

**2/24/10
REPORT:
U OF AK
BOARD
OF
REGENTS**

Alaska's University for Alaska's Schools



UNIVERSITY
of ALASKA

Many Traditions One Alaska

Alaska's University for Alaska's Schools

Prepared for the State of Alaska

In Accordance with:

Senate Bill 241 (2008) 25th Legislative Session
Source Chapter No. HCS CSSB 241 (HES)

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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Presented by:

The University of Alaska Board of Regents
Regent Cynthia Henry, Chair of the Board
Regent Patricia "Pat" Jacobson, Chair of the Academic & Student Affairs Committee

On February 24, 2010

Alaska's University for Alaska's Schools

PURPOSE STATEMENT

In 2008, the 25th Alaska State Legislature passed Senate Bill 241. This legislation required the University of Alaska Board of Regents to deliver a report titled "Alaska's University for Alaska's Schools" no later than the 30th legislative day of the session of each legislature, which for the 27th Legislature is on or before February 17, 2010.

OVERVIEW

The report describes the efforts the university has made to attract, prepare, and retain qualified public school teachers for Alaska's schools. This report includes information on teacher graduation and enrollment data; a gap analysis that documents the shortage areas in the teaching workforce; and recommendation for the State of Alaska as it seeks to improve educational opportunities for all students.

ADDENDA

- University of Alaska Teacher Education Plan
- Graduate Data Report by Major Academic Units
- University of Alaska FY11 Budget Priorities for Teacher Education

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The content areas for the gap analysis on the teacher workforce are based on survey data collected from K-12 school administrators. These data have not changed from last year. The report also analyzes hiring data for the K-12 education system made available through collaboration between the University of Alaska Anchorage Institute of Social and Economic Research (ISER), the Alaska Department of Labor (DOL), the Alaska Department of Education & Early Development (EED), and Alaska Teacher Placement (ATP). The hiring data have been updated to include AY09. This section provides a general overview of the K-12 education workforce and highlights turnover data in specific shortage areas.	
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RECOMMENDATIONS AND FISCAL NOTE REQUEST	p. 15
In accordance with SB241, <i>“The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.”</i> ¹	
ADDENDA	
<ul style="list-style-type: none"> ▪ University Of Alaska Teacher Education Plan ▪ Graduate Data Report By Major Academic Units ▪ University Of Alaska FY11 Budget Priorities For Teacher Education 	

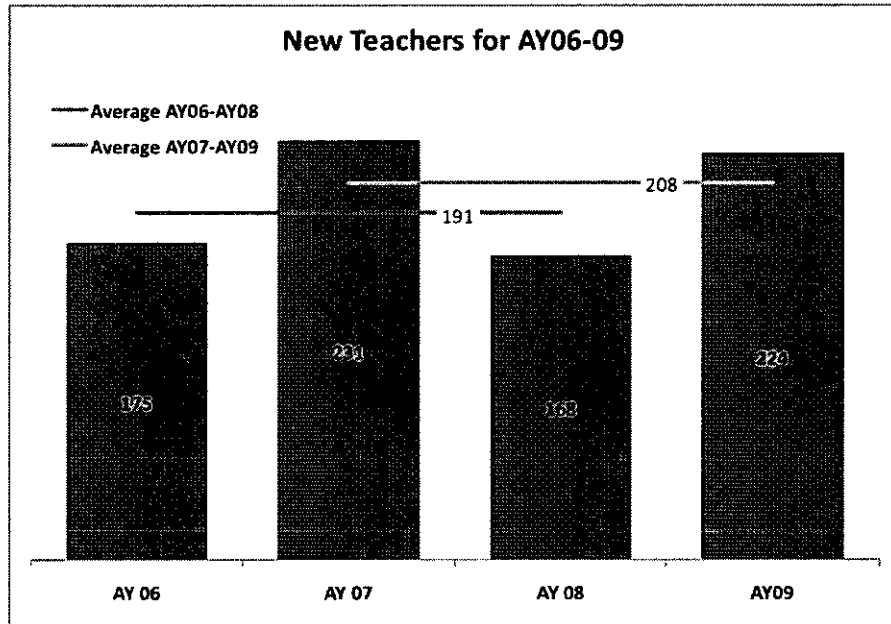
¹Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

TEACHER EDUCATION GRADUATION DATA

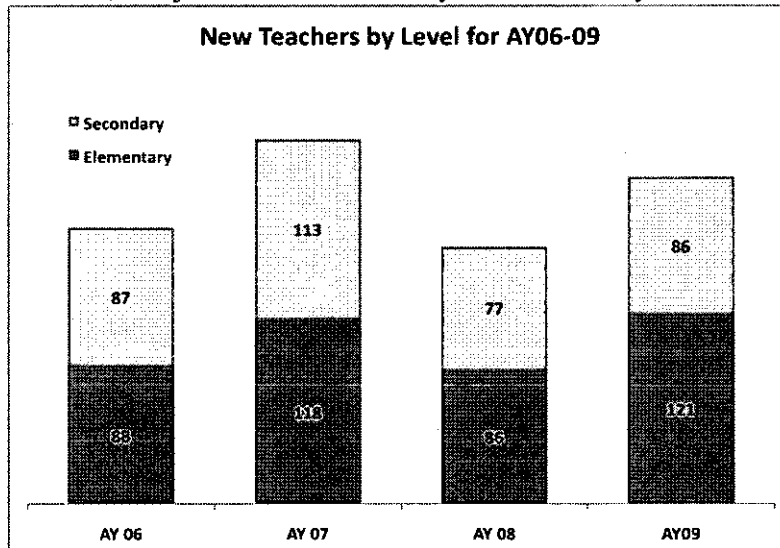
New Teachers for Alaska

The University of Alaska graduated 175 new teachers in Academic Year (AY) 2006, 231 in AY07, 168 in AY08 and 224 in AY09. These numbers reflect bachelor degrees, master degrees, and licensure degrees awarded in elementary and secondary education for the three universities:

University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. The three-year moving average increases from 191 graduates per year (AY2006 to 2008) to 208 graduates (AY2007 to 2009).



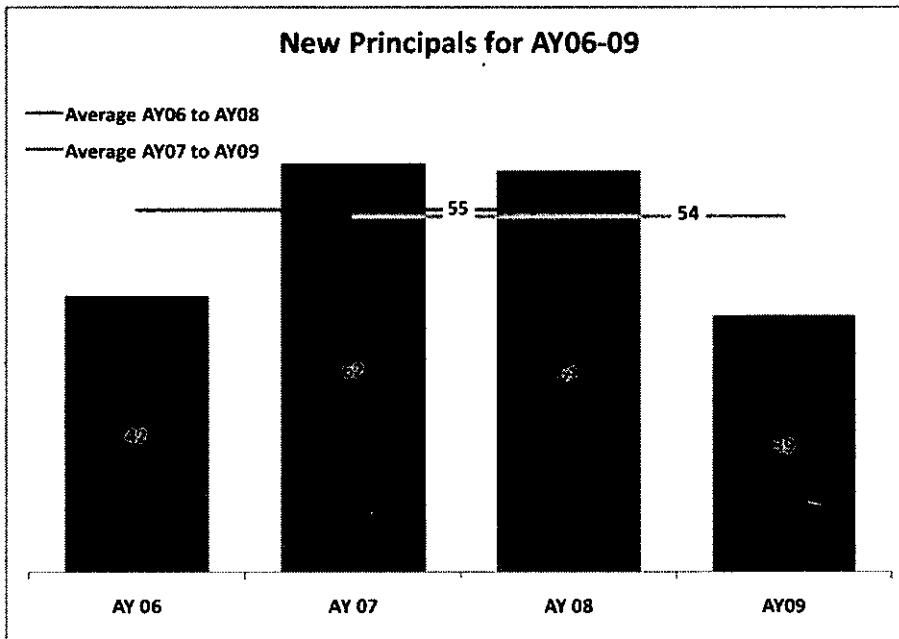
The University of Alaska graduates slightly more elementary teachers than secondary teachers each year. When averaged over four years, the university produces just over 100 elementary teachers, and just over 91 secondary teachers each year. This may be the result of several factors,



such as, students can earn a bachelor degree in elementary education in four years, while secondary teachers must earn a subject-matter bachelor degree and then complete either a master or post-baccalaureate program. Students with degrees in mathematics and science in Alaska have more employment opportunities in the state when compared with students who graduate with a degree in elementary education.

New Principals for Alaska

The University of Alaska graduated 42 new principals in Academic Year (AY) 2006, 62 in AY07, 61 in AY08, and 39 in AY09. The average number of graduates that complete a licensure program for administration is roughly 55. However, not all graduates seek an administrative position following graduation; some continue as classroom teachers, mentors, or pursue district office positions.



The University of Alaska Southeast in Juneau launched a new principal endorsement program in 2009. The summer cohort has 20 new applicants, some of whom are former and current teachers in the Alaska Statewide Mentor Project. The University of Alaska Anchorage offers a principal endorsement program and continues to produce school administrators for Alaska schools.

Other Endorsements & Degree Programs

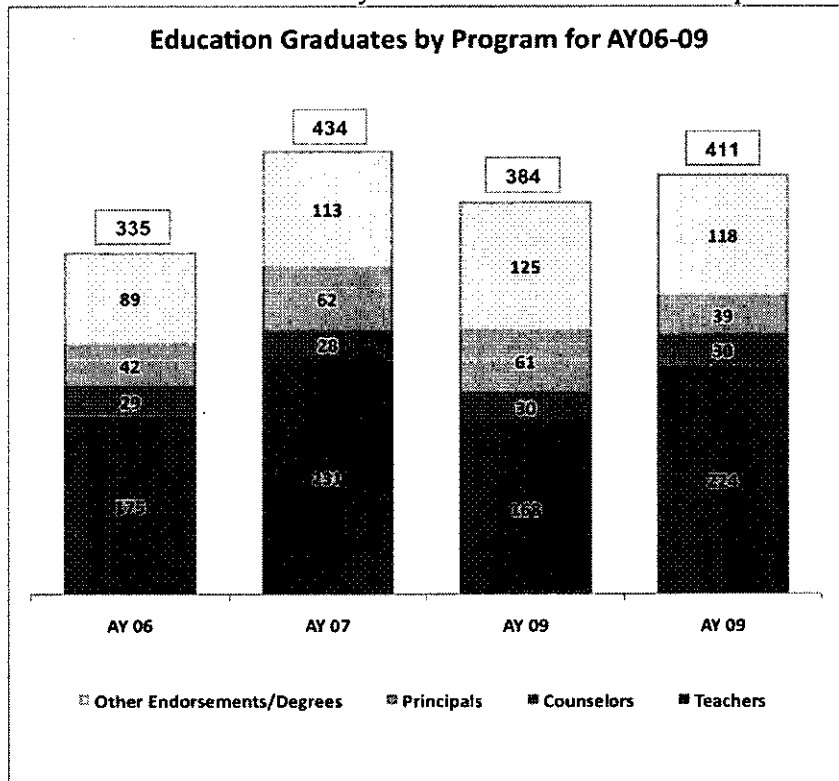
Each campus offers a variety of endorsement programs that lead to an advanced degree or, in some cases, a certificate of completion. Some of these programs are designed for current teachers who seek to add an endorsement and/or complete a master degree while also fulfilling requirements for state certification.

