Alaska's University for Alaska's Schools 2018

Prepared for the 31st Alaska State Legislature In Accordance with:
AS 14.40.190(b)
Source: Senate Bill 241, 25th Alaska State Legislature
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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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, prepare and retain qualified public school teachers." It describes the UA teacher education programs, provides data on teacher education graduates, and discusses initiatives across the UA System to encourage more youth and adults to enter teaching.

- Since 2013, the UA Schools and College of Education prepared on average 245 teachers each year.

- The reorganization of the UA education units included the creation of the Alaska College of Education that is based at the University of Alaska Southeast

- In 2017, the Board of Regents adopted the goal that the University of Alaska will prepare 90% of the teachers hired each year in Alaska by 2025.

- In 2017 and 2018, University of Alaska increased funding for the recruitment, preparation and retention of teachers.

- The University of Alaska prepared about 46% of the teachers and 60% of the administrators working in Alaska today.

- Principals who supervise UA education graduates rate these beginning teachers as good to excellent

- The University of Alaska's support for recruitment of teachers to UA teacher preparation programs has increased with support of Educators Rising, the hiring of a full time recruiter, scholarships for future teachers, a media campaign and a development officer to lead fund raising for Alaska College of Education.

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Introduction

In 2008, Alaska Governor Sarah Palin signed into law AS 14.40.190(b), which requires the University 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 the training." This report has been prepared annually from 2009-2013 and now is a biennial report, provided to the legislature not later than day 30 of the regular session, per AS 14.40.190(b).

The University of Alaska Anchorage (UAA) School of Education, University of Alaska Fairbanks (UAF) School of Education and University of Alaska Southeast (UAS) Alaska College of Education all prepare new teachers for the classroom (initial licensure). In addition, the three universities' education units offer various bachelor and master degrees in different education fields as well as undergraduate, post-baccalaureate, and graduate certificate and non-degree offerings. Some of these are available at only one university (e.g., counseling degree) while others are offered at two universities (e.g., M.Ed. in Education Leadership) or at all three (Bachelor of Arts in Elementary Education). A complete list of programs is in appendix A.

The University of Alaska with campuses from Ketchikan to Kotzebue is addressing the teacher shortage by giving attention and resources to three areas: recruitment, preparation and retention of teachers. In July 2018, the Alaska College of Education, based at the University of Alaska Southeast, began to lead UA system-level work tied to these three areas. The coordination of unit activity among the three has been on-going for the past several years, but is now formalized by the Alaska College of Education (AKCOE). The University of Alaska Teacher Education Council that is comprised of faculty from each university advises the AKCOE. This advice is the genesis of activity tied to program and system coordination. Examples of this work include: systematizing processes tied to accreditation and sharing courses among programs.

University of Alaska Teacher Preparation

The education of Alaska's children and young adults, through its public school system, is one of the state's primary responsibilities. The University of Alaska helps the state meet this Constitutional responsibility through its teacher preparation programs and prepares, on average, 245 new teachers each year, (see Table 1) with more than 46.3% of the current teaching workforce coming from UA (see Appendix C that is a summary of the state's teaching positions and the percent of these being held by UA prepared teachers). The number of UA teaching

graduates as a percentage of new hires in Alaska's public schools from 2013-17 ranges from 34% to 42% (see Table 2). Of note with this calculation, is that not all UA prepared teachers seek employment in the year in which they complete the requirements for their teaching license. In Table 2 those hired in a given year may or may not be teachers who completed their preparation programs that year. UA also prepares school administrators with more than 60 percent of the state's school superintendents, principals and other administrators receiving their credentials from UA programs.

Table 1. Number of UA Awards by Initial Teacher Programs						
FY	2013	2014	2015	2016	2017	2018
UA	233	263	235	210	248	278
UAA	104	113	94	94	91	103
UAF	53	68	67	35	56	58
UAS	76	82	74	81	101	117

Table 2. Number of New State (New to the Profession) Hired Teachers						
	2013	2014	2015	2016	2017	2018
Duplicated by All Jobs	605	823	893	805	560	**Not Available Until February 2019**
Unduplicated	420	600	637	542	361	
Alumni Hired*	144	202	269	222	127	
UA Alums as a % of New Hires	34%	34%	42%	41%	35%	

