



UNIVERSITY
of ALASKA
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Alaska's University for Alaska's Schools 2015

Prepared for the 29th Alaska State Legislature

In Accordance with:

AS 14.40.190(b)

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AN ACT

A report to the legislature on teacher preparation, retention, and recruitment by the
Board of Regents of the University of Alaska

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Alaska's University for Alaska's Schools 2015

Executive Summary

This report responds to AS 14.40.190(b), which requires the University of Alaska (UA) Board of Regents to report biennially to the Alaska State Legislature on university efforts to “attract, train and retain qualified public school teachers.” It describes the University of Alaska teacher education programs, provides data on teacher education graduates, and discusses initiatives across the system to encourage more youth and adults to enter teaching.

- The UA Schools and College of Education continue to produce between 200 and 250 new teachers each year.
- From 2008 to 2013, UA's three universities produced a steadily increasing number of special education teachers each year. In 2014, that number declined. To some extent, this probably reflects districts' decisions to end tuition reimbursement for adding special education endorsements.
- University faculty identified just over 60 percent of 2014 new teacher graduates as working in Alaska schools in the fall of 2014. This percentage is similar to what Alaska Department of Education data show for new teacher graduates. However, Alaska Department of Labor data show that 90 percent of UA teacher graduates work in Alaska in the year they graduate. By five years after graduation, that number drops to 70 percent.
- Department of Labor data also show that the great majority (about 85 percent) of UA education graduates working in the state are working in education occupations.
- UA education graduates earn about the same annual wages as graduates of other professional programs the year they graduate, but five years after graduation, they have fallen behind.
- University of Alaska efforts to grow the number of Alaska Native education graduates have resulted in increases, especially in advanced degrees.
- Principals who supervise UA education graduates generally report that these beginning teachers are very well-prepared.
- Across UA, there are multiple efforts to both increase the pipeline of teacher candidates and support working teachers. These include courses for high school students through Alaska's Learning Network (AKLN); support of Future Educators of Alaska clubs; pathways for paraprofessionals to certification, mentoring of early career teachers, and a wide variety of advanced degree and professional development opportunities for certificated teachers.

Alaska’s University for Alaska’s Schools 2015

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Alaska's University for Alaska's Schools 2015

Introduction

In 2008, Alaska Governor Sarah Palin signed into law AS 14.40.190(b), which requires the University of Alaska Board of Regents to present to the Alaska State Legislature a report that “describes the efforts of the university to attract, train, and retain qualified public school teachers. The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training.” This report has been prepared annually from 2009-2013 and now is a biennial report, provided to the legislature no later than day 30 of the regular session, per AS 14.40.190(b).

The University of Alaska Anchorage (UAA) College of Education, University of Alaska Fairbanks (UAF) School of Education and University of Alaska Southeast (UAS) School of Education all prepare new teachers for the classroom (initial licensure). In addition, the three universities offer various associates, bachelors and masters degrees in different education fields as well as undergraduate, post baccalaureate, and graduate certificates and non-degree offerings. Some of these are available at only one university (e.g., Early Childhood Special Education) while others are offered at two universities (e.g., principal preparation and counseling degrees). A complete list of programs is in appendix A.

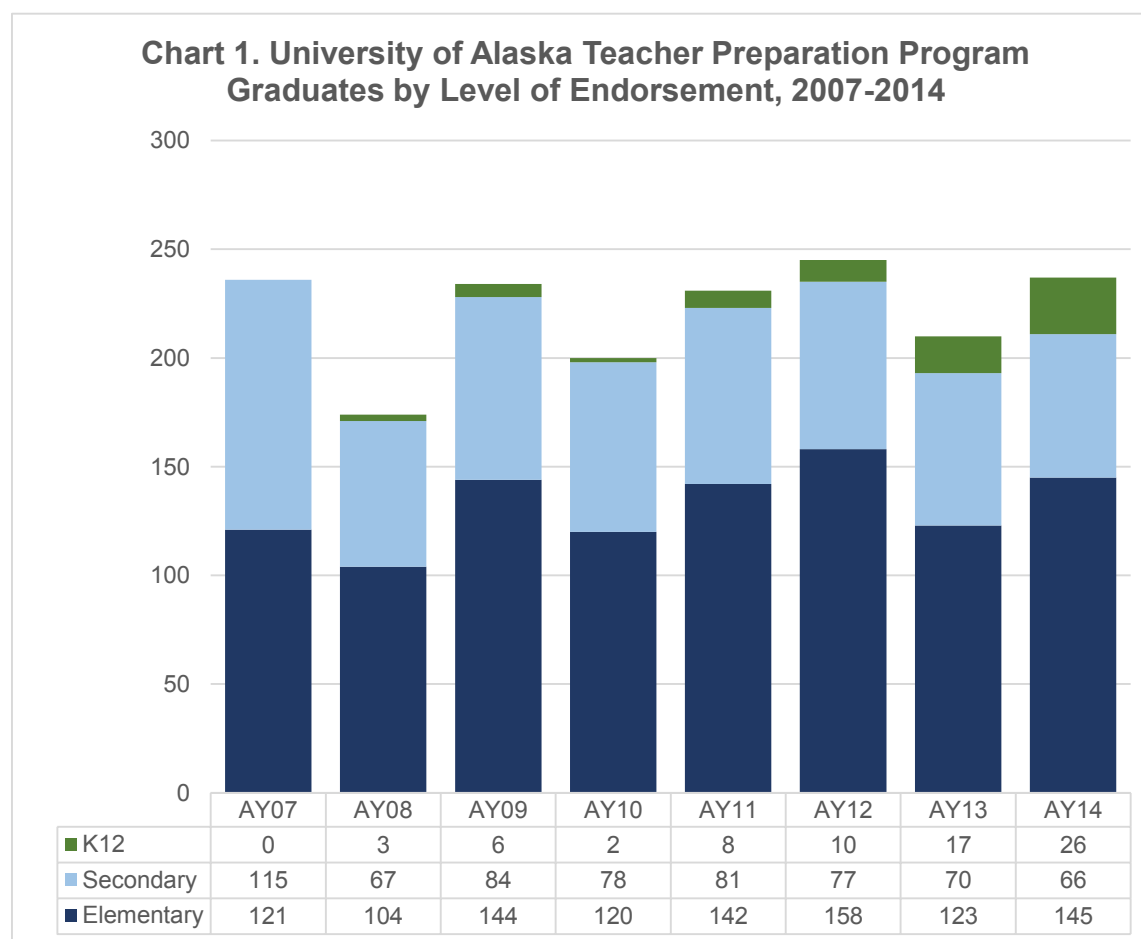
Data on UA Teacher Education Graduates and Placement

The table and charts below update key information from the 2013 report: how many new teachers graduate from the University of Alaska system each year; how many graduate with counseling, professional development and administrative certifications each year; and how many graduate from special education programs.

