

# The University of Alaska College of Education Consortium: *Collaborating to recruit, prepare and retain high quality educators for Alaska*



UNIVERSITY  
*of* ALASKA



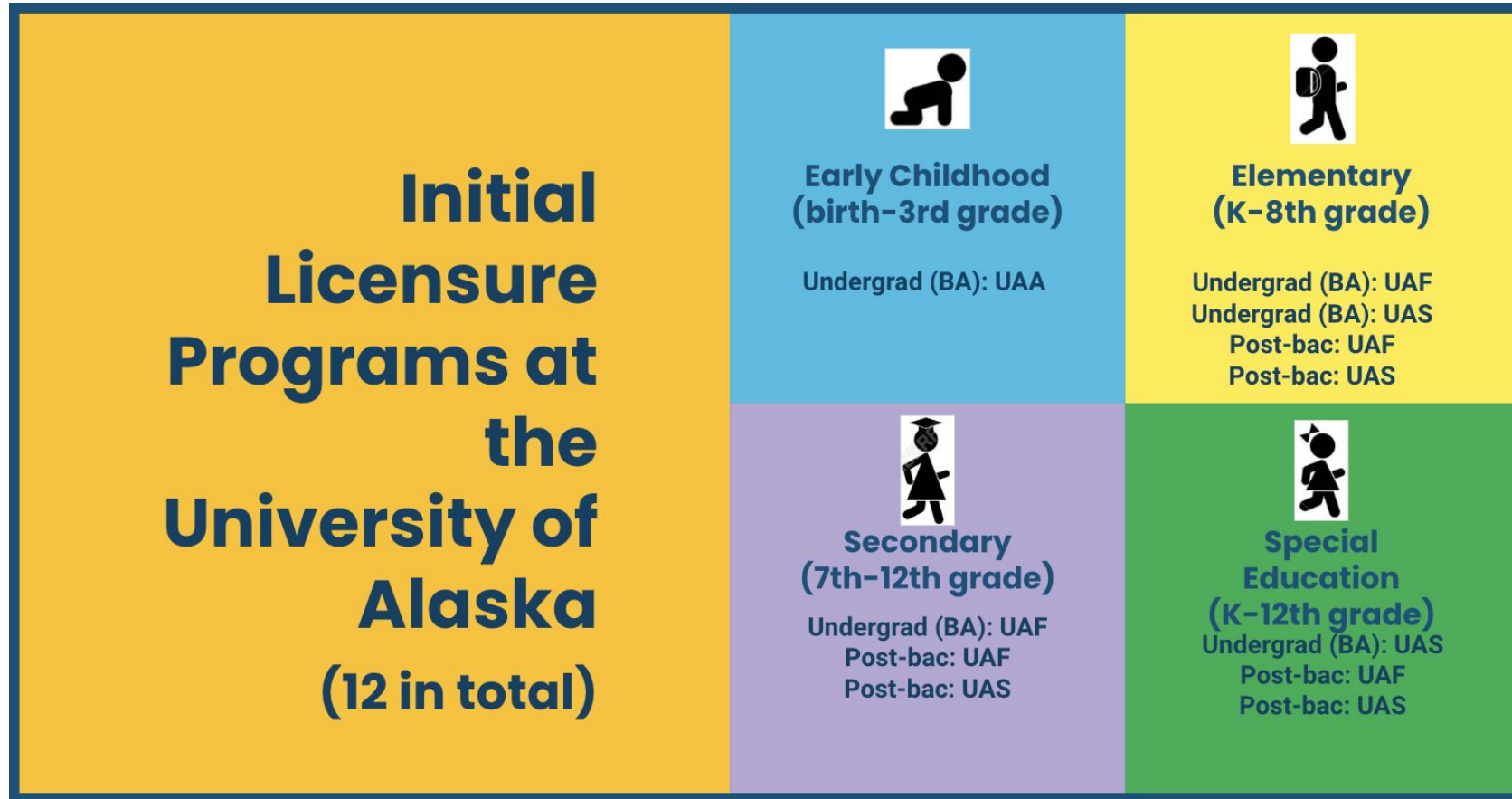
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[Teachalaska.org](http://Teachalaska.org)