The University of Alaska Anchorage offers degree programs in special education, reading, and the state's only superintendent degree program. UAA also has an affiliated speech and language pathology program with East Carolina University (ECU). UAA provides the preparatory coursework via distance delivery along with in-state internships to candidates who apply to the ECU graduate program to become speech and language pathologists.

The University of Alaska Southeast Master of Arts in Teaching prepares teachers statewide, and enrollment in that program has increased to 36% from 2006 to 2009. UAS offers a total of six M.Ed. programs that can be accessed via distance and face-to-face; it is not uncommon for UAS to serve students throughout rural Alaska who seek to pursue a degree in education. UAS provides the necessary faculty supervision and support to students so they do not have to leave their communities to earn an education degree. UAS also successfully launched a school administrator program last year and has retained all 20 students enrolled in the program.

The University of Alaska Fairbanks offers the only terminal degree for educators through the Interdisciplinary Studies Ph.D. program. The UAF Elementary Department offers initial licensure programs at the baccalaureate and post-baccalaureate levels. The program leading to secondary licensure is post-baccalaureate. Both elementary and secondary licensure programs lead directly into optional M.Ed. degree programs if students so choose. UAF also offers Master of Education degrees in curriculum and instruction, cross-cultural education, language and literacy, and counseling. In the Fall of 2009, UAF enrolled its first students in the newly approved special education certificate and master degree programs.

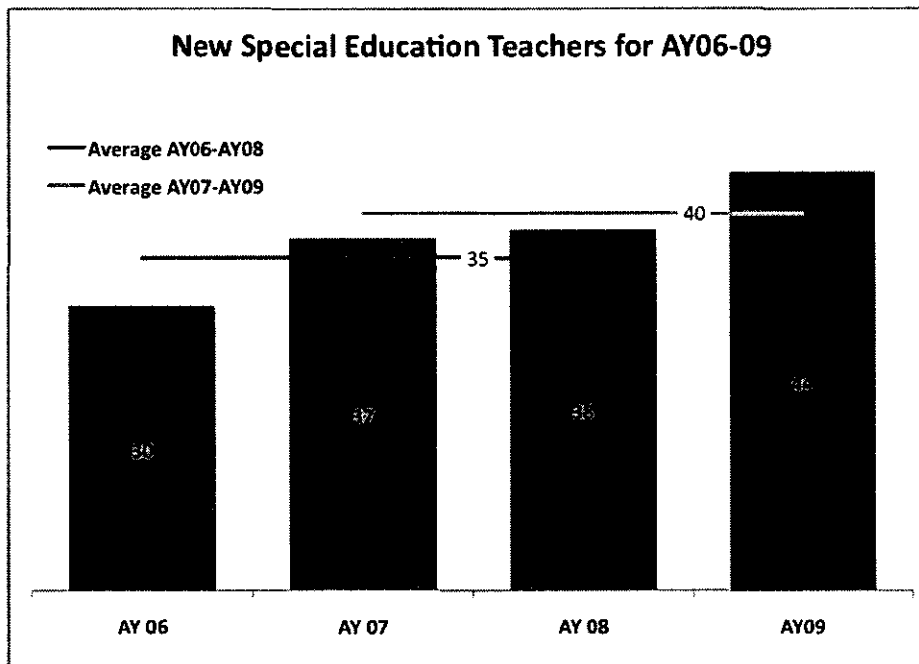
The data indicates that each year the state of Alaska can expect on average 200 new teachers



prepared to enter the K-12 education teacher workforce. However, not all students who enroll in education select high demand teacher certification areas, nor do all graduates go on to teach after they graduate with a degree in education. Further, graduates from the University of Alaska (like graduates elsewhere) are most likely to teach in the districts where they completed their internship, and much less likely to teach in the rural regions where they are needed most.

New Special Education Teachers

The University of Alaska produced 44 special education teachers in AY09. Of those prepared, 22 graduated from UAA and 22 from UAS. The UAF program has 19 special education students enrolled as of Fall 2009, this data includes four BAE students who will complete the special education certificate program along with their elementary degree program. UAF expects 10 students to complete special education certificates or master degrees by 2011.



Special education teachers have a higher rate of turnover compared to other teaching positions; thus, administrators must both replace teachers who leave a district or the teaching profession and replace vacant positions in special education when teachers move from a special education position to a regular classroom position within their district.

As a result, special education teachers are in high demand each year. The Alaska Department of Education and Early Development reports that special education is also a federally designated teacher shortage area. Additional information is provided in the next section on special education teacher turnover rates in Alaska. UA is proud to report increases in enrollment, growth at UAA is up 27%, and at UAS up 36% from AY06 to AY09.

New Math, Science, and Special Education Teachers

Secondary teaching degrees awarded by the University of Alaska in math and science over the three-year period averages out to 12 mathematics certificates and 23 science certificates per year. For special education the average is 40 between AY07-AY09.

Number of UA Graduates in Mathematics and Science					
UA AY2006-09					
	AY06	AY07	AY08	AY09	3 Year (AY07-09) Average
Mathematics	9	14	9	14	12
Science (includes all sciences)	23	35	13	21	23
Special Education	30	37	38	44	40

SHORTAGES IN THE TEACHING WORKFORCE

Alaska Teaching Workforce

- 9,047 public school classroom teachers currently work in Alaska.
- Teacher shortage areas in Alaska include special education, mathematics, and science.
- Teacher recruitment and retention is more of a challenge for rural school districts in Alaska.
- Alaska school districts hire roughly 900 to 1,100 teachers annually.
- Roughly 800 to 900 vacant positions annually are attributed to teachers who exit the system.
- The average teacher salary in Alaska is \$58,395, up from \$56,757 in 2007-08.
- This year roughly thirty-four percent (34%) of current teachers are eligible for retirement.
- Sixty-five percent (65%) of Alaska's teachers are currently over the age of 40.
- Alaska Native teachers make up less than five percent (5%) of the teaching workforce, less than three (3%) of the principals, and less than two (2%) of the superintendents.

Gap Analysis for Special Education, Mathematics, and Science

Special education vacancies are unquestionably the hardest positions to fill. This challenge is equally common on a national level. While the need for special education teachers is not unique to Alaska, teaching in Alaska, especially rural Alaska is unique compared to the rest of the United States. Alaska districts, rural districts in particular, have the hardest time when it comes to the recruitment of special education teachers. Special education teachers have higher rates of turnover and this could be attributed to the work related demands required to teach special education. In a recent survey conducted by Alaska Teacher Placement (M. Hill, 2008) school administrators reported the hardest K-12 education positions to fill include special education and related services at forty-two percent (42%) of the total responses, followed by mathematics (22%) and science (15%). Additional studies need to be conducted to better understand the complexities of these trends.

Special Education Teacher Assignments in Alaska			
	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>
Total FTE of Special Education Assignments*	1,087	1,040	1,111
Stayers: Already in district and teaching	920	906	1,007
New hires: Assignments districts need to fill	168	134	104
% of total assignments that districts need to fill	15%	13%	9%
% of total assignments filled by someone new to Alaska, special education, or both	9%	7%	6%
Number of UA Special Education graduates	37	38	44
Numbers may not add due to rounding for all above tables			
Stayers are teachers already employed by the district, although not necessarily in the content area above			

Math Teacher Assignments in Alaska			
	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>
Total FTE of Mathematics Assignments*	595	588	598
Stayers: Already in district and teaching	524	533	540
New hires: Assignments districts need to fill	71	74	58
% of total assignments that districts need to fill	12%	13%	10%
% of total assignments filled by someone new to Alaska, teaching, or both	7%	8%	7%
Number of UA Math Endorsement graduates	14	9	14

Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above

Science Teacher Assignments in Alaska			
	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>
Total FTE of Science Assignments*	508	487	495
Stayers: Already in district and teaching	448	424	451
New hires: Assignments districts need to fill	60	63	44
% of total assignments that districts need to fill	12%	13%	9%
% of total assignments filled by someone new to Alaska, teaching, or both	7%	10%	6%
Number of UA Science Endorsement graduates	35	13	21

Numbers may not add due to rounding for all above tables
Stayers are teachers already employed by the district, although not necessarily in the content area above

Between 2007 and 2009 the number of teachers needed to fill vacancies across special education, science and math declined. This indicates that retention rates may have increased. Still, the supply of teachers from the university, while slightly higher, does not close the demand gap. Additional research is needed on teacher turnover trends to help policymakers and school districts target resources and shape policy to promote retention, and in turn decrease the need to hire more teachers. The state, in collaboration with school districts, should look for strategies to reduce teacher turnover, especially in rural school districts.

