

Early Education Grant Program

4 AAC 05 is amended by adding a new section to read:

4 AAC 05.100. Kindergarten day in session. (a) A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040.

(b) In this section, "instructional time" means time devoted to structured learning activities for the instruction of kindergarten students. (Eff. __/__/____; Register __)

Authority: AS 14.03.040 AS 14.07.060 AS 14.07.165

4 AAC 60.037 is repealed:

4 AAC 60.037. Transition. Repealed. (Eff. 9/16/2017, Register 223; repealed __/__/____, Register ____)

4 AAC 60.180 is repealed.

4 AAC 60.180. Definitions. Repealed. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am 9/16/2017, Register 223; am __/__/____, Register __)

Editor's note: As of Register ____, this section was repealed and the definitions were incorporated, as amended, at new section 4 AAC 60.990.

4 AAC 60 is amended by adding new sections to read:

4 AAC 60.190. High quality early education program standards. (a) A district-wide early education program shall

(1) adopt an evidence-based program of learning that complies with the standards of (b) of this section;

(2) have a certificated teacher in charge of the program who meets the criteria of AS 14.07.165(a)(5)(B);

(3) implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170;

(4) have a minimum day in session of two hours per day, five days per week; and

(5) accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

(b) The standards for a high quality early education program provided by a district-wide early education program, as set out in the department’s publication *Alaska Early Education Program Standards*, dated April 2023, are adopted by reference.

(c) A school district that complies with (a) and (b) of this section may adapt its early learning program to align with the cultural values and customs of the district community.

(Eff. __/__/____; Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.165
AS 14.07.180

4 AAC 60.195. District accountability; revocation of approval of district-wide early education program. (a) Annually, a district providing a district-wide early education program shall submit an ADM assurances report in a format prescribed by the department. The ADM assurances report must be submitted to the department within two weeks after the end of the student count period under 4 AAC 09.015. In the report, the district shall certify that its district-

wide early education program complies with the high quality early education program standards under 4 AAC 60.190.

(b) An individual may submit a complaint to the department concerning a district's compliance with the high quality early education program standards under 4 AAC 60.190. The complaint must include

- (1) a statement describing the alleged violation;
- (2) a statement of facts;
- (3) the name and address of the complainant; and
- (4) documentation that the complainant presented the complaint to the school

district.

(c) Upon receipt of a complaint, the department shall conduct a scheduled review of the district-wide early education program. The department will provide a minimum of 30 days' notice to the district of the date and purpose of the review.

(d) Within 30 days after conclusion of a scheduled program review, the department will submit written results of the program review to the district. The written results shall include a statement of substantiated or unsubstantiated non-compliance.

(e) If a scheduled review indicates substantiated non-compliance, the district shall have 90 days to submit evidence of correction of the substantiated non-compliance on a form and in a manner prescribed by the department. The department will review the evidence of correction and provide the district with a written determination within 30 days after receipt of the district's evidence of corrective action under (d) of this section.

(f) If a district fails to provide the department with evidence of corrective action, or the department's review under (e) of this section indicates that a district is substantially non-

compliant with the high quality early education program standards under 4 AAC 60.190, the district is ineligible to claim its early education program students in the ADM.

(g) The department shall provide a notice of ADM ineligibility under (f) of this section within 30 days after receipt of the district's documentation of corrective action completion.

(h) A district may appeal a determination by the department under (g) or (k) of this section under 4 AAC 40.010 - 4 AAC 40.050.

(i) The department's revocation of a district's eligibility for 0.5 ADM takes effect the following school year.

(j) The department will review approved district-wide early education programs to ensure compliance with the *Alaska Early Education Program Standards*, dated April 2023, adopted by reference in 4 AAC 60.190, is maintained.

(k) The department may revoke approval of a district-wide early education program if the department determines that the district has not maintained compliance with the *Alaska Early Education Program Standards*, dated April 2023, adopted by reference in 4 AAC 60.190. (Eff. __/__/__; Register __)

Authority: AS 14.03.410 AS 14.07.020 AS 14.07.060
AS 14.07.165 AS 14.17.500

4 AAC 60.200. District-wide early education program grants; applications; duration; award determinations. (a) A school district identified by the department as eligible for a district-wide early education program grant under AS 14.03.410(c) may submit a grant application on a form prescribed by the department no later than May 15 of the application year. In addition to the application, an applicant school district shall submit, in a format prescribed by

the department,

(1) a one-page program summary;

(2) an application narrative;

(3) a budget narrative form;

(4) written documentation of outreach efforts conducted by the district;

(5) written documentation that the school district consulted with all local and tribal Head Start programs within the district;

(6) for each program that the school district consulted with under (a)(2) of this section, an acknowledgment signed by a person with authority to act on behalf of the program stating that the district-wide early education program is not, or would not be, duplicative of an existing program and that eligible students would not be negatively affected by developing and improving a district-wide early education program; and

(7) certification that the applicant is not presently debarred, suspended, ineligible, or voluntarily excluded from participation in primary covered transactions by any federal department or agency; and

(8) a district-wide early education program consultation form.

(b) The department may award a district-wide early education program grant to a district that meets the criteria of AS 14.03.410 and this section. When making an award determination, the department shall consider whether an applicant school district

(1) has previously received a district-wide early education program grant;

(2) is the current recipient of a district-wide early education program grant under this section;

(3) has an insufficient number of children in the district attending high-quality

child care programs; and

(4) has conducted outreach within the district to ensure that the proposed district-wide early education program is not duplicative of existing programs.

(c) The department will prioritize grant applications from eligible school districts that rank lowest on district accountability system and performance designations under AS 14.03.123 and 4 AAC 06.812.

(d) A district-wide early education program grant award has a three-year duration.

(e) Any non-school district agency is not eligible for a grant award under this section.

(f) In this section, "high quality child care program" includes a Head Start program, an early education program provided by a local government, and an early education program provided by a child development agency which meets the *Alaska Early Education Program Standards*, dated April 2023, adopted by reference in 4 AAC 60.190. (Eff. __/__/__); Register __)

Authority: AS 14.03.410 AS 14.07.020 AS 14.07.060

4 AAC 60.205. District-wide early education program grant recipient obligations.

(a) During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

(b) After expiration of the grant period, a school district grant recipient that has demonstrated progress toward meeting or exceeding high quality early education program standards under (a) of this section may apply for inclusion of the early education program's

students in the district’s student count under AS 14.17.600 and 4 AAC 60.210.