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ANCHORAGE™

# Today's UA teacher preparation programs



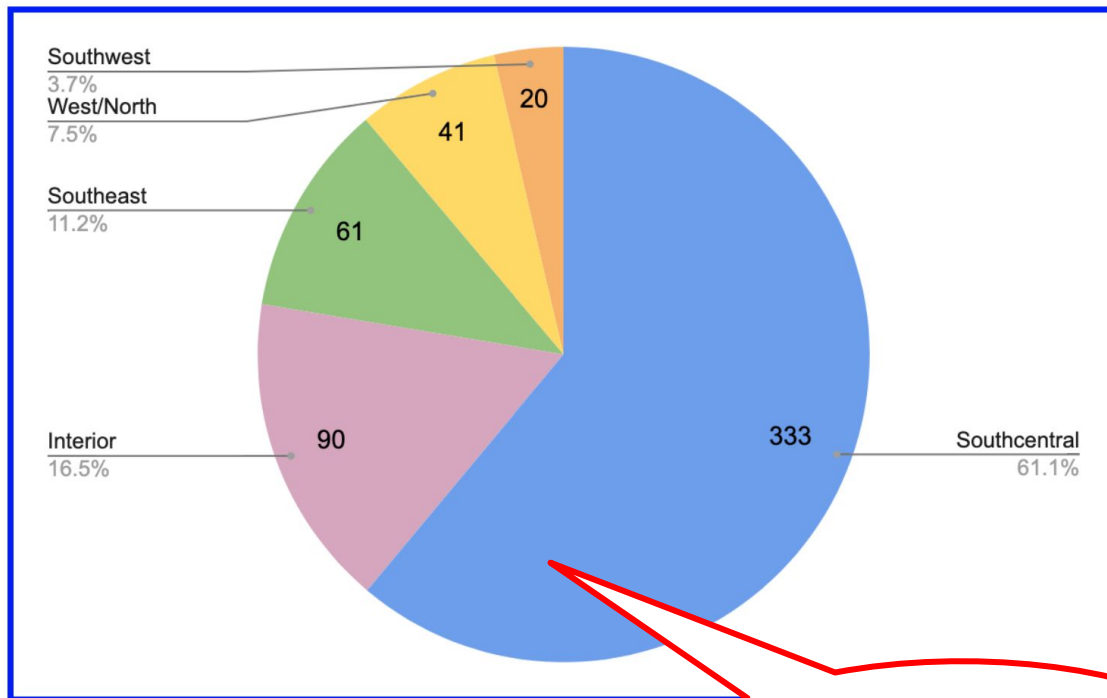
**Every program is offered via distance delivery to  
any community in Alaska**

*Visit [teachalaska.org](http://teachalaska.org) to learn more about UA education programs*

# UA Schools of Education have Alaska covered

*Students are learning to teach and are hired to teach across the state*

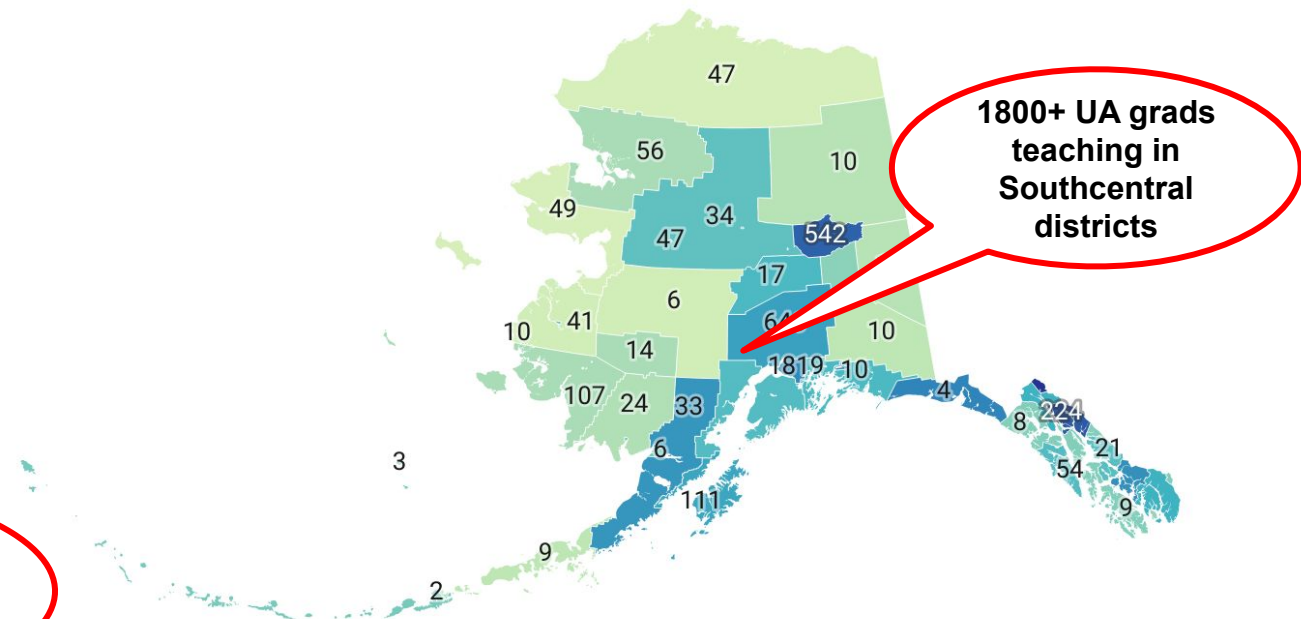
*Distribution of interns by region, 2019-2022*