Special Education Trends

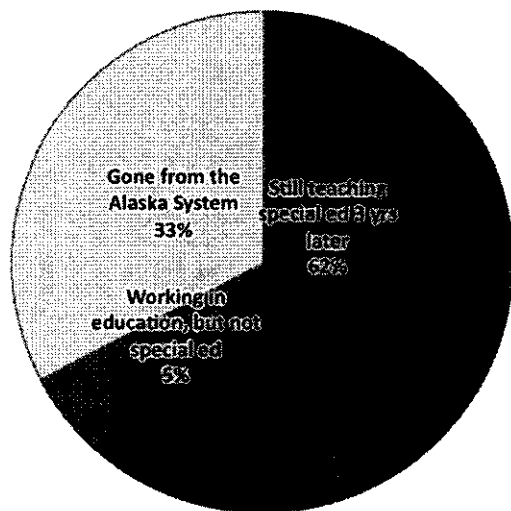
A recent report by the Institute of Social and Economic Research at UAA, (A. Hill & Hirshberg, 2008) found special education teacher turnover is higher compared to statewide turnover. Four years after a teacher enters into a teaching position, forty-nine percent (49%) of special education teachers were no longer teaching special education, and of those, only eight percent (8%) remained in the Alaska system, but teaching outside of special education. However, to simply produce more teachers in these areas may not address the issue of retention. In 2008, the Alaska Statewide Mentor Project (ASMP) reported, "*Through grant funding, ASMP has been able to*

increase focus on mentoring special education teachers by pairing mentors with special education certifications to work with early career special education teachers. Working with a sub-sample of about a third of all new special education teachers, ASMP has retained over 80% each year.”²

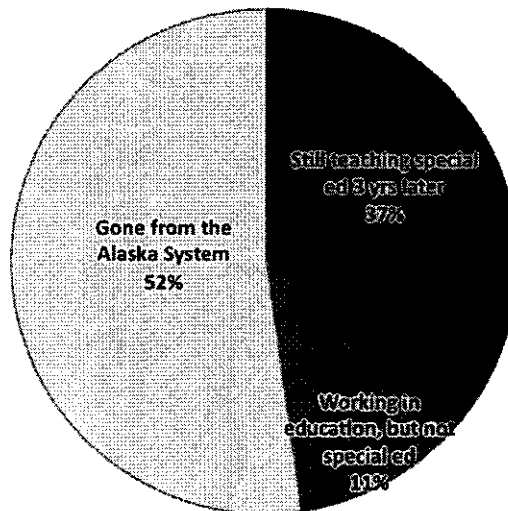
Still, recent analyses of experienced special education teachers recruited from outside found that 52% leave the system within three years. Such high turnover of teachers is disruptive to student learning and is undoubtedly a drain on school resources.

In contrast, new special education teachers already employed in Alaska, plus those prepared in Alaska by the university system to teach special education, appear to stay longer over a three-year period. While the number in this group is small (n=55) the data is positive in that it does demonstrate higher retention rates for those teachers already living in Alaska who enroll in a special education program.

New Special Education Teachers Already in Alaska from AY06 to AY09



Experienced Special Education Teachers New to Alaska from AY06 to AY09

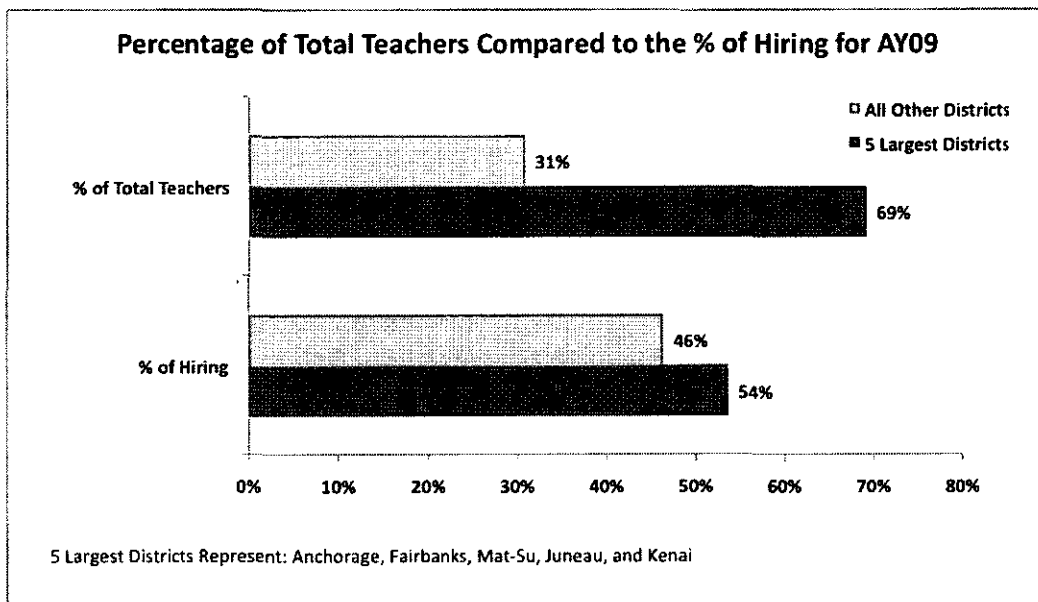


Source: Alaska EED Certified Staff Accounting Database

² Source: Alaska Statewide Mentor Project Research Summary 2004-08, Barbara L. Adams, Ph.D. Fall 2008

Hiring of Teachers Throughout Alaska

Annually, Alaska districts hire roughly 900 to 1,100 teachers for vacant positions in every teaching subject. However, special education and secondary content areas are in disproportionately high-demand. Of the estimated 1,000 new positions, roughly 150-200 are *movers*, defined as teachers who leave one school district for another, rather than exit the system. Movers are common in Alaska as teachers migrate from district to district. While the majority of teachers (69%) are employed in one of the five largest school districts in Alaska, only 54% of the teachers hired can be attributed to them. All other school districts made up 46% of the new teachers hired in AY09. More than likely the majority of the 46% represents small rural schools located off the road system and serve predominantly Alaska Native communities. This attests to the challenges rural schools face in recruitment and retention of qualified teachers. A large percent of those hired to work in rural Alaska are often from the Lower 48.



Elementary Teacher Assignments in Alaska

Even for elementary-level teachers, which are not considered a ‘shortage’ area, there are too few Alaska program graduates to fill the positions, and especially in rural areas where the majority of new hires are from outside the state. The table shows how Alaskan districts, especially rural districts need to import teachers from outside the state even for elementary classrooms. One in ten elementary teachers in rural Alaska were new to the state.

Elementary Teacher Assignments in Alaska – AY09			
	<u>Total</u>	<u>Urban**</u>	<u>Rural</u>
Total FTE of Elementary Assignments*	3,160	2,221	938
Stayers: Already in district and teaching	2,938	2,154	785
New hires: Assignments districts need to fill	222	68	154
% of total assignments that districts need to fill	7%	3%	16%
% of total assignments filled by:			
an experienced teacher from within Alaska***	95%	98%	89%
a new teacher from within Alaska	1%	1%	1%
a teacher new to Alaska	4%	2%	10%
Number of UA Elementary program graduates, AY09 = 85			
*Elementary assignments are non-special education assignments where the highest grade taught is 6th or lower			
**Urban districts are Anchorage, Mat-Su, Kenai, Fairbanks and Juneau			
***Alaska teachers who stay in their assignments and those who change districts			
Numbers may not add due to rounding for all above tables			
Stayers are teachers already employed by the district, although not necessarily in the content area above.			
Source: Alaska EED Certified Staff Accounting database			

The Economics of Education in Alaska

In 1998 the Alaska Department of Labor Economic Trends reported, “Jobs with local school districts in kindergarten through 12th grade number over 20,000— nearly seven percent of all wage and salary jobs in Alaska. No other industry in Alaska is more ubiquitous than education. Often local education is the single largest employer in a community. In fact, two of the state's 10 largest employers are school districts. In many communities, one of the few employers is the local school district.”³

Further, the report finds that education dollars represent economic activity in the state and in all of the communities education is present. Financial support to local education in Alaska is not only an investment in education but also has immediate economic impacts statewide. Ten years later, the report’s findings still hold true, however the analysis needs to be updated to reflect the current economic impact of education accurately.

³ Alaska Economic Trends (1998) Kelm, Diana, Editor Alaska Dept. of Labor. February 1998, Volume 18, Number 2

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS

To increase the number of teachers prepared in Alaska, more Alaska students will need to enroll and complete degree programs in education. The University of Alaska has an array of programs and activities designed to support teacher recruitment and retention of K-12 educators. In addition, the university continues to make K-12 outreach and bridging programs a priority in the operating budget and for federal grant requests.

Programs Designed to Support the Education Workforce Needs & Prepare More Teachers for AlaskaFuture Educators of Alaska: Growing Our Own – Statewide

The Future Educators of Alaska program is a federally funded program made possible through the U.S. Department of Education. FEA is a statewide collaborative effort to inspire and support Alaska Native K-12 students to go into the education profession. The fostering of prospective Alaska Native teachers and administrators involves a partnership among teachers, communities, school districts, University of Alaska campuses and Alaskan Native leaders.

Preparing Indigenous Teachers and Administrators for Alaska Schools – UAS

PITAAS is a teacher preparation program for Alaska Natives at the University of Alaska Southeast. PITAAS is funded by a grant from the U.S. Department of Education. PITAAS scholarship award levels vary from year to year based on availability of funds.

Alaska Native Teacher Preparation Project: Growing Native Teachers – UAF

ANTPP seeks to graduate 27 Alaska Native or American Indian teachers by May 2011. They recruit college students in their junior or senior year or post-baccalaureate students to apply to one of the many education majors offered at UAF. ANTPP is funded through the U.S. Department of Education and is a partnership with the Alaska Native Education Association, Association of Interior Native Educators and the UAF College of Rural and Community Development.

Rural Alaska Principal Preparation and Support (RAPPS) Project – UAA

RAPPS at UAA receives federal pass through funding to recruit and train new principals for Alaska from Alaska. The program aims to prepare new principals to lead rural, high-poverty, and academically struggling schools.

Alaska Teacher Placement: Workforce Partnerships in Education – Statewide

The University of Alaska, in collaboration with the Alaska Association of School Administrators and partner school districts, established the Alaska Teacher Placement program in 1978. Funding from the University of Alaska and partner school districts allow ATP to support school districts with the recruitment of educators.

Alaska Statewide Mentor Project – Statewide

In 2005, the Alaska Department of Education and Early Development, in collaboration with the University of Alaska launched the Alaska Statewide Mentorship Project. ASMP is designed to provide individualized support to first- and second-year teachers thereby developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students. The project goals are to improve teacher retention and increase student achievement.

Programs Designed to Develop Curriculum and Resource in Collaboration with K-12 Math in a Cultural Context – UAF

MCC is a supplemental elementary school math series curriculum. The math modules that compose MCC are the result of a rather extraordinary collaboration of educators, Yup'ik elders, teachers, mathematicians, math educators, and Alaska school districts. This collaboration spans nearly two decades of work, which has formed meaningful relationships between the parties of this work to produce culturally relevant materials that connect local knowledge to school knowledge. Research studies found MCC to be effective based on rigorous experimental and quasi-experimental designs.

University of Alaska Geography for K-12 Programs – UAF (works Statewide)

UAGP for K-12 provides programs and resources for students and teachers in Alaska. The MapTEACH program is a hands-on education program for middle and high school students in Alaska focused on helping students understand the local landscape from multiple perspectives. The Stories of Culture and Place component helps teachers and students blend oral, written, and digital storytelling in a unique approach to art, literacy and content exploration. UAGP for K-12 is responsible for the organization of the National Geographic traveling map to schools across Alaska. This event was coordinated with Geography Awareness week.