(c) A school district early education program grant award recipient shall comply with the department's fiscal and program requirements. To comply, an award recipient must

(1) implement the high quality early education program standards under 4 AAC 60.190, according to the grant application with the goal of meeting all of the standards by the end of the three year grant period;

(2) submit within the Grants Management System (GMS) quarterly reports and budget reimbursement requests on a quarterly basis in a format prescribed by the department;

(3) submit an annual application for operate under 4 AAC 60.036;

(4) assess each child to determine individual progress or status on all domain areas in the *State of Alaska Early Learning Guidelines* in accordance with (d) of this section;

(5) assign an Alaska Student Identification Number to all students enrolled in the district early education program;

(6) secure adequate personnel to perform services under the grant;

(7) accommodate program attendance by homeless children in accordance with 42 U.S.C. 11432(g)(1)(F)(i) and 42 U.S.C. 11432(g)(6)(A)(iii); and

(8) submit an annual report on a form prescribed by the department describing progress towards meeting the high quality early education program standards under 4 AAC 60.190. (Eff. __/__/__; Register __)

Authority: AS 14.03.410 AS 14.07.020 AS 14.07.060
AS 14.60.010

4 AAC 60.210. Criteria for inclusion of district-wide early education program

students within a district's ADM. (a) A school district that meets the requirements of (b) of this section may apply to the department for inclusion of district-wide early education program students in the district's student count under AS 14.17.600 as one-half of a full-time equivalent student or 0.5 ADM.

(b) For early education program students to be included in a district's student count, the district-wide early education program must

(1) be approved by the department;

(2) meet the *Alaska Early Education Program Standards*, dated April 2023, adopted by reference in 4 AAC 60.190, or successfully complete a three-year grant program under 4 AAC 60.200 - 4 AAC 60.205; and

(3) not receive state or federal funding for the early education program.

(c) An application for inclusion of district-wide early education program students in a district's student count must be submitted to the department not later than May 15 of the year preceding the school year the students would be counted in.

(d) A district must receive written approval from the department before the district-wide early education program students may be counted as one-half of a full-time equivalent student in the district's average daily membership count.

(e) If a district does not receive written approval from the department by September 1 of the year the students would be counted in, the district will not be able to include the students in their average daily membership count. The district may apply again for the following year.

(f) To receive the 0.5 ADM for an enrolled student, a district-wide early education program must

(1) have a certificated teacher in charge of the program who meets the criteria of

AS 14.07.165(a)(5)(B); and

(2) meet the criteria of 4 AAC 60.190(a).

(g) If a school district partners with a local or tribal Head Start program and the program is operated by the local or tribal Head Start, then the district is not eligible to apply to the department for inclusion in the district's student count.

(h) If a school district partners with a local or tribal Head Start program and the program is operated by the district, then the district may be eligible to apply to the department for inclusion in the district's student count.

(i) The department's approval to include district-wide early education program students as 0.5 ADM is valid for a three-year period. After expiration of the three-year period, a district must re-apply in accordance with this section. (Eff. __/__/____; Register __)

Authority: AS 14.03.410 AS 14.07.020 AS 14.07.060
AS 14.17.500

4 AAC 60 is amended by adding a new section to read:

4 AAC 60.990. Definitions. Unless the context indicates otherwise, in this chapter

- (1) "commissioner" means the Commissioner of Education and Early Development;
- (2) "culturally responsive" has the meaning given in AS 14.60.010;
- (2) "department" means the Department of Education and Early Development;
- (3) "district-wide early education program" means a program, the primary function of which is educational, provided by a school district
 - (A) for children who are four and five years of age and who have not

attended a public school kindergarten; and

(B) that receives a grant under 4 AAC 60.200 or 0.5 ADM funding under 4 AAC 60.210;

(4) "pre-elementary school" means a program or school, the primary function of which is educational, for children ages three through five years; "pre-elementary school" includes a district-wide early education program;

(5) "Head Start agency" means an agency that operates in the state as a Head Start program under 42 U.S.C. 9831 - 9852c.

(6) "parent" or "guardian" has the meaning given in AS 14.60.010. (Eff. __/__/____, Register ____)

Authority: AS 14.03.060 AS 14.03.410 AS 14.07.020
AS 14.07.060 AS 14.07.165 AS 14.17.290
AS 14.60.010

Editor's note: This section was previously located at 4 AAC 60.180 until relocated by the regulations attorney on __/__/____.

ALASKA EARLY EDUCATION PROGRAM STANDARDS



Alaska Reads
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ALASKA EARLY EDUCATION PROGRAM STANDARDS

Purpose

The purpose of this document is to establish standards applicable to an early education program provided by a school district for children who are four and five years of age. The standards were prepared in response to passage of the Alaska Reads Act in May 2022 and, if adopted, have an effective date of July 1, 2023. These standards are incorporated by reference in 4 AAC 60.190.

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Summary

Early education programs must provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school. An early education program must embed responsive and effective teacher-child interactions. All programs must implement an evidence-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *State of Alaska Early Learning Guidelines* (incorporated by reference in 4 AAC 60.170) and support family engagement in children's learning and development. A program must deliver developmentally, culturally, and linguistically appropriate approaches to learning science, physical skills, and creative arts that include language, literacy, mathematics, and social and emotional development.

I. Learning Environment

An early education program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the *State of Alaska Early Learning Guidelines*, including for children with disabilities.

- a. A program must provide a well-organized learning environment. A well-organized learning environment includes

- i. developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences; and
 - ii. teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.
- b. An early education program class may have a maximum of twenty (20) children led by two teachers or a teacher and a teaching assistant. A double session class may have a maximum of 17 children led by two teachers or a teacher and a teaching assistant.
- c. An early education program must regularly serve 4 and 5-year-old children for at least 2 hours per day, 5 days per week.
- d. An early education program must provide developmentally appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must
 - i. include any necessary accommodations and the space must be accessible to children with disabilities; and
 - ii. be periodically changed to support children's interests, development, and learning.
- e. An early education program must implement snack and mealtimes in ways that support development and learning. Snack and mealtimes must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate.
- f. An early education program must approach routines and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
- g. A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning.
- h. A program may not use physical activity as reward or punishment.

