UAA School of Education

Provisional Progress Report 2022

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

December 08, 2022

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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.

Introduction

The University of Alaska (UAA) School of Education (SOE) is pleased to report on progress towards the conditions identified in the letter. This report provides requested data and contextual detail in support of expanding specialized accreditation to initial teacher licensure programs.

Overview of the UAA SOE

The UAA SOE responded swiftly to ensure a quality response to the conditions specified by DEED in the notification of provisional state approval. To assist with these efforts, UAA completed its search for unit leadership, hiring Dr. Tonia Dousay as the new dean for AY22-23. Before this appointment, Dr. Dousay served as the Associate Dean for Assessment and Accreditation at the University of Idaho (UI) in the College of Education, Health & Human Sciences. In her capacity at UI, Dr. Dousay assisted with the CAEP Initial and Advanced Licensure self-study and oversaw the site visit process, which led to a renewal of initial and advanced specialized accreditation in April 2021. Dean Dousay began her role with UAA on July 1, 2022, and has worked closely with faculty to generate this report.

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 Dr. Hilary Seitz, Dr. Kitty Deal (Kodiak College), Dr. Wei Hsiao, and Ms. Robin Dahlman (Kenai River Campus). 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). She brings a strong background in the Science of Reading to ECE course design and instruction. In addition to supporting the students, the four faculty mentor the nine

adjunct instructors currently supporting the demand for ECE courses at UAA. This mentorship aids in ensuring quality practice across courses and communicating program/institutional expectations.

Timeline Progress

Once the BOE provisionally approved the ECE program (Spring 2022), UAA SOE faculty began implementing the plan to offer B.A. courses starting in Fall 2022. The ECE faculty began simultaneous recruitment strategies to attract high-quality candidates for the degree, including targeted communication with school districts and public event appearances. Lastly, program faculty meet biweekly for 90 minutes, as further described in the [Quality Assurance System](#) section, to make decisions and take action on program implementation and improvement.

Following the timeline shared during the approval process, the ECE continues progressing toward CAEP accreditation for initial licensure programs. Table 1 captures the proposed timeline and the UAA SOE's current status. As the ECE program currently holds and plans to retain NAEYC specialized accreditation, the table overlays expectations for both NAEYC and CAEP.

Date	NAEYC Task	CAEP Task
AY22-23	Admit students and initiate data collection cycles	Admit students and initiate data collection cycles
AY23-24	Apply for NAEYC eligibility	Complete assessment pilot
AY24-25	Submit NAEYC Self Study (Fall)/Site Visit (Spring)	Initiate data analysis, and reporting cycles (Fall)/Assess quality assurance system and data fidelity (Spring)
Summer 2025	NAEYC (CHEA approved) Specialized Accreditation issued	Begin Self Study
AY25-26	Annual review (Spring)	Schedule Site Visit (Spring)
AY26-27	Initiate continuous improvement cycle (Fall)/Annual Review (Spring)	Receive CAEP Formative Assessment (Fall)/Elicit 3rd party review (Spring)
AY27-28	Annual review (Spring)	Site Visit

| Summer 2028 | CAEP (CHEA approved) Specialized Accreditation issued |

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 a variety of sources and archived in a UAA Google Workspace Shared Drive accessible to UAA SOE faculty and staff and UAA administrators. Data, including exports and reports, are saved from the source system (e.g., Blackboard, Qualtrics, Watermark SLL) to the FERPA-compliant UAA Google Workspace Shared Drive after each collection cycle. These files are then hyperlinked or embedded into program meeting agendas and annual assessment and accreditation reports. The Continuous Improvement section below summarizes 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 Assessment Data (Plan) section summarizes the data collected from candidates during program enrollment, including the construction of assessments and data storage/access. Completer and employer data are generated by annual surveys deployed using the Qualtrics systems with validated instruments, such as the Network for Excellence in Teaching (NExT) surveys (CAEP Standard 4: Program Impact). An additional survey and focus group protocol creation and validation is planned for Spring and Fall 2023 to create a comprehensive data picture of the ECE program quality and impact. The UAA SOE considers one academic year to be a single cycle and will commence a comparative analysis of data in Fall 2024.

CAEP Standard 5 - R5.3 Stakeholder Involvement

The ECE program considers stakeholder involvement in program implementation and improvement to be a vital component of the entire process. In Fall 2022, the UAA SOE Office of Student Support Services (OSSS)

initiated a review of candidate placement processes, which has resulted in planned meetings with stakeholders like Anchorage School District, to design a placement plan that meets the needs of partners and candidates. Additionally, OSSS is prototyping an internship-host teacher matching process to ensure co-constructed stakeholder engagement at all levels. Lastly, the ECE program Advisory Committee, detailed later in this report, is comprised of ECE program faculty, PK12 school district stakeholders, and community education partners to ensure a variety of stakeholder perspectives contribute to program implementation and evaluation.

