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Academic Affairs
University of Alaska Anchorage

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October 19, 2021

Dr. Michael Johnson, Commissioner
Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Johnson:

The University of Alaska Anchorage (UAA) requests the review and provisional state approval of the Early Childhood Education program at UAA per 4 AAC 12.308.

Attached please find the following materials to support this request:

1. UAA Early Childhood PowerPoint Presentation
2. UAA Early Childhood Fact Sheet (updated)
3. UAA BA Early Childhood Education Alignment with NAEYC and CAEP Standards
4. UAA BA Early Childhood Education Quality Assurance System
5. UAA BA Early Childhood Education NAEYC and CAEP Accreditation Timelines
6. UAA BA Early Childhood Education Gateways and Catalog Copy
7. UAA BA Early Childhood Education Sample Syllabi
8. UAA BA Early Childhood Education Student Teaching Year
9. UAA BA Early Childhood Education 4-Year Plan for Students
10. UAA Early Childhood Programs Course Rotation

Sincerely,

DocuSigned by:
Denise K Runge
AE7EE55F[illegible]543D

Denise Runge, Provost

Cc: Sondra Meredith, Administrator, Teacher Certification

Early Childhood at UAA

Baccalaureate of Arts with Birth-Grade 3 Teaching Licensure in Alaska

The Early Childhood programs are meeting needs of today's workforce while using innovative teaching strategies for tomorrow.

UAA Early Childhood
University of Alaska Anchorage

AMAZING STORIES BEING WRITTEN EVERY DAY.

https://www.uaa.alaska.edu/academics/school-of-education/programs/early-childhood-education.cshtml

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: www.alaska.edu/nondiscrimination

Highlights of Early Childhood Programs

- **Pathways** – OEC ➢ AAS ➢ BA - Creates ***multiple career pathways***
- **Accreditation** - The AAS is nationally accredited by the **National Association for the Education of Young Children (NAEYC)** through spring 2025. The BA will seek accreditation through both NAEYC and CAEP
- **Licensure** – There are no other Early Childhood licensure programs in Alaska
- **Employment** – There are many opportunities across the state
- **Early Literacy focus** – All of UAA EC programs have a strong emphasis in language and literacy development
- **Diversity and Inclusion** –In AY 2019-2020 the EC program was 57% non-white reflecting the larger Alaskan population
- **Innovation and Learning** – Meeting needs for Alaska through 4Cs (Critical thinking, Communication, Creativity, & Collaboration) of 21st Century Framework and uses a culturally relevant curriculum

Statewide Stakeholder Involvement

Name	Organization
Hilary Seitz	UAA EC Department Chair
Kitty Deal	UAA - Kodiak College
Ed McLain	UAA - Interim SOE director
Carol Bartholomew	Anchorage School District Principal
Chelsea Mauro	Anchorage School District ASD Preschool Director
Kelly Lessons	Anchorage School District School Board Member
Cristina Bieber	Kodiak Island Borough School District, Assistant Director of SPED/EC programs
Panu Lucier	Alaska System for Early Education and Development Executive Director
Sarah Sledge	Alaska Coalition for Education Equity Executive Director
vacant	Kenaitze Indian Tribe representative

AMAZING STORIES BEING WRITTEN EVERY DAY.

Early Childhood Pathways

Certificate (OEC) in Infant and Toddler Development (18 Credits)

*EDEC A105 Intro to the Field of Early Childhood Education
EDEC A106 Creativity and the Arts for Young Children
EDEC A241 Infant and Toddler Development

EDEC A107 Child Development and Learning
EDEC A108 Health, Nutrition, & Wellness
EDEC A242 Culturally Responsive Family Engagement

Associate of Applied Science (AAS) in Early Childhood Development (60 Credits)

All of the above and

EDEC A190 Selected Topics in EC
EDEC A206 Integrated Curriculum
EDEC A210 Guiding Young Children
*Communication GER
*Writing GER (100-Level)
*Writing GER (200-level)

EDEC A303 Inclusive Practices for Young Children
EDEC A292 Seminar
EDEC A295 Final Practicum
*Quantitative GER (*for BA - MATH A121 or higher or STAT A200*)
12 credits of electives
(*for BA - Science GER, Fine Arts GER, ANTH A200 & HIST A132 are recommended*)

Bachelor of Arts (BA) in Early Childhood Education (120 Credits)

All of the above and

MATH A211 Math for Elementary Teachers I
MATH A212 Math for Elementary Teachers II
*EDFN A300 Foundations of Education
EDEC A320 Foundations of Literacy and Language
EDEC A321 Reading, Language and Culture
EDEC A407 Action Research: Using Observation and Documentation
EDEC A408 Children's Literature: The Early Childhood Years

EDEC A403 Science and Mathematics Methods
EDEC A404 Early Literacy Methods
EDEC A492Y Early Childhood Seminar 1
EDEC A492Z Early Childhood Seminar 2
EDEC A495Y Early Childhood Student Teaching 1
EDEC A495Z Early Childhood Student Teaching 2
**Praxis (CASE) and Praxis II

*Meets General Education Requirement - For BA, ALL UAA GERs must be completed
**For BA, PRAXIS CORE & PRAXIS II Content Area must be completed

BA in Early Childhood Education with Licensure Birth -3rd grade

Standards Alignments (Crosswalk) Framework

CAEP Standards	NAEYC Standards
Standard 1: Content and Pedagogical Knowledge	**Standard C:** Program Design and Evaluation **Standard D**: Developing Candidate Proficiency in the *Professional Standards and Competencies*
Standard 2: Clinical Partnerships and Practice	**Standard F:** Field Experience Quality
Standard 3: Candidate Recruitment, Progression, & Support	**Standard C:** Program Design and Evaluation **Standard A:** Program Identity, Candidates, Organization & Resources
Standard 4: Program Impact	**Standard E:** Assuring Candidate Proficiency in the *Professional Standards and Competencies*
Standard 5: Quality Assurance System and Continuous Improvement	**Standard A:** Program Identity, Candidates, Organization & Resources **Standard C:** Program Design and Evaluation
Standard 6: Fiscal and Administrative Capacity	**Standard A:** Program Identity, Candidates, Organization and Resources

Quality Assurance Evidence System

The Baccalaureate in Early Childhood Education with Birth -3rd grade licensure will use national teacher evaluation instruments that have both reliability and validity studies. These national tools are used to provide evidence of meeting CAEP and NAEYC Standards and are widely used in other states.

- EdTPA – Teacher performance assessment – with a literacy emphasis (PreK-3rd)
- NExT Survey – Entry and Exit survey to measure teaching effectiveness
- STOT – Student Teaching Observation Tool (NExT)
- EDA Watermark- Educational Disposition Assessment

Additional alignments of NAEYC/InTasc/CAEP/AKBTS (both CAEP and NAEYC recommend creating alignments to state standards)

- NAEYC **Professional Standards** Alignment– InTasc – AKBTS
- EdTPA Assessment – NAEYC, InTasc, AKBTS

Accreditation Timeline NAEYC (CHEA) and CAEP

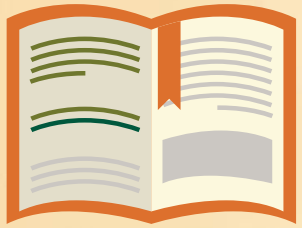
Date	NAEYC Task	CAEP Task
Summer/Fall 2022/spring 2023	Admit students and begin to Collect data	Admit students and begin to Collect data
Fall 2023/spring 2024	Apply for NAEYC Eligibility	Collect data
Fall 2024	Submit NAEYC Self Study	Collect data and evidence Analyze data (multiple data sets)
Spring 2025	Site Visit	Collect data and evidence Analyze data (multiple data sets)
Spring/Summer 2025	NAEYC (CHEA approved) Accreditation issued	Begin Self Study (need 3 cycles of data/evidence)
Spring 2026	Annual Review	Schedule site visit (in 18 months)
Fall 2026	Collect Data	Evaluation team has formative assessment (6 months prior to site visit
Spring 2027	Annual Review	Elicit 3rd party review
Fall 2027	Collect Data	Site Visit (*we may want to align with the Advanced UAA programs in Spring 2028*)
Spring/Fall 2028	Annual Review	CAEP (CHEA approved)Accreditation issued

Gateways to Licensure

Gateway 1 Admission to School of Education: Childhood Education Major	**Gateway 2** Admission to Student Teaching 1	**Gateway 3** Admission to Student Teaching 2	**Gateway 4** Graduation (Completion) Requirements with Licensure
Complete the application to the Early Childhood Education major.	Be admitted to the Early Childhood Education major	Submit an application for admission to Early Childhood Student Teaching 2	Complete the General University Requirements for Baccalaureate Degrees
Complete Tier 1: Basic College-Level Skills General Education Requirements	Submit an application form for admission to Student Teaching 1	Interview upon request	Complete Performance-based assessment (edTPA)
Cumulative GPA of 2.75	Passing Praxis Core Academic Skills for Educators (CASE)	Passing score on Praxis II Content Area Exam	Successful Student Teaching Evaluations
Complete a minimum of 15 lower-division credits from the Early Childhood Education major requirements with a GPA of 3.0	Apply for Student Teaching Authorization Certificate includes fingerprinting and a criminal background check	Current Student Teaching Authorization	Passing scores on all Key Assessments
Letter of recommendation	Complete school district/Agency application for placement	Disposition Survey	
Current background check		3.0 GPA in all EDEC courses	

