

The University of Alaska College of Education Consortium: *Working together to prepare high quality educators for Alaska*



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Teachalaska.org

First: Some key terminology

Initial preparation programs vs advanced preparation programs:

Initial preparation or licensure programs provide someone with their first license to teach. Advanced preparation programs provide an additional endorsement or certification area. This is a key distinction of our accrediting body, CAEP.

CAEP: Council for Accreditation of Educator Preparation:

CAEP is one of two accrediting bodies for educator preparation programs in the U.S. It is by far the larger of the two (currently 431 CAEP accredited programs vs. 57 accredited by AAQEP). All three UA Schools of Education are currently CAEP accredited at either the initial or advanced program level, or both.

GYO program:

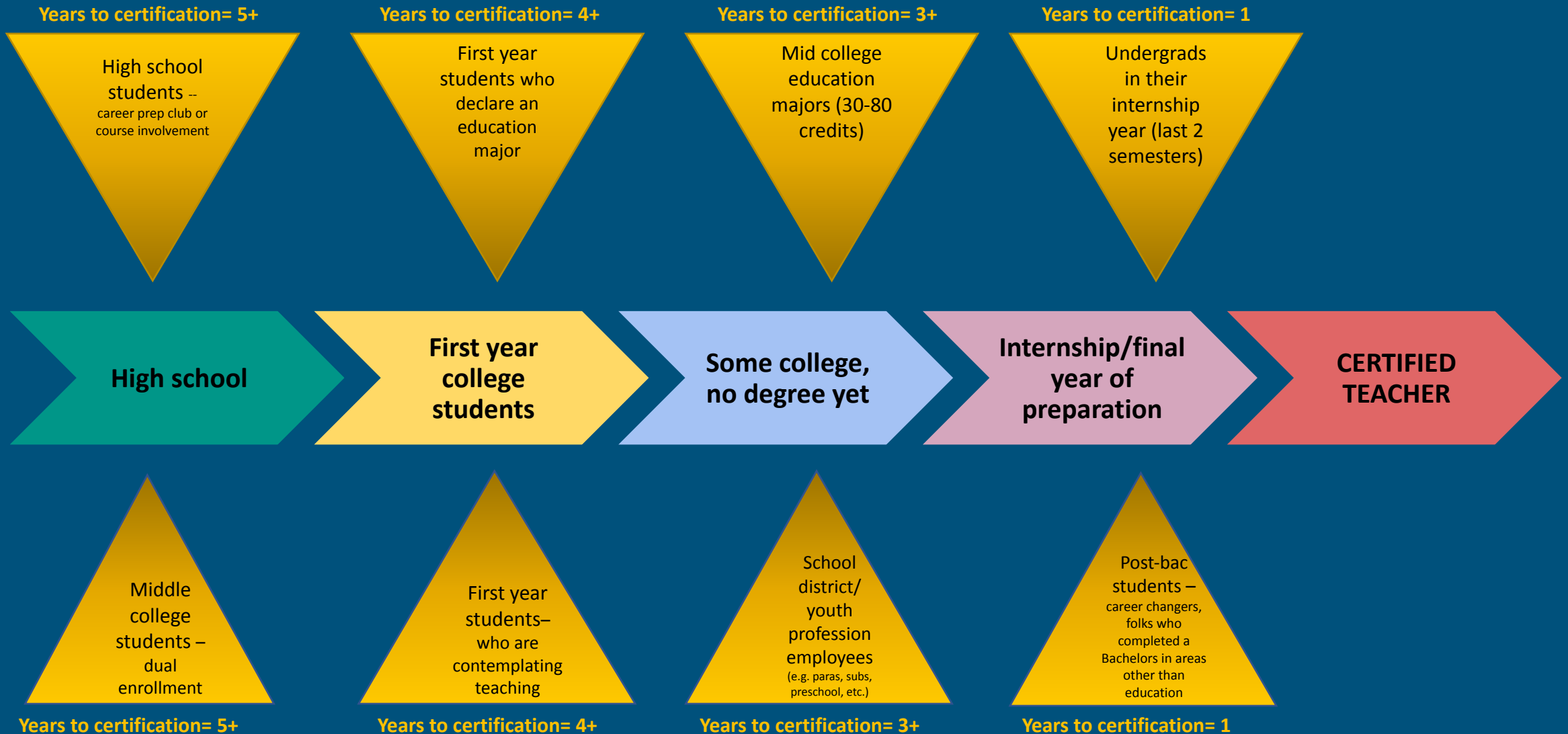
GYO programs recruit and train teachers from within local communities. There are many versions of GYO programs across the US from high school programs to paraprofessional-to-teacher programs.

Prepared to Teach:

Prepared to Teach is a national learning network based at the Bank Street College of Education that helps districts and universities collaborate to create sustainable systems for fully funding high quality teacher preparation. More on this later!

