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*Many Traditions One Alaska*

## **Teacher Education Plan for Alaska**

High-quality teachers in our classrooms are essential to Alaska's continuing prosperity. However, a clear roadmap for getting the teachers that we need into the classrooms where they are most needed is not available. Many groups have proposed simple and seemingly straightforward solutions for the very complex issues surrounding teacher education. The problem with simple straightforward solutions is that they are often wrong and occasionally disastrous. Solutions must be tailored to the unique needs and contexts of situation.

In line with Shaping Alaska's Future themes and in order to help meet Alaska's unique needs, the Deans of the Schools and College of Education at the University of Alaska have worked with their faculties to develop a plan that will meet some of Alaska's most pressing needs while improving the quality of Alaska teacher education. As is true with all documents, the plan is imperfect and will almost certainly need to be revised as we go forward. We envision the plan as a living document that will change and expand to meet needs identified by the rigorous external evaluation that the plan calls for, as well as priorities and needs identified by the UA Teacher Education Consortium (UATEC) and other entities.

The plan presented on the following pages consists of four broad goals:

- 1) A stable high-quality teaching faculty for Alaska's schools;
- 2) UA-wide collaboration in modeling student-centered learning;
- 3) Selectivity and rigor in Alaska teacher education;
- 4) Continuing alignment with Shaping Alaska's Future themes and effects.

Each goal is followed by a more specific initiative, a proposed timeline, a designation of responsibility, and identification of the resources that will be needed as an alignment with the Shaping Alaska's Future initiative. The plan is ambitious and will tax already thin resources. However, if we truly want to make a positive impact on Alaska's future, our resources can be no better spent than on helping to ensure high quality classrooms for our children.

## University of Alaska Plan for Revitalization of Teacher Education in Alaska

### GOALS:

- 1) A stable high-quality teaching faculty for Alaska's schools
- 2) UA-wide collaboration in modeling student-centered learning
- 3) Selectivity and rigor in Alaska teacher education
- 4) Continuing alignment with Shaping Alaska's Future themes and effects

Goal		Initiative	Phased Plan	Timeline	Persons Involved (Responsible)	Resources Needed & Source	Shaping Alaska's Future
A Stable High Quality Teaching Faculty for Alaska Schools	In line with Shaping Alaska's Future themes, increase the number of high quality teachers in Alaska's rural and remote districts.	UA Teacher Education programs will initiate a Para-professional teacher education program with an emphasis on preparing teachers for rural and remote school districts in Alaska.	UA teacher education faculty and deans will develop a program plan & shepherd it through the approval processes on campus and at the State level.	Planning meetings Summer and Fall of 2014.  Approval processes Spring 2015.  Implementation Fall of 2015.	SOE and COE faculty and staff.  Faculty Senate(s) Board of Regents State Board of Education	Faculty and Dean Travel  Statewide and SOE and COE budgets	<a href="#">Theme 1: Student Achievement and Attainment</a>
	Involve rural community partners in reducing teacher turnover.		A fair and equitable financial support program emphasizing shared responsibility will be developed.	May 2015	Vice President for Academics Dana Thomas	To be determined	<a href="#">Theme 1: Student Achievement and Attainment</a>
	Engage with statewide political leaders and Educational Advocacy groups through UA Teacher		Explore collaboration with Alaska's Regional Learning Centers and Native corporations for program support and efficiencies.	SOE and COE Deans meet with Jerry Covey and others in the Fall and Spring of 2014/15.	SOE and COE Deans Jerry Covey Others as needed.	Travel for face-to-face meetings at Regional Learning Centers	<a href="#">Theme 5: Accountability to the People of Alaska</a>
			District Superintendents will:	June 2015 and each Academic Year thereafter.	Alaska's superintendents in collaboration with the Deans of SOE and COE and	Non-applicable	<a href="#">Theme 2: Productive Partnerships with Alaska Schools.</a>

	Education Consortium (UATEC) and other entities.		<ul style="list-style-type: none"> <li>Nominate para-professionals for the program.</li> <li>Agree to support candidates in through one-to-one mentoring</li> </ul>		principals in their districts.		
		Increase opportunities for high school juniors and seniors to enter the university and qualify for teacher education programs.	Work with FEA and AKLN to offer support courses and programs to entice quality students into teacher education programs and to help ensure success once they are enrolled.	ED 122 Introduction to Education and ED 193 Paraprofessional training will be offered in the Fall of 2014. Incentive programs built into program and classes.	FEA Director Deans of SOE and COE AKLN Director DEED designee	FEA & AKLN funded	<b>Theme 2:</b> Productive Partnerships with Alaska Schools. <b>Theme 1:</b> Student Achievement and Attainment
				Each campus will work to get ED 122 approved on their campus and include it in their undergraduate teacher education programs.	SOE and COE faculty	Non-applicable	<b>Theme 1:</b> Student Achievement and Attainment
				A clear career teacher education pathway with options for dual credit enrollment will be developed during the 2014/15 academic year.	FEA Director Deans of SOE and COE AKLN Director DEED designee	AKLN funded	<b>Theme 1:</b> Student Achievement and Attainment
			Work with the Admissions team at each campus to develop	Program specific recruitment materials will be	Admissions team, public relations,	Faculty and staff time.	<b>Theme 1:</b> Student