Language & Reading Emphasis

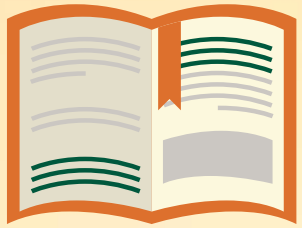
Language & Literacy Development



EDEC A105: Introduction to Early Childhood
EDEC A107: Child Development and Learning
EDEC A241: Infant and Toddler Development
EDEC A242: Culturally Responsive Family Engagement

Communication & Language acquisition
Literacy development
Pre-literacy skills
Family and cultural influences

Language & Literacy Foundations



EDEC A320: Literacy Foundations
EDEC A321: Reading, Language & Culture

5 components of reading
Evidence-based theory & strategies
Science of Reading
Dual/Multi-Language Acquisition (ELL)

Language & Literacy Strategies & Implementation

EDEC A404: Literacy (Teaching Methods) for Young children
EDEC A408: Literature for Young Children
EDEC A495YZ Early Childhood Seminar (Literacy and STEM methods)
EDEC A49YZ: Student teaching 1 and 2

Culturally responsive lesson planning
Reflective teaching including science of reading
Responsible assessment
Continuous improvement reading cycle

Syllabi Samples

Syllabi Sampling (in packet)

- EDEC A105 Introduction to Early Childhood
- EDEC A241 Infant and Toddler Development
- EDEC A242 Culturally Responsive Family Engagement
- *EDEC A320 Foundations of Literacy and Language (new course)
- *EDEC A321 Language, Reading and Culture (new course)
- *EDEC A404 Literacy Methods for Young Children (updated course)
- EDEC A492Y Early Childhood Student Teaching I Seminar (new course)
- EDEC A492Z Early Childhood Capstone Seminar (new course)
- EDEC A495Y Early Childhood Student Teaching I (new course)
- EDEC A495Z Early Childhood Student Teaching II (new course)

*Literacy/Reading specific courses (other courses have language, reading, and writing components too).

The BA program is 120 credits with 22 EDEC courses (71 credits)

Student Teaching Overview

Student Teaching I

- Students must be admitted to Student Teaching 1
- Students must Pass Praxis CASE to be admitted (see other requirements in the gateways document).
- Students will be concurrently enrolled in the following courses:
  - EDEC A403 Math and Science Methods for Young Children (3 credits)
  - EDEC A404 Literacy Methods for Young Children (3 credits)
  - EDEC A492Y Early Childhood Student Teaching I Seminar (3 credits)
  - EDEC A495Y Early Childhood Student Teaching 1 (3 credits) – 150 hours in a P-3rd grade classroom (approximately 10-15 hours a week or two whole days) the time must include the reading block
- Students complete the EdTPA Performance Based Assessment
  - Task 1 – Planning for reading instruction
  - Task 2 – Instructional practices – includes lesson planning and video of lessons
  - Task 3 – Reflective practices and assessments

Student Teaching II

- Students must be admitted to Student Teaching II
- Students must Pass Praxis II content area to be admitted (see other requirements in the gateways document).
- Students will be concurrently enrolled in the following courses:
  - EDEC A492Z Early Childhood Capstone Seminar (3 credits)
  - EDEC A495Z Early Childhood Student Teaching II (9 credits) – 500 hours in a P-3rd grade
- Four-week residency
- Successfully complete dispositions assessment
- Successfully complete Student Teaching Observation Tool (STOT)
- Successfully complete EdTPA

Early Childhood Programs Course rotation

		Fall	Spring	Summer
2022-2023	OEC AAS BA	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A206 EDEC A241 EDEC A292 EDEC A295	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A210 EDEC A242 EDEC A292 EDEC A295 EDEC A303	EDEC 190
	BA	EDFN A321 EDEC A407 EDEC A408	EDFN A300 EDEC A320 EDEC A403 EDEC A404 EDEC A492Y EDEC A495Y	

		Fall	Spring	Summer
2023-2024	OEC AAS BA	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A190 EDEC A206 EDEC A241 EDEC A292 EDEC A295	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A210 EDEC A242 EDEC A292 EDEC A295 EDEC A303	EDEC 190
	BA	EDFN A321 EDEC A407 EDEC A408 EDEC A492Z EDEC A495Z *1st graduates	EDFN A300 EDEC A320 EDEC A403 EDEC A404 EDEC A492Y EDEC A495Y	

Meet the Early Childhood Faculty

UAA

Hilary Seitz, PhD

University of Arizona: PhD in Language, Reading and Culture/Teaching and Teacher Education P-12

- 17 years of experience working in the early childhood field (Title One Public Schools – pre-elementary and K-5 reading/generalist)
- Expertise in Literacy instruction at Title One Schools
- 20 years in higher education
- 21st Century Teaching Strategies (STEAM, Culturally Responsive Education, Place-based learning)

Wei-Ying Hsiao, EdD

University of Northern Colorado in Elementary Education with Early Childhood Education Emphasis

- 12 years of experience working in the early childhood field (birth-Kindergarten – teacher and director)
- 18 years of experience in teaching in higher education
- 21st Century Teaching Strategies (STEAM, Culturally Responsive Education)
- Montessori education

Kodiak College

Kitty Deal, PhD, CRC

University of Alaska Fairbanks: PhD in Indigenous Studies: Education & Pedagogy

- 23 years in P-12
- 13 years in higher education
- 21st Century Teaching Strategies (STEAM, Culturally Responsive Education, Arts Integration, Place-based learning)

Kenai Peninsula College

Robin Dahlman, MA

University of Alaska Southeast: Superintendent Endorsement
Northern Arizona University: MA Educational Leadership
University of Nevada Las Vegas: MA Instruction and Curriculum, TESOL

- 25 years in P-12 (teacher and administrator)
- 3 years in higher education
- Expertise in Literacy instruction
- 21st Century Teaching Strategies (Culturally Responsive Education, Place-based learning)

Early Childhood
University of Alaska Anchorage

The Early Childhood program at UAA blends theory and practice in the preparation of early childhood educators who can deliver quality care and education for young children from birth through age eight. Emphasis on early literacy and culturally responsive teaching practices in Alaska.

AMAZING STORIES BEING WRITTEN EVERY DAY.

https://www.uaa.alaska.edu/academics/school-of-education/programs/early-childhood-education.cshtml

Early Childhood
University of Alaska Anchorage

Three UAA Early Childhood (EC) Programs

Occupational Endorsement Certificate (OEC) – 18 credits
Associate of Applied Sciences (AAS) – 60 Credits
Bachelor of Arts (BA) – 120 credits

Early Childhood Education Fact Sheet

With a shortage of qualified Early Childhood (EC) educators across Alaska and the nation, UAA's programs meet the needs of *high demand* careers. The OEC is an easy entry to the university where students earn a workforce development certificate in infant and toddler development with only 18 credits. These credits lead into the AAS in Early Childhood Development (birth-age 8). The AAS then leads into the BA in Early Childhood Education as a 2 + 2 model. Both the OEC and the AAS qualify graduates for positions in child-care and other early education organizations. A BA with teacher licensure provides graduates with even more opportunities, including teaching in public schools PreK-3rd grades and other leadership roles in the field of early care and learning.

The Early Childhood programs are meeting needs of today's workforce while using innovative teaching strategies for tomorrow.

Highlights of Early Childhood Programs:

- **Pathways** – OEC ➢AAS ➢BA - Creates ***multiple career pathways*** for graduates to include positions in public schools, Early Head Start/Head Start Programs, military approved child-care facilities, tribally approved child-care systems, and early intervention programs such as Parents, Infants, and Children, the Infant Learning Program (ILP), and RurAL CAP.
- **Accreditation**: The AAS is nationally accredited by the **National Association for the Education of Young Children (NAEYC)** through spring 2025. The BA will seek accreditation through both NAEYC and CAEP**.**
- **Licensure** – UAA's program will be the ***only Pre-K through 3rd grade*** initial licensure option in the State of Alaska.
- **Employment** - *100% of* graduates who *sought* employment in the Early Childhood field have been hired (past 7 years).
- **Early Literacy focus** – All of UAA EC programs have a strong emphasis in language and literacy development. The content is scaffolded with emphasis on development, foundations, theory, strategies, implementation, and assessment.
- **Field Experience** – All three programs emphasize real world practice with opportunities in childcare settings, public school settings, and community agencies including Head Start. Students who complete all three programs will have nearly **1000 hours of field experience**.
- **Delivery** - EC faculty have a strong commitment to serving the educational needs of our diverse student population with both ***face-to-face and distance/hybrid*** course options.
- **Diversity and Inclusion** – We take pride in our student population. In AY 2019-2020 the EC program was 57% non-white reflecting the larger Alaskan population.
- **Innovation and Learning** – Meeting needs for Alaska through Creativity, Communication, Collaboration, and Critical Thinking (21st Century Learning and Innovation 4C skills).