II. Social and Emotional Support

- a. A program must ensure mental health consultants assist:
 - i. The program to implement strategies to identify and support children with mental health and social and emotional concerns;
 - ii. Teachers to improve classroom management and teacher practices through strategies that include using classroom observations and consultations to address teacher and individual child needs and creating physical and cultural environments that promote positive mental health and social and emotional functioning;
 - iii. Other staff to meet children's mental health and social and emotional needs through strategies that include observation and consultation;
 - iv. Staff to address prevalent child mental health concerns, including internalizing problems such as appearing withdrawn and externalizing problems such as challenging behaviors; and,

- v. In helping both parents and education staff to understand mental health and access mental health interventions, if needed.
- b. A program may not expel or unenroll a child because of a child's behavior.
- c. A program shall prohibit or restrict use of suspension due to a child's behavior. A suspension due to a child's behavior shall be temporary, shall comply with (d) of this section, and may only be used in circumstances involving a safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- d. Before a program suspends a child or makes a suspension determination under (c) of this section, the program shall engage with a mental health consultant, collaborate with a parent or guardian of the child, and use appropriate community resources, such as behavior coaches, psychologists, or other appropriate specialists, as needed, to evaluate reasonable modifications that may alleviate the safety threat.
- e. After conclusion of a temporary suspension, a program shall help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
 - i. continuing to engage with the child's parent or guardian, and a mental health consultant, and continuing to use appropriate community resources;
 - ii. developing a written plan to document the action and supports needed;
 - iii. providing services that include home visits; and,
 - iv. determining whether a referral to the special education team for implementing Individuals with Disabilities Education Act (IDEA) is appropriate.

III. Curricula

- a. An early education program must implement developmentally appropriate evidence-based early childhood curricula, including additional curricular enhancements, as appropriate, that:
 - i. are based on evidence and have standardized training procedures and curriculum materials to support implementation;
 - ii. are aligned with the *State of Alaska Early Learning Guidelines* and are sufficiently content-rich to promote measurable progress toward development and learning;
 - iii. include Preschool Science of Reading supplemental curricula from the following DEED approved list:
 - 1. Heggerty
 - 2. UFLI
 - 3. Zoo Phonics
 - iv. include the following Preschool Science of Reading components in daily activities
 - 1. Oral Language
 - 2. Phonological awareness
 - 3. Print Knowledge; and
 - v. have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.
- b. A program must support education staff to effectively implement curricula must monitor curriculum implementation and fidelity, and must provide support, feedback, and

supervision for continuous improvement of curricula implementation through training and professional development.

- c. A program that makes significant adaptations to a curriculum or a curriculum enhancement to meet the needs of a specific population of students must use an external early childhood education curriculum or content area expert to develop the significant adaptations. Adaptations must be culturally sensitive. Before implementing an adaptation, a program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals.
 - i. Programs are encouraged to partner with outside evaluators in assessing such adaptations.

IV. Screening and Developmental Evaluation

- a. Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally, and linguistically appropriate, and appropriate for children with disabilities, as available.
- b. In collaboration with each child's parent or guardian and with consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, motor, language, personal-social, cognitive, and social and emotional skills.
- c. Screening must occur within the child's first 45 calendar days of attending the program.
- d. A program must use the DEED identified statewide developmental screening tool(s).
 - i. If the DEED identified statewide developmental screening tool was administered within 45 days of attendance by a different program (e.g. pediatrician's office, PAT, Head Start, Child Find Fair, etc.), that screening meets this requirement.
 - 1. A copy of the screen must be on file with the early education program.
 - 2. Program must follow IV.e through IV.f.iv.
- e. As part of the screening process, a program must include information from family members, teachers, and relevant people familiar with the child's typical behavior.
- f. If warranted through screening and additional relevant information, and with direct guidance from a mental health or child development professional, a program must, with the parent or guardian's consent, promptly and appropriately address any identified needs through:
 - i. Referral to the district's Special Education Program for a formal evaluation to assess the child's eligibility for Special Education services as soon as possible; AND/OR
 - ii. Referral to a local agency/provider responsible for formal evaluation to assess the child's eligibility for behavioral health and other medical services related to the child's development.
 - iii. Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.
 - 1. If a child is determined to be eligible for Special Education services, the program must partner with parents and the Special Education team and assist in coordinating delivery of special education services.

2. If, after completion of the formal evaluation, the Special Education Team determines the child is not eligible for special education and related services, the program must
 - a. Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,
 - b. If the child has a significant delay, partner with parents or guardians to help the family access services and supports to help address the child's identified needs.
 - i. Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act.
- g. If a child satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act, they may not be excluded from the program on-the-basis of disability.

V. Assessment

- a. A program must use the DEED required early childhood assessment tool for each child. This tool will provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Alaska Early Learning Guidelines. Such assessments must be conducted with sufficient frequency to allow for individualization within the program year and demonstrate child progress throughout the year. At a minimum, formal assessment must be conducted in the Fall and Spring annually.
- b. A program must regularly use child assessment information along with informal teacher observations and additional information from family and staff, in a culturally responsive manner, to determine a child's strengths and needs, and inform and adjust strategies to better support individualized learning and improve teaching practices.
- c. The use of screening and assessment items and data on any screening or assessment authorized under DEED is prohibited for the purposes of ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff.
 - i. A program must not use screening or assessments to exclude children from enrollment or participation.
 - ii. Screening does not diagnose developmental delay. It is solely an indicator that formal evaluation is needed.