University of Alaska Pathways to become a teacher

Traditional pathways (i.e. students who start college knowing they want to teach)



Innovative pathways

Initial Licensure Programs at the University of Alaska (12 in total)



Early Childhood (birth–3rd grade)

Undergrad (BA): UAA



Elementary (K–8th grade)

Undergrad (BA): UAF
Undergrad (BA): UAS
Post-bac: UAF
Post-bac: UAS



Secondary (7th–12th grade)

Undergrad (BA): UAF
Post-bac: UAF
Post-bac: UAS



Special Education (K–12th grade)

Undergrad (BA): UAS
Post-bac: UAF
Post-bac: UAS
Music Education
(K–12th grade)
Undergrad (BA): UAF

Note: Within these content areas there are 31 different permutations of various initial pathways

Advanced education programs at the University of Alaska

Education leadership

Principal endorsement:
UAA and UAS
Superintendent
endorsement: UAS

Reading and literacy

Language education: UAA
Reading specialist: UAS

Counselor education

School counseling:
UAF

Special Education (additional endorsement)

Graduate certificate:
UAA, UAS and UAF

Other graduate education programs

Teaching and learning: UAA
Interdisciplinary Ph.D.: UAF

Note: Within these content areas there are 17 different permutations of various advanced pathways

How do you find our education programs?

Recruitment efforts for all programs and pathways:

- [Teachalaska.org website](https://teachalaska.org) with search engine optimization efforts
- Social media and traditional marketing (Instagram, Facebook, YouTube, radio, etc)

Recruitment efforts targeting different points of entry:

- Educators Rising
- Dual enrollment
- Middle college pathways

- College fairs
- High school visits
- College bridging programs

- Job fairs
- Youth professions recruitment
- Paraprofessional to teacher programs
- Recruitment from other majors
- Ladder degree progression pathways

High school

First year
college
students

Some college,
no degree yet

Internship/final
year of
preparation

CERTIFIED
TEACHER

BECOME A SECONDARY EDUCATION TEACHER

- Get a year of teaching experience before starting your job.
- Earn your Masters from anywhere in the state.
- Learn from faculty who are experienced teachers.

DEGREES OFFERED:

- B.A. in Secondary Education
- M.Ed. in Secondary Education
- Initial Teaching Certification Program 7-12

Contact Us Today!
Salena Bias, Advisor
skbias@alaska.edu
907-474-7981

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities.

**SAMPLE
INSTAGRAM AD**

This is a very challenging time to recruit (and retain) teachers, across the entire United States

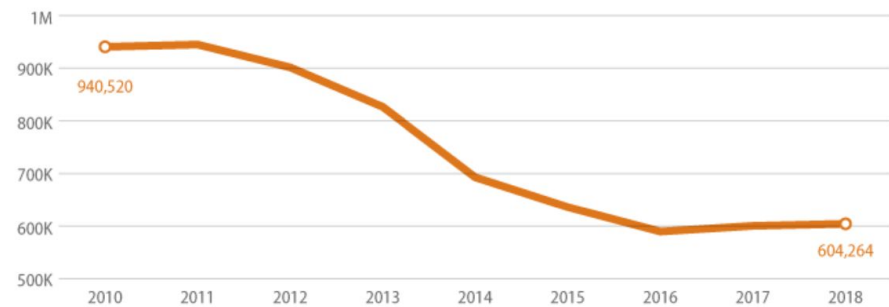
- Between 2010 and 2018 teacher preparation program enrollment dropped 35% across the United States
- AACTE 2022 – sessions on increasing enrollment in programs were standing-room-only. This is THE TOPIC across the United States.

- 53% of our students responding to our Entry survey report someone (family member, teacher or friend) actively dissuading them from entering the profession

Did anyone discourage you from pursuing a teaching career?

	AY20/21, n=61		AY19/20, n=75		AY18/19, n=43		AY17/18, n=35		Average Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Yes	30	49%	42	56%	26	60%	16	46%	53%
No	31	51%	33	44%	17	40%	19	54%	47%

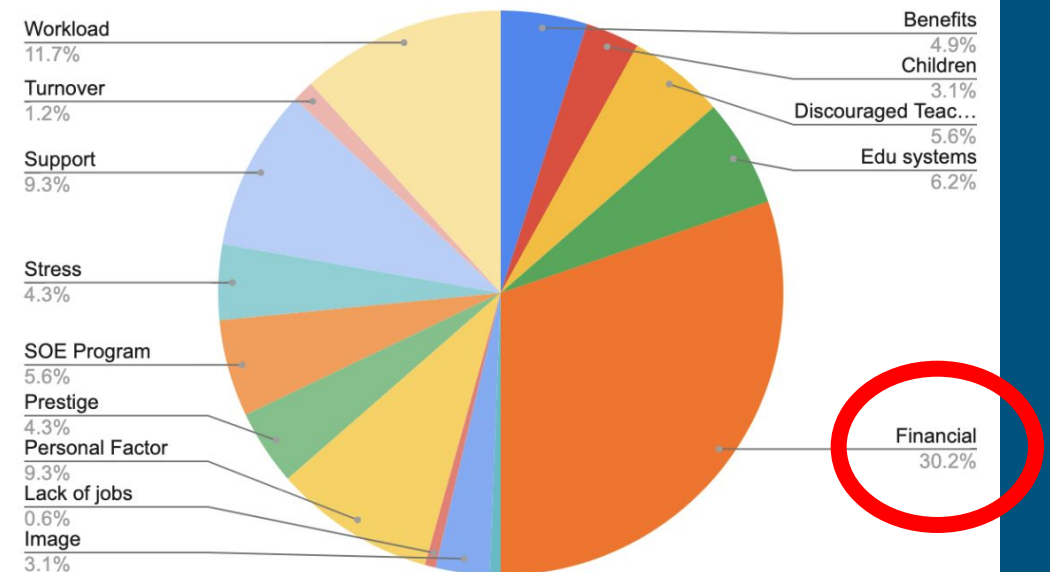
FIGURE 1
Teacher preparation program enrollment has declined
Teacher preparation program enrollment by year, 2010–2018



Source: Author's calculations based on U.S. Department of Education, "Title II Reports," available at <https://title2.ed.gov/Public/Home.aspx> (last accessed October 2019).