		a focused recruitment of high school seniors into the teaching field.	developed and recruiting staff trained on the specifics of recruiting for teacher education in time for Spring 2015 recruiting trips.	faculty and deans at each campus.		Achievement and Attainment
	Agreements with universities outside Alaska that allow for targeted recruitment & training of pre-service teachers outside Alaska in the junior year of their teacher education program.	Work with ATP to identify accredited universities with excellent teacher education programs for inclusion in the project.	AY 2015	ATP and DEED staff, Deans of the Schools and College of Education in Alaska.	New Initiative  Funding sources will have to be identified.	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.  <b>Theme 5:</b> Accountability to the People of Alaska
		Develop and sign MOA agreements with identified universities.	AY 2015 and 2016	Deans from each campus.		
		Develop shared coursework for the project. (Most specifically, Alaska Studies and Multicultural Education).	AY 2016	Faculty from each of the UA campuses.		
		Develop procedures, guidelines and a student handbook specific to clinical practice and beginning teachers outside the state	AY 2016	Deans and faculty from each campus in Alaska and campuses outside Alaska who are participating in the project		
		Welcome first cohort of pre-service teachers to Alaska.	AY 2017	Deans and faculty from each UA campus		

	<b>Goal</b>	<b>Initiative</b>	<b>Phased Plan</b>	<b>Timeline</b>	<b>Persons Involved (Responsible)</b>	<b>Resources Needed &amp; Source</b>	<b>Shaping Alaska's Future</b>
Modeling Student-Centered Approaches	Ensure seamless transfers and student options in teacher education programs.	UA Teacher Education programs will align preparation programs in each content area to ensure a seamless transfer of teacher education credits.	SOE and COE faculty will work together under the direction of the 3 Deans to review program requirements and develop alignment tables that will be used to ensure that students in the same program at the same academic level can seamlessly transfer between or take courses from any campus and have it count toward their degree.	Program crosswalks and advising materials to be developed by July of 2015.	SOE and COE faculty and Deans.	Faculty & Dean travel 1 face-to-face meeting with additional audio meetings as needed.	<b>Theme 1:</b> Student Achievement and Attainment
		UA Teacher Education Consortium is an ongoing venue for inviting feedback from Alaska's education community, promoting innovation, and assessing results.	SOE and COE faculty will review their programs to ensure that all courses and program requirements align with State and National standards without being redundant.	Academic approval during the AY 2015/16 school year for inclusion in the 2016 Academic catalog at each campus.	SOE and COE faculty and Deans.	Faculty and Staff time	<b>Theme 1:</b> Student Achievement and Attainment
	Improve selectivity, rigor and innovation in UA teacher education programs.	All eligible teacher education programs will submit program data to professional organizations (SPAs) to ensure that content standards are being	Deans will continue to work with program coordinators to ensure that all data accurately reflect the program and are submitted on time.	February 15, 2015 (or) September 15, 2015  Program dependent	Program faculty SOE or COE Dean Institutional Research	SOE and COE Accreditation budgets.	<b>Theme 1:</b> Student Achievement and Attainment

		met by all UA teacher education programs.					
		Work with EED to revise state policy to reflect more rigorous standards and to align with CAEP standards.	SOE and COE Deans will work with EED staff on a plan for revising AK standards for increased rigor.	August 2015	SOE and COE Deans, EED staff and State Board of Education.	Staff time	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
			Draft for State Board approval a state partnership agreement with CAEP.	August 2015	SOE and COE Deans, EED staff and State Board of Education.	Staff time	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
		Initial teacher education programs will formally adopt the nationally validated Teacher Work Sample or a comparable program that guides teacher candidates thru: the study of contextual factors, setting learning goals, designing an assessment plan, data collection for decision making & reflection and self-evaluation. TWS will be a major piece of student assessment.	Each campus will decide if they wish to adopt the Teacher Work Sample (TWS) or a comparable program.  Each campus will plan their own implementation schedule.	AY 2015	SOE and COE Deans and faculty.	Faculty time and workshop (training) costs.	<b>Theme 1:</b> Student Achievement and Attainment