*Includes categories of: ESL Teacher, Head Teacher, SPED Teacher, Teacher, Visiting Teacher
Source data for UA Awards is from DSD degrees. Initial Teacher License programs are defined by UA list (see appendix A)
Source data for New State Hire is from DEED Certified Staff data set
By all assignments is a duplicated new hire because individual can have multiple assignments in a given year-this is true for All Jobs as well. Alumni New Hire is found by matching SSN in DEED data and DSD degrees. Combined Name and Date of Birth are used in matching when SSN is missing

Alaska's school districts experience a varied level of teacher and administrator turnover with its remote rural districts having the highest annual change (see table 3). The need to recruit new teachers from UA and out of state is a regular part of each school district human resource function. In the past 5 years, districts hired as many as 637 teachers in a year. The recruitment of teachers from the out of state is becoming more and more difficult for districts. Because of the shortage of new teachers, many of the state's teaching vacancies are not filled by the start of the school year. Schools are responding to the hiring challenge by using long-term substitutes or

paraprofessionals serving as temporary teachers. The University of Alaska recognizes the tension that exists as a result of the recruitment challenges and is responding with new support in three areas: increasing the recruitment of students to teacher preparation programs, improving the preparation of teachers, and increasing the retention of teachers. Much of this increased activity in recruitment, preparation and retention is housed in the recently established Alaska College of Education.

Table 3. Turnover by School Type (2016/17) –Regional Educational Laboratory Northwest Report to Legislature (2/22/17)		
District Type	Principals	Teachers
Urban	21	14
Urban/Rural Fringe	12	16
Rural Hub/Fringe	21	22
Rural Remote	32	31

Source: Regional Educational Laboratory Northwest

Alaska College of Education

In July 2018, the three University of Alaska education units were reorganized with the UAS School of Education becoming the Alaska College of Education and the education units at UAF and UAA moving as schools of education into other academic colleges- the College of Arts and Sciences at UAA and the College of Natural Sciences and Mathematics at UAF. The Alaska College of Education is led by an Executive Dean who has oversight of the UAS education unit and leadership responsibilities with the UA System's work to coordinate programs and operations of the three. This level of system activity is driven by the Teacher Education Council that is comprised of faculty members from each of the three universities. The College also has an external advisory council of stakeholders including employers, Alaska Native leaders, school district officials, the Executive Director of the Alaska Council of School Administrators, the President of NEA Alaska and Department of Education and Early Development officials. The Alaska College of Education then, has a bifurcated purpose of one, serving the education students at UAS and two, leading improvements to the UA system (see chart 1).

Chart 1. The Alaska College of Education within the UA System

UAS Alaska College of Education	UAF School of Education	UAA School of Education

Alaska College of Education: Teacher Education Council

External Advisory Council
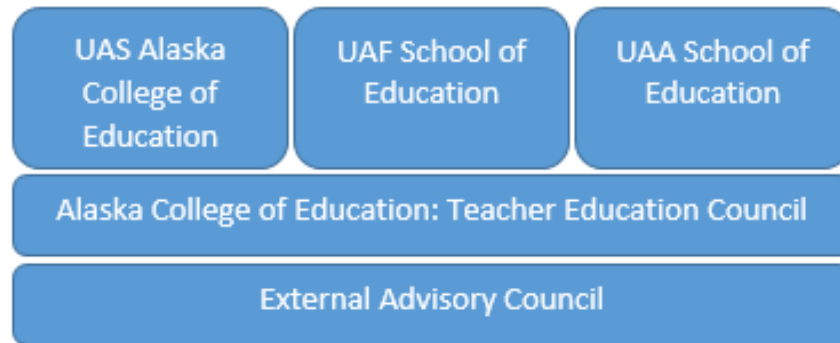
Recruitment

Since the state established a public school system, it has depended on staffing its schools with teachers who are prepared in the lower forty-eight. The need then, to recruit teachers from out-of-state has been a constant function of Alaskan school districts. What has not been constant is the number of teachers from out-of-state applying for Alaska's teaching vacancies-this number is decreasing. Many of the state's districts now struggle to hire enough teachers.