Figure 2: Discouraging Factors (n=162 codes)



Pathway profiles:

Real life stories of four students currently
(or recently) in our programs



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Pathway profile 1: Ann Marie Tinker



Degree program: *Bachelors of Arts in Elementary Education at UAF*

Hometown: *Kasigluk*

Internship location: *Kongiganak, Lower Kuskokwim School District*

Time to degree completion: *Ann Marie has been working towards degree completion since 1995! From 2004 to 2021 she completed 3-7 credits a semester. She will graduate with her BA in May.*

What you should know about Ann Marie: *Ann Marie grew up as a Yugtun first language speaker at home and did not know the English language until she started attending school. She has been a Yugtun teacher and associate teacher in LKSD since 2008.*

What motivated her to teach: *Ann Marie states "Over the course of my teaching career as an LKSD Associate Yugtun Language Teacher, I noticed the decline of the use of our Yugtun language among our students. That itself, inspired me to pursue my teaching career to continue to teach our language and be an advocate for our Yugtun language."*



Barriers overcome along the way:

- Family obligations
- Praxis tests (still a barrier)
- Financial (support from LKSD)

Pathway profile 2: Seng Vang



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Degree program: *AAS in Early Childhood Education, now starting the BA in Early Childhood Education at UAA*

Hometown: *Anchorage*

Time to degree completion: *Seng completed her AAS degree in two years. She is on track to complete her BA in four years.*

What you should know about Seng: *Seng is a first generation college student.*

What motivated her to teach: *Seng states “I was inspired to become a teacher through the Early Childhood Education program at King Tech High School. The experience I got as a student teacher there made me feel that I can become a great early educator through higher education.”*



Barriers overcome along the way:

- Family obligations (Seng has 11 siblings!)
- Funding

Pathway profile 3: Sylvia Andrew

Degree program: *Bachelors of Arts in Special Education at UAS*

Hometown: *Kiana*

Internship location: *Tuntutuliak*

Time to degree completion: *On her journey to a bachelor's degree, Sylvia took 75 credits at Kenai Peninsula College and another 20 at UAF between 2002 and 2013. She received her AA degree in 2013. In the fall of 2019 she enrolled in the UAS BA in Special Education program, and she is on track to graduate this summer.*

What motivated her to teach: *Sylvia states "In high school, we were always told 'We need more Native teachers, teaching in our schools.' That was the beginning of what motivated me to become a teacher. My son losing part of his hearing led me to wanting to become a Special Education teacher."*



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Barriers overcome along the way:

- Family obligations
- Interruptions due to COVID

Pathway profile 4: Joseph Jackson

Degree program: *Post-bac secondary licensure program at UAF*

Hometown: *Lingle, Wyoming*

Internship location: *Polaris K-12 School, Anchorage School District*

Time to degree completion: *Joe received a B.S. in Wildlife Biology and Conservation in 2017 from UAF. He started his post-bac secondary program in Summer 2019 and had his certificate and M.Ed. by May 2021.*

What you should know about Joe: *Joe is currently working as a secondary teacher in the Anchorage School District Virtual Program. Prior to becoming a teacher, he worked as a media producer.*

What motivates Joe to teach: *Joe states “Teaching is the hardest thing I’ve ever done. It’s an occupation that society agrees is critical yet doesn’t always appreciate. It’s the only job I’ve ever had that’s both lifted me to joy and broken my heart. Teaching represents a million potentials to positively impact young people and their respective futures, and regardless of how much it pays or what society thinks of it, that’s enough for me. I never imagined myself as a teacher, but now that I’m here I can’t imagine doing anything else.”*



Barriers overcome along the way:

– Financial: “The biggest hurdle was having to give up a full-time, salaried job for the year of unpaid student teaching I had to do.”

What is it like to become a teacher through a UA initial licensure program?



Coursework and fieldwork table for undergraduate elementary and secondary programs

	General education requirements	Bachelor's requirements	Pre-internship education credits	Internship year credits
Elementary BA (UAF and UAS) 121 credits total	38-41 credits of general content	Additional 19 credits of broad content area knowledge	37 credits (includes 9 credits in elementary language arts)	30 credits (includes 7 credits in elementary language arts)
Fieldwork hours			100 hours	1000 hours
Secondary BA – dual degree program (UAF) – 121 credits total	38 credits of general content	BA requirements and requirements for content area degree – 51 credits	13 credits	19 credits
Fieldwork hours			45 hours	870 hours

Coursework and fieldwork table for undergraduate early childhood and special education programs

	General education requirements	Bachelor's requirements	Pre-internship education credits	Internship year credits
Special ed BA (UAS) – 120 credits total	38 credits of general content	Additional 13 credits of content area knowledge	39 credits (include 6 credits of literacy instruction)	30 credits (include 6 credits of literacy instruction)
Fieldwork hours			40 hours	640 hours
Early childhood BA (UAA) – 120 credits total	38 credits of general content	Additional 11 credits of content area knowledge	41 credits (include 12 credits of early childhood literacy instruction)	30 credits (includes 6 credits of early childhood literacy instruction)
Fieldwork hours			315 hours	650 hours

