

Alaska's University for Alaska's Schools

Teacher Preparation, Recruitment and Retention Initiatives at the University of Alaska

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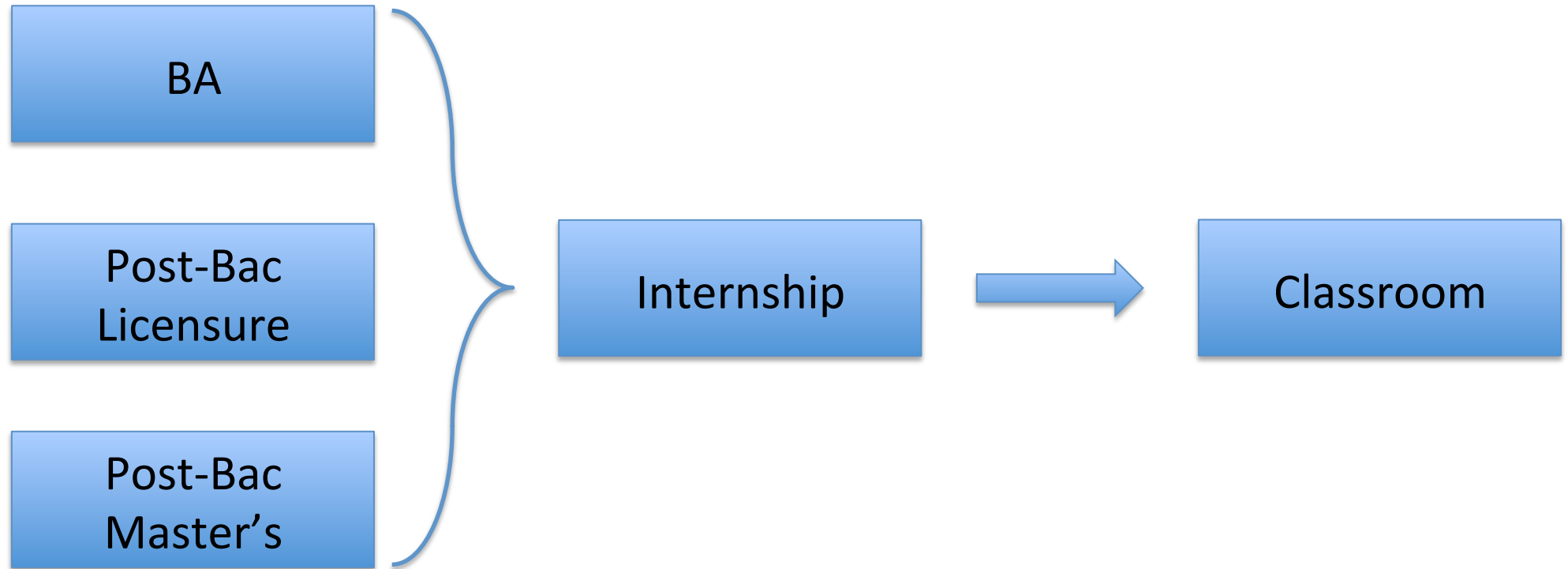
UNIVERSITY
of ALASKA
Many Traditions One Alaska

Today's Presentation

- Summary of UA Teacher Preparation Activity 2019-2020
- Review of UA's activity to recruit students to its teaching preparation programs
- Review of UA's work to retain K-12 teachers
- Preparing teachers to teach reading
- Looking ahead



UA Students Have Multiple Paths to Earn a Teaching Certificate



In 2020-2021 UA offered 17 programs leading to an initial teaching license

Multiple Pathways from Multiple Locations to Earn a Teaching License

- UAF-options to earn degree by distance, or on campus, or a combination of the two
- UAA- 2+ 2 option of an on-campus Associate of Arts at UAA and complete the Bachelor of Arts with UAS or UAF. UAF offers education courses on UAA campus
- UAS- most education courses offered by distance with some summer sessions on campus



UA Education Program Enrollment Trend is Down

Enrollment by Primary Major						
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
UAA	706	675	694	606	134	129
Non-Licensure	40	40	41	31	41	37
Advanced	175	131	149	101	77	85
Initial Licensure	462	474	474	440	3	0
Mixed Initial/Advanced	29	30	30	34	13	7
UAF	329	391	354	334	421	394
Advanced	125	131	116	117	141	129
Initial Licensure	204	260	238	217	280	265
UAS	316	326	283	270	311	318
Advanced	111	103	89	74	77	84
Initial Licensure	205	223	194	196	234	234
Total	1351	1392	1331	1210	866	841

First Time Initial Licensure Completers

First-Time Initial Licensure Completers					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
UAA	93	88	100	61	15
UAF	35	55	56	59	63
UAS	71	78	83	66	81
UA Total	199	221	239	186	159

Note: not all graduates choose to teach in a public school following completion of their program but more than 82% work in education related fields.