From 2013-2018 the University of Alaska prepared, on average, 245 teachers per year (see table 1). During this time, the number of teachers hired each year who were new to the Alaska K-12 system varied from a low of 361 in 2017 to 637 in 2015 (see table 2). There is then, a regular need to hire teachers not prepared by UA. In response to the increasing challenge of hiring teachers from the lower 48, the UA Board of Regents set a goal of preparing 90% of the teachers hired each year by 2025. On the surface, the goal is daunting. Doubling or even in some years, tripling the number of UA prepared teachers is a big step. And while UA is devoting time and resources to the recruitment of students to its preparation programs, it is unlikely that it can triple its enrollment by 2025. However, because UA prepared teachers remain in the profession in Alaska longer than those prepared out of state (Hill, A. and Hirshberg, D. 2013), the overall number of teachers needed each year should decrease as the number of UA prepared teachers entering the profession in Alaska increases.

The Alaska College of Education is leading this recruitment by coordinating this activity among the three education units and through a media campaign promoting the opportunity to earn a teaching license through a UA program. More generally, the campaign stresses the importance of the teaching profession. Further, UA has added scholarship funds for prospective teachers and is supporting Educators Rising.

Educators Rising is a national organization that introduces high school students to the teaching profession. The Alaska chapter of Educators Rising offers a career pathway suite of courses (electives) to high school students. Upon completion of the pathway the student is eligible to work in a school as a paraprofessional or continue on to UA to enroll in one of its teacher preparation programs. During its first year of implementation in 2017-18 26 districts participated in Educators Rising professional development with a total of 250 students taking part in the pathway. The state's annual Career Technical Student Organization competition includes an education strand for Educators Rising students. Twenty-one of these students went on to compete at the national competition.

Finally, UA President Johnsen and Executive Dean Atwater have been making a series of media appearances to speak about the Alaska College of Education and to stress the importance of the teaching profession to Alaska. The state's future depends on a well-educated populace and attaining this will in part, depend on the quality of its K-12 teachers.

Alaska Native Teachers

Alaska Natives make up more than 20% of the state's K-12 enrollment but constitute only 5% of its teachers and about 10% of the enrollment in UA's teacher preparation programs with a small number of degrees and certificates awarded to this group each year (see table 4 and 5). Research has shown that teachers of the same race as their students have a positive effect on their learning (Gershenson, S., Holt, S. and Papageorge, N. 2016 and Egalite, Anna J., Brian Kisida, and Marcus A. Winters. 2015). Given the low academic performance of Alaska Native students, the lack of Alaska Native teachers is unsettling. UA understands the importance of Alaska Native teachers and has increased its recruitment of Native students to its preparation programs, increased its fiscal support for these students and is expanding its partnerships with rural Alaska school districts to help enroll more Native students in teacher preparation programs. Of note, is the Lower Kuskokwim School District partnering with the UAF School of Education to prepare its paraprofessionals to become teachers and the UAS Preparing Indigenous Teachers and Administrators for Alaska Schools program that is expending more than $200,000 this year on tuition support for Native students.

Table 4. Alaska Native Candidates in Programs				
	2014	2015	2016	2017
Alaska Native Candidates in Initial Programs – N	58	70	62	53
Alaska Native Candidates in Initial Preparation Programs_%	7.7%	10.3%	10.1%	8.8%
Alaska Native Candidates in Advanced Preparation Programs_N	14	12	10	6
Alaska Native Candidates in Advanced Preparation Programs_%	6.0%	5.9%	5.2%	4.3%

Table 5. Number of UA Education Awards for Alaska Natives			
	2016	2017	2018
Associate	6	6	8
Baccalaureate	9	7	11
Certificate	0	0	0
Licensure/Post Certificate	7	11	8
Master	15	20	17
Total	37	44	44

Preparation

The three UA education units offer 50 degree or certificate programs (see Appendix A). Programs vary in their delivery with on-campus classes, distance delivered classes and a hybrid of online courses coupled with classes on campus. The preparation programs stress field experience with students spending extensive time in schools through the practicum and internship classes. All preparation programs include an internship (formerly called student teaching) where students gain up to a year of experience in a school(s) through observing and supporting a master teacher and teaching an extended unit of instruction. UA interns are placed throughout the state and are often hired before their internship ends. Appendix D shows the distribution of this year's UA interns in Alaska. Each of the programs undergo internal university review and is required to receive specialized professional association recognition in conjunction with the larger unit's accreditation.

The Alaska Department of Education and Early Development requires the UA education units to be accredited by the Council for Accreditation of Educator Preparation. This rigorous accreditation process is based on the establishment and maintenance of quality assurance processes.