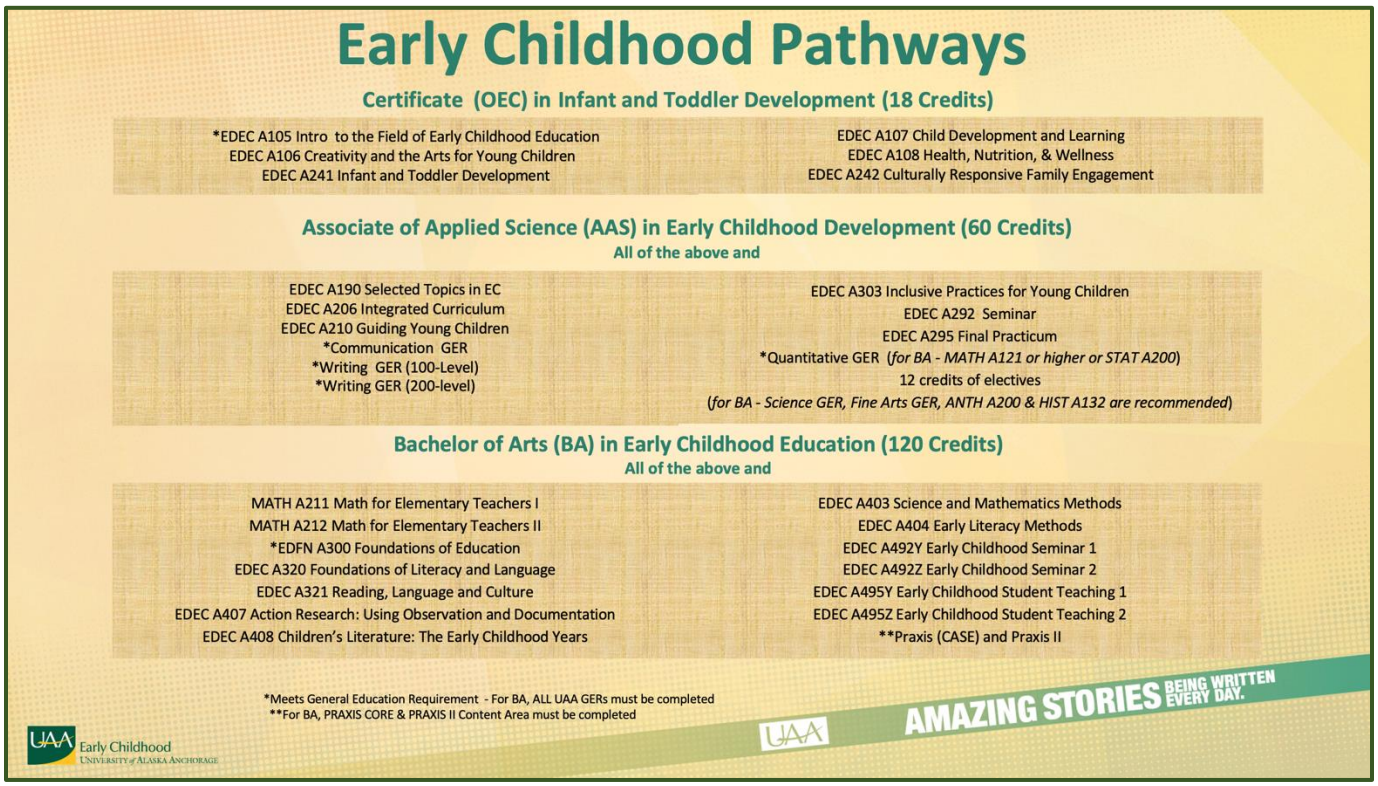


Figure 1: EC Pathways

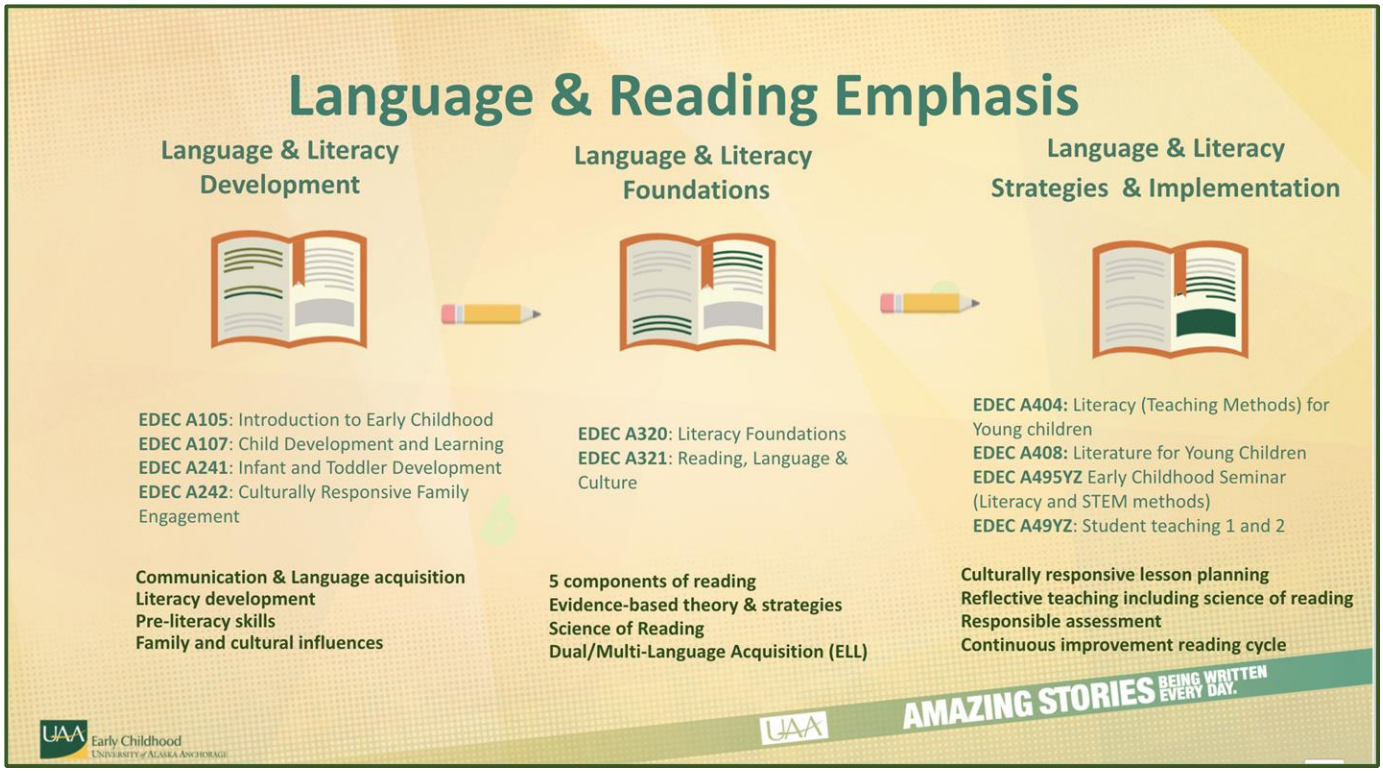


Figure 2: Language & Reading Emphasis

To learn more, go to our website, https://www.uaa.alaska.edu/academics/school-of-education/programs/early-childhood-education.cshtml or contact Dr. Hilary Seitz at hjseitz@alaska.edu

Baccalaureate in Early Childhood Education with Licensure PreK-3rd grade
Standards Alignments (Crosswalk) Framework

CAEP – NAEYC **Accreditation Standards** Alignment – Evidence of meeting standards Framework (framework for self-study)

- EPP compliance (CAEP and NAEYC)
- Program quality assurance (NAEYC)
- CAEP Accreditation Handbook
- CAEP Standards
- NAEYC Accreditation Handbook
- NAEYC Standards (these are the draft, public comment period has closed and will be adopted)

CAEP – NAEYC Alignment (Crosswalk)	
CAEP Standards	NAEYC Standards
Standard 1: Content and Pedagogical Knowledge	**Standard C:** Program Design and Evaluation NAEYC Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies*
Standard 2: Clinical Partnerships and Practice	**Standard F:** Field Experience Quality
Standard 3: Candidate Recruitment, Progression, and Support	**Standard C:** Program Design and Evaluation **Standard A:** Program Identity, Candidates, Organization and Resources
Standard 4: Program Impact	**Standard E:** Assuring Candidate Proficiency in the *Professional Standards and Competencies*
Standard 5: Quality Assurance System and Continuous Improvement	**Standard A:** Program Identity, Candidates, Organization and Resources **Standard C:** Program Design and Evaluation
Standard 6: Fiscal and Administrative Capacity	**Standard A:** Program Identity, Candidates, Organization and Resources

CAEP – NAEYC Accreditation Standards Elements/Indicators Alignment Framework

(framework for self-study)

CAEP Standard 1: Content and Pedagogical Knowledge

NAEYC Standard C: Program Design and Evaluation

NAEYC Standard D: Developing Candidate Proficiency in the *Professional Standards and Competencies*

CAEP Element	NAEYC Indicator	Evidence	Collection
R1.1 – The Learner and Learning	D1.a - Learning opportunities	EdTpa Praxis II Literacy Analysis	Student Teaching
R1.2 – Content	D1.b - Key competencies and professional standards C3.b – Content	EdTpa Praxis II Literacy Analysis	Student Teaching
R1.3 – Instructional Practice	C3.c – Instructional practice	Student Teaching Evaluation (STOT)	Student Teaching
R1.4 – Professional Responsibility	C4.c – Professional ethics	Disposition tool (EDA) NExT Survey	Student Teaching

CAEP Standard 2: Clinical Partnerships and Practice

NAEYC Standard F: Field Experience Quality

CAEP Element	NAEYC Indicator	Evidence	Collection
R2.1 – Partnerships for Clinical Preparation	F2.a - Quality of Field Experiences: The program has intentional partnerships	NExT Survey Partnership agreements	Annually
R2.2 – Clinical Educators	F2.b - Supporting Mentor/Supervisor Teacher Quality	CV of mentors and clinical faculty Partnership agreements	Annually
R2.3 – Clinical Experiences	F2.c – sequenced/intentional field experiences F1a,b,c – Breadth of field experiences (0-5 and K-3; diversity of student population)	Partnership agreements	Annually