Table 1 shows the number of graduates from UA education programs of various types. The number of initial teacher preparation graduates fluctuates, but is between 200 and 250 each year. The number of newly certified principals has declined from its 2011 maximum, probably because of both variation in the number of teachers who want an administrative certificate, and the ending of grants that paid tuition for some of those teachers. The number of those receiving other professional education degrees and certificates (e.g., reading endorsement and certification, special education endorsements, advanced master's degrees) also varies from year to year with no clear trend. Chart 1 below shows how many of the new teachers are prepared for elementary and secondary teaching, and how many for subjects such as art, music, and special education that typically certify teachers for all grades (K12). Chart 2 looks at special education certifications, some of which go to new teachers (and are included in the numbers in Chart 1), and some of which go to teachers adding an endorsement in that area.

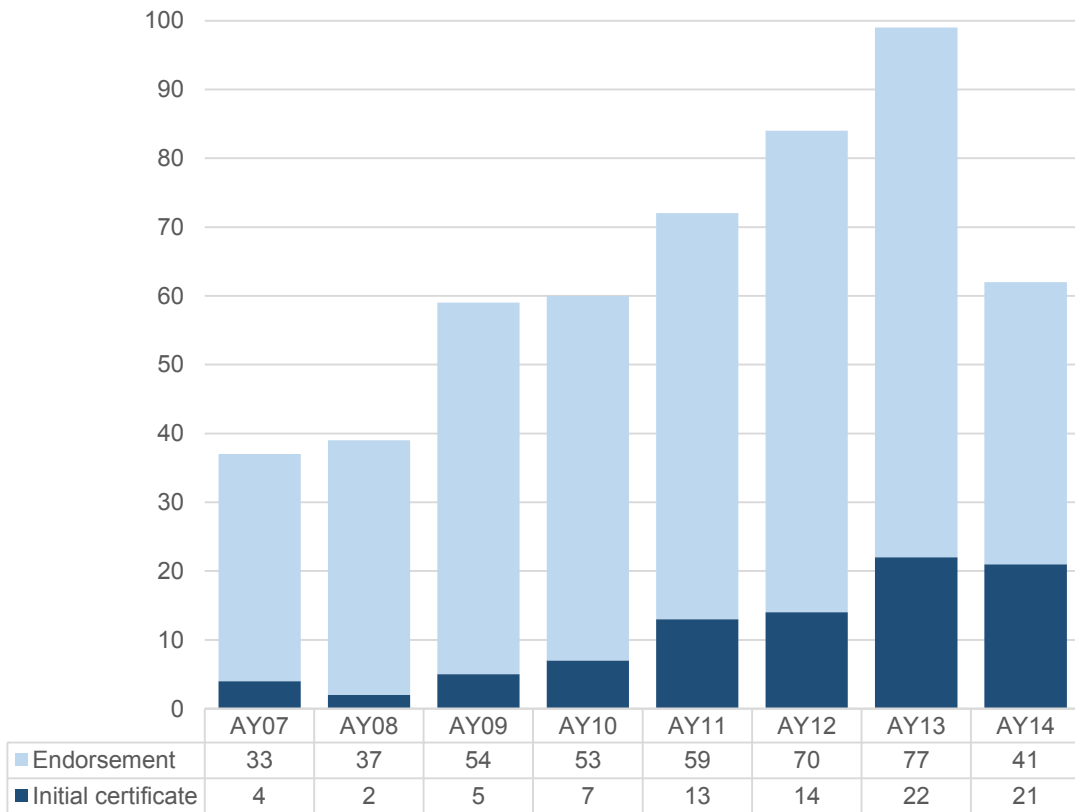
Table 1. University of Alaska Education Program Graduates, 2006-07 to 2013-14								
	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14
Teachers	236	174	234	200	231	245	210	237
Counselors	28	30	30	32	19	34	29	28
Principals	62	61	39	51	90	80	75	72
Other	109	124	110	135	143	168	183	135
Total*	435	389	413	418	483	527	497	472

*Totals include double counting of some graduates with multiple degrees or certificates in the same year



After several years of growth, the number of teachers adding a special education endorsement to their license declined sharply this year (Chart 2, next page). The number of teachers who entered the profession as special educators stayed around 20, but the number of already certificated teachers who added special education endorsements dropped by almost half. The reasons for this drop are not entirely clear – we know that a number of school districts, including Anchorage, stopped reimbursing teachers the cost of adding the SpED endorsement to their certification, and this might explain that drop, but we will explore this more in the coming year.

**Chart 2. University of Alaska Special Education Graduates
2007-2014**



We reported last year on placement of 10 years of initial teacher graduates, based on certified staff assignments through the fall of 2013 from the Alaska Department of Education and Early Development (DEED). That information is not yet available for the fall of 2014. Chart 3, on the next page, reports on what the Schools and College of Education have been able to determine about the placement of their 2014 graduates. Because Alaska schools in the graph include jobs like long term substitutes, and private schools, that aren't in the DEED data we used last year, we'd expect the proportion of graduates hired in this year's data to be somewhat higher than those estimates, and they are. Overall, over two-thirds of new graduates have found employment in Alaska education; this includes private as well as public schools, and some positions other than regular classroom teachers.

Fifteen graduates are teaching in schools outside of Alaska; we do not know whether they moved outside after completing a degree or completed a teaching degree via distance while living outside. However, we do know that each year a number of students have spouses in the military who are transferred while they are in our program.