VI. Family Engagement

- a. An early education program must structure education and child development services to recognize a parent or guardian's role as their child's first, most important, and lifelong educators. A program must include and engage a parents or guardian in a child's education. Family culture and values must be reflected in a child's classroom environment and curriculum.
- b. A program must:
 - i. build responsive, respectful relationships with families;
 - ii. learn about a child and family's cultural background, traditional values, and heritage language, and integrate this background into the curriculum;
 - iii. use cultural values and traditional knowledge to plan the classroom environment; and
 - iv. provide curriculum that integrates traditional knowledge and that is organized around relevant place-based themes.
- c. A program must offer opportunities for a child's parent, guardian, or other family member to be involved in the program's education services.
- d. A program must implement policies to ensure:
 - i. the program's settings are open to a parent or guardian during program hours and family members have opportunities to volunteer and share their knowledge with the class or during group activities.
 - ii. teachers and parents regularly communicate to ensure the child's family is well-informed about the child's routines, activities, and behavior in the program.
 - iii. teachers and parents discuss the purposes of and the results from screenings and assessments and discuss the child's progress. A program shall offer opportunities for parent or guardian involvement and communications during
 1. a Meet and Greet event held before the first day of class for a school year to ease transition into the school year;
 2. a family conference held as needed, but no less than two times per school year, to enhance the knowledge and understanding of teachers, staff, and a parent or guardian regarding the child's education and developmental progress;
 3. at minimum of two home visits by a child's teacher or other staff per school year for each family, including one visit before the first day of class for a school year. A home visit may take place at a program site or another community location; and
 4. Families have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program.

VII. Dual Language Learners

- a. For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement evidence-based teaching practices that support the learner's development. Dual language learner teaching practices must:

- i. focus on both English language acquisition and the continued development of the home language; or
 - ii. if teachers or staff do not speak the home language of a child, include steps to support development of the home language for a dual language learner; developmental support may include having culturally and linguistically appropriate materials available to the student and other evidence-based strategies.
- b. A program that serves American Indian or Alaska Native children must integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations.
- c. If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, a contractor, or a consultant to:
 - i. assess language skills in English and in the child's home language, to assess the child's progress in the home language and in English language acquisition;
 - ii. conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
 - iii. ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.
- d. If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a staff person qualified to conduct screenings and assessments.
- e. If a program serves a child who speaks a language other than English, the program must seek volunteers who speak the child's home language to be trained to work in the classroom and support the child's continued development of the home language.

VIII. Coaching

- a. A program must implement an evidence-based, coordinated coaching strategy for teachers and education staff that
 - i. is facilitated by a trained and experienced early childhood coach. At a minimum, the coach must have:
 - 1. a baccalaureate in early childhood education or related field as defined by the Alaska SEED Registry, and
 - 2. training or mentorship in relationship-based professional development;
 - ii. assesses education staff to identify strengths, areas of needed support, and whether any educational staff would benefit from intensive coaching;
 - iii. provides opportunities for intensive coaching to education staff when needed, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

- iv. provides opportunities for education staff to receive evidence-based professional development aligned with program performance goals; and
- v. ensures intensive coaching opportunities for education staff, as needed, that
 - 1. align with the program’s school readiness goals, curricula, and other approaches to professional development;
 - 2. utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
 - 3. provide ongoing communication between the coach, program director, education director, teachers, and staff;
 - 4. establishes policies that ensure assessment results are not used to punish staff that need coaching support without providing additional coaching and time for staff to improve.

IX. Continuous Quality Improvement

- a. A program must implement a continuous quality improvement process that uses data to (1) identify program strengths and needs, (2) develop and implement plans that address program needs, (3) continually evaluate compliance with program performance standards, and (4) annually evaluate progress towards achieving program goals. These plans will be focused on the early education program only.
- b. A program's continuous quality improvement process must:
 - i. ensure data is aggregated, analyzed, and compared in such a way to assist agencies in identifying risks and informing strategies for continuous improvement in all program service areas;
 - ii. ensure child-level assessment data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate, and used with other program data to direct continuous improvement related to curriculum choice and implementation, teaching practices, professional development, program design and other program decisions, including changing or targeting scope of services;
 - iii. use information from ongoing monitoring, including the program's annual self-assessment, child-level assessments, and program data on teaching practice, staffing and professional development, to identify program needs and develop and implement plans for program improvement; and
 - iv. use program improvement plans as needed to strengthen or adjust content and strategies for professional development, change program scope and services, refine school readiness and other program goals, or adapt strategies to better address the needs of sub-groups.

Definitions

Culturally Responsive: showing respect for and recognition of the traditions, beliefs, languages, values, and practices of the local culture(s) that has historically been present in the geographic area being served.

Education Staff: Includes certified teacher(s), paraprofessionals and any other paid staff working in the child's learning environment.

Double Session: when there are two different sessions within the school day. For example, when there is a morning class and an afternoon class.

Evidence-based: Practices for teaching that are grounded in research and professional wisdom.

Family Style Meals: When staff and children sit-down together for a meal or a snack. It helps children make healthy food choices by seeing positive attitudes from teachers and peers. With this type of meal service, teachers can model and develop key concepts for children, including:

- using proper table manners. Opportunities to try new foods and politely decline food they have tasted and don't enjoy yet
- Understanding appropriate use of utensils
- Assistance with setting and cleaning the table after the meal

Other benefits include improved motor skills and self-confidence, expanded social skills, and practice

Family: the child's primary caregiver(s). The person/people whom the child lives with and participates in family engagement activities.

Mental Health Consultation (IECMHC): Infant and Early Childhood Mental Health Consultation (IECMHC) is a prevention-based, indirect service that builds the capacity of caregivers to help support and sustain healthy social and emotional development of infants and young children in the natural settings where they learn and grow, such as early care and education (ECE), home visiting, and primary care.

IECMH consultants are master's-prepared, license-eligible mental health professionals. Effective consultants understand strategies for supporting children's social-emotional development and focus on relationship-building activities with consultees that facilitate the adoption of new practices.

Parent: the person or persons legally responsible for the student.

Teacher: Holds a valid Alaska teaching certificate and is responsible for the classroom program.

Department Reading Program

4 AAC 06 is amended by adding a new article to read:

Article

1. General Administration. (4 AAC 06.010 - 4 AAC 06.177)

2. Safe Schools. (4 AAC 06.200 - 4 AAC 06.290)

3. Department Reading Program. (4 AAC 06.300 – 4 AAC 06.390)

4. District Reading Intervention Services and Strategies. (4 AAC 06.400 – 4 AAC 06.490)

5 [3]. Prohibition of Sex Discrimination. (4 AAC 06.500 - 4 AAC 06.600)

6 [4]. Statewide Student Assessment. (4 AAC 06.700 - 4 AAC 06.790)

7 [5]. School and District Accountability. (4 AAC 06.800 - 4 AAC 06.899)

4 AAC 06 is amended by adding new sections to read:

4 AAC 06.300. Purpose. (a) The department reading program provides direct reading intervention support to participating schools as provided in AS 14.30.765 and 14.30.770.