UA Prepared Teachers and Meeting Alaska's Teaching Needs

	2016	2017	2018	2019	2020
UA Alums as a Percent of Alaska's Employed Teachers	40%	41%	42%	42%	43%

UA-Prepared Teachers

- *Stay in the teaching profession in Alaska longer than teachers prepared out-of-state*
- *Through their courses, practicum and internship understand the Alaskan context better than do those prepared out-of-state*



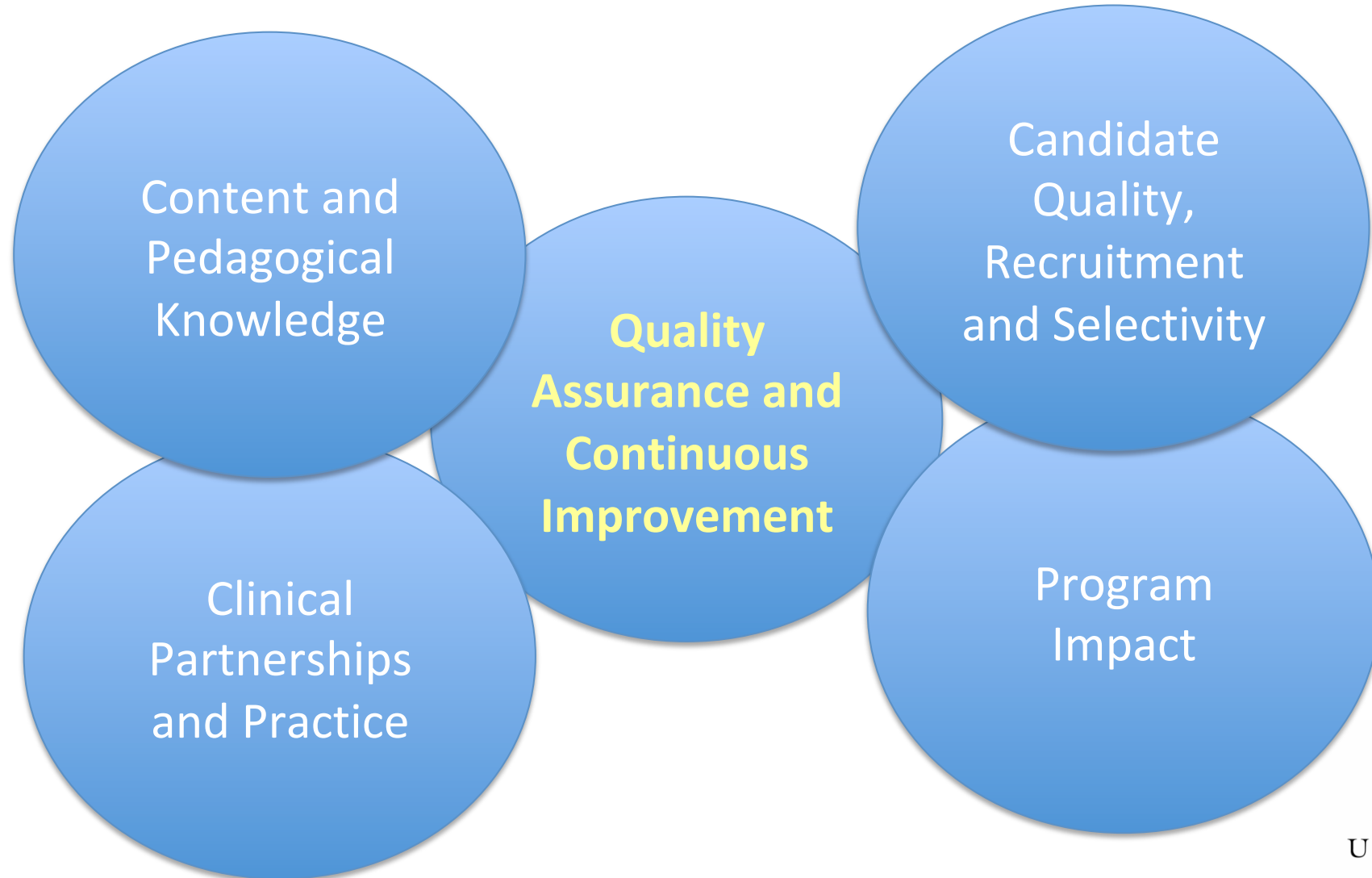
State Regulation Requires Accreditation from the Council for the Accreditation of Educator Preparation (CAEP) for Alaska's Educator Preparation Units