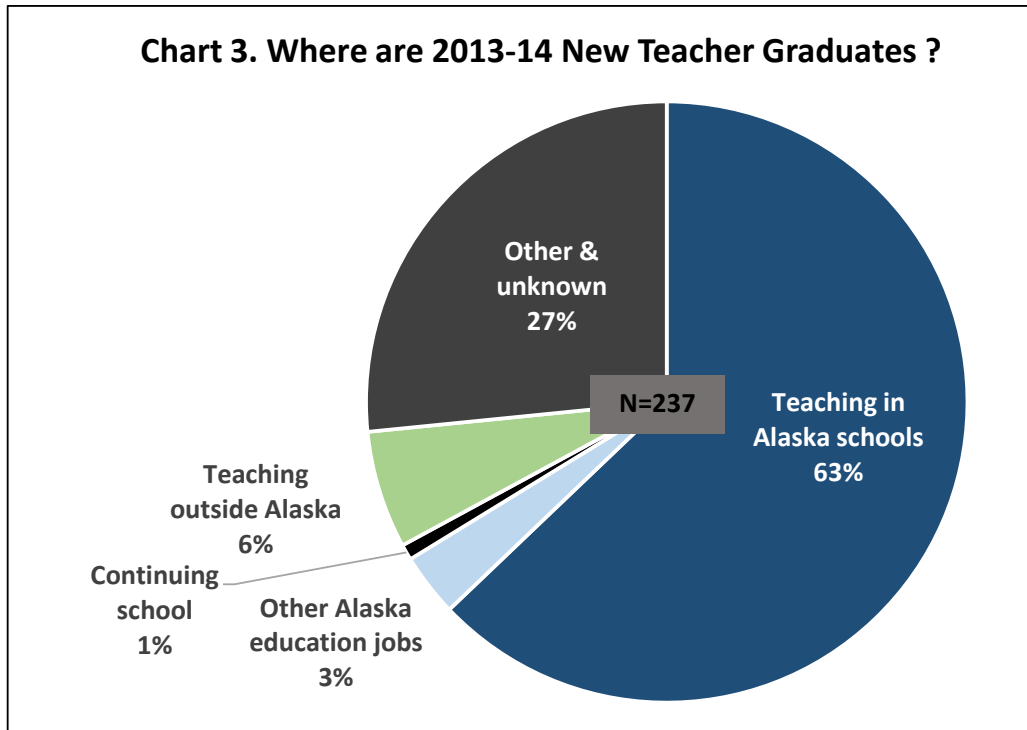


Table 2 reports historical employment data about initial teacher graduates from the Alaska Department of Labor (AK DOL). Those data are even more complete, in terms of jobs covered, than either the DEED data from last year or the data collected by the Schools and College of Education this year. The AK DOL data include all wage and salary jobs in Alaska's private sector and state and local governments, and include part-time and temporary work (such as substitute teaching). They do not include federal employment or those who are self-employed. These data indicate that about 90 percent of initial teacher graduates work in Alaska sometime during the year after they graduate; almost 80 percent are still working in Alaska 3 years after graduation and about 70 percent, five years after graduation. Not all of the work is as a classroom teacher in schools; however, data on occupations shows that about 85 percent of graduates who are working in Alaska are in some sort of education occupation (Table 3).

Table 2. University of Alaska Initial Teacher Graduates Employment and Residency in Alaska 1, 3, and 5 Years after Graduation					
Years after Graduation:	Graduation Years	Total Graduates	Working in Alaska	In Alaska, not working	No longer in Alaska
Number					
1 year	2003 - 2012	1754	1575	55	124
3 years	2003 - 2009	1190	925	41	224
5 years	2003 - 2007	774	540	43	191
Percent					
1 year	2003 - 2012	100%	90%	3%	7%
3 years	2003 - 2009	100%	78%	3%	19%
5 years	2003 - 2007	100%	70%	6%	25%

Table 3. Occupations of UA Education Graduates					
Years after Graduation:	Graduation Years	Total Graduates w/ Information On Occupation	Education, Training and Library	Other Occupations	Percent Education
1 year	2003 - 2012	1351	1158	193	86%
3 years	2003 - 2009	833	726	107	87%
5 years	2003 - 2007	463	394	69	85%

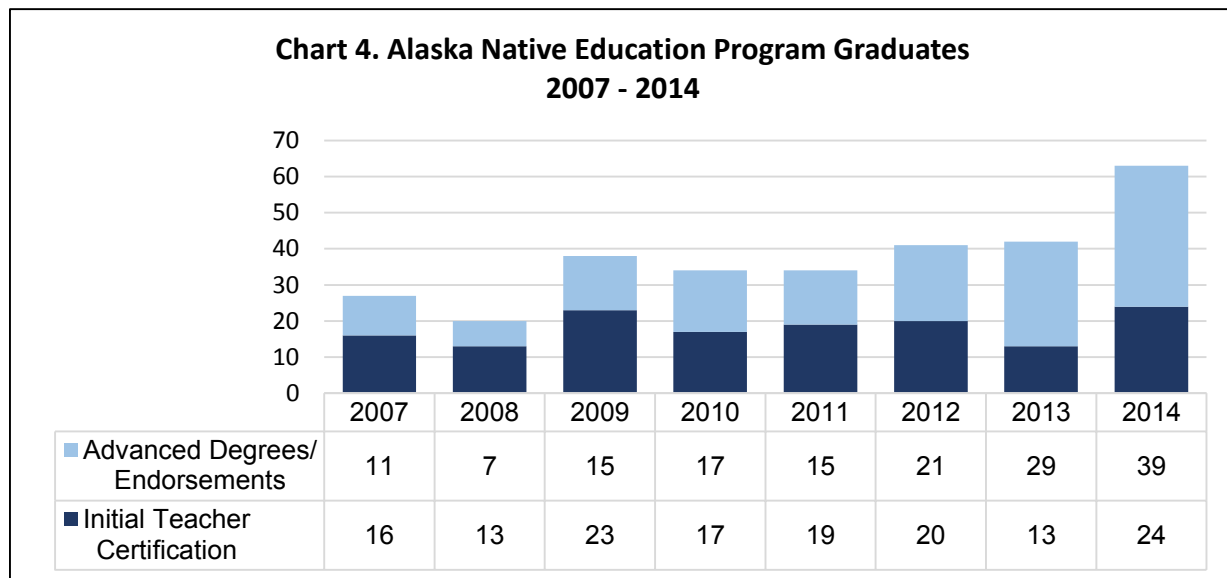
Finally, AK DOL also has information about wages; Table 4 shows average wages calculated for the first through fifth years after graduation for selected University of Alaska majors who graduated from 2003 through 2007. The most recent AK DOL wage data is for 2012, so those who graduated after 2007 couldn't have had five post-graduation years in the data. These wages are expressed in inflation-adjusted 2012 dollars, and include graduates from all three Universities. As the table shows, in the first year after graduation, new teachers earn about the same amount as business graduates, somewhat more than those who earned an Associates' degree and somewhat less than Nurses. By five years after graduation, Nurses and Business graduates are making about 15 percent more than teachers, and those with Associates' degree have caught up to teaching wages.