(b) The department shall provide to eligible schools support from a reading specialist employed by the department and funding to implement the reading improvement goals identified in the K-3 intensive school reading improvement plan, including intervention materials.

(Eff. __/__/__, Register _____)

Authority: AS 14.30.765 AS 14.30.770

4 AAC 06.305. Eligibility. A school serving students in kindergarten through third grade is eligible to apply for the department reading program if the school has been assigned a

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performance designation that is in the lowest performing 25% of schools, as determined by the department based on the state accountability system in AS 14.03.123. The department shall determine how many schools will be selected each year based on available resources and school district needs. (Eff. __/__/__, Register _____)

Authority: AS 14.03.123 AS 14.30.770

4 AAC 06.310. Application and selection. (a) The department shall notify a school that it is eligible to apply for the reading program in fall of each year.

(b) An eligible school may apply to the department as provided in AS 14.30.770 by submitting a complete application on or before February 15 of each year on a form provided by the department.

(c) A complete application must include

- (1) the school and school district name;
- (2) the signature of the school principal, school district superintendent and school board chair;
- (3) completed K-3 MTSS reading plan referenced in 4 AAC 06.405;
- (4) school summative assessment scores for the past 2 years;
- (5) school statewide screening tool or other approved screening tool results for students in kindergarten through grade three over the past year; for applications submitted in 2024 an eligible school shall submit screening tool results available as of February 15; and
- (6) statement describing the school's commitment to reading improvement through participation in department reading program and implementation of reading

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improvement goals.

(d) The department shall notify schools of acceptance in the department reading program by April 1 of each year for support in the following year.

(e) In selecting schools the department shall prioritize complete applications providing evidence of school ability to implement department reading intervention support. (Eff. __/__/__, Register _____)

Authority: AS 14.30.770

4 AAC 06.315. Program requirements. A school selected to participate in the department reading program established in AS 14.30.770 shall

(a) submit a K-3 intensive school reading improvement plan as provided 4 AAC 06.325 below;

(b) work with state reading specialists to structure the school day to accommodate effective core instruction and intensive reading interventions to best suit the needs of the school;

(c) present an update on the reading program and intervention services as provided in AS 14.30.770; and

(d) comply with all requirements in this chapter and AS 14.30.770. (Eff. __/__/__, Register _____)

Authority: AS 14.30.770

4 AAC 06.320. Reading Specialists. (a) The department shall employ reading specialists and assign reading specialists to eligible schools. An individual employed by the department as a

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reading specialist must

- (1) hold a teacher certificate issued under 4 AAC 12.305;
- (2) meet the requirements of AS 14.30.770(d)(2) and (d)(3); and
- (3) complete, within one year after the person's date of hire, a total of three

semester hours of indigenous language learning and culturally responsive education, in any combination.

(b) A reading specialist may deliver support in a distance-delivery model except that a reading specialist shall conduct a minimum of two in-person site visits each year. A reading specialist may provide more than two in-person site visits each year as determined by the reading specialist and the department.

(c) In addition to the duties outlined in 14.30.770 a reading specialist shall

(1) in partnership with school staff, create specific improvement goals with measures of interim progress for each school;

(2) purchase intervention materials to support the improvement goals;

(3) review staff development plans in reading for effectiveness and provide feedback; and

(4) help design the school's daily schedule for reading, modeled after a response to intervention or multi-tiered system of support.

(d) Reading specialists shall provide progress reports to the department on a quarterly basis, including progress on specific improvement goals in (c)(1) above.

(e) Beginning July 1, 2023 and ending June 30, 2024, the requirements of (a)(3) of this section shall be satisfied by completing three semester hours of multicultural education or cross-

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cultural communications as provided in AS 14.20.020(h).

(Eff. __/__/__, Register _____)

Authority: AS 14.30.770

4 AAC 06.325. K-3 intensive school reading improvement plan. (a) Not later than May 1 of each year, a school participating in the department reading program shall submit to the department a K-3 intensive school reading improvement plan.

(b) The department shall make a K-3 intensive school reading improvement plan template available on its website.

(c) The participating school shall complete the plan in partnership with the assigned department reading specialist and the plan must include

(1) a description of the reading program and reading intervention services to be provided to students;

(2) goals for reading improvement with measures of interim progress;

(3) description of the roles and responsibilities of the school, the reading specialists, and the department;

(4) description of professional development plans for district staff involved in implementing the plan;

(5) description of reading improvement home supports; and

(6) description of redesigned daily school schedule, as provided in AS 14.30.770(b)(2).

(d) Submission of the K-3 intensive school reading improvement plan shall satisfy the

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requirement that a district enter into a written agreement with the department as provided in AS 14.30.770(b). (Eff. __/__/__, Register _____)

Authority: AS 14.30.770

4 AAC 06.330. Reporting and communication. (a) A school selected to participate in the reading program shall present to the public as required in AS 14.30.770(b)(3), (b)(4) and (b)(5).

(b) A selected school shall report to the department the information to be reported to the public in (a) and additional update as requested by the department. (Eff. __/__/__, Register _____)

Authority: AS 14.30.770

4 AAC 06.390. Definitions. In 4 AAC 06.300 – 4 AAC 06.390, unless the context requires otherwise,

(1) a "reading specialist" means an educator employed by the department, specialized in the science of reading, and assigned annually as a Tier III support to schools participating in the Department Reading Program. Reading Specialists are provided for the purpose of improving and accelerating student progress toward reaching reading competency utilizing the state-approved program plan, as stated in AS. 14.30.770. (Eff. __/__/__, Register _____)

Authority: AS 14.30.770

District Reading
Improvement Program

4 AAC 06 is amended by adding a new article to read:

Article

1. General Administration. (4 AAC 06.010 - 4 AAC 06.177)

2. Safe Schools. (4 AAC 06.200 - 4 AAC 06.290)

3. Department Reading Program. (4 AAC 06.300 – 4 AAC 06.390)

4. District Reading Intervention Services and Strategies. (4 AAC 06.400 – 4 AAC 06.490)

5 [3]. Prohibition of Sex Discrimination. (4 AAC 06.500 - 4 AAC 06.600)

6 [4]. Statewide Student Assessment. (4 AAC 06.700 - 4 AAC 06.790)

7 [5]. School and District Accountability. (4 AAC 06.800 - 4 AAC 06.899)

4 AAC 06.400. Statewide literacy screening and support. (a) The department shall provide a statewide screening tool and associated training to all school districts to assess student reading skills. The department shall provide to school districts

(1) training on evidence-based instruction based on student needs, assistance in interpreting screening results, and training in the science of reading;

(2) training on using the statewide screening tool to identify students who will need an assessment for dyslexia; and

(3) assistance in developing an alternative standardized reading screening tool as provided in AS 14.30.760, if requested by a school district.