CAEP Standard 3: Candidate Recruitment, Progression, and Support NAEYC Standard C: Program Design and Evaluation NAEYC Standard A: Program Identity, Candidates, Organization and Resources			
CAEP Element	**NAEYC Indicator**	**Evidence**	**Collection**
R3.1 – Recruitment	A2.b – Recruitment	Recruitment plan	Annually
R3.2 – Monitoring and Supporting Candidate Progression	A2.a – Current student success C4.b – Ongoing support/monitoring	Student teaching evaluation (STOT) Admission/exit gates	Admission to Major Admission to Student teaching Exit gate
R3.3 – Competency at Completion	C4.a – Academic support for candidates C4.b - Protocols for behaviors, actions & ethics C4.c – Recognition and supports for each candidate	Praxis II EdTpa ePortfolio (Key Assessments) STOT EDA Disposition	Exit gate

CAEP Standard 4: Program Impact NAEYC Standard E: Assuring Candidate Proficiency in the *Professional Standards and Competencies*			
CAEP Element	**NAEYC Indicator**	**Evidence**	**Collection**
R4.1 – Completer Effectiveness	E1.a-f Key Assessment System Quality	EdTPA ePortfolio (key assessments)	Exit Gate
R4.2 – Satisfaction of Employers	E4.b – Employer Satisfaction	NExT Employer survey	Annually
R4.3 – Satisfaction of Completers	E4.c – Graduate Satisfaction	NExT Exit survey	Annually

CAEP Standard 5: Quality Assurance System and Continuous Improvement

NAEYC Standard A: Program Identity, Candidates, Organization and Resources

NAEYC Standard C: Program Design and Evaluation

CAEP Element	NAEYC Indicator	Evidence	Collection
R5.1 – Quality Assurance System	A5.e – Quality System	VIA (EdTPA, STOT, EDA, NExT)	Annually
R5.2 – Data Quality	C6.b – Data quality	EdTPA, STOT, EDA, NExT	Annually
R5.3 – Stakeholder Involvement	A4.a – Stakeholder council C6.c – Public accountability	Advisory council minutes Website	Annually
R5.4 – Continuous Improvement	C5.a – Program effectiveness C5.c – Continuous evaluation	Annual review of data Bi-monthly program meetings	Annually

CAEP Standard 6: Fiscal and Administrative Capacity

NAEYC Standard A: Program Identity, Candidates, Organization and Resources

CAEP Element	NAEYC Indicator	Evidence	Collection
R6.1 – Fiscal Resources	A4.b – Fiscal A5.d - Budget	Fiscal budget	Annually
R6.2 – Administrative Capacity	A4.d – Program governance	Department minutes	Annually
R6.3 – Faculty Resources	A5.a – Faculty resources A5.f – Faculty resources	CV of program faculty	Annually
R6.4 – Infrastructure	A4 – governance/organization A5 – program resources	Org chart	Annually

Quality Assurance Evidence System

The Baccalaureate in Early Childhood Education with Birth -3rd grade licensure will use national teacher evaluation instruments that have both reliability and validity studies. These national tools are used to provide evidence of meeting CAEP and NAEYC Standards and are widely used in other states.

- EdTPA – Teacher performance assessment – with a literacy emphasis (PreK-3rd)
- NExT Survey – Entry and Exit survey to measure teaching effectiveness
- STOT – Student Teaching Observation Tool (NExT)
- EDA Watermark- Educational Disposition Assessment

Additional alignments of NAEYC/InTasc/CAEP/AKBTS (both CAEP and NAEYC recommend creating alignments to state standards)

- NAEYC **Professional Standards** Alignment– InTasc – AKBTS
- EdTPA Assessment – NAEYC, InTasc, AKBTS

NAEYC **Professional Standards** Alignment– Intasc – Alaska's Educator Content & Performance Standards

NAEYC	**InTASC (CAEP)**	**Alaska's Educator Content & Performance Standards**
Standard 1. Promoting Child Development and Learning	Standard 4. Content Knowledge	Standard 1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Standard 2. A teacher understands how students learn and develop and applies that knowledge in the teacher's practice.
Standard 2. Building Family and Community Relationships	Standard 4. Content Knowledge	Standard 3. A teacher teaches students with respect for their individual and cultural characteristics.
Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	Standard 1. Learner Development Standard 2. Learning Differences Standard 3. Learning Environments Standard 6. Assessment	Standard 5. A teacher facilitates, monitors, and assesses student learning. Standard 7. A teacher works as a partner with parents, families, and the community.
Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	Standard 7: Planning for Instruction Standard 8: Instructional Strategies	Standard 4. A teacher knows the teacher's content area and how to teach it. Standard 5. A teacher facilitates, monitors, and assesses student learning. Standard 7. A teacher works as a partner with parents, families, and the community.
Standard 5. Using Content Knowledge to Build Meaningful Curriculum	Standard 4. Content Knowledge Standard 5. Application of Content	Standard 4. A teacher knows the teacher's content area and how to teach it. Standard 5. A teacher facilitates, monitors, and assesses student learning. Standard 6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
Standard 6. Becoming a Professional	Standard 9. Professional Learning and Ethical Practice Standard 10. Leadership and Collaboration	Standard 1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Standard 8. A teacher participates in and contributes to the teaching profession.

Key Assessment Requirements for NAEYC and CAEP

	NAEYC	InTasc/CAEP
State Licensure Exam **PRAXIS II**	1a, 1b, 1c, 2a, 2b, 2c, 5a, 5b, 5c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Content Knowledge **EdTPA** **Literacy Analysis**	1a, 1b, 1c, 2a, 2b, 2c, 5a, 5b, 5c	1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
Unit Plan **EdTPA**	3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5b, 5c	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5
Student Teaching **STOT**	3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, (7a, 7b)	3.1, 3.2, 3.3, 3.4, 3.5
Evidence of P-12 Student Learning **EdTPA** **NExT Survey**	3a, 3b, 3c, 3d	4.0
Professional Knowledge and Skills **EDA dispositions** **NExT Survey**	2b, 2c, 4d, 6a, 6b, 6c, 6d, 6e	5.1, 5.2, 5.3

edTPA Alignment

edTPA Rubric	Early Childhood assessment Tasks (3 edTPA tasks)	AK cultural standard	Alaska's Educator Content & Performance Standards	InTASC/CAEP	NAEYC Early Childhood
1	Planning for the whole child		4, 2,6	2, 3, 4, 7, 8	5a, 1a, 2a
2	Planning to support varied student learning needs	A.1, E.1, E.2, E.3, E.4, E.5	2,3,7	1, 2, 4, 7, 8	1b,2a,4a
3	Using knowledge of children to inform teaching	A.1, A.2, A.3, A.4, A.5, A.6, E.1, E.2, E.3, E.4, E.5	2, 3,1	1, 2, 4, 7	1a, 2a, 6d
4	Identifying and supporting vocabulary development	D.4	2, 4,5	1, 2, 4, 5, 8	1b, 2a, 4b
5	Planning assessment to monitor children's learning		5, 4,8	1, 6, 8	3a, 3b, 3d
6	Learning environment	B.2	6, 3,2	2, 3, 8	1c, 4a, 1b
7	Engaging children in learning	B.1, B.2, B.3, B.4, B.5	6, 7,3	2, 3, 4, 5, 8	4a, 4c, 5b
8	Deepening children's learning		8, 4, 3	3, 4, 5, 8	4d, 5c ,2c
9	Subject specific pedagogy		4, 6,8	3, 4, 5, 8	5a, 5b, 5c
10	Analyzing teaching effectiveness		1, 3, 6,7	9	4d,3c, 4b,
11	Analysis of children's learning		2, 3, 4, 5	6	3b,3c,3d
12	Providing feedback to guide learning		4, 5, 6	6	3c, 3d, 5c
13	Children's understanding and use of feedback		5,, 3, 6	6	3c, 3d, 4b
14	Analyzing children's vocabulary development		2, 3,5	1, 2, 4, 5	1a,2a, 2b
15	Using assessment to inform instruction		5, 4,6	6, 7, 8, 9	3c, 3d, 5c

Accreditation Timeline

NAEYC (CHEA) and CAEP

NAEYC Overview of the process

- Apply for Eligibility - To be eligible, we need at least one completer. [*Once we begin the program, we will have a handful that will have between 30-45 credits left. Several students have been completing all of their GERs (Tier II) and other foundation courses as they are waiting.]* (approximately 1-2 years)
- Complete the self-study (after we are deemed eligible includes data collection, analysis, stakeholder input, and self-assessment) (approximately 1 year - could be less)
- Candidacy and site visit (scheduled after the self study submission)
- Decision (approximately 3 months after site visit)
- NAEYC Accreditation Timeline

CAEP Accreditation Cycle

The Readiness for Accreditation Self-Assessment Checklist and Handbook

UAA Proposed BAEC Timeline

Timeline is subject to change based on NAEYC/CAEP and/or student completion dates and data collection.

Date	NAEYC Task	CAEP Task
Summer/Fall 2022/spring 2023	Admit students and begin to collect data	Admit students and begin to collect data
Fall 2023/spring 2024	Apply for NAEYC Eligibility	Collect data
Fall 2024	Submit NAEYC Self Study	Collect data and evidence Analyze data (multiple data sets)
Spring 2025	Site Visit	Collect data and evidence Analyze data (multiple data sets)
Spring/Summer 2025	NAEYC (CHEA approved) Accreditation issued	Begin Self Study (need 3 cycles of data/evidence)
Fall 2025	Collect Data	

Spring 2026	Annual Review	Schedule site visit (in 18 months)
Fall 2026	Collect Data	Evaluation team has formative assessment (6 months prior to site visit
Spring 2027	Annual Review	Elicit 3rd party review
Fall 2027	Collect Data	Site Visit (we may want to align with the Advanced UAA programs in Spring 2028)
Spring/Fall 2028	Annual Review	CAEP (CHEA approved) Accreditation issued

Baccalaureate in Early Childhood Education (BAEC) *with PreK-3rd Grade Licensure*

Gateways

Gates are used to support student success throughout the program. Students must meet various expectations to move through the program to ensure quality (addresses NAEYC/CAEP guidelines and state licensure requirements).