The Alaska Arts Education Consortium – UAS

AAEC is an affiliation of school districts, organizations and individuals committed to prepare and support educators so that they can teach the arts across the curriculum. The purpose of AAEC is to promote high achievement for all Alaskan students in and through the arts to create and sustain communication networks, initiate and strengthen community partnerships, and prepare and support educators through professional development.

Alaska Educational Innovations Network – UAA

AEIN at the University of Alaska Anchorage is supported through a Title II grant from the U.S. Department of Education to support school-university collaborations. AEIN uses the expertise of the partners to enhance teacher quality and student learning. AEIN is responsive to the needs of partner districts, seeks to make teacher education a university-wide mission, and promotes effective, inclusive, and responsive governance. AEIN works with both rural and urban school districts across Alaska

Early Childhood Education "Continuing Our Growth" - UAF

The Continuing Our Growth project provides training and support for Head Start programs throughout Alaska. The program uses distance learning to assist a cadre of 10 staff in the use of Early Childhood Environment, as well as provides mentoring services through a partnership with the Alaska Statewide Mentor Project to the students while serving in their home rural Head Start locations. At least 20 classroom teaching staff are the recipients of scholarships to complete their AAS and BA degrees within the area of Early Childhood Education and Development.

Alaska Tech Prep Consortium – UAA and Statewide

Alaska Tech Prep links secondary and postsecondary career and technical education, CTE programs into an integrated program. In a Tech Prep program, the student begins courses of study in high school and continues in postsecondary, apprenticeship or workforce training

programs. Students can earn college credit for courses they take in high school, enabling students to transition smoothly, avoid duplication, and successfully attain an industry recognized certificate or degree. Alaska Tech Prep is designed to prepare students to enter and succeed in postsecondary institutions or careers.

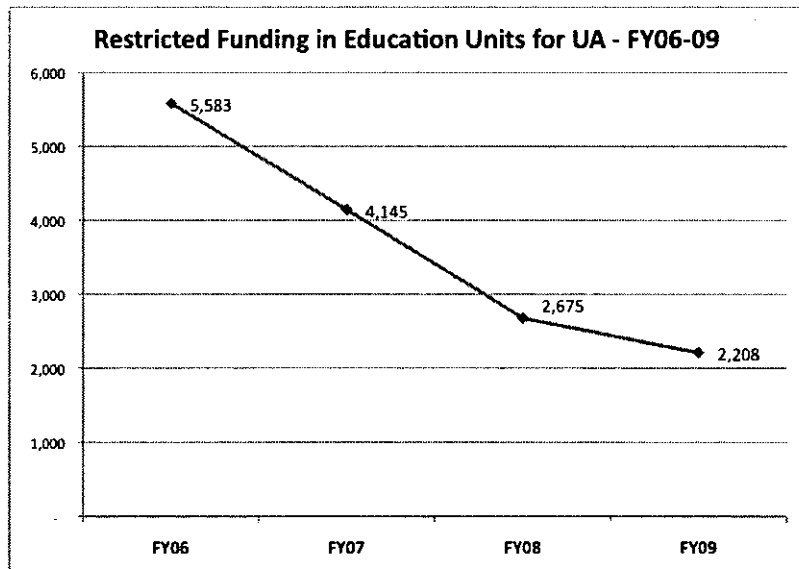
The programs and initiatives listed above are those most directly focused on initial preparation and professional learning for teachers. Other programs may not have education as their main emphasis, but still provide opportunities for teachers to expand their content knowledge; and in still other cases, the university contributes to programs led by other institutions by providing professional learning opportunities for teachers. Thus, this only represents a fraction of what the university offers under the efforts to “attract, train, and retain qualified school teachers” per SB241.

Alaska Department of Education and Early Development Education Plan for Alaska

Staff members at the University of Alaska are actively engaged in planning meetings to look at teacher quality, increasing graduation rates, career and technical education, teacher certification, and development of a virtual school as part of the development of the Alaska Education Plan initiated by Commissioner LeDoux. In addition, University of Alaska staff work closely with EED to administer the Alaska Statewide Mentor project. The Vice President for Academic Affairs has set up regular meetings with the Commissioner of Education to work on other items of interest under a P-20 agenda.

Federal Funding

Over the past four years restricted funds have decreased, challenging the education units’ ability to grow in response to demand. Even with decreases in funding of up to 40%, University of Alaska has been able to provide services and support, mostly through sponsored programs and activities. Sustaining these programs, however, has become increasingly difficult.



THREE TO FIVE YEAR PLAN FOR TEACHER PREPARATION

Senate Bill 241 (2008) reads, "*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. The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.*"⁴

The Teacher Education Planning Group of the University of Alaska has developed a three-year plan to address the workforce gap in K-12 education. The plan, attached to this report as an addendum, builds on the efforts of the University of Alaska Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions. To effectively address this challenge, we must continue to engage Alaskans in the process. This includes policymakers, the current administration, state leaders, teachers, school boards, superintendents, university faculty, parents, community members, and our students. The Teacher Education Planning Group will expand its collaboration with K-12 education leaders to develop a workforce that accurately reflects the diverse student populations they serve. In developing of this plan, we have been guided by a statement of shared commitment adopted in spring 2008 when the University of Alaska Education deans became part of the statewide Educator Preparation Planning Group established by President Hamilton:

The University of Alaska is committed to meeting the workforce needs of Alaska public schools. Producing quality teachers and administrators for Alaska who are likely to remain teaching in Alaska is the primary concern for the Teacher Education Planning Group. Additionally, the Teacher Education Planning Group is tasked with development and implementation of a three-year plan to address the workforce gap in Alaska. Attached as an addendum to the report is the Teacher Education Planning Document outlining strategies to address Alaska's education workforce challenges.

⁴ Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

RECOMMENDATIONS AND FISCAL NOTE REQUEST

In accordance with SB241, *“The information reported under this subsection may also include short-term and five-year strategies with accompanying fiscal notes and outcome measures.”*⁵

The invitational language is an opportunity to encourage the State of Alaska Joint Committee on Education to fully support the University of Alaska FY11 Budget Request.

The Board of Regents has taken great care in the development of the budget priorities for the University of Alaska since the passage of SB241. The priorities outlined in the University of Alaska Red Book demonstrate a commitment to address the educational needs of the state.

Requests for Additional Information

For additional information on specific items, questions or copies of the report, please contact Melissa Hill at the University of Alaska at (907) 450-8400.

⁵Source: Sec. 2. AS 14.40.190(b) Laws of Alaska (2008) Source Chapter No. HCS CSSB 241(HES) of the 25th Legislative Session.

ADDENDUM

to

Alaska's University for Alaska's Schools
Prepared for the State of Alaska

Graduate Data Report by Major Academic Units

February 17, 2010

This addendum to the Alaska's University for Alaska's Schools report provides detailed graduate data for each of the Major Academic Units within the University of Alaska system.

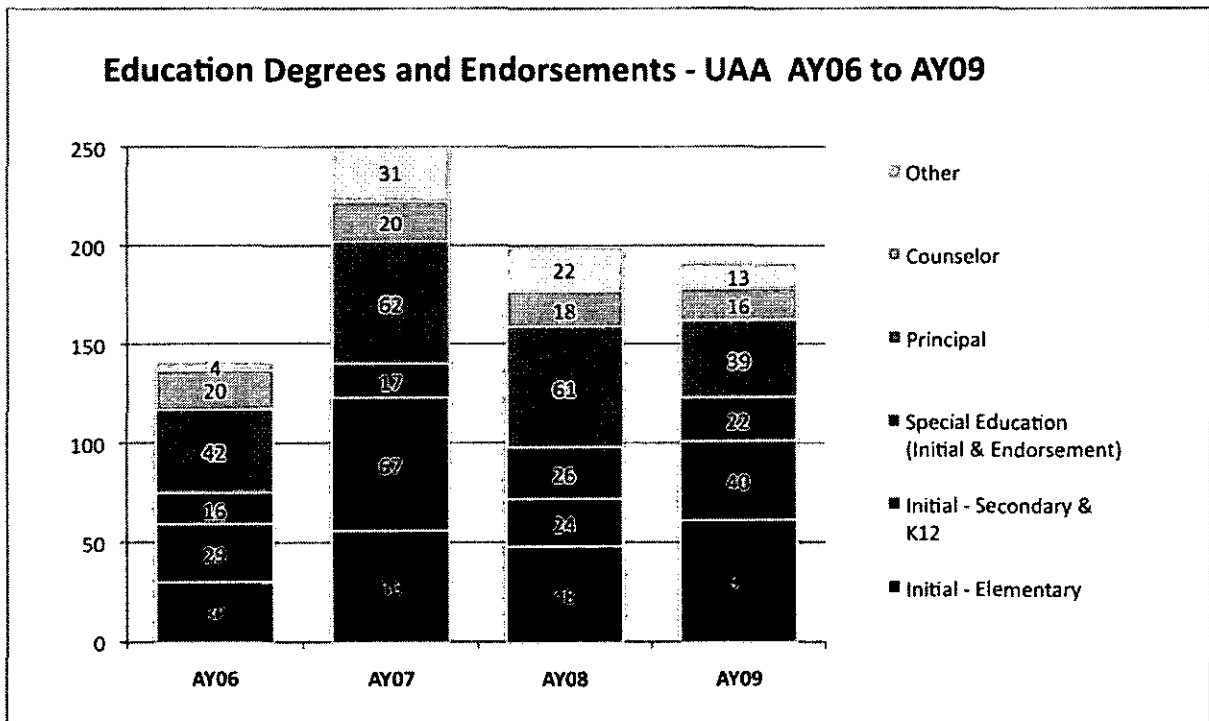
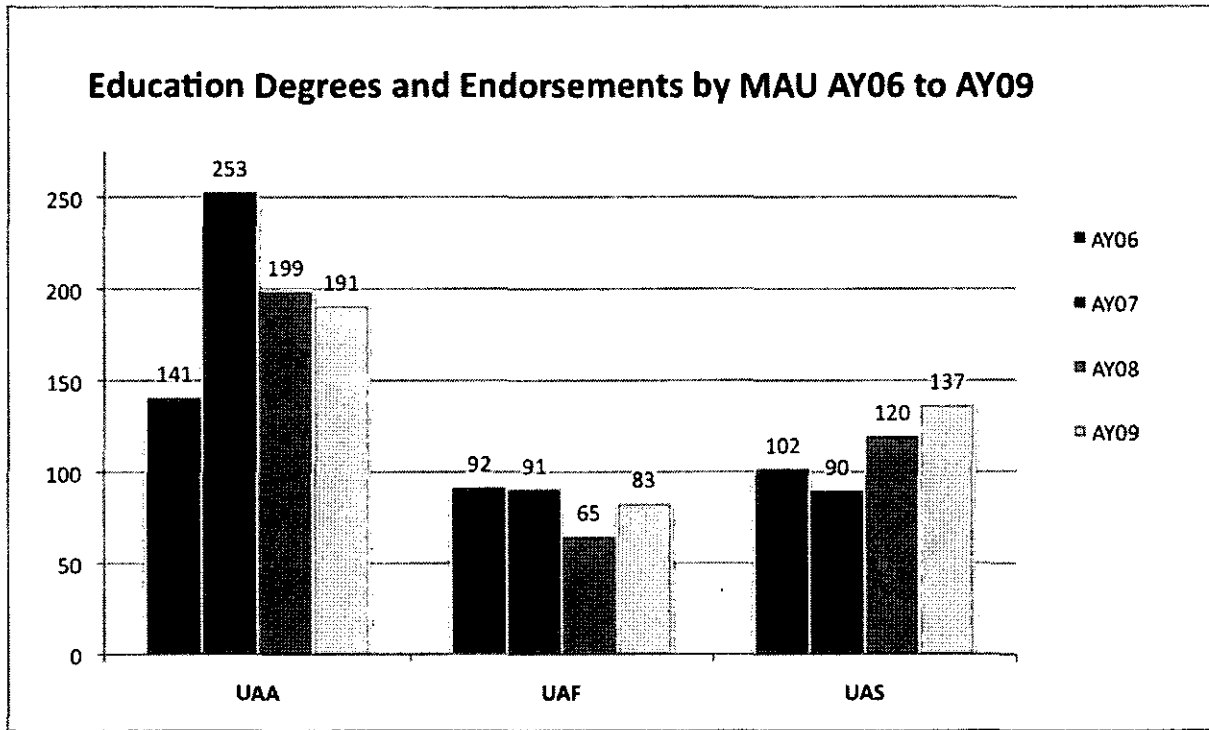
Table 1. Education Degrees and Endorsements by MAU AY06 to AY09 include the data used to generate the subsequent graphs. University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast are all separately accredited colleges/schools.