**300+ UA interns (from all three campuses) in Southcentral districts, 2019-2022**

## Percent and number of UA alumni teaching in Alaska's school districts in 2021

Numbers on map indicate total # of UA alumni teaching in that district. Shades reflect UA alumni as the % of the district teaching population.



# University of Alaska Pathways to become a teacher

*When you're ready to become a teacher, we're ready for you*

→Dual enrollment courses  
→Educators Rising  
→Middle College pathways to teaching

→Cohort building  
→Reduced tuition courses  
→Laddered degree programs

→Field-based coursework  
→Grow your own programs  
→Coming soon: *Registered apprenticeship programs*

→Year-long internships  
→Scholarships for interns  
→One year post-bac programs

Recruitment and retention strategies

High school

First year college students

Some college, no degree yet

Internship/final year of preparation

**CERTIFIED TEACHER**

Years to certification= 5+

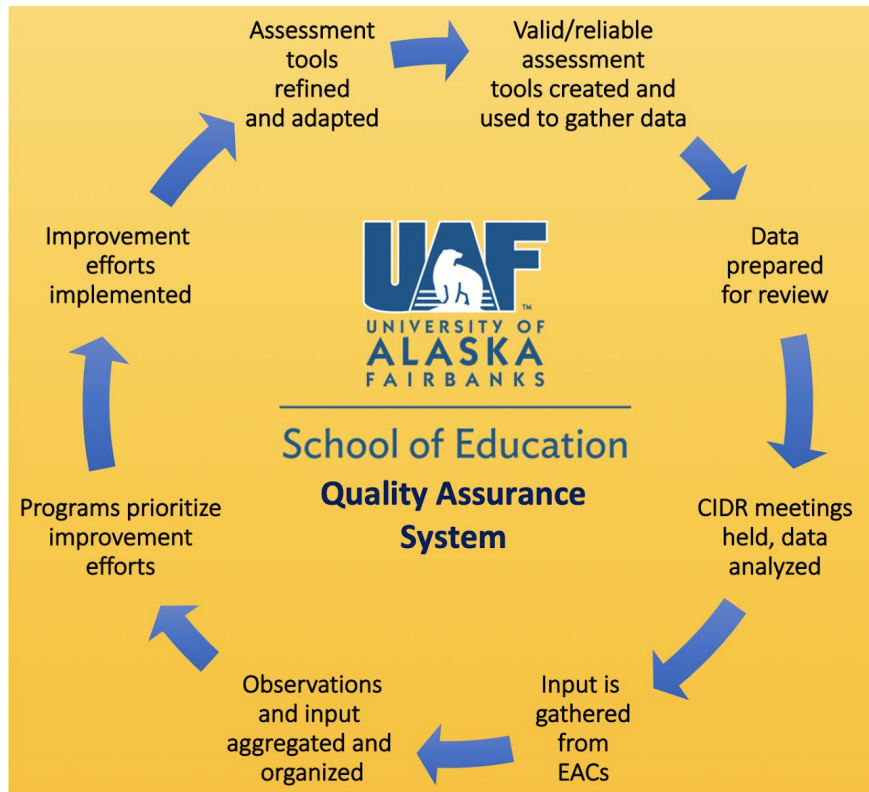
Years to certification= 4+

Years to certification= 3+

Years to certification= 1

# Accreditation ensures well prepared teachers for Alaska's kids

## Sample Quality Assurance System:



## 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



Alaska's next generation of teachers are right in  
front of us.  
They just need our support.