(b) Except as provided in (d), each school district shall assess all students in kindergarten through grade three each fall using the statewide screening tool as provided in AS 14.30.760 and

shall

(1) identify students with reading deficiencies and require these students to take a winter and spring assessment; and

(2) identify students with sufficient reading skills, who are not required to take a winter or spring assessment.

(c) Annually, after the completion of the school year, but not later than July 15, each school district shall provide a report to the department that includes all data required under AS 14.30.760(a)(4).

(d) A school district may request a waiver from the requirement that it use the department provided statewide literacy screening tool. The department shall make available to all school districts a K-3 literacy screener waiver form. The commissioner will grant the K-3 literacy screener waiver if the district selected screening tool is an evidence-based screening tool consistent with AS 14.30.760 and meets the requirements of this subsection. A K-3 literacy screener waiver granted by the commissioner to a school district becomes void if the school district selects a new screening tool. An application for a K-3 literacy screener waiver must be submitted in writing by April 15 to be considered for use in the following school year and must include

(1) a description of the district selected screening tool and how it meets the requirements of AS 14.30.760;

(2) a dyslexia screener;

(3) the reason for seeking the waiver; and

(4) any additional information supporting the district's request for a waiver.

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(Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.765

4 AAC 06.405. Reading intervention services and strategies. (a) A school district shall offer intensive reading intervention services to students in kindergarten through grade three who exhibit a reading deficiency as provided in AS 14.30.765.

(b) Each school district must submit to the department by September 1 of each year a reading plan to provide services described in (a) based on a response to intervention or multi-tiered system of support (MTSS) model, known as the K-3 MTSS reading plan. A school district may resubmit a department approved K-3 MTSS reading plan from the prior school year, if the district reading plan and intervention services have not changed.

(c) The department shall provide a K-3 MTSS reading plan template to school districts.

(d) Each school district's K-3 MTSS reading plan must comply with AS 14.30.765 and must include

(1) identification of the literacy screening tool to be used and the proposed schedule that is in alignment with statewide assessment schedules;

(2) description of the adopted core and intervention reading programs for students in kindergarten through grade three.

(3) description of the district's progress monitoring tool and the proposed schedule;

(4) a parent notification of student reading deficiency letter template;

(5) an individual reading improvement plan template;

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(6) description of home supports for early literacy development; and

(7) description of reading-related professional development for staff working with students in kindergarten through grade three. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.765

4 AAC 06.410. Individual reading improvement plan. (a) A school district shall provide a culturally responsive individual reading improvement plan for each student in kindergarten through grade three who is determined to have a reading deficiency based on the statewide screening tool in AS 14.30.765 or a district selected alternative screening tool based on an approved K-3 literacy screener waiver form under 4 AAC 06.400.

(b) The individual reading improvement plan must meet the requirements of AS 14.30.765 and must include a description of individual reading intervention services to be provided in the summer for students progressing to grade four through submission of a waiver under 4 AAC 06.415(c).

(c) The department shall make available to school districts an individual reading improvement plan template. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.765

4 AAC 06.415. Student Progression. (a) If a student demonstrates a reading deficiency, the district shall follow student progression requirements provided in AS 14.30.765.

(b) A student may demonstrate mastery of reading standards sufficient to progress from grade three to grade four as provided in AS 14.30.765(e), including by submission of a complete

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reading portfolio. A complete reading portfolio must

(1) be submitted by a classroom teacher on a department provided reading portfolio form;

(2) provide measurable evidence of proficiency on each English/Language Arts foundational skill grade standard through the student's current grade level, set forth in *Alaska English/Language Arts and Mathematics Standards*, revised as of June 2012, adopted by reference in 4 AAC 04.140.

(c) Each school district shall make available a department waiver of non-progression form for a parent or guardian who elects to submit a waiver as provided in AS 14.30.765(f). The parent or guardian shall submit to the school district a completed and signed waiver of non-progression request within 30 days of meeting with school and district staff as required in AS 14.30.765(f) or by the end of the school year, whichever is earlier, and shall meet all other requirements in AS 14.30.765.

(d) Students may only have their progression delayed one time between kindergarten and grade 3. (Eff. __ / __ / __, Register _____)

Authority: AS 14.07.060 AS 14.30.765

4 AAC 06.490. Definitions. (a) In this chapter, unless the context requires otherwise,

(1) "culturally responsive" has the meaning given in AS 14.60.010.

(2) "measurable evidence of proficiency"

(A) means direct proof of student proficiency;

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(B) includes audio or video of a student performing a skill and data from a free online literacy assessment based on the science of reading;

(C) does not include worksheets, parent testimonials or anecdotal notes and observations.

(3) "multi-tiered system of support" means the practice of providing high-quality tiered instruction and interventions that

(A) are based on the science of reading;

(B) are matched to student need;

(C) include monitoring student progress frequently to make decisions about changes in instruction or goals; and

(D) include applying student response data to important educational decisions.

(4) "parent or guardian" has the meaning given in AS 14.60.010.

(b) In this chapter and in AS 14.30.760 – AS 14.30.780

(1) "dyslexia" means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.765

Teacher Certification

4 AAC 12.300(g) is amended to read:

(g) Unless otherwise provided in this section, fees must be paid at the time of application and are nonrefundable. The fee for

(1) initial issuance of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under (b)(4) of this section;

(2) renewal of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under 4 AAC 12.405(b);

(3) addition or deletion of endorsements, other than at the time of initial issuance of the certificate is \$100;

(4) a certified copy of a teacher certificate is \$25; [AND]

(5) each nonacademic credit is \$50 payable at the time supporting documentation required by 4 AAC 12.410(a) is submitted to the department; **and**

(6) a holder of a current teacher certificate to apply for an endorsement issued under 4 AAC 12.392 or 4 AAC 12.393, notwithstanding paragraph (3) of this subsection, is \$50 from July 1, 2023 through December 30, 2028.