Coursework and fieldwork for post-bac elementary, secondary and special education programs

	Coursework	Fieldwork	Program duration
Elementary	39-45 credits in education (depending on whether you add on a Master's degree) (includes 10 credits in elementary language arts)	1000+ hours	1 or 2 years
Secondary	24-36 credits in education (depending on what you come in with and whether you add on a Master's degree)	870-1000 (depending on program)	1 or 2 years
Special education	39-45 credits in education (depending on whether you add on a Master's degree)	640 hours	2 years

Laddered degree progression pathways

Stacked degree pathways allow students to earn credentials on the way to a Bachelor's Degree

**Bachelors of Arts in Early
Childhood Education**
120 Credits

**Bachelors of Arts in Elementary
Education**
121 Credits

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

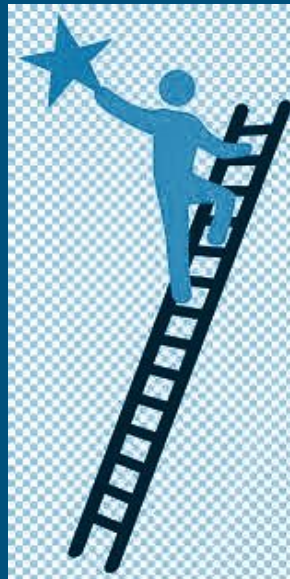
**Associate of Arts
(AA)**
60 Credits

**Certificate in Infant/Toddler
Development**
18 Credits

**Local Knowledge Educator
Certificate**
30 Credits

**Undergraduate
Early Childhood
progression**

**Undergraduate
Elementary
progression**



What does the learning process look like?

We teach new teachers how to facilitate learning that fosters 21st century skills, along with how to teach academic content



The Learning Cycle model¹ provides an important sequence of steps to become proficient with specific knowledge and instructional skills.

These four stages are:

- pre-service students are introduced to the knowledge/skill,
- they prepare/plan to enact the knowledge/skill,
- they enact the knowledge/skill with P-12 students, and
- they analyze their practice

**EXAMPLE FROM AN
INTEGRATED SOCIAL STUDIES
AND LANGUAGE ARTS
METHODS COURSE: BUILDING
BACKGROUND KNOWLEDGE**

¹ Adapted from the learning cycle (McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013). See [Teacher Education by Design](#) or [TeachingWorks](#) for more information.

Monitoring candidate progress

Through valid and reliable
assessments

Accreditation standards for assessments:

- Content validity established with P-12 stakeholders to ensure the right things are being assessed
- Established and documented inter-rater reliability
- Multiple evaluators to triangulate data
- Articulated criteria for program progression at program transition points
- Alignment with established standards

Field-based assessment

The Skills of Teaching Observation Tool is utilized throughout the final year of preparation by mentor teacher, supervisor, faculty and student self assessment



Professional characteristics

Candidates are assessed at multiple points by multiple people on their dispositions relative to those of practicing teachers



Culminating performance assessment

All programs employ a culminating performance based assessment that evaluates candidate planning, implementation, assessment and impact on student learning through evidence and video



State certification exams

Praxis, basic competency exams

Subject or district specific assessments

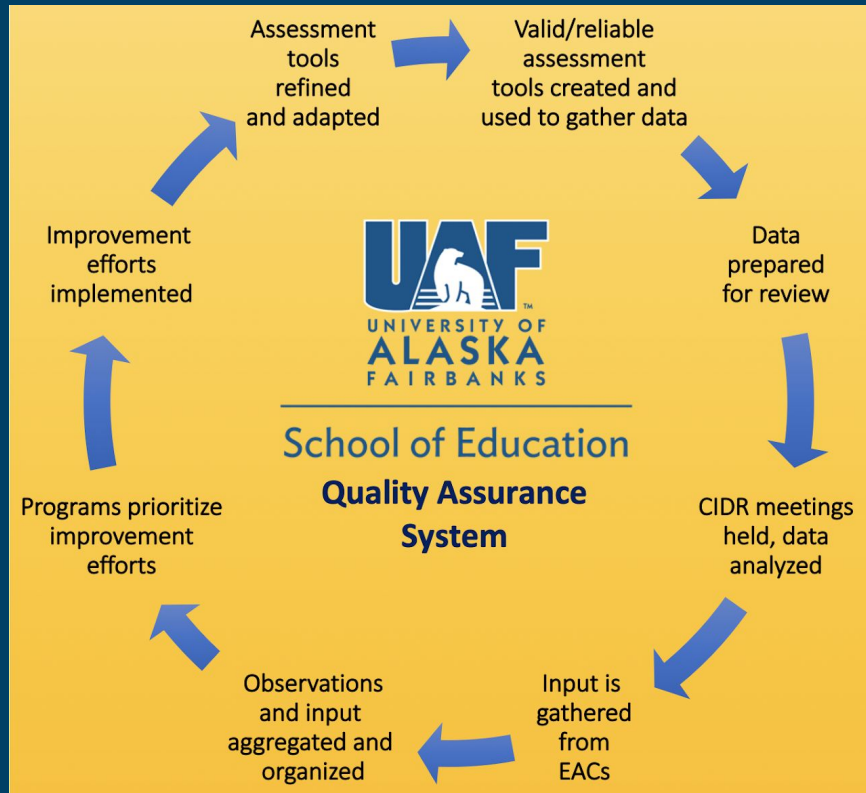
Vary by pathway or partnership



Ensuring Quality Teachers

The Quality Assurance Systems of UA Education Programs

Sample from one institution:



