 8: Deepening Children's Learning
  - d. Rubric 9: Subject-Specific Pedagogy
  - e. Rubric 10: Analyzing Teaching Effectiveness
3. **Assessment Task 3:** Assessing Children's Learning
  - a. Rubric 11: Analysis of Children's Learning
  - b. Rubric 12: Providing Feedback to Guide Learning

- c. Rubric 13: Children's Understanding and Use of Feedback
- d. Rubric 14: Analyzing Children's Vocabulary Development
- e. Rubric 15: Using Assessment to Inform Instruction

Individual components of the three UAA TPA tasks directly align with the six key assessments used in the A.A.S. portfolio. When considered holistically, these assessments provide a structured framework to gauge candidate progression and readiness for licensure.

Complete data sets exist for the four completers, while partial datasets are available for the two Clinical Candidates and six Coursework Candidates currently enrolled. At the end of Spring 2025, UAA will have complete key assessment data sets on six Candidates, thus making it possible to report aggregated performance and identify trends for discussion and continuous improvement.

### ***Literacy Development Teacher Readiness Data***

The ECE program is preparing *EDEC A320 Foundations of Literacy* for DEED approval in Spring 2025, inspired by UAS's recent success in having a literacy course fulfill the Alaska Reads Act requirements. Current program completers have been able to meet legislative requirements through district-based LETRS training.

Significant updates to the literacy assessment sequence in 2023-2024 include the adding the existing *EDEC A404 Literacy Methods for Young Children* course to enhance the program's ability to monitor candidate performance and track developmental trends over time. Drawing on proven practices, the ECE program now uses a holistic approach to literacy data analysis to better demonstrate candidate growth and identify emerging patterns in literacy instruction readiness.

As a result, the ECE program addresses the Science of Reading explicitly 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*. These courses focus heavily on phonemic awareness, phonological awareness, and the five core components of reading. These literacy skills are also reinforced in practical courses, including *EDEC A407 Observation, Documentation, and Assessment* and the student teaching experience in *EDEC A495Y* and *EDEC A495Z*. All faculty members teaching these courses have adopted [Alaska's Reading Playbook](#) and [The Teaching Reading Source Book \(3rd Ed.\)](#) as foundational texts.

In 2023-2024, a total of 16 individual students enrolled in at least one of the five literacy-focused courses. Among these students, 12% required additional support to recover from a failed or dropped course or to address an incomplete grade (n=1). The remaining students (n=15, 94%) passed all courses with a grade of C or higher. Table 3 provides a summary of literacy development teaching readiness assessment data.

<b>Performance</b>	<b>Course Enrollment</b>	<b>Pass Rate</b>	<b>Grade of ≥90%</b>	<b>Grade of 70-89%</b>	<b>DFW/I Rate<sup>2</sup></b>
<b>Course</b>					
EDEC A320	6	100%	83%	17%	–
EDEC A321	8	88%	88%	–	12%
EDEC A407	0 <sup>3</sup>	–	–	–	–
EDEC A408	5	100%	100%	–	–
EDEC A404	0 <sup>3</sup>	–	–	–	–
EDEC A495Y/Z	2	100%	N/A <sup>4</sup>	N/A	–

Table 3. UAA Literacy Development Teacher Readiness 2023-2024

The scaffolded structure of the literacy courses and the tiered approach to assessment allow faculty to provide targeted feedback and support to teacher candidates. This approach ensures that students who need additional help can receive competency-based remediation and demonstrate proficiency by the end of the program. Candidates must successfully complete all literacy coursework and receive a final course grade in their practicum and internship to be recommended for licensure.

**ECE Advisory Committee**

The ECE Advisory Committee plays a crucial role in fostering stakeholder and partner engagement within the Early Childhood Education program. In 2024, the committee convened once, in October, to discuss key updates and program developments. The agenda included topics such as the development of the Post-Baccalaureate Certificate in Teaching (PBCT), registered apprenticeship opportunities, funding partnerships

<sup>2</sup> DFW refers to students earning a grade of D or F or withdrawing from the course, all of which require a retake. I refers to an incomplete, and the candidate has one year to complete remaining course assignments or must retake the class.

<sup>3</sup> Due to program transition between 2020 and 2023, some candidates completed advanced courses out of sequence; some candidates’ literacy development readiness were reported in 2023.