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) Program, (2) Internal Applications/Gateways, (3) Student Services, (4) Curriculum, and (5) Assessment. Each category is further broken down to ensure regular discussions for key areas of development or concern. For example, on November 3, 2022, the Program section of the agenda addressed "Student Successes and Challenges, Field Placement Updates, DEED Webinar Update, and Advisory Board Updates."

The agenda's Internal Applications/Gateways section facilitates discussion on candidates as they progress through program transitions (CAEP Standard R3.2 Monitoring and Supporting Candidate Progression). Similarly, the Student Services 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 Curriculum and Assessment sections of the agenda facilitate institutional processes for discussing, implementing, and evaluating curricular 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 respond to feedback to modify and innovate their program. Figure 1 depicts the ECE program QAS.
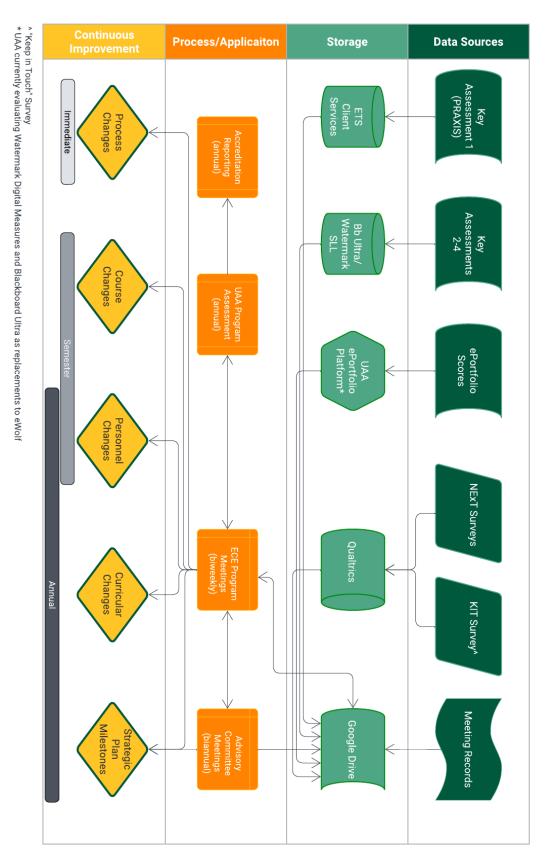
Figure 1. Early Childhood Education Quality Assurance System (QAS)

Annual Update

   Enrollment and Completion Data

Table 2 illustrates Fall 2022 admissions and enrollment in the Early Childhood program at UAA. With the availability of new scholarship programs and other development efforts, we anticipate enrollment will continue to grow.

Degree	Admitted Fall 2022	Enrolled Fall 2022
A.A.S.	77	42
B.A.	44	38
OEC	12	9
	133	89

Table 2. UAA SOE admissions and enrollment in Early Childhood Education degree programs

Based on the surge in enrollment, including transfer students from other institutions, this report will include completer data from the Bachelor of Arts in Early Childhood Education - Licensure to teach Pre-K through 3rd grade in 2023.

   CAEP Candidate Assessment Data (Plan)

The ECE faculty co-constructed an assessment plan with five key assessments to measure candidate progress on learning outcomes. (CAEP Standard 1: Content and Pedagogical Knowledge). Candidates must pass these assessments as they progress through the four gateways of the program. When combined, the key assessments and gateways provide the data in support of CAEP Standard 3 R3.2 Monitoring and Supporting Candidate Progression. Key Assessment (KA) 1 is the PRAXIS II Content Area Exam, referring to the DEED-approved exams and score requirements. KA 2 is a case study analysis of child development. KA 3 is a classroom program profile. KA 4 is a lesson plan analysis. KA 5 is an internship evaluation.

Additionally, candidates will prepare a final ePortfolio, providing data for CAEP Standard 3 R3.3 Competency at Completion. Table 3 illustrates the alignment between key assessments, academic courses, and the ePortfolio.

Key Assessment	Course Scaffolding	Contribution to ePortfolio
KA 1 PRAXIS II Content Area Exam	EDEC A106 EDEC A206 EDEC A407	EDEC A492Z
KA 2 Case Study Analysis	EDEC A105 EDEC A241 EDEC A320 EDEC A321 EDEC A404 EDEC A408	EDEC A492Z
KA 3 Classroom/Program Profile	EDEC A242 EDEC A403 EDEC A404	EDEC A492Z
KA 4 Lesson Plan Analysis	EDEC A106 EDEC A206 EDEC A403 EDEC A404	EDEC A492Z
KA 5 Internship Evaluation	EDEC A495Y EDEC A495Z EDEC A495	EDEC A495Z

Table 3. Early Childhood Education program key assessment alignment

All assessment instructions and rubrics are designed in alignment with the National Association of Education for Young Children (NAEYC) professional teacher preparation standards.