Table 4. Average Inflation-Adjusted Wages for UA Graduates, Selected Fields from One to Five Years after Graduation					
	Years after Graduation				
	Year 1	Year 2	Year 3	Year 4	Year 5
Initial Teacher Licensure	\$ 35,873	\$ 39,434	\$ 40,901	\$ 43,735	\$ 44,511
Bachelor's in Business Administration	\$ 36,886	\$ 40,282	\$ 45,541	\$ 49,193	\$ 52,140
Associate's Degrees	\$ 31,519	\$ 34,961	\$ 39,162	\$ 42,223	\$ 44,934
Nursing (all levels)	\$ 46,501	\$ 46,427	\$ 49,798	\$ 50,166	\$ 51,560

The wage data above points to a continuing challenge in recruiting the best and brightest students into the teaching profession. Teaching is both a rewarding and a difficult career. Graduates with licensure degrees earn less than students entering other careers, and face a profession that is increasingly under scrutiny and focused more on quantifiable outcomes than on the art and craft of teaching and learning. These factors will discourage some potential teachers from entering the profession, and we may find our schools facing growing shortages of high quality educators.

Alaska Native Educators

As Leary et. al. (2014) point out, initiatives aimed at preparing Alaska Native educators have come and gone, mostly following external funding, but the proportion of Alaska Native educators has not moved in years. However, the UA Schools and College of Education are continuing to focus on growing the number of Alaska Native educators via regular programs as well as externally funded programs. Chart 4 illustrates a continuing increase in the number of new Alaska Native teachers prepared at UA, as well as growth in advanced degrees earned.



Graduate and Employer perceptions of UA programs

Each year, the UA Schools and College of Education survey graduates about how well their programs prepared them for the work they do. In addition, for those working in public schools, principals are surveyed using a very similar set of questions.

In 2014, we received 33 principal evaluations of UA alumni in the classroom. Those alumni work in 11 different districts, including all 5 of Alaska's largest districts (Anchorage, Fairbanks, Kenai, Juneau, and Mat-Su), as well as 6 rural districts spread from Ketchikan to Alaska Gateway to Bering Strait. The group (some of whom graduated from more than one program) included 14 elementary teachers, 8 secondary teachers, 4 who earned special education credentials, and 11 who earned an additional endorsement or Master's degree.

The survey asked how well graduates demonstrated 19 dimensions of practice (very well, somewhat, or not at all), including being an effective teacher, providing for students with special needs, differentiating instruction as needed, building partnerships with parents and other stakeholders, using technology effectively and incorporating content that aligns with district expectations. Those closed-ended questions were followed by two open ended questions around (1) what (if any) areas the respondent felt the teacher preparation program needed improvement; and (2) recommendations they had to improve the program.

Employer ratings of graduates

Principals who responded rated most teachers ‘Very well’ (3 on a scale of 3) for most dimensions. Almost 60% (19 of 33) teachers rated ‘Very well’ on at least 16 of 19 dimensions, and just two teachers rated ‘not at all’ on any dimension.

Table 5. Employer ratings of UA program graduates in the classroom			
Based on my knowledge and experience working with the graduate, she/he demonstrates each of the following:	Very Good	Some what	Not at all
Resilient and flexible in professional practice	88%	9%	3%
Integrates appropriate content knowledge into professional practice and aligns with district expectations	85%	15%	0%
An effective professional in education	85%	15%	0%
Responds positively to cultural differences	84%	13%	3%
Creates learning communities that include all voices	82%	18%	0%
Provides adequately for students with special needs	80%	20%	0%
Understands human development and applies that understanding to meet the needs of all students	79%	21%	0%
Uses technology effectively, creatively, and wisely	73%	27%	0%
Implements a system for working in partnership with parents, families, the community, and other stakeholders	73%	24%	3%
Modifies and adapts instructional practice based on formative and summative assessment data	69%	31%	0%

The open-ended questions reflected a generally positive view of the graduates. When asked in what areas the teacher could have been better prepared, 16 of the principals said explicitly that the graduate was well prepared with no areas that needed improvement, and another 5 simply didn’t name any areas. Classroom management and differentiation in instruction were the most often identified areas for improvement (four each), followed by more classroom time before licensure (3) and better collaboration with other teachers (2). The question about areas for program improvement followed the same pattern: 11 principals said that the program needed no improvements; three called for more preparation in classroom management and two each for better preparation for differentiated instruction and working with other teachers. These are areas that are typically challenging for new teachers. However, seven principals said that they felt the program would benefit from more time in the classroom as a student teacher or observer. Selected comments are below.

She was above the curve for a new teacher when she came on board.

Nothing was overlooked. She is a strong teacher. There is a progression for new teachers and she was well above the curve when she started.

Was very prepared. If any area needs beefed up it is student teaching experience which is typical for most new teachers. They receive theory and course work but not enough classroom time.

In the year I worked with her going to her school she was always primarily engaged with her students and always on time for meeting. She goes above and beyond and we're lucky to have her.

I don't think it's a reflection of the program in so much but more because this was just not a good career choice for her because she had a lot of great support but just didn't have the instinct; she had experience, but no good sense about classroom management.

He is top notch I would say.

It seems most new teachers need to have support in formative assessments and student learning objectives and ways of supporting learners that need extra and different kinds of instruction to access content and skill development.

Make sure they know how to differentiate instruction per student ability. Make sure they know how to use assessment data to inform instruction

Students need to spend more time in the classroom. Make substitute teaching part of the program. There is value to the sink or swim when you work with a structure set up by another teacher. Substitutes should be assigned to one school for a whole year.

I would say I would have him doing more of the practicum one-on-one so he has a role model for him so he knows more how teachers work closely together

Graduates' Ratings of Themselves

Program graduates at different universities completed a different but similar survey. For this summary, we are focusing on initial program graduates, and we have chosen questions that were similar across the Schools and College and also similar to the employer survey. The Schools and College have been working to develop a shared survey that will both provide the different types of information needed for accreditation and program improvement by the different units, and enable combining results across UA. We anticipate completing the alignment of key questions in early 2015. In general, the program graduates rated themselves lower than their employers rated them. Their open-ended comments tended to be very specific (critiquing assignments in course 'x') rather than generalizable, although a handful did mention the need for more instruction in classroom management and assessment.