CAEP Standard 4: Evaluating our graduates in the workplace

- Graduate surveys
- Employer surveys
- Case studies (including impact on student learning data)

CAEP Standard 5: Continuous improvement and quality assurance

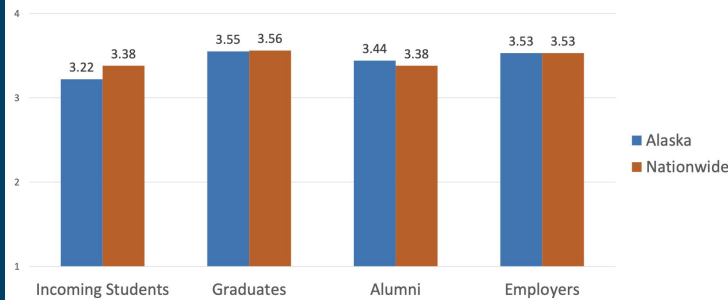
- External advisory committees
- Continuous improvement data review meetings
- Tracking program improvements and data driven changes

[UAF Quality Assurance Hub website](#)

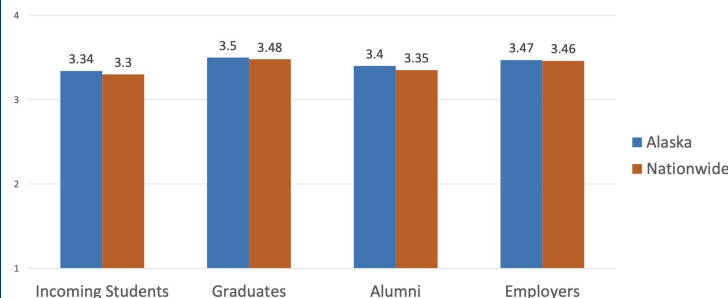
Evidence of program quality from UA prepared teachers and their employers

Data from NExT surveys of 1209 UA students, 677 alumni and 393 employers, 2017-19¹

UA students design and manage effective learning environments.



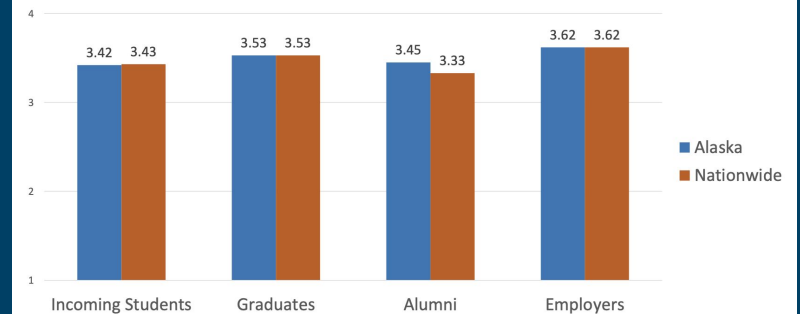
UA students are prepared to deliver effective instruction.



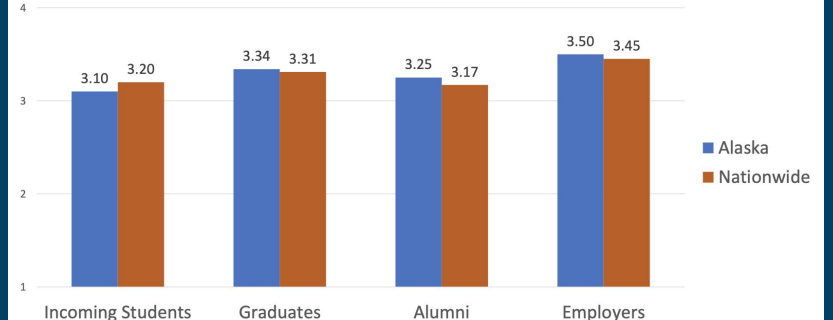
93% of UA's surveyed in-service teachers say they're as happy with teaching as they thought they'd be.



UA students have professional skills.



UA students are prepared to meet the needs of diverse learners.



¹ Data collected and presented by Dayna Jean DeFeo and Trang C. Tran, Center for Alaska Education Policy Research, Institute of Social and Economic Research, University of Alaska Anchorage

Table of program costs*

(based on 2021/22 UA Tuition and Fees)

		Program Duration	Total Credits	Lower	Upper	Graduate Credits	Total	Year 1	Year 2	Year 3	Year 4
MAU	Programs Leading to Initial Licensure			Division	Division		Tuition and				
				Credits	Credits		Fees				
Undergraduate Programs											
UAA	Early Childhood Undergraduate	4+ years	120	81	39		\$36,210	\$8,565	\$8,565	\$9,015	\$10,065
UAF	Elementary Undergraduate	4+ years	121	70	51		\$39,500	\$9,060	\$9,060	\$10,220	\$11,160
UAS	Elementary Undergraduate	4+ years	120	71	49		\$37,250	\$8,700	\$8,700	\$9,650	\$10,200
UAF	Secondary Undergraduate	4+ years	121	57	64		\$40,254	\$9,060	\$9,234	\$10,800	\$11,160
UAS	Special Education Undergraduate	4+ years	120	57	63		\$37,950	\$8,700	\$8,850	\$10,200	\$10,200
Graduate Licensure Programs											
UAS	Elementary Graduate Licensure	12-24 months	45	3	9	33	\$23,103	\$23,103			
UAF	Elementary Graduate Licensure	12 months	39		15	24	\$20,280	\$20,280			
UAS	Secondary MAT	12 months	36			36	\$20,916	\$20,916			
UAF	Secondary Graduate Licensure	12-24 months	31		6	25	\$17,660	\$17,660			
UAF	Secondary Undergraduate Licensure	12-24 months	31		31		\$11,160	\$11,160			
UAF	Secondary Post-Bac Teaching While Training	24 months	31		6	25	\$17,660	\$8,830	\$8,830		
UAF	Special Education Initial Licensure Post-Bac	~24 months	39			39	\$24,180	\$12,090	\$12,090		
UAS	Special Education MAT	~24 months	45		9	36	\$20,916	\$10,458	\$10,458		