UA Education Units Licensure Programs and CAEP Accreditation Status

UA Education Unit	Date of CAEP Review	Status of Initial Licensure Programs	Status of Advanced Programs
UAA School of Education	April 2018	Accreditation Revoked	Advanced Programs reviewed March 2021
UAF School of Education	April 2018	Full Accreditation until Spring 2024	Advanced Programs reviewed May 3
UAS Alaska College of Education	November 2019	Full Accreditation until Spring 2025	Full Accreditation until Spring 2025

CAEP Accreditation

Based on Quality Assurance



How do we know that UA prepared teachers are effective?

- CAEP Standard 4.1- Impact on P-12 student learning and development
- Annual survey of principals who hire grads- questions on effectiveness of newly prepared (*UA*) teachers- shows good preparation of UA grads
- Anecdotes-qualitative information from school personnel is that UA grads are well prepared

The Challenge:

Increasing the Number of UA Prepared Teachers



*More than 200
unfilled teaching
vacancies in
Alaska at the
start of the
current
school year*



UA's Plan to Meet this Challenge

- Coordinated Education Unit Activity
- Increased level of recruitment
- Improving teacher preparation programs
- Supporting teacher retention

Recruitment to UA for Teaching Preparation Programs

- Educators Rising
- UA Recruiter
- K-12 Partnerships
- Paraprofessionals
- Outreach to non-traditional students
- Communications Campaign
- Raise the social esteem of teaching profession- UA Foundation

Retention

UA supports the Alaska Statewide Mentoring Project

Mentors (retired teachers) work with early career teachers across Alaska

2018-20 ASMP Mentors and Number of Early Career Teachers Served

School Year	# Mentors	# ECTs served
2020-2021	13	126
2019-2020	13	140
2018-2019	15	151



UA Supports K-12 Teachers' Professional Development

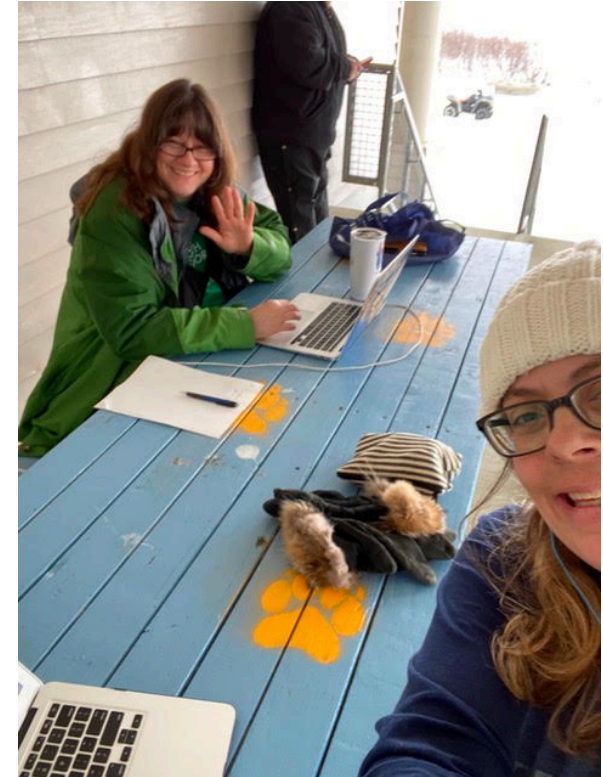
Table 12. PACE Facilitated Course Enrollment 2016-2020