Table 6. UA Program Graduates' Assessment of Skills				
	Very Well	Some what	Not at All	number of respondents
Integrates appropriate content knowledge	80%	19%	2%	113
Is an effective professional	59%	37%	4%	78
Responds positively to cultural differences	72%	27%	1%	78
Provides adequately for students with special needs	34%	60%	6%	77
Uses technology well	57%	36%	7%	136
Able to work with parents and other stakeholders	66%	30%	4%	112

Why do we care about Alaska-prepared educators?

Efforts to grow the number of teachers prepared within the state of Alaska have had mixed outcomes. Data in this report shows that the number of educators prepared within the University of Alaska system has remained relatively constant over the past decade. We know from previous research that Alaska-prepared educators tend to stay longer in Alaska's schools (Hill and Hirshberg, 2003). But does that make a difference? And are there other differences between educators prepared in Alaska versus those prepared elsewhere?

High turnover rates are a problem for many Alaska districts. The cost of recruitment can be very high, especially when potential teachers are out of state; district investments in induction and professional development are lost if the teacher leaves after just one or two years. Superintendents report they have a hard time finding qualified candidates for some positions, and when high turnover magnifies that problem (by resulting in more empty hard-to-fill positions), it is correlated with lower student achievement (see Table 7).

Table 7. Teacher Turnover and Student Achievement		
	Average Teacher Turnover	Average Percent of students scoring proficient in Reading
5 Lowest Turnover Districts	8.7%	85.8%
5 Highest Turnover Districts	37.9%	46.9%

Teachers new to rural Alaska face remote living conditions, harsh climates and high living expenses. They often find themselves in indigenous communities with cultures and languages very different than their own. Many (sometimes all) of their students come from economically disadvantaged families, and many have limited English proficiency. And even teachers in “urban” or “on-the-road” still face higher living expenses and often harsher weather than those in the lower 48, along with other challenges. All of these factors can contribute to teacher turnover. But, is there a difference among educators who receive their preparation in Alaska and outside?

In spring 2013, we conducted a survey of rural Alaska teachers, to assess their perceptions of working conditions, and factors contributing to their decision to leave or stay; in fall 2013 we conducted a very similar survey of educators in the five largest districts (referred to as urban for the purpose of this report). The survey responses showed differences between educators prepared in state and elsewhere. In rural Alaska, the two groups differed in how integrated teachers feel into their communities. Alaska prepared teachers are much less likely to feel isolated, lonely or disconnected than educators prepared outside of Alaska; 16% agreed that they felt this way at times, while 36% of outside educated teachers agreed.

Job satisfaction differs in unexpected ways in our survey. Among teachers in urban schools, those prepared outside are about as likely to report they are dissatisfied with their jobs as those educated in Alaska (10% compared to 8%). However, among rural teachers, while only 6% of those prepared in Alaska are dissatisfied, 19% of those prepared elsewhere are dissatisfied.

We have a lot of work to do to understand more systematically why attitudes differ between educators prepared in Alaska and those prepared outside. However, isolation and job dissatisfaction are common reasons for teachers to leave their positions. A better understanding of why Alaska-prepared teachers fare better on these measures could help districts recruit teachers more likely to stay, or to improve conditions for all teachers. And even without those changes, preparing more teachers within Alaska could lead to higher retention rates. The University's efforts to recruit, educate and retain more Alaskan teachers can help.

Teacher candidate pipeline issues

While the University of Alaska teacher education programs are making a concerted effort to grow the number of Alaska-prepared educators in the state's schools, there are some significant issues affecting these efforts. The first, a challenge facing the UA system as a whole, is the shrinking pipeline of students. Alaska continues to have one of the lowest college-going rates in the nation among graduates direct out of high school; in 2010, Alaska was 49th, with a rate of 46.4% (NCHEMS, 2014). The college going rate in Alaska has been relatively flat for six years while the national average has increased by about 7% over that same time period. While college-going rates stay stagnant, Alaska's high school graduation rates have only improved modestly in the past few years, from a four year rate of 68% in 2011 to 71.8% in 2013 (EED, 2014). At the same time, the population of 14-17 year olds in Alaska is expected to remain flat, while, the population of 18-24 year olds in Alaska is expected to decline over the next five years (AK DOL, 2014). This means that unless enrollment rates rise, UA enrollment numbers will continue to decline, as they have for the last two years.

Even when students do attend college, the number of students entering into teacher education is then constrained by requirements for admission to the programs, both in terms of standardized tests (Praxis I) and pre-requisite coursework. Students are not admitted into a teacher education program until they meet those requirements. This means some students who initially declare an education major never actually enter a program. Among those students, it is difficult to tell how many fail to qualify for a teacher preparation program, and how many simply change their mind about their major; they are not tracked as pre-majors. The universities also don't consistently collect Praxis test score information for students who take the test but decide not to apply into a program. These two factors can skew the education program completion rates for the university; better tracking of pre-majors needs to be done in order to truly understand why more students aren't completing teacher education degrees.

Meeting the needs of Alaska's Schools

Alaska has a profound need to grow its own highly-qualified teachers to take existing positions as educators in rural, predominantly Alaska Native communities. Unlike urban Alaska, where teachers are being laid off, rural Alaska continues to have a pressing need for talented, culturally-aware teachers at both elementary and secondary levels. In response to this need University of Alaska is proposing three ambitious initiatives specific to putting teachers in Alaska's rural classrooms.

The *Alaska Rural Paraprofessional Program* is designed as a pathway for these existing paraprofessionals in Alaska's schools to earn their teacher certification from the University of Alaska. Most of these paraprofessionals are dedicated educators who have for years worked

alongside imported teachers—guiding, advising, and mentoring those with formal credentials but being paid a much lower wage. In creating the *Alaska Rural Paraprofessional Program*, the University of Alaska has much experience to build on. The system comprises three universities—UAA, UAF, and UAS—all of which have experience over the years in reaching out to rural and indigenous paraprofessionals.

A second initiative is an attempt to better leverage work done by the UA Statewide Office of K-12 Outreach on Future Educators for Alaska (FEA). The FEA curriculum was developed in collaboration with UAA, UAF, UAS and K-12 teachers. In order to strengthen this pipeline, the UA Schools and College of Education are proposing to work with FEA Statewide staff and K-12 educators to make the high school pathway to success explicit and ensure that students who want to be teachers are appropriately prepared for a rigorous college experience. Courses will be offered through Alaska's Learning Network (AKLN). These will include UA general education classes in math and English, introductory teacher education classes, and test preparation for the SAT/ACT and PRAXIS test of basic skills.