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am 4/24/2016, Register 218; am 10/20/2018; Register 228; am 10/26/2022; Register 244; am __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020
AS 14.20.030

Editor's note: The subject matter of 4 AAC 12.300 was formerly located at 4 AAC 12.010. The history note for 4 AAC 12.300 does not reflect the history of the earlier section.

4 AAC 12.305(a) is amended to read:

4 AAC 12.305. Teacher certificate (initial, professional, master). (a) Except as provided in AS 14.20, the department will issue an initial teacher certificate, valid for up to five years from the issue date or for a period described under (d) of this section, to an applicant who

(1) has satisfied a baccalaureate degree requirement under AS 14.20;

(2) for purposes of competency examination requirements under AS 14.20.020 or 14.20.022, meets or exceeds the qualifying scores for this state on one of the competency examinations designated in 4 AAC 12.310;

(3) has met or will meet within two years the requirements of AS 14.20.020(h);

(4) meets the certification requirements of AS 14.20.015, 14.20.017, 14.20.020, or 14.20.022;

(5) if the applicant seeks to qualify for certification under AS 14.20.020 or 14.20.022, provides

(A) a recommendation or proof of program enrollment from an approved preparation program accepted under 4 AAC 12.307(a); and

(B) for each endorsement area listed on the recommendation or proof of program enrollment provided under (A) of this paragraph, a score that meets or exceeds the required score on a content area examination for any endorsement area designated in 4 AAC 12.407 or each equivalent content area examination required by a certifying state agency for an endorsement on a comparable certificate held by the applicant;

(6) if the applicant has completed an approved program accepted under 4 AAC 12.307(a)(2), provides evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing

institution that all requirements, including testing required by the jurisdiction, have been satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located;

(7) has met the requirements of 4 AAC 12.397(a); [AND]

(8) satisfies the requirements for an initial teacher certificate under AS 14.20.020;

and

(9) beginning July 1, 2023, if the applicant seeks to qualify for certification under AS 14.20.015 or AS 14.20.020 to teach students in grades kindergarten through three, has met the requirements of 4 AAC 12.393(a).

(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am 6/27/2014, Register 210; am 4/24/2016, Register 218; am 2/5/2017, Register 221; am 10/26/2022, Register 244; am __/__/____; Register __)

Authority: AS 14.20.015 AS 14.20.020

4 AAC 12.310(a) is amended to read:

4 AAC 12.310. Designation and qualifying scores of teacher competency examination. (a) The following Praxis I: Academic Skills Assessments are designated as competency examinations for teachers under AS 14.20.020(i) with the following qualifying scores for this state:

(1) for the Computer Based Test (adaptive),

(A) reading: 322;

(B) writing: 321; and

(C) mathematics: 318;

(2) for the Computerized Pre-Professional Skill Test, an average score of 174 with no score less than 172 on each of the reading, writing, and mathematics tests; and

(3) for the Academic Skills for Educators Test,

(A) reading (5712): 156;

(B) writing[:] (5722): 162; and

(C) mathematics[:] (5732): 150.

4 AAC 12.310(e) is amended to read:

(e) In this section, **unless the context requires otherwise**

(1) “ACT” means the ACT high school achievement and college admissions examination administered by ACT, Inc.;

(2) “SAT” means the SAT high school achievement and college admissions test administered by College Board, Inc.;

(3) “GRE” means the graduate record examination general test administered by the Educational Testing Service;

(4) "qualifying score" means a passing score and represents the minimum acceptable level of performance for a teacher competency examination.

4 AAC 12.310(f) is amended to read:

(f) An applicant who has qualified for certification with the certifying agency of another state may satisfy the requirement of AS 14.20.020(i) by providing to the department the

applicant's qualifying scores on each competency examination required by the certifying agency of the other **jurisdiction** [STATE].

4 AAC 12.310 is amended by adding new subsections to read:

(g) The department shall reevaluate a qualifying score for a competency examination identified in this section at least once every five years under 4 AAC 12.409.

(h) The department shall review a competency examination identified in this section at least once every three years under 4 AAC 12.409. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am 4/24/2016, Register 218; am 6/1/2018, Register 226; 11/28/2019, Register 232; am __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

AS 14.20.030

4 AAC 12.345 is amended by adding a new subsection to read:

(j) In addition to the requirements of (a) of this section, a school administrator who supervises teachers of kindergarten through grade 3 shall obtain a K - 3 educator endorsement under 4 AAC 12.393(a) within the time period required under 4 AAC 12.393(c). (Eff. 9/29/2005, Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am 4/24/2016, Register 218; am 10/26/2022; Register 244; am __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.020 AS 14.30.255

Editor's note: The subject matter of 4 AAC 12.345 was formerly located at 4 AAC 12.030. The history note for 4 AAC 12.345 does not reflect the history of the earlier section.

4 AAC 12 is amended by adding new sections to read:

4 AAC 12.392. Early education lead teacher endorsement requirements. (a)

Beginning July 1, 2023, a person employed by a school district as a teacher in charge of an early education program provided by a school district for children who are four and five years of age under AS 14.07.165(a)(5) shall obtain an early education lead teacher endorsement under this section.