*Estimated based on a typical distribution of coursework at different levels

The future of teacher education in Alaska:

Addressing barriers to the preparation and graduation of high quality teachers for Alaska's schools

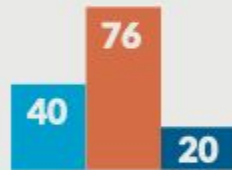
- *Fully funded pathways to licensure co-constructed through partnerships between school districts and UA*
- *Re-thinking standardized basic competency exams*

High quality teacher education is critical, but . . .

Affordability is Key

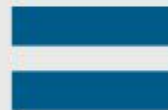
Aspiring teachers can't work for free and learn how to teach well.

Full-time work



40% of undergraduates and **76%** of graduate students **work full-time**; **20%** have **dependents**. Proportions are higher for students of color.

Debt



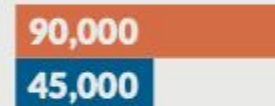
Teachers **incur the same amount of debt** as all other college students. Low teaching salaries make debt payment difficult.

College costs



Up to 2/3 of the cost of college is related to living expenses. Tuition is often defrayed through scholarships and aid, but living costs are rarely defrayed.

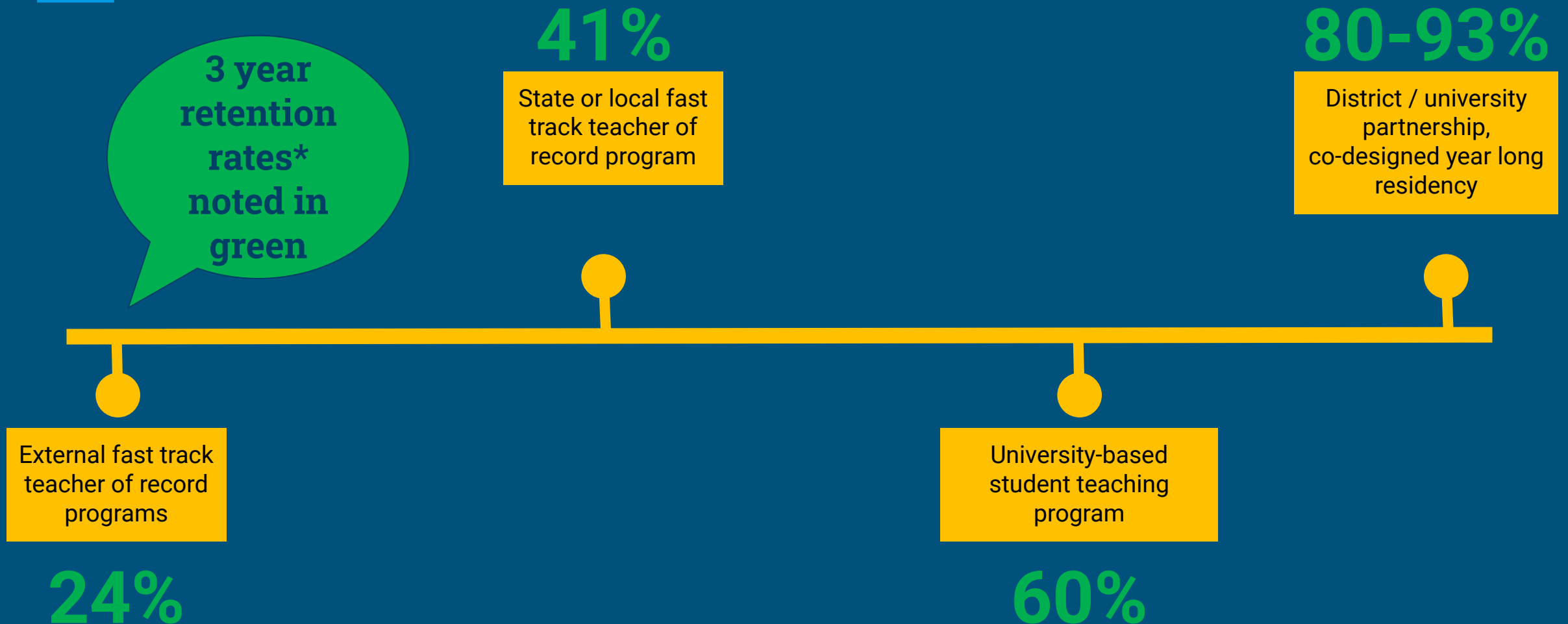
Enrolled teacher ed



Enrolled teacher education students who identify as white come from families with **annual incomes of \$90,000**; all others who are enrolled come from families with **less than half that amount**.