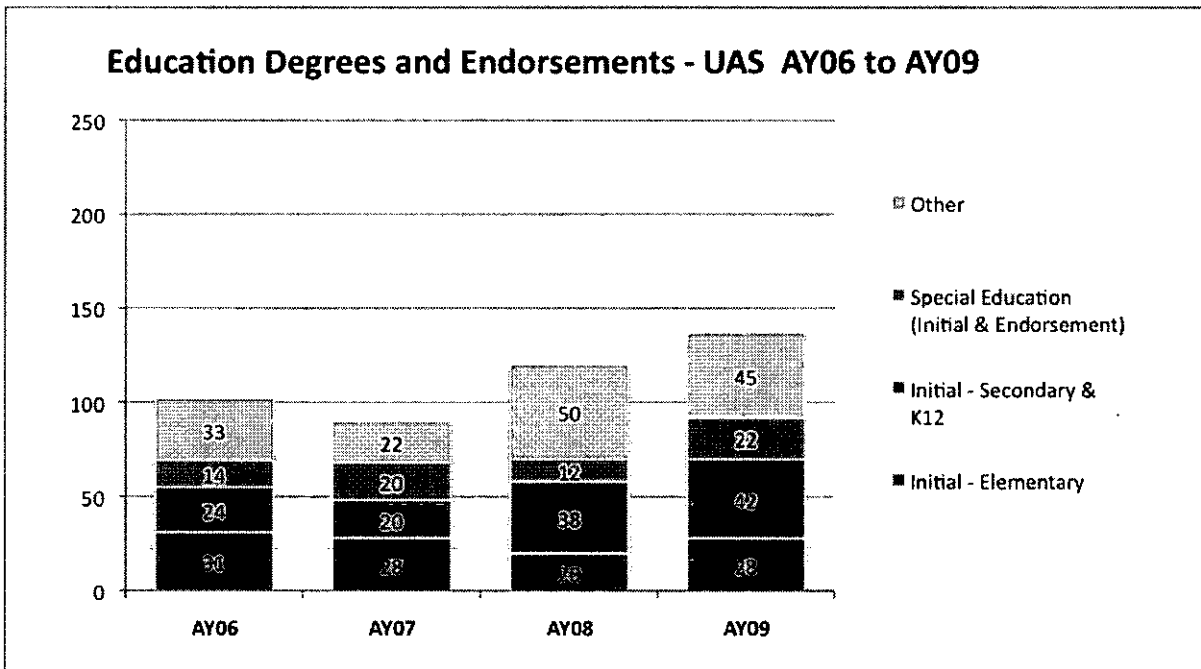
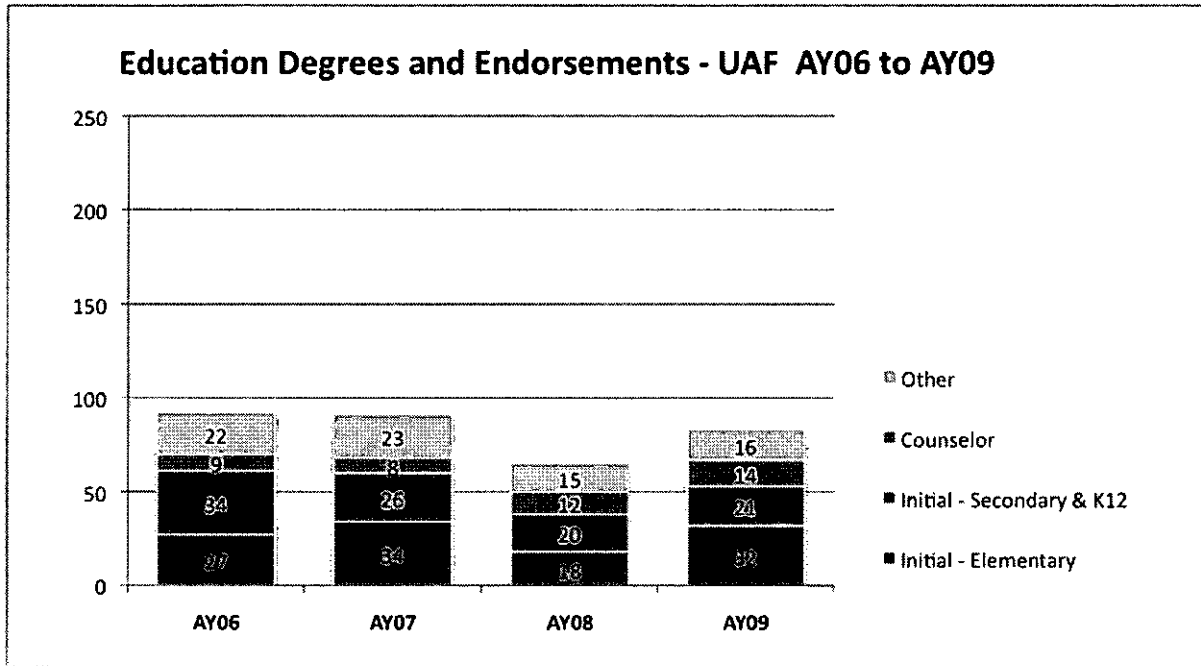
Table 1. Education Degrees and Endorsements by MAU AY06 to AY09