Finally, UA Schools and College of Education have proposed that agreements with universities outside Alaska be developed. These agreements would allow for targeted recruitment & training of pre-service teachers outside Alaska in their junior year. Working as a teacher in Alaska – particularly rural and remote Alaska – is nothing like teaching in the lower 48. Alaska has opportunities, and challenges teachers don't find elsewhere. Agreements with outside universities would allow us to prepare teachers ahead of time for a successful experience in Alaska schools while allowing our partner schools to more successfully place their teacher candidates for employment. We would anticipate the agreements include coursework, clinical experience in Alaska and structured mentoring for their first two years on the job.

In addition to the work being done by the Schools and College of Education, the University of Alaska Statewide Office of K-12 Outreach also provides critical support to Alaska schools and districts, through Alaska Teacher Placement, Future Educators of Alaska (as mentioned above) and the Alaska Statewide Mentor Project (ASMP). The goals of the ASMP are to increase teacher retention and improve student achievement through quality mentoring to first- and second-year teachers (called early career teachers, or ECTs).

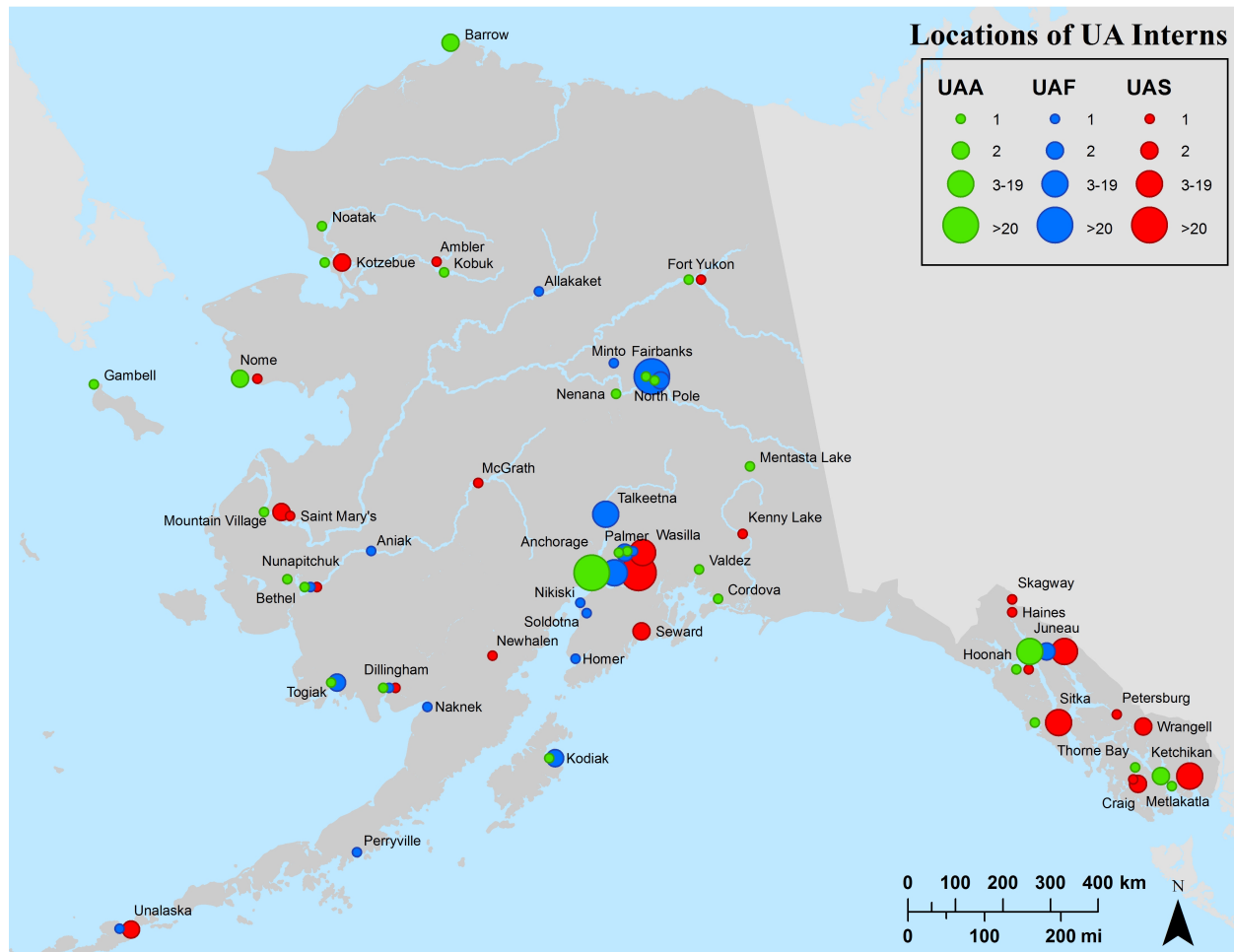
ASMP mentors are veteran Alaska teachers who receive formal training in 8, 3-day Mentor Academies held over two years, following the New Teacher Center model. Mentors communicate with their ECTs on a weekly basis through multitude means including email, Skype and phone calls, in addition to monthly on-site visits. The focus is on building teacher capacity through the building of the mentor-ECT relationship using evidenced-based tools.

Overall, ASMP-mentored ECTs average a year-to-year retention rate of 80% from 2004-2005 through 2013-2014. ASMP research has also shown promising results of closing the student achievement gap between ECTs and veteran teachers through ASMP mentoring. In the spring of 2012, K-12 Outreach office won an Investments in Innovations (I3) grant; this five-year federally funded study will examine the effectiveness of ASMP model in five urban contexts in Alaska, as evidenced by teacher retention, teacher instructional capability and student achievement.

Over ten years, ASMP has been invited into 52 of the 54 school districts within the state to serve their ECTs. Project numbers since inception have remained consistent, serving on average almost

400 ECTs a year. In the beginning years of the project about 75% of the ECTs served by ASMP were from rural districts with the remaining 25% from five urban districts in the state. Overall, ASMP has served over 2,300 individual ECTs through training of nearly 130 experienced Alaska teachers as high-quality mentors through AY14.