Pathways matter: Not all certification pathways lead to long term workforce stability



Prepared to Teach is a national learning network that facilitates and supports conversations, planning and co-construction of licensure programs between universities and partner K12 districts



- High quality teacher preparation requires a year long internship (residency)
- This full time year can be a barrier to licensure for students who lack financial resources, and also prevents diversification of the teaching force
- Prepare To Teach provides models and strategies for



Partnerships explore how existing roles can be redesigned to maximize benefits for all



Universities commit to maximizing financial aid and trimming unnecessary costs



Districts explore their funding streams and priorities to (re)invest in preparation that benefits students

to create sustainable systems for fully funding high quality teacher preparation

Core Research

- **Turnover: A Huge Inequity and Cost Driver in P-12 Schools**
- **Preparation: Pathways Directly Affect Retention**
 - ◆ Residencies Serve Students Best
 - ◆ Funded Residencies Increase Diversity
- **Money: The Barrier to Universal Residencies**
 - ◆ Candidates can't work for free
 - ◆ Inequitable access to quality preparation because of costs
 - ◆ Fast-track programs create reverse incentives to the system



Principles for System Redesign

1. Mutually beneficial partnerships braid resources across the system
2. Redesign of school roles pays residents for instructional supports
3. Access to financial aid and streamlined coursework reduces candidate costs
4. Equalizing pay with fast-track programs incentivizes enrollment
5. Investing in learning networks spreads promising practices



Working together in deep partnerships, districts and partner universities identify **BRAIDED FUNDING STREAMS to create sustainable systems to financially support teacher education candidates, not just in their tuition costs, but also in their living costs.**

Systems are put in place to ensure teacher candidates can effectively leverage and access all available funding sources.

University based sources	District based sources	External sources
University based funds allocated for pre-service teaching scholarships (base funding) Amount = \$ per year	District re-allocation funds – compensation for working as part time parapro, substitute, literacy tutor, after school position, etc. Amount = \$ per year	Native corp education foundations (Calista, Doyon, Bering Straits, CIRI, etc.) Amount = \$ per year
Grant funds allocated for scholarships Amount = \$ per year	District allocated GYO recurring funds Amount = \$ per year	Native non profit organizations (Kawerak, TCC, AVCP, CITC, etc.) Amount = \$ per year
Federal work study grants Amount = \$ per year	District allocated GYO grant funds Amount = \$ per year	External Alaska based scholarships (retired teacher associations, Begich, etc.) Amount = \$ per year
TEACH loans from federal government (forgiven after xx numbers of years teaching at Title I schools) Amount = \$ per year	Dept. of Labor apprenticeship funds Amount = \$ per year	National level Indigenous scholarships targeting pre-service teachers Amount = \$ per year
UA Foundation scholarships – automatic Amount = \$ per year	Federal COVID relief funding? Amount = \$ per year	
UA Foundation scholarships – competitive Amount = \$ per year		
TVEP funding Amount = \$ per year		
Discipline specific scholarships or grant funds for pre-service teachers (typically in STEM areas) Amount = \$ per year		

A Collaborative Model for the State of Alaska

	UAS elem BA	UAF elem BA	UAA ECE BA	UAF second ary BA	UAS SpEd BA	UAF elem grad	UAS elem grad	UAF sec grad	UAS sec grad	UAS SpEd grad	UAF SpEd grad	UAF Music ed BA
District A		partner	partner		partner			partner		partner		
District B	partner			partner			partner		partner	partner		
District C			partner								partner	
District D		partner		partner		partner		partner			partner	
District E												
Etc. x 54												

A market based model of high-quality district-based teacher preparation partnerships with UA education programs

Example from Tennessee

One potential funding stream: Department of Labor Apprenticeships

- Thousands of careers are eligible for financial supports from the federal government:
 - Human resources
 - Early childhood
 - Aerospace engineering, meteorology, horticulture
 - **K-12 teachers!!**
- Our state can make teachers eligible for apprenticeship dollars
 - Tennessee
 - New York
 - Others either already approved or in process



Why Bother?

- **Unspent dollars across workforce programs annually ~ \$1 billion**
 - By comparison, the Federal government historically spends \$100 million on Teach grants
- **More Federal Department of Labor dollars are likely to flow soon**
- **Without a strong definition of what an apprenticeship-eligible program requires, fast-track programs could tap into dollars**
- **If the definition of apprenticeable teacher pathways is a strong residency, program enrollment increases, teacher quality increases, and financial sustainability is suddenly an immediate possibility**



A partnership-based residency model
meets US Department of Labor
requirements for apprenticeship dollars