Quality Assurance

A regular part of UA's teacher preparation programs is the continuous improvement work that is performed in response to feedback from its various stakeholders. This feedback is gathered through surveys, advisory councils and from K-12 through the Alaska Council of School Administrators. The Network for Excellence in Teaching (NExT) Survey is administered to all UA education students when they enter and complete their preparation program and after one year of employment as a teacher. Table 6 summarizes the responses from the survey of those who are entering a program. The principals of these graduates are also surveyed to help determine how well they are prepared for teaching. Appendix B summarizes the principals' responses. Once the feedback is received, the education units follow improvement processes to modify their programs as necessary. An example of improvement as a part of this cycle is providing more preparation in reading instruction for the teacher candidates in elementary education programs. A second significant part of the quality assurance is UA System level collaboration among the faculty. For the past two years, faculty from similar programs from the three units have been meeting to share best practices, align curriculum and as possible share teaching responsibilities for their program.

Accreditation

When a student successfully completes a UA teacher preparation program, he or she is issued a recommendation for a Type A teaching license. The Alaska Department of Education and Early Development (DEED) will only accept this recommendation if the issuing UA education unit is accredited by the Council for the Accreditation of Educator Preparation (CAEP) or in substantial compliance with the CAEP accreditation standards. This accreditation is required by regulation (4 AAC 12.308) and includes the following five standards: content and pedagogical knowledge; clinical partnerships and practice; candidate quality, recruitment and selectivity; program impact; and provider quality continuous improvement and capacity. Starting in 2017, UA educator preparation providers have been required to meet CAEP standards as part of their next accreditation cycle. The CAEP accreditation process differs from the previously required

accreditation by placing more emphasis on quality assurance and coordination among the unit's programs. For example, a unit is expected to have assessments that are used by all programs.

The three UA education units are accredited independently from one another and have their own timeline for doing so. Table 6 details each unit's accreditation status. The UAA School of Education's accreditation was revoked in January 2019. UAA's School of Education met with the State Board on February 4, 2019 to share progress made toward meeting the CAEP standards. The Board then approved the UAA program for students graduating in May and August 2019. At this meeting the Board approved a process for guiding UAA's activity to seek reaccreditation.

Table 6. UA Education Units CAEP Status				
UA Education Unit	Date of CAEP Review	CAEP Response	Date of Next Review	Other
UAF School of Education	April, 2018	Full accreditation	2024	
UAA School of Education	April, 2018	Accreditation Revoked	To be determined	UAA can apply to CAEP to begin the reaccreditation process in January 2020
UAS Alaska College of Education	November, 2019	Spring 2020	To be determined	

Retention

Research performed by the Center for Alaska Education Policy Research found that Alaska prepared teachers remain in the teaching profession in Alaska longer than do those teachers prepared out of state (Hill, A. and Hirshberg, D. 2013). It is also known that support of early career teachers has a positive effect on teacher retention. In addition to supporting the recruitment and preparation of teachers, the University of Alaska is working to increase teacher retention rates by supporting early career teachers through the Alaska Statewide Mentor Project (ASMP). A randomized controlled trial of ASMP found that mentoring had a positive effect on

student performance and teacher retention (see Adams, 2014 and Findlay, 2017). UA's attention to the retention of teachers then, is a critical part of supporting Alaska's K-12 system and is an important strategy to meet the 90% goal. UA is also supporting classroom teachers through its professional development courses. An example of this is the UA's System's work with three school districts to develop culturally responsive professional development schools.

Table 7. Summary of Responses from Entry Survey
Strongest factors that have motivated students to become interested in the teaching profession:
An interest in making society better by working with (guiding) children/youth or young adults
An interested in children, their growth, development, and well-being
An interest in subject matter that you could explore as a teacher
An interest in teaching/pedagogy (the art and science of presenting knowledge, skills, helping young people with discovery and learning)
Strongest experiences that have motivated students to become interested in the teaching profession:
Experience helping one with difficulties (experience helping them learn)
Experience teaching or guiding others (Boy/Girl Scouts, 4-H, work at a religious institution)
Summer work with children
Previous experience during secondary school years serving as a volunteer or classroom helper