# Real people. Real barriers.

## *Four UA teacher education students*

### Ann Marie Tinker

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

**Hometown:** *Kasigluk*

**Internship location:**

*Kongiganak, Lower Kuskokwim School District*

**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.*

**Barriers overcome:** *Family obligations, Praxis tests, Financial need*



### Seng Vang

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

**Hometown:** *Anchorage*

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

**Barriers overcome:** *Family obligations (Seng has 11 siblings!), Financial needs*



# Sylvia Andrew

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

Hometown: *Kiana*

Internship location: *Tuntutuliak*

What you should know about Sylvia: *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*

Barriers overcome:  
*Family obligations,  
Interruptions due to  
COVID*



# Joseph Jackson

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

Hometown: *Lingle, Wyoming*

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

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.*

Barriers overcome: *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."*



# UA Education programs: Breaking down barriers

*Three initiatives tackling long-standing problems*

**Internship Scholarships**

**Registered Apprenticeships**

**Grow-your-own programs**

# UA Teacher Internship Scholarships

High quality teacher preparation is essential . . . but aspiring teachers can't work for free

## \$1M+ in new UA funding to address the affordability barrier to high quality teacher preparation

For candidates who hold a bachelor's degree:

### Award:

- Tuition and fees for one year post-bac preparation program
- \$10,000 living stipend

### Priority areas for both awards:

- Alaska residents
- Internship in predominantly Indigenous schools
- Special education or secondary STEM endorsement area

For candidates (including district employees of any level) who hold an AA degree or have completed 60 credits that count towards a BA in education licensure:

### Award:

- Tuition and fees for final 60 credits of initial licensure BA degree program
- \$10,000 living stipend during final internship year

# Registered Apprenticeships

US Department of Labor has approved teaching as an “apprenticeable position” opening up new funding streams and opportunities for teacher preparation



Schools are the center of the apprenticeship model



Apprentices need high-quality related coursework from higher education institutions



Mutually beneficial apprenticeship models developed between UA Schools of Education and Alaska's school districts are key

UA Schools of Education are collaborating to build two Registered Apprenticeship Programs. Once completed, the programs will be available to districts across Alaska.



# Grow-your-own programs

## ➤ Identifying attributes of successful GYO programs

- *Money*
- *Time (and realistic expectations)*
- *Encouragement*
- *Quality preparation*

## ➤ Facilitating cross-district sharing and the development of district-specific program enhancements to maximize success

### Alaska Grow-Your-Own Teacher Program

#### Information Exchange

Monday, February 20, 2023

8:30am - 4:00pm

UAF Alaska Future Teacher Space, Gruening building, 702

#### Agenda

Time	Topic
8:30am	Welcome to our Alaska Future Teacher Space Introductions and overview of goals for the day
8:50am	Info snack: <i>A Brief History of Efforts to Recruit and Prepare Teachers for Rural Alaska 1970-Present</i>
	District-based self assessment of current GYO efforts and supports/small (table) group sharing
	District specific data review of current UAF education students from your region
	Promising practices in successful Alaska GYO efforts – cross district sharing
	Lunch (provided) – Welcome from UAF Provost Anupma Prakash
	Info snack: <i>The integration of local knowledge into teacher preparation programs at UAF: SILKAT core practices</i> – Robin Child
	Identifying local/district based assets and barriers to GYO programs The impact of Praxis exams in relation to GYO program (lack of) success – Joan Hornig
	Info snack: What we've learned about Registered Apprenticeship Programs (RAPs) in relation to supporting GYO programs (handouts)
	District specific action plan development and identification of supports needed for next steps
	Wrap up/next steps