	AY 2016	AY 2017	AY 2018	AY 2019	AY 2020	% increase from 2016 to 2020
Headcount (non- duplicated)	2,867	3510	3,725	3,963	4,532	+58%
Enrollments	4,737	5,783	5,982	6,695	8,409	+77%
Credit hours	6,302	8,097	8,543	10,758	13,155	+108%
Sections of courses	394	415	545	689	679	+72%



Preparing Teachers During the Pandemic

- Loss of in-person clinical experience was significant
- Greater emphasis with preparing teachers to teach virtually
- Challenge of accessing bandwidth for rural students



*UAS Education students in Togiak
in class on the school porch*

Preparing Teachers to Work with Struggling Readers

- UA pre-service teachers are taught how to assess readers to determine the source of specific struggles and to respond instructionally
- UA pre-service teachers take special education courses that address specific learning challenges (*e.g., dyslexia*)
- UA pre-service teachers are taught strategies for supporting struggling readers, based on assessments
- UA education reading courses have been analyzed and augmented as result of House Bill 64 (*CH. 52 SLA 2018*) and conversations with stakeholders about the increasing needs in the State



UA Responding to Stakeholder Input on Reading

- The UA teacher education programs pursue data-driven continuous improvement that includes substantive stakeholder input about the needs of Alaska's children.
- In the area of reading instruction, education faculty from UAA, UAF, and UAS are working in collaboration to strengthen literacy and special education courses in response to the needs of Alaska's children, stakeholder input and Alaska State Legislative action such as CS SB 111

UAF Graduate and Teaching Reading

Shortly after the start of the school year I realized just how well prepared I was to teach reading. Seasoned teachers were overjoyed with my depth of knowledge about reading. I was able to determine the skills my students needed to strengthen or develop. I was also able to talk with the teachers in-depth about different things we could do to achieve the student's individual goals. I attribute this to UAF Professor Diane Kardash who spent a lot of time teaching the class about the essential components of reading instruction which includes the "Big 5".

We spent a lot of time studying the importance of phonics, vocabulary, comprehension, phonemic awareness, and fluency. Today, in my own 4th grade classroom, I stress these skills with my students. One of the first things I did when we returned in the fall was test their fluency, comprehension, and vocabulary so I could track their progress throughout the year. I am grateful for the post-bac program at UAF because it provided me with a strong foundation in reading instruction that has proven valuable in my teaching career.

Melissa McCumby
4th Grade Teacher
Hermon Hutchens Elementary
Valdez, Alaska

UAS 2020 Graduate and Teaching Reading

UAS taught me how to teach reading and language arts in a way that made students excited about reading. I was taught that in order to meet the needs of a diverse classroom, I need to teach strategies that will not only make my students better readers, but better thinkers.

I have students that read on Kindergarten and sixth grade levels. I have students that struggle with various learning disabilities and impairments. The strategies I use to teach the student who reads at a lower level are going to be completely different from the methods I use to teach a student with dyslexic tendencies. With all students, I will start with what I know to be the foundation of sound reading instruction by assessing students in their ability and awareness of the "big 5". I was taught by Robin Dahlman, Assistant Professor at UAS, that any quality program or curriculum adopted or used in schools to teach reading must include and have explicit instruction in these elements: phonemic awareness, phonics, fluency, vocabulary and comprehension. To identify where a student is in their development is my first priority so that I can directly teach each student at their respective level.

Amanda Friendshuh
First Year 3rd grade teacher
Chapman School, Anchor Point
Kenai Peninsula Borough School District

UAA and Early Childhood

- UAA is advancing a proposal for the Board of Regents and the State Board of Education to reestablish an initial licensure program (BA) in Early Childhood
- If all phases of the proposal are accepted, students would be eligible to enroll in classes as early as January 2022
- Currently, the only way to earn the PreK-3 endorsement in Alaska is by adding an early childhood minor to UAF's BA in Elementary Education (K-8)
- The program will have a focus on the development of reading and writing skills with PreK-3 children
- This proposal aligns with pending state legislation and Federal interest in universal Pre-K

UA Teacher Prep Going Forward

- Interim President Pitney convened a working group to review the structure of UA's education programs and to then develop recommendations to better align them with the needs of Alaska's school districts
- Recommendations will be presented to the Board of Regents at the June meeting
- A new UA education website highlights and guides students to UA's education programs as part of a comprehensive marketing campaign to recruit students to its teacher preparation programs

Thank You! Questions?