Gaps in Knowledge

Alaska's 54 school districts are diverse and often small with little capacity to do more than offer basic operations. Because of this, many of the districts struggle to fully analyze their students' academic performance and the efficiency of their operations. An example of this is curriculum that is often adopted without a research design to determine its effectiveness. A lack of research into some of the most important areas of district operations and student learning may lead to leadership decisions by administrations and school boards that are based on incomplete information. There is then, a need for external support for some of the districts to help inform local decision-making. Assumptions about what is going on or why something is happening are often wrong. The state would benefit from a deeper understanding of several areas of K-12 including the impact of Tier III of the retirement system on teacher retention, the effect of Alaska Native teachers on student learning, the reasons for teacher turnover, and the most effective teacher preparation programs for Alaska's schools. Finally, there is a need for UA to

better understand why some of its teacher graduates choose not to seek employment as a teacher.

Next Steps

The reorganization of UA's education units provides the structure for the university to more aggressively address the need to prepare more teachers for Alaska. In its lead role, the Alaska College of Education will develop a UA-wide strategic plan for teacher education that will include:

- · Expansion of career pathways for future teachers
- · UA-wide alignment of strategic and budgetary priorities
- · Identification and expansion of successful programs
- · Expanded emphasis on Alaska Native teacher preparation
- · Increased partnerships with school districts

Summary

Alaska's constitution states that it shall establish and maintain a system of public schools. It also states that it shall establish the University of Alaska as the state university. The relationship between Alaska's K-12 system and UA, created at statehood, is strong and can be viewed as one of the ways that the K-12 system is maintained. The cycle of K-12 graduates enrolling in UA teacher preparation programs and then returning as teachers to the state's K-12 system is being strengthened by UA's focus on recruiting students to its teacher preparation programs, its good preparation of its teaching candidates to teach in Alaska's schools and its support for early career teachers. The newly established Alaska College of Education, leading and coordinating the UA system's work in these three areas, is a significant step by UA to strengthen this relationship.

The challenge of increasing the percentage of UA prepared teachers hired each year to 90% is daunting. It is however, attainable because of UA's increased focus on teacher recruitment, preparation and retention. Attaining the 90% will also require the state to more deeply value the teaching profession. When an individual is considering teaching as a career, he or she must know that socially, teaching is viewed as a noble profession. Meeting the 90% goal without this level of social support will be that much more difficult.

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Appendix A: University of Alaska Programs for Education

(Includes ONLY programs currently housed within College or Schools of Education)

Highlighted in dark pink are the programs that are offered at all three campuses, the light pink highlights the programs that are offered at two of the three campuses.

Initial Licensure		Program	UAA	UAF	UAS
	Undergraduate	A.A.S. Early Childhood Development	Yes		
		B.A. Elementary Education	Yes	Yes	Yes
		Elementary Education Minor		Yes	
		B.A. Early Childhood Education	Yes		
		Early Childhood Special Education Minor	Yes		
		B.A. Secondary Education (Multiple Content Areas -- dual degree with content area degree)		Yes	
		Secondary Education Minor		Yes	
		B.A. Special Education			Yes
	Graduate	Elementary post-baccalaureate licensure	Yes		
		Early childhood post-baccalaureate licensure	Yes		
		Secondary post-baccalaureate 1-year and 2-year options + teaching while training option		Yes	
		Program	**UAA**	**UAF**	**UAS**
		Elementary post-baccalaureate 1-year and 2-		Yes	

			UAA	UAF	UAS
		year options + teaching while training option			
		MAT Elementary			Yes
		MAT Secondary	Yes		Yes
		Special Education Grad cert	Yes	PB	MAT
Advanced Programs Teaching	Graduate Degree Programs	M.Ed. Early Childhood Special Education	Yes		
		M.Ed. Elementary Education		Yes	
		M.Ed. Language and Literacy		Yes	
		M.Ed. Online Innovation & Design/ Learning Design and Technology		Yes	Yes
		M.Ed. People, Place and Pedagogy		Yes	
		M.Ed. Math Education			Yes
		M.Ed. Reading Specialist			Yes
		M.Ed. Secondary Education		Yes	
		M.Ed. Special Education	Yes	Yes	Yes
		M.Ed. Teaching and Learning	Yes		
	Graduate Certification only Programs	*Early Childhood Development Certificate*	Yes		
		Language Education ESL Certificate	Yes		
		Program	UAA	UAF	UAS
		Educational Technology Certification			Yes