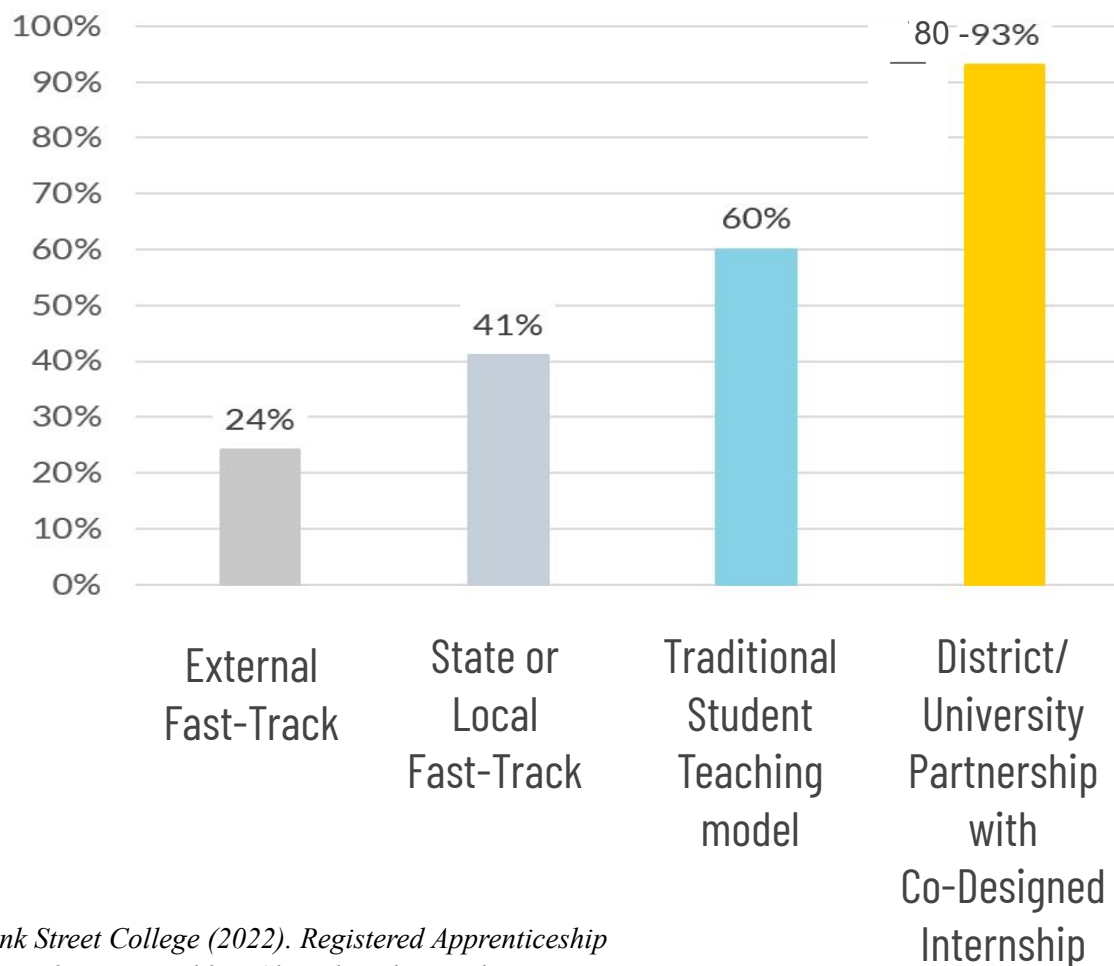
### Partnership Playbook to Support Alaska Teacher Preparation

*Building sustainable and mutually beneficial  
partnerships*

# Quality pathways matter

Not all certification pathways lead to long-term workforce stability

## 3 Year Retention Rates



*“Underprepared teachers are less efficacious, and those from underrepresented backgrounds leave the field particularly quickly, driving teacher turnover, dampening student outcomes, and draining the nation’s pool of new teachers of color. Patterns of negative outcomes for students are especially strong in underserved communities, where underprepared teachers are most likely to find positions.”<sup>1</sup>*

<sup>1</sup>Prepared To Teach, Bank Street College (2022). Registered Apprenticeship Programs and Teacher Residencies: Building Shared Understandings Between Workforce Development and Education. <https://educate.bankstreet.edu/pt/37>

# 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 effectiveness<sup>1</sup> and there is little evidence that testing translates to better teachers overall<sup>2</sup>
- 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 color<sup>3</sup> 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*



# 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/>*