(b) To qualify for an early education lead teacher endorsement, an applicant shall

(1) hold a valid teacher certificate issued under 4 AAC 12.305; and

(2) submit documentation to the department that the applicant has

(A) completed, or will complete within two years of the applicant's date of hire by the school district, a minimum of six credit hours in early childhood education that includes three credit hours, or the equivalent, of an evidence-based reading training course that

(i) is approved by the department; and

(ii) includes a summative assessment; or

(B) two or more years of experience teaching kindergarten or an early education program and has completed three credit hours, or the equivalent, of an evidence-based reading training course that

(i) is approved by the department; and

(ii) includes a summative assessment. (Eff. __/__/____; Register

____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.165
AS 14.20.015 AS 14.20.020

4 AAC 12.393. Endorsement requirements for K-3 teachers and district reading

teachers. (a) A person employed by a school district to teach kindergarten through grade 3 shall obtain a K-3 educator endorsement under this subsection. To qualify for a K-3 educator endorsement, an applicant shall

(1) hold a teacher certificate issued under 4 AAC 12.305; and

(2) submit documentation to the department that the applicant has

(A) completed three semester hours or the equivalent of an evidence-based reading training that includes a summative assessment and is approved by the department; or

(B) achieved or exceeded the required score under 4 AAC 12.407(a) for

(i) the ETS Praxis II Teaching Reading examination, test code 5204;

(ii) the ETS Praxis II Teaching Reading: Elementary examination, test code 5205;

(iii) the ETS Praxis II Teaching Reading: Elementary examination, test code 5206; or

(iv) the Pearson Foundation of Reading examination.

(b) A person employed by a district as a reading teacher shall obtain a district reading teacher endorsement within two years of the person's date of hire as a reading teacher. To qualify for a district reading teacher endorsement, an applicant shall

(1) hold a teacher certificate issued under 4 AAC 12.305;

(2) submit a completed reading instruction effectiveness evaluation form certified by a school principal or district representative with knowledge of the teacher's performance to the department; and

(3) submit documentation to the department that the applicant has

(A) completed an evidence-based reading training course approved by the department that includes a summative assessment; or

(B) achieved or exceeded the required score under 4 AAC 12.407(a) for

(i) the ETS Praxis II Teaching Reading examination, test code 5204;

(ii) the ETA Praxis II Teaching Reading: Elementary examination, test code 5205;

(iii) the ETA Praxis III Teaching Reading: Elementary examination, test code 5206; or

(iv) the Pearson Foundation of Reading examination.

(c) The requirements of (a) of this section apply

(1) effective July 1, 2023 to teachers who begin teaching students in grades kindergarten through three on or after July 1, 2023; and

(2) effective July 1, 2024 to teachers who began teaching students in in grades kindergarten through three before July 1, 2023. (Eff. __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.015 AS 14.20.020
AS 14.30.765 AS 14.30.770

4 AAC 12.407(a) is amended to read:

4 AAC 12.407. Content area examinations. (a) A teacher may satisfy the content area testing requirements of [4 AAC 04.210(B)(5),] 4 AAC 12.305(a), (b), and (c), **4 AAC 12.393,** and 4 AAC 12.395 by achieving the required score or higher on one of the following:

(1) a Praxis II examination described in the following table:

Praxis II Examination	Required Score
Early Childhood Education - 5025	156
Elementary Education Content Knowledge - 5014 or 0014	143
Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011	156
Multiple Subject Assessments for Teachers Content Knowledge - 0140	146
Elementary Education: Curriculum, Instruction, and Assessment - 5017	153
Elementary Education: Content Knowledge - 5018	163
English to Speakers of Other Languages - 5362	155
Special Education: Core Knowledge and Applications - 5354	151
Special Education: Preschool/Early Childhood - 5691	159
Teaching Reading: Elementary Education - 5203	162
Teaching Reading - 5204	159
<u>Teaching Reading: Elementary - 5205</u>	<u>159</u>
<u>Teaching Reading: Elementary - 5206</u>	<u>156</u>

(2) the Praxis II examination in Elementary Education: Multiple Subjects - 5001 with the required scores or higher on each of the subtests described in the following table:

Elementary Education: Multiple Subjects Subtests	Required Scores
---	------------------------

Elementary Education: Reading and Language Arts Subtest - 5002	157
Elementary Education: Mathematics Subtest - 5003	157
Elementary Education: Social Studies Subtest - 5004	155
Elementary Education: Science Subtest - 5005	159

(3) the Pearson Foundation of Reading content examination with a required score of 240.

4 AAC 12.407 is amended by adding new subsections to read:

(g) In this section, "required score" means a passing score and represents the minimum acceptable level of performance on an examination.

(h) The department shall review a content area examination identified in this section at least once every three years under 4 AAC 12.409(a).

(i) The department shall reevaluate a required score for a content area examination identified in this section at least once every five years under 4 AAC 12.409(b). (Eff. 4/24/2016, Register 218; am 6/1/2018, Register 226; am __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020 AS 14.20.022
AS 14.50.080

4 AAC 12 is amended by adding new section to read:

4 AAC 12.409. Department review of competency and content area examinations; reevaluation of minimum passing scores; report. (a) Beginning July 1, 2023, the department shall conduct an annual review of at least one-third of the teacher competency examinations designated in 4 AAC 12.310 and at least one-third of the content area examinations designated in

4 AAC 12.407. The department's annual review shall vary the examinations under consideration so that all designated teacher competency and content area examinations are reviewed at least once every three years.

(b) Beginning July 1, 2023, the department shall conduct an annual reevaluation under AS 14.20.020(i) of at least one-fifth of the minimum passing scores for teacher competency examinations designated in 4 AAC 12.310 and content area examinations designated in 4 AAC 12.407. The department's annual reevaluation of minimum passing scores shall vary the scores under consideration so that all minimum passing scores for competency and content area examinations are reevaluated at least once every five years.

(c) The department may combine the annual review of teacher competency and content area examinations required by (a) of this section with the annual reevaluation of passing scores under (b) of this section.

(d) The department shall provide the results of each annual review of examinations and annual reevaluation of passing scores in a report to the board at a regularly scheduled December board meeting. The report shall contain

(1) a list of all teacher competency examinations, content area examinations, and minimum passing scores considered by the report;

(2) any recommended changes to designated teacher competency examinations;

(3) any recommended changes to designated content area examinations;

(4) for a minimum passing score under evaluation

(A) an assessment of the historical effect of the established passing score and the potential effect of changing the passing score; and

(B) the passing score currently used for the examination by other jurisdictions; and

(5) any information relied upon by department staff in development of the report.

(e) A recommended change to a designated teacher competency examination, content area examination, or minimum passing score that is approved by the board shall not take effect without adoption of or amendment to a regulation. (Eff. __/__/____; Register __)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 12.900(a) is amended by adding new paragraphs to read:

(18) "reading teacher" has the meaning provided in AS 14.30.765(n);

4 AAC 12.900(b) is repealed.

(b) Repealed __/__/____.