		Mathematics Education Certification			Yes
		Reading Endorsement			Yes
		ELL Endorsement		Yes	
		Special Education Certification K-12	Yes	Yes	Yes
		Distance Teaching and E-Learning Endorsement			Yes
Advanced Programs	School Services *Counseling,* *Speech/Language* *Principal* *Superintendent &* *Ph.D.*	M.Ed. Counseling in the Community		Yes	
		M.Ed. Counseling in Schools		Yes	
		M.Ed. Counseling in Elementary Schools		Yes	
		M.Ed. Counseling in Secondary Schools		Yes	
		M.Ed. Educational Leadership (Principal)	Yes		Yes
		Educational Leadership (Superintendent's Endorsement)			Yes
		Speech & Language Pathology	PB		
		Interdisciplinary Ph.D.		Yes	

Appendix B: Summary of Principals' Responses from NExT Survey.

NExT Survey is administered to principals the year after they hired a UA Prepared Teacher

To what extent do you agree or disagree that this first-year teacher does the following?		
	% agree 2017	% agree 2018
	N = 61	N = 56
Instructional Practice		
a. Effectively teacher the subject matter in his/her licensure area.	98%	96%
b. Select instructional strategies to align with learning goals and standards.	96%	96%
c. Design activities where students engage with subject matter from a variety of perspectives.	94%	96%
d. Account for students' prior knowledge or experiences in instructional planning	92%	96%
e. Design long-range instructional plans that meet curricular goals.	92%	93%
f. Regularly adjust instructional plans to meet student's needs.	94%	94%
g. Plan lessons with clear learning objectives/goals in mind.	94%	94%
h. Design and modify assessments to match learning objectives.	94%	91%
i. Provide students with meaningful feedback to guide next steps in learning.	90%	94%
j. Engage students in self-assessment strategies.	90%	90%
k. Use formative and summative assessments to inform instructional practice.	94%	96%
l. Identify issues of reliability and validity in assessment.	83%	88%
m. Analyze appropriate types of assessment data to identify student learning needs.	85%	90%
n. Differentiate assessment data for all learners.	80%	94%
0. Use digital and interactive technologies to achieve instructional goals.	90%	94%
p. Engage students in using a range of technology tools to achieve learning goals.	88%	96%
q. Help students develop critical thinking processes.	96%	94%

Instructional Practice	% agree 2017	% agree 2018
r. Help students develop skills to solve complex problems.	90%	96%
s. Make interdisciplinary connections among core subjects.	90%	94%
t. Know where and how to access resources to build global awareness and understanding.	90%	96%
u. Help students analyze multiple sources of evidence to draw sound conclusions.	91%	98%
Diverse Learners	% agree 2017	% agree 2018
a. Effectively teacher students from culturally and ethnically diverse backgrounds and communities.	96%	96%
b. Differentiate instruction for a variety of learning needs.	90%	94%
c. Differentiate for students at varied developmental levels.	92%	93%
d. Differentiate to meet the needs of students from various socioeconomic background.	96%	98%
e. Differentiate instruction for students with IEPs and 504 plans.	94%	92%
f. Differentiate instruction for students with mental health needs.	95%	90%
g. Differentiate instruction for gifted and talented students.	93%	85%
h. Differentiate instruction for English-language learners.	92%	88%
i. Access resources to foster learning for students with diverse needs.	96%	94%
Learning environment	% agree 2017	% agree 2018
a. Clearly communicate expectations for appropriate student behavior.	92%	87%
b. Use effective communication skills and strategies to convey ideas and information to students.	96%	93%
c. Connect core content to students' real-life experience.	92%	96%
d. Help students work together to achieve learning goals.	94%	94%

Learning environment	% agree 2017	% agree 2018
e. Develop and maintain a classroom environment that promotes student engagement.	96%	94%
f. Respond appropriately to student behaviors.	100%	85%
	% agree 2017	% agree 2018
g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	96%	98%
h. Help students regulate their own behavior.	92%	85%
i. Effectively organize the physical environment of the classroom for instruction.	98%	96%
Professionalism	% agree 2017	% agree 2018
a. Seek out learning opportunities that align with my professional developmental goals.	92%	96%
c. Collaborate with parents and guardians to support student learning.	90%	91%
d. Collaborate with teaching colleagues to improve student performance.	96%	94%
e. Use colleague feedback to support my development as a teacher.	94%	92%
f. Uphold laws related to student rights and teacher responsibility.	98%	98%
g. Act as an advocate for all students.	98%	94%