Gateway 1- Admission to School of Education: Childhood Education Major

Gateway 2 - Admission to Early Childhood Education Student Teaching 1 (EDEC A492Y and EDEC A495Y)

Gateway 3 - Admission to Early Childhood Education Student Teaching 2 (EDEC A492Z and EDEC A495Z)

Gateway 4 - Graduation (Completion) Requirements

See the Catalog Copy with all of the requirements at each gate.

Catalog Copy

Admission Requirements

Complete the Application and Admission Requirements for Baccalaureate Programs.

Admission to School of Education: Childhood Education Major

Admission to the Early Childhood Education major is required for most upper-division coursework in Early Childhood Education. In order to be admitted to the Early Childhood Education major, applicants must:

1. Complete the application to the Early Childhood Education major. Please call an advisor from the School of Education Student Services office at (907) 786-4401 for an advising appointment.
2. Complete Tier 1: Basic College-Level Skills General Education Requirements (transfer credits may be used).

3. Cumulative GPA of 2.75.
4. Complete a minimum of 15 lower-division credits from the Early Childhood Education major requirements with a GPA of 3.0.
5. Letter of recommendation (professional reference).
6. Current background check with Department of Health and Human Services.

Admission to Early Childhood Education Student Teaching 1 (EDEC A492Y and EDEC A495Y)

1. Meet all the requirements for and be admitted to the Early Childhood Education major.
2. Submit an application form for admission to Student Teaching 1. Contact the School of Education Student Services office for fall and spring application deadlines at (907) 786-4872.
3. Praxis Core Academic Skills for Educators (CASE)
4. Apply for Student Teaching Authorization Certificate. This application includes fingerprinting and a criminal background check. Fee required.
5. Complete school district application for placement.

Admission to Early Childhood Education Student Teaching 2 (EDEC A492Z and EDEC A495Z)

1. Submit an application form for admission to Early Childhood Education Student Teaching 2. Contact the School of Education Student Services office for fall and spring application deadlines at (907) 786-4872.
2. Interview upon request.
3. Demonstrate general content knowledge with a passing score on Praxis II Content Area Exam (See Alaska Department of Education and Early Development website for more information). *Note: when taking the exam, please check UAA as a receiving institution.*
4. A current Student Teaching Authorization Certificate is required for admission to Student Teaching 2 (fingerprinting and criminal background check process).
5. Complete school district specific application for student teaching placement.

Notes: Admission to the Early Childhood Education major does not guarantee admission to the Student Teaching 1 and /or 2. Partnership organizations, early care and education centers, and other school settings have the right to refuse or limit field experience placements for university students.

Additional Information

- All Early Childhood Education courses must be completed with a minimum grade of C. Upon successful completion of the Early Childhood Education licensure program, a teacher

candidate will obtain a State Approved Verification Form from the School of Education to the State of Alaska for teacher certification.

- Student Teaching 2 is a full-time placement (not credit hours) in a public-school setting. Student Teachers are expected to be present in schools the same hours as school district teachers. Information will be provided in student teaching course EDEC A495Z
- 10-30 hours of field experience are required for most Early Childhood major courses.
- All EDEC (Early Childhood) courses, the Alaska studies requirement, EDFN A300 (multicultural requirement) MATH A211, MATH A212, must be completed with a minimum grade of C in order to obtain a State Approved Verification Form for teacher certification.

Graduation Requirements

- Complete the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
    - Some of the foundation and major requirements may be used to satisfy General Education Requirements.
- Complete the background check requirements
- Successfully complete the foundation requirements
- Successfully complete the major requirements
- Successfully complete Performance Based Assessments and other Key Assessments

Syllabi *Samples* for BA in Early Childhood

The following Syllabi samples are included and represent an overview of courses in the BA in Early Childhood *including a few* at each level (100, 200, 300, & 400)

Syllabi Sampling

- EDEC A105 Introduction to Early Childhood
- EDEC A241 Infant and Toddler Development
- EDEC A242 Culturally Responsive Family Engagement
- *EDEC A320 Foundations of Literacy and Language (new course)
- *EDEC A321 Language, Reading and Culture (new course)
- *EDEC A404 Literacy Methods for Young Children (updated course)
- ***EDEC A492Y Early Childhood Student Teaching I Seminar (new course)*
- ***EDEC A492Z Early Childhood Capstone Seminar (new course)*
- ***EDEC A495Y Early Childhood Student Teaching I (new course)*
- ***EDEC A495Z Early Childhood Student Teaching II (new course)*

*Literacy/Reading specific courses (other courses have language, reading, and writing components too).
** In Student Teaching document.

The Early Childhood Program has made a concerted effort to support student success in all courses. Textbook costs play a major role in the cost of a college education, and the high cost of textbooks directly undermines student success, access, and affordability -- central values of UAA's 2020 mission. Faculty have worked together to find current, research-based, - and affordable options for our students. These may include one or more of the following when possible:

- "Open Education Resource" (OER). Such as Steps to Success: Crossing the Bridge Between Literacy Research and Practice License: Attribution-NonCommercial-ShareAlike CC BY-NC-SA Author(s): Bryan Ripley Crandall, Elizabeth Lewis, Elizabeth Y. Stevens, Joanna M. Robertson, Joanne E. O'Toole, Kathleen A. Cullen, Kristen A. Munger, Maria S. Murray, Michelle A. Duffy, Tess M. Dussling and Vicki McQuitty
- "Free to Access" materials such as Alaska State Standards or Alaska Early Learning Guidelines, website materials, and Youtube documentaries
- Low-cost materials (typically under $30.00) such as Making and Tinkering with STEM: Solving Design Challenges with Young Children (approximately $25.00)

EDEC A105 Introduction to the Field of Early Childhood

Catalog Course Description

Survey of historical, social, theoretical and philosophical foundations of the field of early childhood. Core topics include developmentally appropriate practices, observation and documentation, survey of types of early childhood settings, research-based practices, ethics, and professionalism in the field of early childhood.

Prerequisite

None. This course meets Social Studies GER requirement. Early Childhood majors must complete a background check before taking additional early childhood courses.

Textbooks

An Open Educational Resources (OER) will be used in this course.
Introduction to Early Childhood Studies

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Relate knowledge of historical and theoretical foundations, and diverse contexts to early childhood	Mid-term Exam Theory Paper and Presentation
Articulate and explain a rationale for developmentally appropriate practices	Mid-term Exam Philosophy Statement
Describe the continuum of learning across developmental domains and distinguish between domains (language/literacy, social, emotional, cognitive, physical)	Mid-term Exam Written Observation Assignments
Integrate knowledge about the process of observation; documentation and interpretation of qualitative and quantitative observational data to better understand child development	Written Observations Quiz
Communicate individual, cultural and linguistic differences as they relate to child development and learning	Theory Paper and Presentation
Identify and articulate research-based practices in environmental and curriculum planning and implementation; including classroom budget planning	Classroom/Environmental observation & Analysis
Investigate the complex systems of early care and education services with a focus on cultural dynamics and current research	Classroom observation & Analysis
Articulate effective strategies for partnering with families and how to advocate for them and the profession	Presentation

EDEC A241 Infant and Toddler Development

Catalog Course Description

Examines the development of infants and toddlers, infant and toddler care programs, the roles of caregivers, and ways to build culturally responsive family engagement. Emphasizes cognitive, language, social, emotional, motor development and the importance of relationships in the care and education of infants and toddlers.

Field Placement/Observations

10-15 hours of field placement/observation hours are required. All students must have a current background check when participating on-site with children.

Textbooks

Open Educational Resources (OER) will be used in this course.
Infant and Toddler Education and Care (Eliason)
Other "free to access" materials are also used.

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Identify and document infant and toddlers' characteristics and needs and describe multiple influences on development and learning	Quiz, Developmental Case Study
Describe the findings of current research in attachment and brain development as it relates to early learning	Quiz
Connect learning principles to theorist	Developmental Case Study
Examine the aspects of cognitive, social, emotional, physical and language development through observation and documentation within the holistic approach to child development	Reflective Journal, Developmental Case Study
Identify and explain characteristics of quality, culturally sensitive care-giving relationships and importance of families as partners	Reflective Journal, Collaborative Project, and Developmental Case Study
Integrate knowledge of culturally responsive practices and family partnerships in care and education of infants and toddlers	Reflective Journal, Collaborative Project, and Developmental Case Study
Engage in advocacy for young children and the profession	Class activity

Course Outline

1. Conditions that affect development
    a. Genetic theories/hereditary influences
    b. Pre-term infants

    c. Developmental variations and disabilities
    d. Exposure to teratogens, including drug and alcohol exposure
2. Current trends in brain research
    a. Relationship to infant and toddler development
    b. Implications for learning processes and roles as educators
3. Risk and protective factors
    a. Attachment implications
    b. Physical and social environments, ACEs
4. Theorists of infant and toddler development
    a. Piaget
    b. Erickson
    c. Montessori
    d. Vygotsky
    e. Bronfenbrenner
    f. Maslow
5. Cognitive, social, emotional, physical and language development
    a. Observing, analyzing, and interpreting infant and toddler action
    b. Socialization of infants and toddlers
    c. Interpreting developmental information
    d. Synthesizing development across domains into a holistic view of the child
6. Culturally responsive care-giving and family partnerships
    a. Incorporating the funds of knowledge and cultures of families
    b. Strategies for creating positive family relationships
    c. Including families in setting policies and advocating for children
7. Culturally respectful practices in care and education of infants/toddlers
    a. Accessing funds of knowledge of families to plan curriculum
    b. Including family cultures, routines, rituals in care of infants and toddlers
    c. Empowering families to be advocates and policymakers for their children's education
8. Resources in the community
    a. Accessing community sources
    b. Characteristics of physical environments
9. Rights, responsibilities, and advocacy

EDEC A242 Culturally Responsive Family Engagement

Catalog Course Description

Examines the importance and complexity of building culturally responsive classrooms that support family and community engagement. The course explores programs that support family-centered principles underlying program planning, implementation, environments and relationship building.