The map below shows communities across the state where the University of Alaska prepares educators; teacher and principal candidates are interning in 51 communities across all regions of Alaska. The different colors represent the three universities, and the size of the dots represents the number of interns in each community.



Good News from the Field: New and Growing Initiatives

The UA education programs have enjoyed success in both expanding existing initiatives and developing new ones.

UAS was awarded a U.S. Department of Education Alaska Native Education Program (ANEP) grant for Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS) VI. PITAAS funds are for the preparation and advancement of Native Teachers. PITAAS VI has some exciting new elements in addition to the funding of scholarships:

- A carefully designed media promotion on the importance of a career in education.
- Alaska Native teachers with advanced skills in Distance Education and E-learning to extend the reach of Alaska Native teachers and cultural experts.
- A new endorsement program in Alaska Native Education and Leadership.
- University faculty more actively involved in Native culture and Education.
- Scholarships for Alaska Native students with more knowledge of their language and culture.
- “Our Cultural Landscape” on Alaska Native Education, Culture and Language.
- Alaska Native high school students who have taken a dual credit Introductory Education course and have better preparation for Math, English and the PRAXIS I exam.

The UAS School of Education developed a new superintendent program in 2014, intended to fill a gap in the state at a time when Alaska was facing a huge (over 50%) turnover of superintendents statewide. Initiated after a collaborative preplanning process among all the campuses, the work began designing and building a program. The state board of education passed the program unanimously and even with only approximately a two month recruitment period, ten students began the program this summer. It is expected that the ten students from all over Alaska will earn the twenty-three credit endorsement by June 2016. The next cohort will pilot a Juneau based summer institute and a one year program.

UAF has initiated a partnership with the Bering Strait School District to explore strategies for strengthening teacher preparation and teacher knowledge in cultural-based arts instruction in K-12 classrooms, with external start-up funding. Faculty from the UAF School of Education will be meeting in October with teachers, community members, district administrators, elders and artists from the Bering Strait region to begin a collaborative planning process designed to benefit students in the region, pre-service teachers at UAF, and practicing teachers across the state. The goals of the planning group are to evaluate UAF's current practices in cultural arts-based teacher preparation, determine Bering Strait district and community assets and potential needs, and to develop a strong support system for partner district teachers in their early years of teaching. The project's principal investigators, Joan Hornig and Amy Vinlove, faculty members in the elementary teacher preparation program at UAF, hope to work with and learn from local artists, elders, teachers and education students to figure out ways to meaningfully integrate arts and culture with core academic standards, and ways to support this learning in the pre-service preparation process and into the early years of teaching. Planning activities will culminate in a proposed implementation plan for the district and School of Education that could span a period of up to ten years beginning in the summer of 2015.

The UAF School of Education is in the third year of a partnership with the Lower Kuskokwim School District (LKSD) to develop a career ladder and provide support for 53 Yup'ik LKSD Associate Teachers who are pursuing UAF bachelor's degrees and elementary teacher certification. Administrators, faculty and academic advisors from the UAF School of Education, the UAF Kuskokwim Campus (KuC) and the LKSD District Office are working closely to provide 1) tightly coordinated academic advising at both the individual and the cohort level; 2) distance delivery of coursework scheduled at times most appropriate for the students, who are also full-time associate teachers; 3) summer "intensive" face-to-face required courses; and 4) increased use of technology for academic advising and coursework delivery. Based on positive feedback from students and from colleagues at KuC and LKSD, this successful partnership effort could be used as a model for school district and UAF rural campus collaborations in other regions of Alaska.

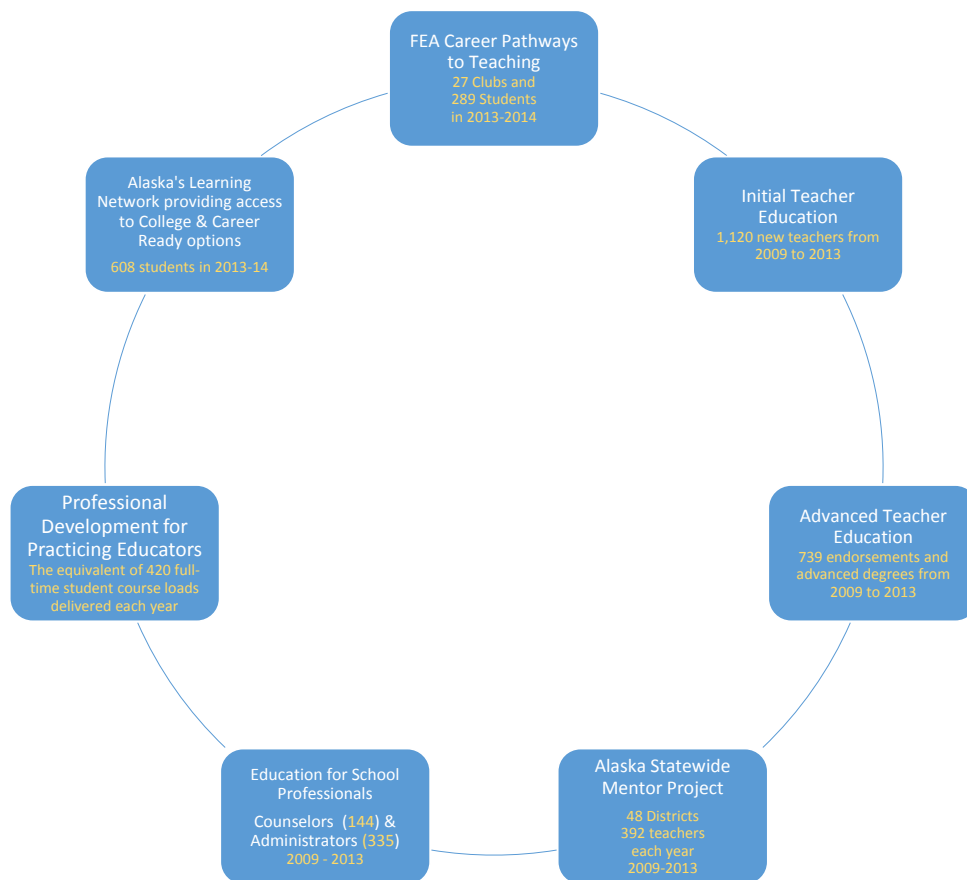
The UAF School of Education offers students the opportunity to pursue a double major by completing the requirements for the B.A in Secondary Education while simultaneously pursuing a baccalaureate degree in any of 10 subject matter teaching fields, including history, English, Mathematics, Chemistry, Art and economics.