Schools are the center of the
apprenticeship model



Apprentices need related coursework
from higher education institutions

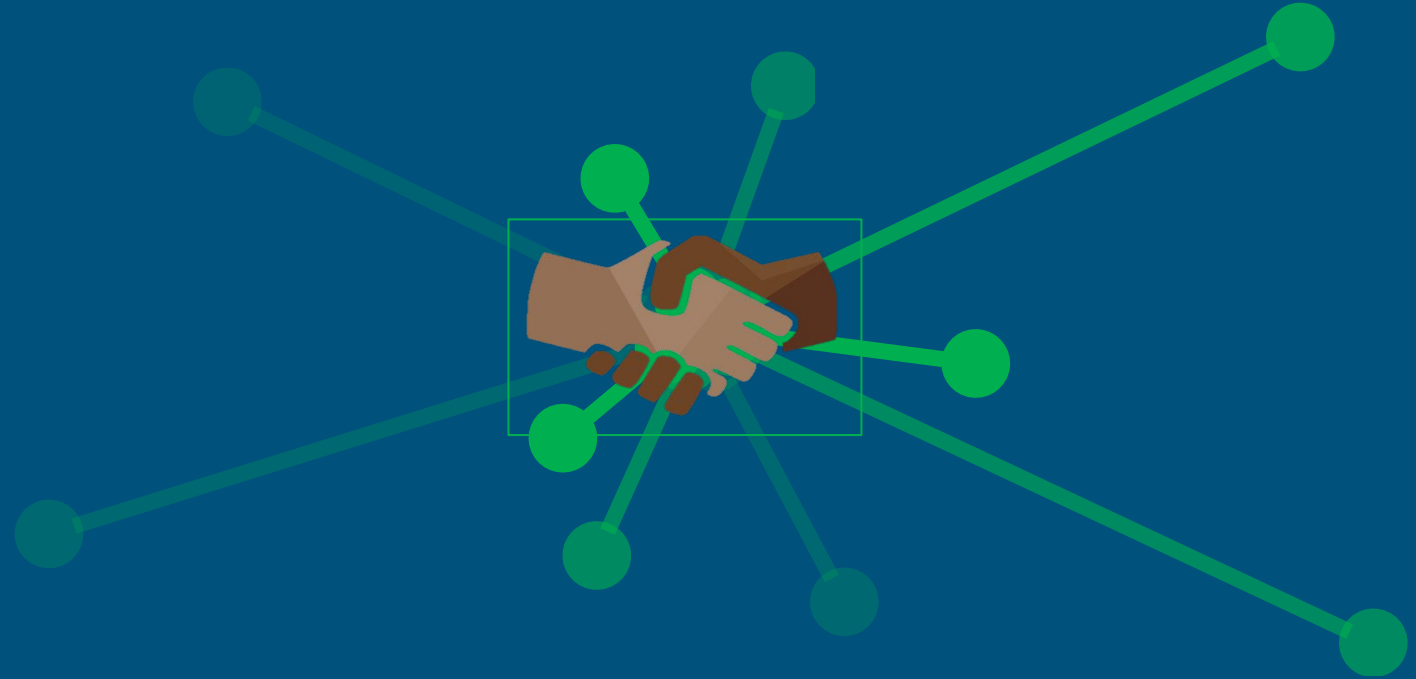


A strong partnership allows schools to serve as
centers of learning for teacher apprentices
with high-quality related coursework

Partnerships need to mobilize in order to capitalize on this opportunity and ensure apprenticeships are high quality, accessible paths to teaching.

Residency Apprenticeships

- Include at least 1,000 hours of experience
- Pay at least minimum wage and market value for the work
- Meet school instructional needs,
- Have MOU that meets requirements for apprenticeships under DoL guidelines.



A final barrier to consider: Are standardized minimum competency exams for teacher licensure a necessary barrier to entry?

- No correlation to classroom effectiveness
 - Most research finds that certification exams are not strong predictors of teaching effectiveness¹ and there is little evidence that testing translates to better teachers overall²
- Keeps the wrong people out of the profession
 - Black and Latino (and Alaska Native) students pass the exams at lower rates than their White peers, resulting in fewer candidates of color³ and stymying efforts to diversify the teaching workforce
- Anecdotal data from COVID
 - An opportunity to track graduates in the workforce

Teacher diversity is a goal that most Americans report supporting (Irvine & Fenwick, 2011). In order to achieve this goal, something new must be done.

¹ Goldhaber 2007; Goldhaber & Hansen, 2009; Clotfelter, Ladd, & Vigdor, 2007

² Angrist & Guryan, 2008; Shuls, 2017

³ Nettles, Scatton, Steinberg, & Tyler, 2011

Praxis stories from impacted Alaskans

From Ann-Marie Tinker, current elementary intern teacher:

To this day, I have passed my Praxis CORE math and writing. I have had a difficult time passing my CORE reading due to English being my second language. I have continued to take the Praxis Core Reading test which requires a minimum score of 156. I have scored as close as 154 and have not passed it yet. It would be nice if there was an exception for those ELL like myself to be given a chance to pass the tests with a few point range below the required passing score. Once obtaining my teaching certificate if I am unable to continue to teach, this will be my barrier to fulfill my dreams of becoming a qualified certified teacher in Alaska. I will be disappointed if this technicality from passing by a couple of points on my CORE Praxis Reading prevents me from completing the program.

From Dr. Mark Stock, Deputy Superintendent for the Anchorage School District:

I know a candidate with a 3.8 GPA and Bachelor Degree from a Research I accredited university with 5 years of experience as a paraprofessional in a special education classroom prior to going to college. She was highly trained in teaching strategies for non-traditional students and had significant training in science-based reading initiatives before even going back to college. She took the PRAXIS test twice and narrowly missed the cut scores due to test anxiety with the Algebra portions of the Math assessment. She wants to teach 2nd grade.

To deal with teacher shortages, we must first increase the number of candidates in the pipeline and let the employers determine their effectiveness on the job.

An alternative from Washington State

“In 2019, the Legislature removed the requirement for candidates to meet a minimum passing score. Preparation programs use the test results as a formative assessment of academic strengths and weaknesses to determine a candidate’s readiness for the program.”

<https://www.pesb.wa.gov/preparation-programs/standards/assessments/>