Textbooks

Families + Educators : Building Great Relationships That Support Young Children: Culturally Responsive Family Engagement — (ebook or hard copy) – Low cost book
Child, Family, and Community - OER
Rebecca Laff and Wendy Ruiz

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Identify and articulate various family and community characteristics	School Community Study
Describe family partnerships that value racial, ethnic, cultural, socio-economic, and family lifestyle diversity	Philosophy statement, Family Stories
Describe the relationship of families as they support children's development and learning	School Community Study
Recognize and explain the family and community support organizations	Resource annotation
Articulate the process to identify children with special needs and how to work with their families	Advocacy/communication plan School Community Study
Facilitate a family gathering to support community and family relationships	Advocacy/communication plan

Course Outline

1. Understanding culturally responsive family engagement (CRFE)
    a. Culturally responsive educators
    b. Culturally responsive environments
    c. Benefits of CRFE
    d. Barriers of CRFE
2. Theories and models to support family engagement
    a. What is culture?

    b. Defining family systems
    c. Funds of knowledge
    d. CRFE connections
3. Appreciating the diversity of children, families and the community
    a. Structurally diverse families
    b. Strength-based learning
    c. Families overcoming obstacles
4. Resources in the Community
    a. Accessing community resources
    b. Decision-making processes
    c. Rights, responsibilities and advocacy
5. Working with families of children with exceptionalities
    a. IEP and IFSP processes
    b. Professionalism with families

*EDEC A320 Foundations of Literacy and Language (new course)

Catalog Course Description

Explores the foundations and theoretical frameworks of literacy development. Examines literacy components of language, reading, and writing development for various stages, ages, and a range of social and cultural contexts. Introduction to brain research about reading and other evidence-based practices.

Textbooks

The Teaching Reading Sourcebook (Both UAS and UAF require this text in their respective Foundations of Literacy courses ED 302 and ED 344) by Bill Honig, et. al.

Steps to Success: Crossing the Bridge Between Literacy Research and Practice License: Attribution-NonCommercial-ShareAlike CC BY-NC-SA Author(s): Bryan Ripley Crandall, Elizabeth Lewis, Elizabeth Y. Stevens, Joanna M. Robertson, Joanne E. O'Toole, Kathleen A. Cullen, Kristen A. Munger, Maria S. Murray, Michelle A. Duffy, Tess M. Dussling and Vicki McQuitty – OER

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Describe theories related to language acquisition and development	exam
Explain elements of literacy development	ePortfolio analysis
Provide examples and definitions of each of the five components of reading	ePortfolio analysis
Explain evidence-based reading strategies	ePortfolio analysis
Discuss brain development in relation to reading development	Presentation
Compare elements of language systems used in school settings with language systems used by various cultures outside of schools	Exam

The ePortfolio is an online platform that helps to make learning visible. The ePortfolio analysis includes: Quizzes, Essential Components Presentation, Reflective Papers, documentation of reading practices, reading component lesson plans, and analysis of reading components.

Course Outline

1. What is literacy?
    a. Oral language
    b. Written language
    c. Reading
    d. Communication
2. Theories of oral language acquisition
    a. Environments and language
    b. Rules of language

    c. Vygotsky and Piaget theories
    d. Constructing oral language
3. Analyzing developmental stages of literacy and language development
4. Evidence-based reading practices and Science of Reading
5. Reading components
    a. Phonics
    b. Phonemic awareness
    c. Comprehension
    d. Vocabulary
    e. Fluency
6. Brain development in relation to literacy development
7. Literacy (reading, writing, language) systems used in school settings
8. Language systems (reading, writing, and language) used by various cultures outside of schools

*EDEC A321 Language, Reading and Culture (new course)

Catalog Course Description

Examines models of teaching, cultural issues, ways to involve and support families and communities, and specific language and literacy instructional approaches to best support and assess English Language Learners (ELL) and/or dual language learners in the classroom. Explores the relationship between oral proficiency and literacy and culturally responsive teaching and assessment. Emphasizes evidence-based instructional practices which promote language development, particularly in reading and writing success for ELL and/or dual language students. *Special Note: Requires 15 hours of field placement.*

Textbooks

Required text:
OER: Language and Culture: Planned Language Approach (Head Start). (2020, July 15)
The Teaching Reading Sourcebook - (Both UAS and UAF require this text in their respective Foundations of Literacy courses ED 302 and ED 344 and in UAA EDEC A320) This Sourcebook is a key resource for practicing teachers understand and be able to effectively teach using the *Science of Reading* research.
OER: The Role Of Equity And Diversity In Early Childhood Education (Esquivel, Elam, Paris, and Tafoya).(2020, July 7).
Alaska Early Learning Guidelines

Additional Books & Resources
OER: English Learner Toolkit of Strategies(California Department of Education, 2020.)
OER: Instructional Methods Strategies and Technologies to Meet the Needs of All Learners (Lombardi). (2021, February 23).
OER: Language Development in Early Childhood. (2020, December 6).
OER: Many Languages, One Culture

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Explain how language and culture influence reading, writing, and communication.	Paper
Describe culturally and linguistically responsive practices.	Presentation
Evaluate effective classroom practices and strategies to work with English language learners and their families.	Curriculum analysis
Describe ways to promote language and early literacy skills for English Language Learners.	Lesson plan
Explain research on the development of children's knowledge of writing and how to support English language learners' ability to communicate through effective written expression.	Curriculum analysis

Evaluate strategies and practices related to assessments for ELL.	Assessment analysis
Model professional dispositions in ELL classrooms.	Educator Disposition Assessment

Course Outline

1. Define language, reading, and culture
    a. English Language Learners - ELL, multi-lingual, dual-language
    b. Influences on reading, writing, and communication
    c. Cognitive and social development
2. Culturally and linguistically responsive practices
    a. Alaska's diverse population
    b. Family and cultural values and systems
    c. Strategies to support and work with ELL and their families
3. Strategies to work with English Language Learners (ELL) and their families
    a. Research on school readiness
    b. Role language plays in academic development
    c. Learning environments
    d. Science of Reading
4. Language and early literacy skills for ELLs
    a. Connections between teachers' beliefs and practices
    b. Research-based practices and Science of Reading
    c. Classroom supports for young children and their families
5. Research on writing and oral language development
    a. Evidence-based practices
    b. Early Literacy skills
    c. Five components of reading (National Reading Panel)
6. Considerations and practices related to assessments for ELL.
    a. Various purposes of assessments
    b. Various types of assessments (formative v. summative; authentic v. standardized)
    c. Strategies for assessing ELLs
    d. Cultural bias in assessments
7. Promote professional dispositions in ELL classrooms

*EDEC A404 Literacy Methods for Young Children (updated course)

Catalog Course Description

Examines the understanding and importance of language and literacy including the Science of Reading. The course will cover oral and written discourse as they relate to the development of methods, materials, and philosophy of reading curricula.

Textbooks

- Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers
- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade – Free-to-access
- EdTPA Handbook (EdTPA – AACTE)
- The Teaching Reading Sourcebook by Bill Honig, et. al.

Student Learning Outcomes and Assessment Measures

	Upon completion of this course, the student will be able to:	Assessment Measures
1	Present foundations of language and literacy including Science of Reading	Interdisciplinary Unit
2	Describe how children make transition to print	Literacy Biographies
3	Present meaning about words (phonics and morphemic analysis)	Interdisciplinary Unit Lesson Plan and Teaching Analysis
4	Present comprehension strategies	Interdisciplinary Unit Lesson Plan and Teaching Analysis
5	Analyze reading strategies	Interdisciplinary Unit Lesson Plan and Teaching Analysis
6	Present shared, interactive, and independent writing	Interdisciplinary Unit Lesson Plan and Teaching Analysis
7	Reading and writing lesson planning	Professionalism Interdisciplinary Unit
8	Teaching the five components of reading	Performance based assessment

Course Outline

What is Literacy?

- Foundations of language and literacy
- Components of literacy
- Science of Reading and Evidence-based Reading

Family and Cultural Literacy

- Family literacy and advocacy
- Culturally Responsive practices

- Environments

Literacy Parts and Wholes

- Reading, Writing, and language Connections
- 5 Components of Reading
    - Vocabulary development
    - Phonics
    - Phonemic awareness
    - Fluency
    - Comprehension
- Writing Process

Teaching Strategies

- DAP
- Alaskan context

What is structured literacy?

- written text
    - Explicit
    - systematic
    - cumulative
- Phonology
- Orthography
- Morphology
- Syntax
- Semantics

Assessments

- RTI and other early interventions
- Assessment Strategies and screening tools
- Literacy resources

EdTPA – Performance-Based Assessment

- Task 1 – Planning for reading instruction
- Task 2 – Instructional practices – includes lesson planning and video of lessons
- Task 3 – Reflective practices and assessments

Student Teaching Year Syllabi and Expectations

Student Teaching, I

Students must be admitted to Student Teaching 1
Students must Pass Praxis CASE to be admitted (see other requirements in the gateways document).