		Develop and formally adopt teacher candidacy criteria.	Students will be admitted to the University under the current open enrollment policy but must be formally admitted to teacher candidacy before taking methods courses or field work.	May 2015 for inclusion in the 2016 Academic catalog at each campus	SOE and COE Deans and faculty.	Faculty time in audio meetings	<b>Theme 1:</b> Student Achievement and Attainment
	<b>Goal</b>	<b>Initiative</b>	<b>Phased Plan</b>	<b>Timeline</b>	<b>Persons Involved (Responsible)</b>	<b>Resources Needed &amp; Source</b>	<b>Shaping Alaska's Future</b>
Selectivity & Rigor in Teacher Education	Recognizing that the clinical (practicum/student teaching or internship) experience is vital to excellence in teacher preparation, UA will ensure that our requirements and assessments are of the highest caliber.	UA Schools and College of Education will form a working group of administrators, faculty and P-12 personnel to review the existing procedures and requirements for students, P-12 cooperating teachers/mentors and university supervisors who are involved in a practicum, student teaching or internship requirement. The group will work to develop a common set of procedures, including compensation, for	Current clinical assessments will be evaluated and uniform assessments developed based on current Alaska Beginning Teacher Expectations.	AY 2015 and 2016	Working group members and SOE and COE Deans	Travel and Meeting costs for face-to-face. Audio meetings when for refinements.	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
			Compensation for co-operating teachers will be agreed upon and contract templates drawn up.	AY 2015 and 2016	Working group members and SOE and COE Deans	Statewide	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
			Procedures for identifying expert teachers and assigning student teachers to them will be agreed upon.	AY 2015 and 2016	Working group members and SOE and COE Deans		<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
			Working group representatives will present the plan that has been developed at the Superintendents Spring meeting.	Spring 2016	SOE and COE Deans		<b>Theme 2:</b> Productive Partnerships with Alaska Schools.



		clinical preparation of teacher candidates	MOAs will be signed between the University and Alaska's 54 school districts	In place for AY 2017	SOE and COE Deans & Superintendent Association Executive Director.	SOE and COE Dean's Executive Directors time.	<b>Theme 2:</b> Productive Partnerships with Alaska Schools.
Continuing alignment with Shaping Alaska's Future	Increase knowledge about and prestige of teaching as a profession.	UA Schools and College of Education will publish a rigorous electronic journal of peer reviewed research on teaching and teacher education.	SOE faculty outline structures and software for publishing an electronic journal of research.	In progress	SOE and COE faculty and Deans.	Faculty time	<b>Theme 4:</b> Research & Development (R&D) and Scholarship to Enhance Alaska Communities and Economic Growth.
			A group of SOE and COE faculty and Deans will outline procedures and guidelines for publication. An editorial board will be established.	The first journal will be published in the Spring semester 2016.	Editorial board made up of faculty.	Faculty time and Workload (service) credit.	
		A grant writing team made up of 3 faculty & 1 staff member will be appointed to actively seek shared grant opportunities then identify and support the appropriate faculty for participation.	Faculty will be appointed, staff position will rotate between campuses.	Academic year 2014/15	SOE and COE Deans, Faculty and Staff.	Faculty and Staff time. Workload credit (service).	<b>Theme 4:</b> Research & Development (R&D) and Scholarship to Enhance Alaska Communities and Economic Growth.
		UA Schools and College of Education will work with the public relations team at each campus and Statewide to develop a series of both print and electronic ads on teaching as a career.	Produce print and electronic ads and negotiate ad placements.	Ads will begin running in the Spring of 2015.	SOE and COE Deans and public relations teams.	Statewide funding	<b>Theme 2:</b> Productive Partnerships with Alaska Schools. (and) <b>Theme 3:</b> Productive Partnerships with Public

		Example: <a href="http://www.uas.alaska.edu/youtube-window/teach-ak-30.html">http://www.uas.alaska.edu/youtube-window/teach-ak-30.html</a>					Entities and Private Industries.
Document outcomes in line with Shaping Alaska's Future.	Produce and annual report of progress on each of the goals and initiatives outlined above including but not limited to: <ul style="list-style-type: none"><li>• Employment figures by content area;</li><li>• Common 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> year survey of graduates and employers.</li></ul>		Annually November BOR meetings and discussed bi-annually at UA Teacher Education Consortium meetings.	SOE and COE Deans and Provosts	External evaluator \$20,000 annually.	<b>Theme 5:</b> Accountability to the People of Alaska	

## Appendix A

### **University of Alaska's Teacher Education Plan: A Stable High Quality Teaching Faculty for Alaska's P-12 Schools**

Alaska needs more quality teachers for our K-12 schools. The problem is particularly acute in Alaska's rural and remote districts.