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Appendix C: Alaska Teachers, their Assignment and Percent (%) of UA Graduates

	2015-2016	2016-2017	2017-2018
Total teachers	8649	9163	9136
Total teachers who are UA grads	3597	3793	3864
Total new teacher hires	589	400	391
Total new hires who are UA grads	248	140	181
Percent of hires that are UA grads	42.1	35	46.3
Detail & breakdown:			
Total regular teachers	6546	6478	6371
Total regular teacher UA grads	2729	2661	2661
Total new regular teacher hires	432	298	294
Total new regular teacher hires who are UA grads	183	108	136
Percent of hires that are UA grads	42.4	36.2	46.3
Total SPED teachers	1175	1225	1203
Total SPED UA grads	447	442	440
Total SPED new hires	96	59	50
Total SPED new hires who are UA grads	32	19	20
Percent of hires that are UA grads	33.3	32.2	40
Total counselors	320	338	322
Total counselors UA grads	179	197	191
Total new counselor hires	21	16	12
Total new counselor hires who are UA grads	14	7	8
Percent of hires that are UA grads	66.6	43.8	66.6

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	2015-2016	2016-2017	2017-2018
Total Staff developer/mentor teacher teachers	123	123	171
Total Staff developer/mentor teacher UA grads	71	59	83
Total Staff developer/mentor teacher new hires	10	5	5
Total Staff developer/mentor teacher new hires who are UA grads	6	0	2
Percent of hires that are UA grads	60	0	40
Total Librarians	124	153	143
Total Librarians UA grads	32	53	57
Total Librarian new hires	4	4	5
Total Librarian new hires who are UA grads	2	1	3
Percent of hires that are UA grads	50	25	60
Total ESL teachers	99	91	86
Total ESL teachers UA grads	46	39	39
Total ESL teacher new hires	7	3	3
Total ESL new hires who are UA grads	3	0	2
Percent of hires that are UA grads	42.9	0	66.6
Total Correspondence teachers	96	104	98
Total Correspondence teachers UA grads	39	39	38
Total Correspondence teacher new hires	4	1	4
Total Correspondence new hires who are UA grads	3	0	0
Percent of hires that are UA grads	75	0	0
Total Head teachers	92	78	73
Total Head teachers UA grads	33	31	24
Total Head teacher new hires	9	3	5

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	2015-2016	2016-2017	2017-2018
Total Head new hires who are UA grads	5	1	3
Percent of hires that are UA grads	55.5	33.3	60
Total visiting teachers	2	1	1
Total visiting teachers UA grads	0	0	1
Total visiting teacher new hires	0	0	0
Total visiting new hires who are UA grads	0	0	0
Percent of hires that are UA grads	0	0	0
Total Online course facilitator teachers	0	11	18
Total Online course facilitator teachers UA grads	0	5	7
Total Online course facilitator teacher new hires	0	0	2
Total Online course facilitator teacher new hires who are UA grads	0	0	2
Percent of hires that are UA grads	n/a	n/a	100
Total On-site supervising teachers	72	561	650
Total On-site supervising teachers UA grads	21	267	323
Total On-site supervising teacher new hires	6	11	11
Total On-site supervising new hires who are UA grads	0	4	5
Percent of hires that are UA grads	0	36.4	45.5

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Appendix D: Location and number of UA Teaching Interns for 2018-19

Community	Total
Allakaket	1
Anchorage	72
Bethel	5
Big Lake	1
Chefornak	1
Delta Junction	1
Eagle River	2
Fairbanks	30
Galena	2
Glenallen	1
Homer	3

Juneau	9
Kasilof	1
Kenai	2
Ketchikan	3
Kiana	1
Klawock	2
Kodiak	5
Kotzebue	1
Metlakatla	2
Naknek	1
Nenana	2
Newhalen	1

Nome	1
Palmer	5
Port Heiden	1
Seward	1
Sitka	4
Soldotna	3
Talkeetna	1
Toksook Bay	2
Wasilla	9
Valdez	1
Placed in spring	20
Total	197