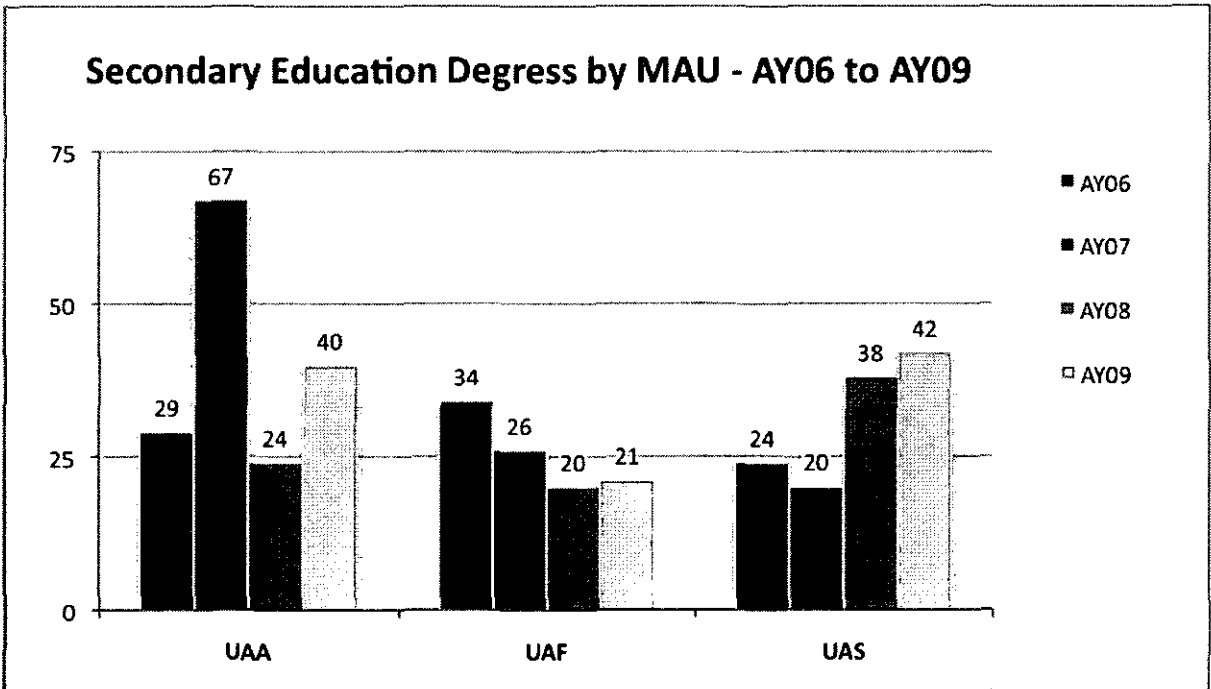
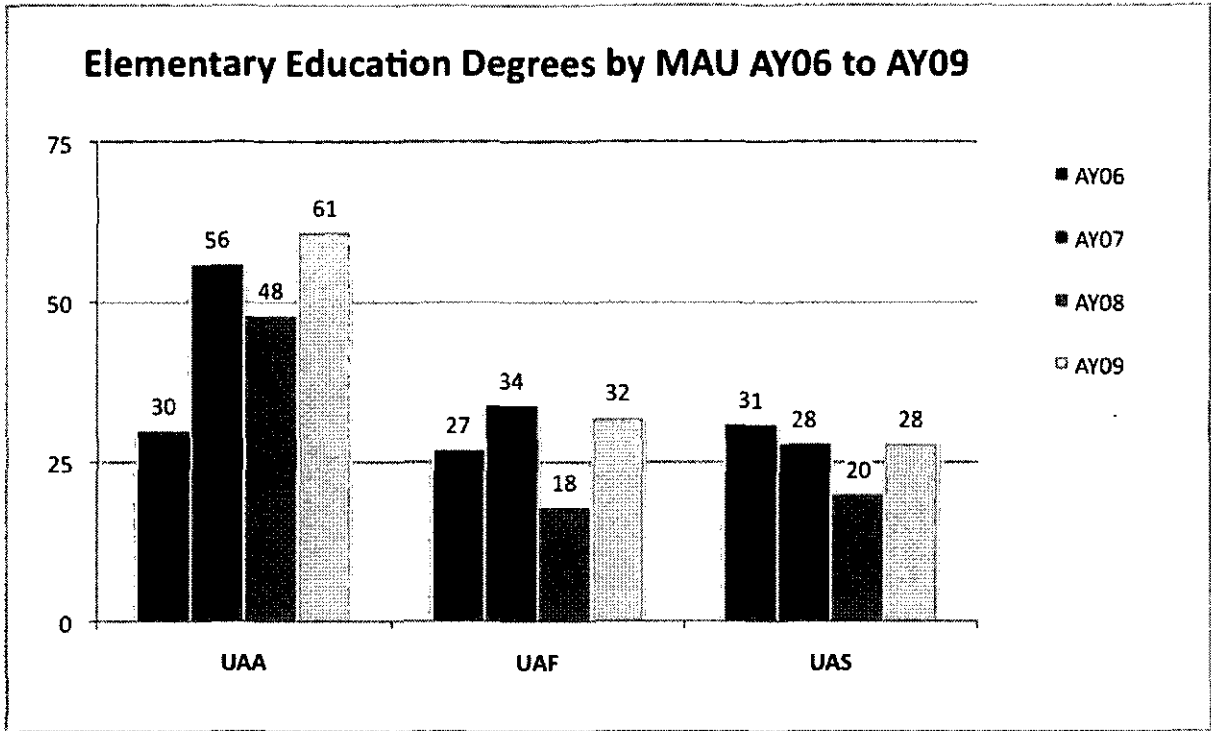
University of Alaska Anchorage	AY06	AY07	AY08	AY09
Initial – Elementary	30	56	48	61
Initial - Secondary & K12	29	67	24	40
Special Education (Initial & Endorsement)	16	17	26	22
Principal	42	62	61	39
Counselor	20	20	18	16
Other	4	31	22	13
Total	141	253	199	191

University of Alaska Fairbanks	AY06	AY07	AY08	AY09
Initial – Elementary	27	34	18	32
Initial - Secondary & K12	34	26	20	21
Counselor	9	8	12	14
Other	22	23	15	16
Total	92	91	65	83

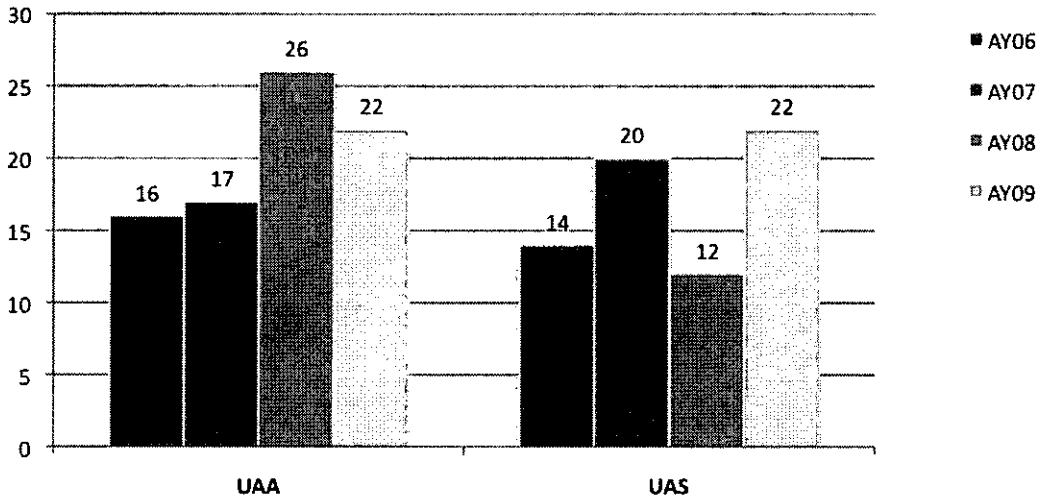
University of Alaska Southeast	AY06	AY07	AY08	AY09
Initial – Elementary	31	28	20	28
Initial - Secondary & K12	24	20	38	42
Special Education (Initial & Endorsement)	14	20	12	22
Other	33	22	50	45
Total	102	90	120	137







Special Education Degrees for UAA and UAS - AY06 to AY09



Counseling Degrees for UAA and UAF - AY06 to AY09

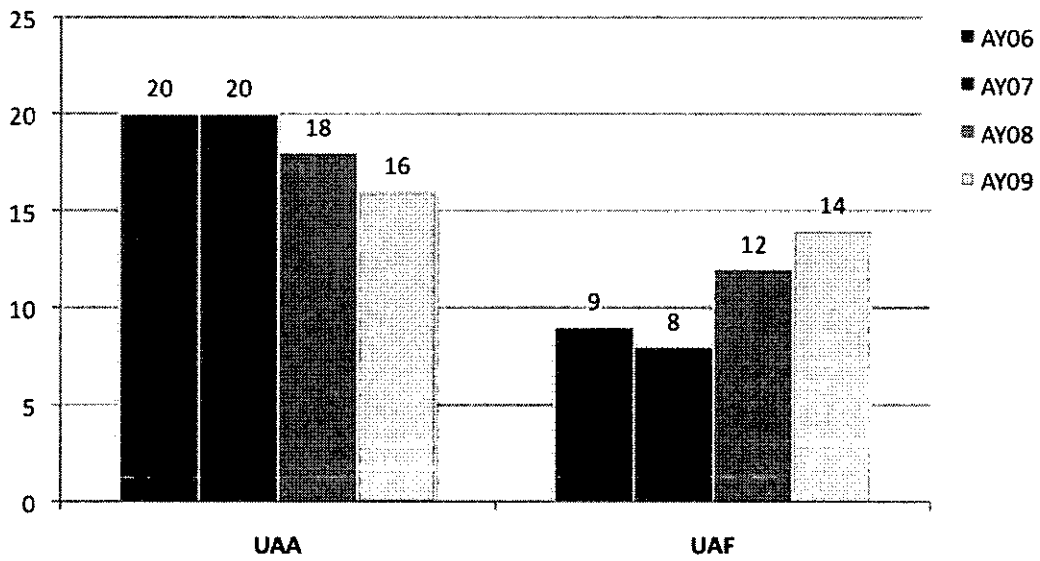


Table 2: Education Degrees Compiled in the Alaska's University for Alaska's Schools

UAA	Initial - Elementary	Bachelor of Arts - Early Childhood Bachelor of Arts - Elementary Education Post Baccalaureate Cert - Early Childhood Post Baccalaureate Cert - Elementary Ed (K-6)
	Initial - Secondary & K12	Master of Arts in Teaching – Education*
	Special Education	Graduate Certificate, Special Education* Master of Education, Early Childhood Special Education* Master of Education, Special Education*
	Principal	Master of Education - Educational Leadership* Post Graduate Certificate – Principal*
	Counselor	Master of Education - Counselor Education
	Other	Post Graduate Certificate – Superintendent* Master of Education, Master Teacher
UAF	Initial - Elementary	Bachelor of Arts in Elementary Education* Post-baccalaureate certificate in Elementary Education Master of Education in Elementary Education*
	Initial - Secondary & K12	Post-baccalaureate certificate in Secondary Education Post-baccalaureate certificate in Secondary Education: K-12 Art Master of Education in Secondary Education
	Counselor	Master of Education in Counseling* Graduate certificate in Counseling*
	Other	Master of Education, Curriculum & Instruction* Master of Education, Language & Literacy* Master of Education, Cross-Cultural* Master of Education, Interdisciplinary Studies PhD, Interdisciplinary Studies
UAS	Initial - Elementary	Bachelor of Arts, Elementary Education* Master of Arts in Teaching, Elementary Education*
	Initial - Secondary	Master of Arts in Teaching, Education
	Special Education	Graduate Certificate, Special Education* Master of Education, Special Education*
	Other	Graduate Certificate, Education Technology* Graduate Certificate, Mathematics K-8 Graduate Certificate, Reading K-8 Graduate Certificate, Elementary Education Graduate Certificate, Early Childhood Education Master of Education, Reading Master of Education, Mathematics K-8 Master of Education, Education Technology* Master of Education, Early Childhood Education

*Program can be completed by distance education (requires no on campus visits)

The data in Table 2 only reflect degree programs compiled for the report. The list does not include all degree programs offered by the education units. For example, associates, early childhood, and paraprofessional certificate programs are not listed. New programs that have not resulted in graduates for AY09, such as: UAF Special Education and UAS Education Leadership are also not listed.

Good morning,

I am Pat Jacobson, chair of the Academic and Student Affairs Committee of the University Board of Regents. I would like to introduce Cynthia Henry, Chair of the Regents; Melissa Hill, Director of Operations for K-12 Outreach,; John Pugh, chancellor of UAS and Dan Julius, VP of Academic Affairs for the UA system. I would also like to acknowledge the efforts of the 3 education deans, along with Chancellor Pugh in collaborating on the Teacher Education Plan and would like to thank Melissa Hill, Alex Hill (who is in the Audience), Diane Hirschberg and Gwen White for the preparation of the UA report before you.

Late last night and early this morning I cut my 20 minute narrative of the report in 1/2, so as to allow more time for questions/comments. With the permission of the chair, I'd like to deliver the report and then revisit and answer questions, but, will, of course, abide by your desires.