UAA is building a strong partnership with the Lake and Peninsula School district on a partnership grant that included UAS. UAA programs (both undergraduate and graduate) are working closely with district curriculum coordinators to facilitate synchronous online tutoring by College of Education students. The district is providing UAA students with information about the district students to guide the services provided and arranging the one-to-one sessions. The online tutoring will serve as a practicum experience for Elementary Education students (undergrad) and special education (grad students) in the spring semester. Other CoE programs are looking at ways to include this as a practicum experience. Discussions are now underway around other ways to partner with the district including sending interns for rural practicum experiences. There currently is one student doing a practicum in a district village and a couple more will go out in the spring. CoE administrators and faculty will be joining the district partners in a winter retreat to look at other ways to work together.

UAA is expanding its Speech and Language Pathology offerings to include a minor and a post-baccalaureate program which articulate into the Master's program provided collaboratively with Eastern Carolina State. This should help meet a critical need in the state.

Finally, the schools and college are working hard to align their teacher preparation programs, in order to support students wishing to access courses across the universities or to transfer between campuses and to better use limited resources. For example, the UAA and UAF secondary education programs are sharing methods courses in order to prevent unnecessary duplication or courses with low enrollment.

Summary



Notes:

Advanced Teacher Education: Numbers include double counting of teachers who earned multiple certificates and degrees

Alaska Statewide Mentor Project: Many teachers receive mentoring during both their first and second years of teaching

AKLN: Number double counts students who took more than one course during the year

The University of Alaska continues to prepare new educators and develop those already in the classroom around the state. Many of those efforts are described in this report. This graphic includes both those efforts and others we haven't discussed, such as the Alaska Statewide Mentor Project and Future Educators of Alaska. The circle shows the full cycle of the University's efforts. Those efforts start with building the pipeline by working with K12 students to ensure they are ready for college and to encourage them to consider education as a career. They continue with initial teacher preparation, not just on-campus, but also delivered to communities across the state. The Alaska Statewide Mentor Project helps new teachers succeed in the critical early years of their profession. Finally, advanced degrees and other professional development opportunities help practicing educators continue to learn and grow.

References

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- NCHEMS Information Center for Higher Education Policymaking and Analysis College Participation Rates: College-Going Rates of High School Graduates - Directly from High School, 2010. <http://www.higheredinfo.org/dbrowser/index.php?measure=32>
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Appendix A: Education Certification Programs at the University of Alaska

Baccalaureate degrees with Certification	UAA	UAF	UAS	Review/Approvals
Early Childhood B.A. Pre-K-3	F			NAEYC, DEED
Elementary Education K-6	F	F, D		ACEI, DEED
Elementary B.A. K-8			F, D	ACEI, DEED
Special Education B.A.			D	New Fall 2012
Bachelor of Music in Music Education		F		NASM
Undergraduate Certificates				
Undergraduate Certificate, K-12 Art,		F, D		NAEA
Undergraduate Certificate, Secondary 7-12		F, D		DEED and SPAs
Post-Baccalaureate Certificates				
Early Childhood Pre-K-3 rd grade	F			NAEYC, DEED
Elementary Education K-6	F	F, D		ACEI, DEED
Secondary 7-12		F, D		DEED and SPAs
K-12 Art		F, D		NAEA
Special Education		F, D		CEC, DEED
Master of Arts in Teaching (MAT) Certification				
Elementary Education MAT			F	ACEI, DEED
Secondary: Content Areas MAT, Distance	D	D	F, D	DEED
Special Education MAT			F	CEC, DEED
Graduate Certificates				
Counseling		F, D		CACREP
Educational Leadership: Principal	D		H	ELCC, DEED
Educational Leadership: Superintendent			D	ELCC, DEED
Language Education (English Language Learner)	F			DEED
Special Education	D		D	CEC, DEED
Master of Education (MEd) with Licensure				
Counseling	F, D, H	F, D		CACREP
Educational Leadership (principal)	D		H	ELCC, DEED
Educational Leadership (superintendent)				ELCC, DEED
Educational Technology			D	ISTE ,DEED
Mathematics Education			D	DEED
Teaching and Learning	D			DEED
Early Childhood Special Education	F			DEC, DEC, DEED
Special Education	D	F, D	D	CEC, DEED
Reading Specialist			D	IRA, DEED

(Continued next page)

Non-Licensure Programs	UAA	UAF	UAS	Review/Approvals
Early Childhood Development Undergraduate Certificate	F			NAEYC, DEED
Early Childhood Development Associate of Applied Science (AAS)	F			NAEYC, DEED
Early Childhood Special Education M.Ed.	F			DEC, DEC, DEED
Counseling Graduate Certificate	F, D, H			CACREP
M.Ed. Community Counseling		F, D		CACREP
M.Ed. in Online Innovation & Design		D		ISTE

All categories except Non-Licensure Programs provide Institutional Recommendations

Type of Program Key:

F = Face to Face, D = Distance, H = Hybrid

Program Approvals Key:

ACEI Association for Childhood Education International

CACREP Council for the Accreditation of Counseling & Related Educational Programs

CEC Council for Exceptional Children

ELCC Educational Leadership Constituent Council

NAEA National Art Education Association

NAEYC National Association for the Education of Young Children

NASM National Association of Schools of Music

IRA International Reading Association

ISTE International Society for Technology in Education

SPAs Specialty Professional Associations

UAA Special Notes:

1. Content areas of MAT at UAA include: Business Education, English/Language Arts, ESL, Family and Consumer Science, General Science, Mathematics, Music, Physical Education, Social Studies, Technology Education, and World Languages.
2. MAT, Graduate Certificate, and MEd programs at UAA are 100% available through distance delivery.
3. Baccalaureate and Post-Baccalaureate programs are 60-80% available through distance delivery.

UAF Special Notes:

1. All undergraduate, Post-Baccalaureate, and graduate degrees are available through distance education with the exception of school counseling
2. The school counseling Master's degree and/or certification requires Face-to-Face participation for two courses. Those courses are offered every summer for the distance education students

UAS Special Notes:

1. All programs are distance delivered. Elementary B.A. and MAT, Special Education B.A., MAT and M.Ed., Mathematics Education and Technology Education are 100% distance delivery.