<sup>4</sup> EDEC A495Y/Z are graded on a pass/fail basis.

with the Department of Health (DOH) and Alaska thread (including SEED scholarships), and dual enrollment pathways. Scheduling challenges among committee members prevented a second meeting in 2023-2024.

Due to commitment conflicts and natural staff changes with partner organizations, two members rotated off the committee in Summer 2024, and four new members were added. Two members replaced key perspectives prescribed by DEED's provisional approval, and two members represent leadership perspectives that had been informally part of the committee. The committee membership for 2024-2025 includes educational professionals across various organizations and regions in Alaska:

1. Jenna Baldiviez, UAA Department Chair<sup>5</sup>
2. Tonia Dousay, UAA SOE Dean, ex-officio<sup>6</sup>
3. Kitty Deal, Kodiak College EC Faculty (Community Campus Representative)<sup>6</sup>
4. Amy Brower, Dillingham City School District Superintendent<sup>6,7</sup>
5. Marianne Fanger, Director Clare Sawn Early Learning Center<sup>5</sup>
6. Becky George, International Dyslexia Association (IDA) Alaska Board Vice President<sup>6,8</sup>
7. Meghan Johnson, Early Childhood Systems Director thread Alaska<sup>5</sup>
8. Michelle Ball, Program Lead Southcentral Foundation-Alaska Native Medical Center<sup>5</sup>
9. Luke Meinert, Fairbanks North Star Borough School District Superintendent<sup>6,9</sup>
10. Supanika Ordoñez, DEED Early Learning Programs<sup>6,10</sup>
11. Caroline Storm, Coalition for Education Equity of Alaska Executive Director<sup>6</sup>

The 2025 committee has already met once this year. Committee members appreciated the data-driven approach to the discussion and expressed an interest in meeting more frequently, ideally on a quarterly basis. This feedback will be considered as the program continues to evolve, with further details and committee insights to be included in the 2024-2025 report.

---

<sup>5</sup> new member

<sup>6</sup> returning member

<sup>7</sup> a rural school district superintendent

<sup>8</sup> a representative from the Alaska Reading Coalition, the International Dyslexia Association-Alaska, or similar organization

<sup>9</sup> an urban school district superintendent

<sup>10</sup> a representative from the Alaska Department of Education & Early Development

## Looking Ahead

As we move forward, the UAA School of Education (SOE) is positioned to build on the momentum gained in 2024. Three major achievements this year underscore our progress and provide a foundation for continued growth:

1. **Enrollment Growth Through Registered Apprenticeships:** With the successful launch of the UAA Strategic Use of Nationally Registered Apprenticeships for Educators (SUNRAE) program, the SOE welcomed its first cohort of 48 apprentices. This program is instrumental in meeting Alaska's workforce needs and bolstering our candidate data collection, which will strengthen data confidence and assessment reliability as we prepare our CAEP accreditation application.
2. **Strengthened Partnerships and Dual Credit Initiatives:** Building on existing collaborations in Anchorage, Sitka, SE Alaska, and the Bristol Bay, new dual credit discussions with the Northwest Arctic Borough School District and Matanuska-Susitna Borough School District will open additional pathways for high school students to begin their education journey early. These dual credit opportunities serve as an essential recruitment pipeline for the SOE, ensuring a steady influx of motivated candidates interested in early childhood education.
3. **Development of the Literacy Lounge:** Slated for completion in 2025, the Literacy Lounge will feature a curated selection of children's books and early learning resources, including the Yupik Immersive curriculum. The availability of these materials, through an online catalog and check-out system, will support culturally responsive literacy development for early learners across Alaska.

Looking ahead to 2025, we are preparing a proposal for the State Apprenticeship Expansion Formula (SAEF) subgrant through DEED, which, if awarded, would allow us to support up to 10 additional apprentice educators starting in Spring 2025. Additionally, the Anchorage School District has announced its intention to apply as a registered sponsor, with plans to launch a cohort of apprentice educators in collaboration with UAA in Fall 2025. These expansions are expected to further enhance our program's reach and impact.

The SOE remains committed to meeting the needs of Alaskan communities and preparing future educators through innovative and responsive programs. We look forward to sharing our progress and outcomes in next year's report as we continue advancing early childhood education and teacher preparation across the state.