Students will be concurrently enrolled in the following courses:
EDEC A403 Math and Science Methods for Young Children (3 credits)
EDEC A404 Literacy Methods for Young Children (3 credits)
EDEC A492Y Early Childhood Student Teaching I Seminar (3 credits)
EDEC A495Y Early Childhood Student Teaching 1 (3 credits) – 150 hours in a P-3rd grade classroom (approximately 10-15 hours a week or two whole days) the time must include the reading block

Students complete the EdTPA Performance Based Assessment

- Task 1 – Planning for reading instruction
- Task 2 – Instructional practices – includes lesson planning and video of lessons
- Task 3 – Reflective practices and assessments

Student Teaching, II

Students must be admitted to Student Teaching II
Students must Pass Praxis II content area to be admitted (see other requirements in the gateways document).

Students will be concurrently enrolled in the following courses:
EDEC A492Z Early Childhood Capstone Seminar (3 credits)
EDEC A495Z Early Childhood Student Teaching II (9 credits) – 500 hours in a P-3rd grade

EDEC A492Y Early Childhood Student Teaching I Seminar (new course)

Catalog Course Description

Provides for the exchange of ideas and experiences with a focus on culturally responsive strategies, trauma-informed practices, and performance-based assessment systems (EdTPA). Discusses and reflects of developmentally appropriate practices and professionalism/ethics using the NAEYC Professional Preparation Standards and Code of Ethical Conduct and the Alaska Teaching Standards.

Special Note: Students must be admitted to student teaching 1 and concurrently enrolled in EDEC A495Y.

Textbooks

The UAA Early Childhood program is dedicated to using no or low-cost educational materials:

Stanford Center for Assessment, Learning, and Equity [SCALE]. (2019). *edTPA Early childhood assessment handbook*. Hadley, MA: Pearson Education

Alaska Department of Education and Early Development. *Alaska's early care and learning: Core knowledge and competencies.* (Open Educational Resource)

Alaska Department of Education and Early Development. Alaska educator content and performance standards. (Open Educational Resource)

National Association of the Education of Young Children. (2011). Code of ethical conduct and the statement of commitment. (Open Educational Resource)

Student Learning Outcomes and Assessment Measures

Upon completion of this course, the student will be able to:	Assessment Measures
Articulate knowledge of child development theory and application	Philosophy paper
Design various classroom management strategies	Classroom Management Plan
Integrate family and community knowledge into teaching	Socio-Cultural Study
Integrate observation and documentation skills into curriculum planning	Performance-Based Assessment Strategies Plan (edTPA)
Create and reflect on developmentally appropriate lesson plans and units	Performance-based Assessment Strategies Plan (edTPA)
Display and practice professional behavior	Educator Disposition Assessment

EDEC A495Y Early Childhood Student Teaching I (new course)

Catalog Course Description

Supervised student teaching 1 in an early childhood classroom. Allows for application of theoretical concepts and principles and emphasizes developmentally and culturally appropriate curriculum instruction, planning, assessment, reflection, classroom management, and professional skills for the field. Students are expected to engage in reflective practice while working with young children.

Special Note: Students must be admitted to student teaching 1 and taking EDEC A492Y concurrently

Student Learning Outcomes and Assessment Measures

At the completion of this course, the student will be able to:	How will this outcome be assessed:
Align child development research and theories to appropriate practices in the classroom	Performance-based assessment, Student Teaching Observation Tool, lesson plans
Integrate family and community knowledge in the classroom	Performance-based assessment, reflections (edTPA)
Implement observation and documentation practices in the classroom	Performance-based assessment, lesson plans (edTPA)
Use developmentally effective strategies with learners in the classroom	Performance-based assessment, Student Teaching Observation Tool, lesson plans (edTPA)
Integrate appropriate content knowledge when designing and implementing curricula in the classroom	Performance-based assessment, Student Teaching Observation Tool, lesson plans (edTPA)
Identify and engage in appropriate dispositions and behaviors to uphold ethical standards and professional guidelines of an Early Childhood educator	Performance-based assessment, Disposition Assessment

EDEC A492Z Early Childhood Capstone Seminar (new course)

Catalog Course Description

Focuses on performance-based assessment systems with an emphasis on classroom guidance, planning, facilitating instruction, and assessment practices. Includes discussion and reflection of developmentally appropriate practices and professionalism/ethics using the NAEYC Professional Preparation Standards and Code of Ethical Conduct.

Special note: This course requires admission to Early Childhood Student Teaching II in the UAA School of Education.

Textbooks

The UAA Early Childhood program is dedicated to using no or low-cost educational materials:

Stanford Center for Assessment, Learning, and Equity [SCALE]. (2019). *edTPA Early childhood assessment handbook*. Hadley, MA: Pearson Education

Alaska Department of Education and Early Development. *Alaska's early care and learning: Core knowledge and competencies.* (Open Educational Resource)

Alaska Department of Education and Early Development. Alaska educator content and performance standards. (Open Educational Resource)

National Association of the Education of Young Children. (2011). Code of ethical conduct and the statement of commitment. (Open Educational Resource)

Student Learning Outcomes and Assessment Measures

At the completion of this course, the student will be able to:	How will this outcome be assessed:
Demonstrate knowledge of child development theory and application	Performance-Based Assessment Professional ePortfolio
Utilize various classroom management strategies	Performance-Based Assessment Professional ePortfolio
Integrate family and community knowledge into teaching	Performance-Based Assessment Professional ePortfolio
Integrate observation and documentation skills into curriculum planning	Performance-Based Assessment Professional ePortfolio
Create and reflect on literacy lesson plans and units	Performance-Based Assessment Professional ePortfolio
Consistently practice professional behavior	Educator Disposition Assessment Professional ePortfolio
Demonstrate knowledge of child development theory and application	Performance-Based Assessment Professional ePortfolio

This course is taken concurrently with EDEC A495Z Student teaching II.

EDEC A495Z Early Childhood Student Teaching II (new course)

Catalog Course Description

Supervised student teaching in early childhood classrooms, culminating with a residency. Allows for application of theoretical concepts and principles in the early childhood classroom environment. Emphasizes classroom management, developmentally and culturally appropriate curriculum instruction, planning, assessment, reflection, and professional skills for the field.

Special Note: Students must be admitted to Student Teaching II in Early Childhood Education and successfully pass Student Teaching 1 (EDEC A495Y). The Student Teaching 2 experience is a full-time experience in a classroom with a host teacher. Students are expected to be in the classroom the same hours as the host teacher for a semester (approximately 500 hours).

This course must be taken concurrently with EDEC A492Z Early Childhood Capstone Seminar

Student Learning Outcomes and Assessment Measures

At the completion of this course, the student will be able to:	How will this outcome be assessed:
Apply child development research and theories to lesson planning and appropriate developmental and cultural practices in the classroom	Performance-Based Assessments, Student Teacher Observation Tool, lesson plans, reflections
Demonstrate interpersonal skills necessary to maintain effective relationships with young children, colleagues, families, and community members	Performance-Based Assessments, teacher-family conferences, Educator Disposition Assessment
Integrate family and community knowledge and resources in the classroom	Performance-Based Assessments, lesson plans
Design and implement effective classroom management strategies	Performance-Based Assessments, Student Teacher Observation Tool, reflections
Integrate appropriate content knowledge when designing and implementing curricula in the classroom, reflect and self-critique on lesson effectiveness	Student Teacher Observation Tool, lesson plans, and reflections
Engage in appropriate dispositions and behaviors to uphold ethical standards and professional guidelines of an Early Childhood educator in Alaska	Educator Disposition Assessment

Student Teaching II: Expectations Timeline

	Student Teacher Roles & Behaviors	Host Teacher Roles & Behaviors
First few weeks	• Introduce self to children, families, school community (principal, support teachers, office staff, other teachers, etc.). • Attend all school functions including staff meetings, professional development, beginning of the year picnics etc. • Assist Host Teacher in setting up the classroom, if appropriate. • Co- teach lessons led by your Host Teacher. • Ask questions about your Host Teacher's lessons. • Ask about assessment practices. • Support Host Teacher by assisting in the routine: helping to lead group time (family meeting) experiences, songs, bathroom trips, library visits, etc. • Help prepare bulletin boards, family notes, and other classroom management pieces (cubbies, name cards, etc.) • Ask questions about the environment and management pieces.	• Introduce Student Teacher to children, families, school community (principal, support teachers, office staff, other teachers, etc.) • Invite Student Teacher to attend all school functions • Discuss with Student Teacher how you prepare classroom, prepare lessons. • Support and provide Student Teacher with lessons (reading, group time, art lesson, science, math manipulatives, etc.) for Student Teacher to teach/facilitate on a daily basis. • Share your teaching philosophies and guiding principles. • Invite the Student Teacher to prepare areas of classroom environment so they feel ownership in the classroom. • Share your feelings about your lessons - they need to know some lessons do not go as planned. Share how you move from point A to Point B in each lesson – including assessments. • Share information about classroom transitions. • Talk out loud about WHY you do the things you do.