PURPOSE STATEMENT

This is our second annual report, regarding Senate Bill 241, which passed 2 years ago, requiring regents to deliver a report titled "Alaska's University for Alaska's Schools". We've always supported this bill. It was emailed and you should also have hard copies before you.

Much of this year's report is similar to last year's – there are some improvements, albeit slight ones, and there are some signs of encouragement with things to come. The gaps between need and actual graduates remain significant, no question and the University continues to work on them. However, as we all recognize, it is a multi-faceted issue and some areas are simply beyond the control of the University.

The report describes the efforts the university has made in the areas of attracting, preparing and retaining qualified public school teachers for Alaska's schools. Information on teacher graduation and enrollment data are included, as well as a gap analysis documenting the shortage areas in the teaching workforce. The report also includes a recommendation for the State of Alaska as it seeks to improve educational opportunities for all students.

In addition, this year's report has the:

- University of Alaska Teacher Education Plan
- Graduate Data Report by Major Academic Units
- University of Alaska FY11 Proposed/Approved Budget Priorities for Teacher Education

Page 2-3: There IS a small increase in the # of NEW teachers graduated from UA in 2009 including BAs, MAs and licensure degrees. There is a slight decrease in New Principal graduates, with an average of roughly 55 per year. Administration graduates, as well as secondary math and science graduates often have many more options for careers

in the state, thus a teaching career has stiff competition in the recruitment of those graduates.

UAA was joined by UAS in 09 in offering a principal endorsement program and UAS had a summer cohort of 20 new applicants, some coming from the Statewide Mentor Project.

Endorsement programs for advanced degrees or certificates of completion or recertification courses are offered at each campus. UAA offers Special Ed, Reading and the only Superintendent degree program in the state, as well as a speech/language pathologist program partnered with East Carolina U. UAS offers a Masters of Arts in Teaching. UAS has 6 M.ED programs that can be accessed via distance statewide or, of course, in person on campus.

Page 4: The only terminal degree for educators is offered at UAF, through the Interdisciplinary Studies Ph.D. program. UAF's elementary department offers initial licensure programs at bachelor's and post-bac levels. They also offer Masters of Ed degrees. 44 new Special ed teachers were graduated in 09, half from UAS and half from UAA and UAF began offering Spec. Ed certificate and master's programs last fall, expecting 10 to earn their certificates or masters by 2011. (The three campuses worked together to develop a single program that is offered at all three campuses. The increases are a direct result of this collaboration. This model, hopefully, can be utilized to attack the math/'science shortage.)

Roughly 200 new teachers are graduated from UA each year (there is high demand for these graduates and some don't end up teaching or, if so, don't go to rural areas, but, tend to stay where they have done their internships.)

Page 5-8: Teaching in Alaska is unique, particularly, in rural sites and the rural sites have the most difficulty in recruiting special education teachers. 4 years after entering a teaching position, 49% of special ed teachers are no longer teaching special ed. Simply producing more teachers in these areas doesn't address the issue of retention. An Alaska Statewide Mentor Project report indicates that, through grants special ed mentoring partnerships have had great success at **80% retention**, working with a sample of about 1/3 new sped teachers. **52%** of **experienced** special education teachers recruited from **outside**, leave the system within three years. New special education teachers, already employed in Alaska, AND those from UA's system seem to be **staying longer** over a three- year period. There was a small increase (101) in Sped teachers who stayed in 09; there were fewer assignments filled by new hires and a slight increase of 6 UA Special Education graduates. **(Page 7):** There were also fewer new math teacher hires and Math Endorsement graduates. We see similar percentages with Science teachers. These figures are a possible indication that retention rates **may** have increased. Nonetheless, a slightly higher production of UA trained teachers does not mean that the gap in demand is closed. **More research is needed** regarding teacher turnover trends in order to assist policymakers and school districts target resources and shape policy to promote retention and, in turn, decrease the need to hire more teachers. The state and school districts,

collaboratively need to look for strategies to reduce teacher turnover, especially in rural school districts.

(Page 6:) Along with shortages of math, science and special ed teachers are recruitments for teachers in general for rural districts in the state. Roughly 900-1100 teachers are hired each year in Ak, with 800-900 vacancies resulting from teachers leaving the system. 65% of Alaska's teacher workforce is over age 40. This year about 34% of current teachers **could** retire. Alaska Native teachers comprise less than 5% of the workforce, less than 3% of the principal positions and less than 2% of all superintendents in the state.

Page 10: The 1998 Alaska DOL Economic Trends indicated that there were over 20,000 jobs with schools K-12, which was nearly 7% of all wage and salary jobs in the state. Quote: "*No other industry in Alaska is more ubiquitous than education. Often local education is **the single largest employer in a community.***" End quote

Page 11-13: The University has a number of programs and activities for supporting teacher recruitment and retention of K-12 educators. Also, K-12 Outreach and Bridging Programs continue to be a priority in the University's operating budget and for federal grant requests. And there are numerous other programs which may not have direct relevancy, but, certainly do provide opportunities in the area of attraction and training of qualified school teachers. The University has a primary role of teacher attraction and training and the K-12 arena has a role, retention. (There are ways that the UA can help with retention, such as offering continuing ed courses and the Mentorship Program.) It is most heartening to see collaboration between EED and UA and others, as I've never seen prior to the past few years. I commend Commissioner LeDoux, President Hamilton, VP Julius, Chancellor Pugh and others for these efforts and successes.

Page 13: Over the past 4 years restricted funds have decreased, making the education units' ability to grow in response to demand more difficult. Still, UA has continued to provide services and support, primarily through sponsored programs and activities. Sustaining these programs, however, has become increasingly problematic.

Still on Page 13: EED

UA Staff are actively engaged in planning meetings to look at teacher quality, increasing graduation rates, career and technical education, teacher certification, and development of a virtual school as part of the development of the Alaska Education Plan initiated by Commissioner LeDoux. Moreover, UA and EED partner in administering the Alaska Statewide Mentor project. The VP for Academic Affairs is involved in regular meetings with the Commissioner of Education to work on other items of interest under a P-20 agenda.

Page 14: At this time I would like us to focus on the Teacher Ed Planning Group. I will turn to Chancellor Pugh to speak with you about this, since he has been the head of the committee and then I will wrap up, if I might, after his report. Chancellor Pugh -

Thank you, Chancellor Pugh.

The Board of Regents annually spends months on the budget and support **this** budget and encourage the State of Alaska Joint Committee on Education to fully support it, as well. The Board of Regents has also taken care in the development of the budget priorities for the University of Alaska as it relates to SB241. The priorities outlined in the University of Alaska budget Book demonstrate a commitment to address the educational needs of the state.

Summary:

We know that some things are working and progress is being shown, as this report has indicated, backed up by facts and figures.

Nursing and engineering graduation numbers are real success stories. We would like to see the same happen with teacher education, but, there are VERY significant dissimilarities between them and teachers. I won't take the time to elaborate on that right now, but, will include it in my written narrative. There are other issues, such as teacher Housing conditions in some locations about which the University cannot do anything to help. If all Alaska-educated graduates were also teaching in the state, would there be a shortage? This question definitely needs more study. I truly believe that an Alaska Education Policy Research Center is needed badly to help address the innumerable problems and potential solutions in the realm of education. Information resulting from such a center could go a long way in assisting the University, DEED, DOL and other agencies and entities in coming to grips with and working on solutions to the many obstacles and problems associated with teacher attraction, education and retention in this state.

I want to assure you that the Board of Regents is paying attention to what campuses are doing in education as well as focusing on what the roles of the University and of K12 are and on working together. We are seeing slight increases, but, they are not nearly enough, at this point.

With that we'd be happy to discuss the report further or answer questions you might have. And, thank you very much for this opportunity this morning.

University of Alaska
Teacher Education Plan:
Internal Working Document



UNIVERSITY
of ALASKA

Many Traditions One Alaska

University of Alaska Members and Staff

Teacher Education Planning Group Members

Dr. Mary Snyder, Dean of the UAA College of Education

Dr. Larry Harris, Dean of the UAS School of Education

Dr. Eric Madsen, Dean of the UAF School of Education

John Pugh, Chancellor of UAS

Support Staff

Melissa Hill, Director of Alaska Teacher Placement & K-12 Operations

Lexi Hill, Research Analysis Institute of Social and Economic Research

Gwen White, Director of Institutional Research and Planning

I. OVERVIEW

Commitment and Purpose

This three-year plan builds on the ongoing efforts of the UA Education Units (UAS School of Education, UAF School of Education, UAA College of Education) to place more Alaskans into education positions. To effectively address this challenge, we must continue to engage Alaskans in the process. This includes policymakers, the current administration, state leaders, teachers, school boards, superintendents, university faculty, parents, community members, and our students. The Teacher Education Planning Group will expand its collaboration with K-12 education leaders to develop a workforce that accurately reflects the diverse student populations they serve. In developing this plan, we have been guided by a statement of shared commitment adopted in spring 2008 when the UA Education deans became part of the SW Educator Preparation Planning Group established by President Hamilton:

Teacher Education and Commitment to the State of Alaska

The University of Alaska is committed to meeting the workforce needs of Alaska; producing the best teachers and administrators for Alaska is the primary concern for the Teacher Education Planning Group. Meeting the needs of both rural and urban school districts is complex and lends itself to examination of the status of the teaching profession. The current situation is ominous and complicates the recruitment and retention of high quality teachers; low salaries, the high cost of living, schools in corrective action, new policies related to teacher certification, the retirement system, and more lucrative career opportunities elsewhere are all variables outside of the immediate control of teacher preparation. Yet these variables have profound impacts on recruitment of students into the profession of education. We are committed to continuing to meet the needs of Alaska's schools and communities, while at the same time ensuring quality is not compromised by the quest for quantity. Innovative approaches and flexible programming will increase the supply of quality teachers for Alaska. These efforts will require alternative and additional resources, and ongoing collaboration.

The Need: More Alaska Prepared Teachers

Public education is the foundation of all other workforce concerns. In an effort to address them, the University has prioritized teacher preparation, educational research, and K-12 partnerships. However, with the boom of other industry sectors that offer higher salaries and enticing benefits, recruiting students to teach in areas they are needed most, both in terms of region and content area, has become increasingly difficult. In order to increase the supply of teachers, particularly in schools that require the most attention, Alaska will need to invest in educational research that informs policy; examine the working conditions of educators, including compensation, housing and regulations; and work collaboratively to elevate the status of the profession. The Teacher Education Planning Group commits to increasing recruitment and retention efforts, maintaining a high level of quality, and

exploring more effective ways to provide broadly accessible, high quality educator preparation programs via flexible delivery methods.

