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II. 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 qualifi

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Alaskans have multiple pathways for how to prepare to be a teacher. UAF and UAS offer BA and graduate programs. Candidates with a bachelor's degree can complete the requirements to be eligible for teaching license in less than 11 months. Teachers with a certificate who want to add an endorsement (e.g., special education) can do so at all three universities. The units have good relationships with school districts across Alaska and this year, placed or will place their interns in more than 39 Alaska communities (see appendix B).

UAF and UAS recruitment and innovation led to enrollment gains at these two units (see Table 2). The UA system is in a period of adjustment and expects the number of prepared teachers to steadily increase. Of interest, is the percent of new to teaching hires in Alaska of UA graduates was about the same in 2020 as it was in 2019 (see table 3).

UA education units continue to make regular improvements with UAF showing a 38% increase of students enrolled in its undergraduate initial licensure # Alas_r' tabldh schom

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Through regulation, the Department of Education and Early Development requires Alaska's education units to receive accreditation by the Council for the Accreditation of Educator Preparation (CAEP). Table 6 shows the CAEP accreditation status for the three UA units. A central part of this accreditation is the education unit implementing a system for quality assurance. This system includes required attention to the completers' impact on student learning and processes for ensuring collection and review of data on program activity (e.g., how the unit selects its host teachers). An important source of data for the units are the four surveys created by the Network for Excellence in Teaching (NExT). These nationally normed surveys are administered

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Despite the positive enrollment increases at UAF and UAS, the total number of students enrolling in UA teacher preparation programs declined for the past four years (see table 8).

This decline mirrors the national downward trend in enrollment in teacher preparation programs.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Teachers	21%	21%	22%	24%	21%	22%
Principals	24%	28%	29%	33%	23%	25%

Source: Regional Educational Laboratory Northwest, "Educator Retention and Turnover under the Midnight Sun," (September 2019).

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demonstrate to prospective and current students the value and respect of a career in education. With generous funds from Margaret A. Cargill Foundation, the UAF School of Education developed the Alaska Future Teacher Space on the 7th floor of the Gruening Building adjacent to the School of Education faculty and advisor offices. This new collaborative learning space will be substantially completed by January 2021 and includes a multi-use classroom, a study lounge, and a renovated entry area totaling over 1900 square feet. When all students are able to return to campus, these spaces will be utilized for teaching early sequence teacher education courses, hosting School of Education meetings events, and facilitating cohort building for the Alaska Indigenous Teacher Corps.

V. Retention

Although helping to retain teachers in the state’s K-12 system is not one of UA’s immediate functions, the university has for several years supported Alaska’s early career teachers through the Alaska Statewide Mentoring Project. In addition, UA’s advanced programs and professional development support for in-service teachers serves to help with teacher retention. The following sections of the report provide a summary of this activity.

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In order to promote retention, recruitment and culturally responsive teaching, UAA joined with the superintendents from Bristol Bay Borough, Dillingham City, Lake and Peninsula Borough and Southwest Region School Districts to begin (Fall 2020) an innovative pilot project that combines traditional university course work with experiential learning. The experiential learning component of the program is designed by the superintendents, comprises 50% of the total credits of the degree and is offered at reduced tuition. In order to receive credit for the experiential learning component, teachers must complete three years with the district. Upon successful completion of the required coursework and the experiential learning piece, students are awarded the M. Ed. in Culturally Responsive Teaching. Seventeen students from these four districts were fully admitted to the program in the fall of 2020. Partner superintendents will use this graduate study opportunity as a recruitment tool again in 2021 and UAA will accept a second cohort of students. An evaluation of the program will begin in spring of 2021 and will include its impact on retention and evaluation.

VI. Changing World of Teacher Preparation

these areas is just beginning with recommendations to be made in spring 2021. An update on the progress of this work will be included with the report's presentation to the legislature

VIII. Summary

In 2016 UA identified teacher preparation as one of its two workforce areas with a Board of

Appendix A. Program Offerings in the UA Education Units

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	Language Ed ESL/ELL	P-B/Grad Cert	Yes		
Advanced Programs School Services/ Administration	Counseling	P-B/Grad Cert	X	Yes	
		M.Ed.	X	Yes	
	Ed Leadership (Principal)	P-B/Grad Cert	Yes		
		M.Ed.	Yes		Yes
	Superintendent	Non-Degree			Yes

Appendix B: Location and number of UA Teaching Interns for 2020-21

Community	Total
Anchorage	40
Bethel	6
Big Lake	1
Chugiak	2
Dillingham	1
Eagle River	2
	1
Elemendorf	1
Fairbanks	20
	1