ECE faculty are piloting assessment instructions and rubrics for KA 2 and KA 4 in Fall 2022. Similarly, assessment instructions and rubrics for KA 3 and KA 5 will be piloted in Spring 2023. During the pilot phase, key assessment data are collected in UAA's Blackboard Learning Management System. This approach allows the program to flexibly modify the instructions or rubric based on immediate candidate and faculty feedback. As each assessment is finalized, it will transfer into the Watermark SLL platform for long-term fidelity and reporting. The pilot assessment data will be extracted and coded to facilitate easy integration and analysis with the Watermark SLL data. Lastly, the ePortfolio template and rubric creation are scheduled for Winter 2023 to be piloted in Spring 2023. To create and assess portfolios, ECE candidates and faculty

will use UAA's Digication platform (eWolf). The UAA SOE looks forward to reporting candidate data from KA 1 and the pilot assessments, along with a summary of significant changes to the assessments or assessment plan in 2023.

Science of Reading Assessment Plan

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). All faculty have adopted *Alaska's Reading Playbook* and *The Teaching Reading Source Book (3rd Ed.)* as key texts for literacy courses. To maintain currency with the dynamic implementation of the Alaska Reads Act, ECE faculty and the UAA SOE Dean are active participants in the DEED Science of Reading sessions, Alaska Reads Strategic Alignment Summit, and Alaska Literacy Blueprint stakeholder group.

Graduate Data

The conditions of this report include addressing graduates' certification and employment information and graduate and employer satisfaction data. Beginning with Spring 2023 graduates, the ECE is enacting a plan to collect a variety of additional data to support CAEP Standard 4: Program Impact. January ECE program meeting agendas are scheduled to facilitate the creation of a "Keep in Touch" survey to complement the NExT Exit Survey. This survey will collect contact information from graduates to ensure continued contact for sharing alumni news, distributing long-range surveys, and gathering details about where candidates are employed. The UAA SOE is also generating a plan for recording recent recommendations given by faculty on behalf of candidates to aid in distributing the NExT Supervisor Survey and collecting other employer satisfaction data. All surveys will be deployed via Qualtrics and shared as a collaborative project among ECE program faculty and SOE staff to ensure fidelity and access to data for reporting. The ECE program looks forward to sharing completer data in 2023.

ECE Advisory Committee

Dean Dousay asked all UAA SOE programs to update their advisory committees in Fall 2022, ensuring quality stakeholder and partner participation. Dr. Hilary Seitz, the ECE program coordinator, serves as the committee chair. The following educational professionals have agreed to serve on the ECE Advisory Committee:

1. Jen Aist, Providence Hospital Sr. Manager, Family Support Services
2. Carol Bartholomew, Anchorage School District Principal
3. Sarah Battiest, Kenaitze Indian Tribe Birth-5 and K-12 Programming
4. Cristina Bieber, Kodiak Island Borough School District Director of Special Services
5. Kitty Deal, Kodiak College EC Faculty (Community Campus Representative)
6. Tonia Dousay, UAA SOE Dean
7. Cassie Hulse, Alaska System for Early Education and Development Executive Director
8. Kelly Lessons, Anchorage School District School Board Member
9. Kasie Luke, Lake and Peninsula School District Superintendent[1]
10. Chelsea Mauro, Anchorage School District Preschool Director
11. Stefanie O'Brien, RurAL CAP Child Development Division Director
12. Supanika Ordoñez, DEED Early Learning Programs[2]
13. Stephanie Schott, Best Beginnings Early Literacy Director[3]
14. Sarah Sledge, Alaska Coalition for Education Equity Executive Director
15. Bridget Weiss, Juneau Borough School District Superintendent[4]

The ECE Advisory Committee is tentatively scheduled to meet in November 2022 and April 2023 based on committee member availability. The meetings will be hybrid with a location on campus in Anchorage and Zoom video conferencing for remote participation. The agenda for the Fall 2022 meeting will address (1) updates about ECE programs (OEC, AAS, BA), (2) dual enrollment opportunities, (3) scholarships, (4) accreditation progress, and (5) an open forum for stakeholders.

Appropriate ECE program agendas will be updated to reflect correlating discussions and actions based on committee comments and feedback. The second meeting will be scheduled so that ECE faculty will have appropriate time to reflect and incorporate committee recommendations into the Fall 2023 program meeting agendas. The ECE program looks forward to sharing the adjustments made due to this committee's engagement.

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

Looking Ahead

The opportunities presented to the UAA SOE in light of DEED's provisional approval of the B.A. in Early Childhood Education have created excitement and momentum. Current partnerships include dual-credit opportunities with King Tech High school in Anchorage School District and a cohort of candidates with the Kenaitze Indian Tribe. UAA and SOE administrators also recently met with the leadership of the 673d Mission Support Group (MSG) at Joint Base Elmendorf-Richardson (JBER). Finally, as a result of unprecedented teacher shortages this year, the ECE program is cooperating with multiple preschool programs to support five emergency licensure candidates, four in Anchorage School District and one in Kodiak Island Borough School District. From creating streamlined articulation agreements to expanding the Alaska Middle College system and working directly with partners, the UAA ECE program is excited to be part of meeting the teacher workforce needs of Alaska. We look forward to sharing the data and outcomes of these efforts in subsequent years.