The Context

The UA Education deans have been meeting several times each year for the past half dozen years to coordinate the planning and implementation of UA educator preparation programs. In the spring of 2008, this informal workgroup was formalized as the Teacher Education Planning Group in connection with the University of Alaska system-wide budget and planning process. Because teacher education was identified as a top priority for state leaders both within and outside the University system, this group, from its inception, embraced the following guiding principles:

- Continue to improve our understanding of the needs in and around the P-12 education system by systematically collecting and analyzing data.
- Through analysis of data and development of the plan, understand and address the concerns of state and local policymakers, including the Board of Regents, the State Legislature through SB241, "Alaska's University for Alaska's Schools",^[1] and the State Department of Education & Early Development
- Work collaboratively UA system-wide and with external groups to implement strategies that address workforce needs in K-12 education for Alaska's schools.

Over the past eighteen months, group members have invited colleagues to a series of meetings and have themselves participated in other groups' professional meetings, such as the Alaska Association of School Administrators, to gather input for this plan.

Intent

The University of Alaska Teacher Education Plan will produce more Alaska-prepared educators through increased awareness of the profession; expanded access to educator preparation programs; and academic and professional support to retain students as they move toward successful program completion. We must also increase the diversity of the teaching workforce by making teacher education more attractive to underrepresented populations. The Planning Group identified four goals, along with appropriate objectives and actions, to guide this work over the next several years.

II. Goals

The Education Planning Group has set four goals for the University of Alaska System:

1. Recruit and Retain more students in Education, particularly Alaska residents.
2. Increase program access through multiple delivery methods.
3. Enhance educator preparation programs in Special Education and in math and science teaching.
4. Conduct research to identify causes and propose solutions for education challenges in Alaska.^[2]

For each of these goals, the Group has identified a series of actions and assessments.

1. Recruit and Retain more students in Education, particularly Alaska residents.

Rationale

The future of Alaska requires that every child has access to quality educators dedicated to individual student success. The education profession offers rewarding career opportunities, however the general public, policy makers, parents and students are not always fully aware of these opportunities and the rewards of the profession. Recruiting top students into the teaching profession is paramount to improving the Alaska education system.

Actions

1. Establish a formal Teacher Education Consortium that includes representatives from the Department of Education & Early Development, school districts, and industry that meets on a regular basis to improve the recruitment & retention of educators.
2. Conduct a multi-faceted public awareness campaign to market the education profession as a rewarding career.
3. Work with existing enrollment services staff to develop more effective strategies to recruit qualified candidates for Alaska teacher preparation programs, particularly rural and Alaska Native students and students from underrepresented populations.
4. Hire outreach and retention coordinators at each of the Education Units to work with school district and communities to recruit future teachers and support students during university transition points (program application, Praxis preparation, etc.) to increase student success and retention.

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5. Coordinate with Future Educators of Alaska and other support clubs in the schools to develop a strong pipeline into Alaska teacher preparation programs.

Assessment

1. Meet with appropriate stakeholder groups at least twice annually.
2. Implement a statewide public awareness campaign that engages appropriate partners and includes specific steps to recruit educators from underrepresented populations.
3. Increase enrollment in UA system educator preparation programs by 5% in each of the next three years.
4. Increase number of certificates and degrees in Education awarded by UA. Because of the time required to earn Education degrees, most of the increase in awards will occur four or more years after increased enrollments are achieved.
5. Employ outreach and retention coordinators at each UA Education Unit to implement effective recruitment strategies and coordinate with partners. (See University of Alaska FY11 Budget Priorities for Teacher Education).
6. Each year, enroll at least 15% of high school students who participated in Future Educators of Alaska college readiness activities.

2. Improve Program Access Through Multiple Delivery Methods

Rationale

In an effort to create additional access to education programs, the Education Units will seek to meet the needs of traditional and non-traditional students, and students in rural areas with distance and online learning options. Partnerships with school districts need to be expanded to offer cohort-specific training as another form of program delivery that allows for more customized, service-oriented approaches to education.

Actions

1. Work with UA Distance Education committees to inventory current and emerging mediated teaching and learning strategies and to understand potential and limitations of each in Alaskan communities.
2. Improve program access for students in Alaska's diverse settings by:
 - further developing existing successful access methods such as distance delivery, intensives, summer programs, cohort models, and site-based faculty; and

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- further developing existing faculty expertise to support expanded program access.
3. Expand partnerships with school districts to offer training to cohorts to allow customized, service-oriented approaches to education.

Assessment

1. Number of education programs offered using modified delivery methods with the capacity to reach students in rural areas.
2. Number of cohort programs, intensives, and other appropriate delivery methods expanded or implemented over three years.
3. Offer professional development opportunities relevant to expanding program access to 100% of UA Education faculty.
4. Increase enrollment in UA distanced delivered education programs by 5% in each of the next three years.

3. Enhance educator preparation programs in Special Education and in math and science.

The number of applicants for Alaska's teaching and counseling positions has steadily declined over the past decade, even as business and industry have called for more highly skilled high school graduates. At the same time, districts have sought larger pools of teacher applicants with the necessary professional expertise to produce such graduates. Many educator preparation programs—private, public, for-profit, non-profit, campus-based, distance-delivered, and virtual—are answering the call to prepare these educators; some have a demonstrated history of academic quality, some do not. UA educator preparation programs strive to maintain high program quality while responding to Alaska's workforce needs and the changing context of public education and teacher preparation.

A. Special Education

Rationale

According to data collected through statewide Supply and Demand studies and from partner districts directly, school administrators rank special education positions as their hardest to fill⁽³¹⁾. The Teacher Education Planning Group has worked collaboratively to implement a system-wide, cross-MAU endorsement and degree program in special education.

Actions

1. Fill a tenure-track special education faculty position at UAF. (See University of Alaska FY11 Budget Priorities for Teacher Education.)

2. Collaborate across the three UA Education Units to offer the widest array of faculty expertise and special education emphasis areas consistent with State needs and current resources.
3. Develop a coordinated statewide campaign to recruit, prepare, and graduate special educators for Alaska's schools.
4. Increase the number of educators who complete programs at UA Education units and earn degrees and/or Alaska endorsements in special education.

B. Math and Science

Rationale

Science and mathematics are core areas under No Child Left Behind (NCLB). In Alaska, math and science positions are the second "hardest to fill" positions identified by school districts.^[4] Meeting the needs in these endorsement areas will require innovative recruitment strategies and engagement with colleagues in industry and Schools and Colleges of Math, Engineering, and Arts and Sciences to produce more science and math teachers.

Actions

1. Work with Arts and Sciences and Engineering colleagues to recruit undergraduates in math and science content areas into teacher preparation programs.
2. Establish innovative University faculty and business and industry partnerships to create teacher preparation pathways that will attract career changers and others with math and science expertise.
3. Assess, and if necessary strengthen, science and math preparation in elementary education programs to ensure program completers have the necessary content and pedagogical skills to meet district needs.
4. Increase the number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in math and in science.

C. Ongoing educator program enhancement.

Rationale

As specific areas of educator shortages in Alaska change, as the education knowledge base grows, and as technological developments permit new modes of effective teaching and learning, UA education programs need to continue to adapt and grow to meet these demands. UAA education staff and faculty are skilled and dedicated, but most programs operate at or near capacity.

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SB241 and the University of Alaska's commitment to emphasizing educator preparation over the next few years provides UA Education Units with an opportunity to demonstrate that academic rigor and program quality can—and do—go hand-in-hand with creativity, innovation, and responsiveness to change at UA.

Actions

1. Continue and strengthen ongoing UA long-range planning process for Teacher Education with and across UA Education units, based on the priorities identified above.
2. Support UA Education faculty in their research on effective teaching practice and current and emerging innovations in education as applied to the Alaskan context.
3. Increase awareness of and access to career opportunities in education.

Assessment

1. Increase in number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in special education.
2. Increase in number of educators who complete programs at UA Education Units and earn degrees and/or Alaska endorsements in math and in science.
3. Number of creative partnerships to enhance educator preparation programs between UA Education Units and UA schools/colleges that prepare math and science students, Alaska school districts, and private sector entities
4. Math and science competency of Elementary Education graduates.

4. Conduct research to identify causes and propose solutions for education challenges in Alaska.

Rationale

By establishing the Senate and House Education Committees, Alaska has taken an important step toward better understanding the the issues that impact both K-12 and Higher Education. However, Alaska has a significant need for more policy research, focused both on policy making and on the links between policy and practice. In particular, research will help Alaska address the numerous challenges related to teacher recruitment, retention, high dropout rates, finance, and access to education in rural areas. An increased emphasis on education research will provide valuable information to guide policymakers and will also serve internal university

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departments and programs, the Alaska Department of Education & Early Development, the K-12 community, and the general public.

Actions

1. Create an Alaska Education Policy Research Center at the University of Alaska Institute of Social and Economic Research (See University of Alaska FY11 Budget Priorities for Teacher Education).
2. Increase UA Education faculty research on topics related to public education policy and practice in Alaska.

Assessment

1. Number and quality (as evaluated by peer and end user review) of data reports and publications addressing Alaska education challenges, policymaking, and the links between policy and practice.

III. Partners and Potential Partners

- Alaska Association of School Boards
- Alaska businesses and industries
- Alaska Commission on Postsecondary Education
- Alaska Department of Education & Early Development
- Alaska Department of Labor
- Alaska School Districts
- Alaska Teacher Placement
- Education Northwest
- Foundations and Grant Agencies
- Future Educators of Alaska
- NEA Alaska
- University of Alaska Schools and Colleges of Arts & Sciences, Math, Engineering
- University of Alaska Public Relations
- University of Alaska Office of Information Technology
- Western Interstate Commission for Higher Education

University of Alaska Teacher Education Plan

Notes

[1] An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska; and providing for an effective date., State of Alaska, 25th Sess., LAWS OF ALASKA Cong. Rec. 4 (2008) SB241.

[2] The proposal to create the Policy Center within ISER was a majority, but not unanimous, opinion among the Teacher Preparation Planning Group. Madsen favored a model that would identify the policy research needs and fund current UA Education faculty members to conduct that research. All members agreed to wholeheartedly support all action items that are ultimately adopted.

[3] According the Alaska Teacher Supply and Demand Study (Hill & Hirshberg, 2005)

[4] Hill, M. (2008). When There Aren't Enough Teachers: A survey of Alaska school district administrators. Unpublished Descriptive, University of Alaska Anchorage, Anchorage.