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

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Teachalaska.org
Today’s UA teacher preparation programs

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

Visit 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**

- Southwest: 3.7%, 20 interns
- Southeast: 11.2%, 61 interns
- West/North: 7.5%, 41 interns
- Interior: 16.5%, 90 interns
- Southcentral: 61.1%, 333 interns

**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.

- **1800+ UA grads teaching in Southcentral districts**

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

High school

Years to certification= 5+

First year college students

Years to certification= 4+

Some college, no degree yet

Years to certification= 3+

Internship/final year of preparation

Years to certification= 1

CERTIFIED TEACHER

Recruitment and retention strategies
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

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

Priority areas for both awards:
- Alaska residents
- Internship in predominantly Indigenous schools
- Special education or secondary STEM endorsement area
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
Quality pathways matter
Not all certification pathways lead to long-term workforce stability

"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."

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\(^1\) and there is little evidence that testing translates to better teachers overall\(^2\)

● 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\(^3\) 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/