	Student Teacher Roles & Behaviors	Host Teacher Roles & Behaviors
Pre-Residency **Formative Assessment**	• Student Teacher and Host Teacher determine the content for the month together. Each plans lessons and facilitates own lessons. • Teach/facilitate a minimum of three lessons (either small or large group) per day. You may teach/facilitate half day if you and Host Teacher agree. Host Teacher will help you determine the lesson and the content. • Become knowledgeable in three content areas (science, math, reading, etc.). Begin seeing how the progression of concepts and idea go together in day-to-day lessons. • Observe Host Teacher during transition times. • Observe Host Teacher work with challenging behaviors. Ask Host Teacher for suggested behaviors of individual child needs. Assist or step in to support these children with special needs before Host Teacher asks if necessary. • Student Teacher should be able to jump in – and take over! • Begin to plan for your residency. Discuss your ideas with your Host Teacher.	• Discuss your planning process with your Student Teacher. Listen to and include your Student Teacher's ideas particularly the lessons the Student Teacher is teaching/facilitating. • Support Student Teacher in learning about three content areas (this could be the same content/lesson the Student Teacher is teaching). Have the Student Teacher teach half day, if you feel it is appropriate. Help the Student Teacher understand how the content flows from day to day and lesson to lesson. • Team-teach some lessons or plan lessons that the Student Teacher can take over after you begin them. • Discuss transition times. • Discuss the strategies you use with challenging behaviors. Suggest specific behaviors for the Student Teacher to watch for in individual children. • Support Student Teacher with the planning process but Student Teacher should lead. **Allow** Student Teacher to make mistakes. You may want to offer suggestions. • **Leave the classroom** for short periods of time (30-60 minutes). • Begin to plan for your Student Teacher's Residency. Share plans, ideas, etc…

	Student Teacher Roles & Behaviors	Host Teacher Roles & Behaviors
Residency (4 weeks)	• You are the classroom teacher for this time period. Your Host Teacher will be available to support you in your lesson planning as needed. • Prepare complete lesson plans with some back up supporting lessons and activities. • Discuss times you wish the Host Teacher to participate and co-teach lessons. • Use your resources to help plan (method's class lessons, Host Teacher ideas, textbook ideas). You can plan events or parts of the curriculum with other teachers/Student Teachers/school specialists. • Teach/facilitate ALL lessons during the day. • Write all family communications. • Attend all faculty meetings. • Have the principal observe and give feedback. • Get enough rest! • If you are ill, prepare substitute lessons plans for your Host Teacher to follow. Call Host Teacher the night before to let them know. • **If you are ill for more than three days, you may need to make up residency time.**	• Work closely with your Student Teacher so the students have a smooth transition. • Help Student Teacher write a family letter explaining the residency experience. • Have a project to work on during this time. Submit an informal proposal to your principal or ask him or her for ideas. • **Stay out of the classroom as much as possible.** • Support your Student Teacher as necessary. Student Teacher may wish for you to co-teach some lessons in a small group format (Student Teacher choice) if this is the typical format for your group of children. • Support your Student Teacher with lesson planning ideas. • Continue working on your meaningful project. • Discuss with your Student Teacher the connection between the content you are teaching and the AK Teacher Standards. • If Student Teacher is ill, they will leave their lesson plans with you to follow. • If Student Teacher is ill for more than three days, they may need to make up days after the residency.

	Student Teacher Roles & Behaviors	Host Teacher Roles & Behaviors
Post-Residency Capstone	*This time is for you to fine-tune your teaching strategies – especially in reading.* *Participate in parent/teacher conferences and testing, meetings, and other school events. Students may substitute at their school site with permission from the school and university supervisor* • Teach/facilitate a *minimum* of **two** lessons per day • Continue co-teaching and co-planning with Host Teacher • Observe other classroom reading lessons • Facilitate some of the Parent/Student Conferences • Support school during testing • Continue asking Host Teacher questions!	*This time is for Student Teachers to fine-tune their teaching strategies – especially in reading.* *Student teachers will remain at the school site but may substitute in any classroom with school administration and university permission. Student teacher should participate in conferences, meetings and school events* • Student Teacher will continue to teach/plan a minimum of two lessons per day • Continue co-teaching and co-planning with Student Teacher. • Have the Student Teacher facilitate some of the Parent/Student Conferences • Support school during testing

4-year Plan for BAEC at UAA

(120 credits)

Freshman	Fall 15 Credits	Spring 15 Credits
	Early Childhood Major EDEC A106 Creativity and the Arts in Early Childhood (3) **General Education Requirements (GER)** EDEC A105 Introduction to the Field of Early Childhood SS GER (3) Quantitative GER (3) Written Communication GER (3) HIST A132 - Humanities GER (3	**Early Childhood Major** EDEC A107 Child Development (3) EDEC 108 Health, Nutrition, and Wellness for Children Birth-12 (3) EDEC A210 Guiding Young Children (3) **General Education Requirements (GER)** Oral Communication GER (3) Natural Science GER (3)
Sophomore	Fall 15 Credits	Spring 15 Credits
	Early Childhood Major EDEC A241 Infant and Toddler Development (3) EDEC A206 Integrated Curriculum (3) **General Education Requirements (GER)** Written Communication GER (3) Fine Arts GER (3) Natural Science with lab (3)	**Early Childhood Major** EDEC A242 Culturally Responsive Family Engagement (3) EDEC A295 Practicum (infant, toddler, or preschool) (3) EDEC A292 Seminar (3) **General Education Requirements (GER)** ANTH A200 SS or HIST 341 HUM (3) Alaska Native Studies GER (3)
Junior Praxis (CASE)	Fall 15 Credits	Spring 15 Credits
	Early Childhood Major EDEC 320 Foundations of Literacy and language (3) Math 211 (3) EDEC A321 Reading, Language, & Culture (3) **General Education Requirements (GER)** EDFN A300 Foundations of education capstone (3) *SS/HUM GER (3)	**Early Childhood Major** EDEC A407 Observation, Documentation and assessment (3) EDEC A408 Children's lit (3) Math 212 (3) EDEC A303 Young Children in Inclusive Settings (3) Elective (3)
Senior Praxis II	Fall 15 Credits	Spring 15 Credits
	Early Childhood Major EDEC 404 Early Literacy methods (3) EDEC 403 Science and Math (STEM) methods (3) EDEC A492Y Early Childhood Student Teaching 1 Seminar(3) EDEC 495Y Early Childhood Student teaching 1 (150 hours) (3) Elective (3)	EDEC A492Z Early Childhood Capstone Seminar (EdTPA) (3) EDEC A495Z Early Childhood Student Teaching 2 (500 hours) (9) Elective (3)

Early Childhood Programs Course rotation

OEC/AAS/BAEC

		Fall	Spring	Summer
2021-2022	**OEC/AAS/BA**	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A206 EDEC A241 EDEC A292 EDEC A295	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A210 EDEC A242 EDEC A292 EDEC A295 EDEC A303	EDEC 190
	BA		EDFN A300	

		Fall	Spring	Summer
2022-2023	**OEC/AAS/BA**	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A206 EDEC A241 EDEC A292 EDEC A295	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A210 EDEC A242 EDEC A292 EDEC A295 EDEC A303	EDEC 190
	BA	EDFN A321 EDEC A407 EDEC A408	EDFN A300 EDEC A320 EDEC A403 EDEC A404 EDEC A492Y EDEC A495Y	

		Fall	Spring	Summer
2023-2024	**OEC/AAS/BA**	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A190 EDEC A206 EDEC A241 EDEC A292 EDEC A295	EDEC A105 EDEC A106 EDEC A107 EDEC A108 EDEC A210 EDEC A242 EDEC A292 EDEC A295 EDEC A303	EDEC 190
	BA	EDFN A321 EDEC A407 EDEC A408 EDEC A492Z EDEC A495Z *1st graduates	EDFN A300 EDEC A320 EDEC A403 EDEC A404 EDEC A492Y EDEC A495Y	

Proposed timeline 9.29.21

Below is who will tentatively teach the courses

Spring 2022					Summer
	Seitz	Hsiao	Dahlman (KPC)	Deal (KoC)	Seitz
OEC/AAS/BA	EDEC A 108 EDEC A 242	EDEC A105 EDEC A210 EDEC A292	EDEC A106 EDEC A295	EDEC A107 EDEC A303	EDEC A190 Literacy foundations
BA (jr.year)			EDFN A300		

Fall 2022					Spring 2023				
	Seitz	Hsiao	Dahlman (KPC)	Deal (KoC)	Seitz	Hsiao	Dahlman (KPC)	Deal (KoC)	adjunct
OEC AAS BA	EDEC A106 EDEC A108	EDEC A105 EDEC A206	EDEC A292 EDEC A295	EDEC A107 EDEC A241	EDEC A108 EDEC A242	EDEC A105 EDEC A206	EDEC A106	EDEC A107 EDEC A241	EDEC A292 EDEC A295
BA (jr. year)	EDEC A408	EDEC A407	EDEC A321		EDEC A320	EDFN A300	EDEC A404 EDEC A495y	EDEC A492y	EDEC A403 (practitioners from the field)

Fall 2023					Spring 2024				
	Seitz	Hsiao	Dahlman (KPC)	Deal (KoC)	Seitz	Hsiao	Dahlman (KPC)	Deal (KoC)	adjunct
OEC AAS BA	EDEC A106 EDEC A108	EDEC A105 EDEC A206	EDEC A292 EDEC A295	EDEC A107 EDEC A241	EDEC A108 EDEC A242	EDEC A105 EDEC A206	EDEC A106	EDEC A107 EDEC A241	
BA (jr. year)	EDEC A408 (EDEC A495Z)	EDEC A407	EDEC A321 (EDEC A495Z)	EDEC A492z	EDEC A320	EDFN A300	EDEC A404 EDEC A495y	EDEC A492y	EDEC A403 (practitioners from the field)

Proposed timeline 9.29.21