Alleviating the problem will require a multi-pronged approach involving areas and departments of the University. The approach we envision includes the recruitment of high school students into our programs, traditional and non-traditional teacher education programs, cohort programs for paraprofessionals and specific Alaska training for pre-service teachers in the lower 48 who may be interested in an Alaska teaching career.

We know that:

- On average from 2008-2012, about 64% of teachers hired by districts statewide were from outside Alaska.
- Among teachers with less than 10 years of experience, those who prepared to be teachers in Alaska have much lower turnover rates than those from outside of Alaska.
- Most—around 80%—of teachers who leave both urban and rural districts leave the Alaska school system entirely.
- Teachers prepared in Alaska are far more likely to work in urban than in rural districts.

Almost 90% of teachers in Alaska are White. Alaska Natives and American Indians continue to make up only about 5% of the teacher workforce (Alaska Teacher Turnover, Supply, and Demand: 2013 Highlights by Alexandra Hill and Diane Hirshberg).

Within the UA system, the program will be led by three Education faculty members—one each at UAA, UAF, and UAS. Together, they will have full responsibility for coordinated instruction, advising, and program development and management. They will also develop and implement a Rural Alaska teacher mentor program—comprised of a select group of eight experienced rural and indigenous Alaskan teachers. These individuals, who will work part-time as mentor teachers, will be called on to work closely with the paraprofessionals in their home communities and also provide practical instruction during the annual intensive seminar. The program will also have a statewide advisory council made up of distinguished rural educators, superintendents, representatives from the Alaska Department of Education and Early Development, and other stakeholders. Importantly, the three collaborating universities will contract with external experts who will provide ongoing evaluation and assessment of the program, and recommendations about incorporating improvements and best practices.

### Traditional Teacher Education Programs

UA currently has traditional programs for B.A. and MAT students. The proposed Teacher Education plan calls for review and alignment of curriculum for greater efficiencies. All programs will be reviewed as outlined in the UA Teacher Education Plan to help ensure student success.

### Recruitment of Students for Initial Certification in Teacher Education

Future Educators for Alaska (*career pathway and incentive program, please see appendix 2*)

Program Specific Recruitment of Alaska high school seniors into teacher education

Program Specific Recruitment of lower 48 high school seniors into teacher education

**A Stable High Quality Teaching Faculty for Alaska's P-12 Schools**

### Recruitment of Pre-service teachers for Alaska

Agreements with universities outside Alaska that allow for targeted recruitment & training of pre-service teachers outside Alaska in their junior year. Working as a teacher in Alaska – particularly rural and remote Alaska – is nothing like teaching in the lower 48. Alaska has opportunities, and challenges teachers don't find elsewhere. Agreements with outside universities would allow us to prepare teachers ahead of time for a successful experience in Alaska schools. While allowing our partner schools to more successfully place their teacher candidates for employment. We would anticipate the agreements including coursework, clinical experience in Alaska and structured mentoring for their first two years on the job.

## Appendix B: Future Teachers for Alaska

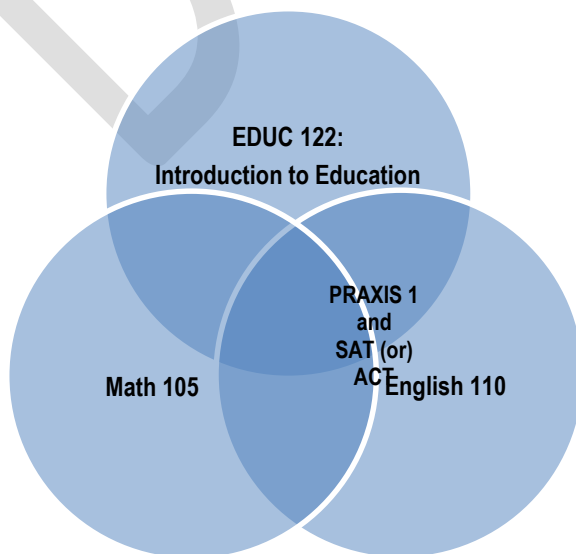
Future Educators of Alaska (FEA) is a statewide collaborative effort to inspire Alaska Native K-12 students to become teachers and administrators. It is administered within the UA Statewide Academic Affairs Office of K-12 Outreach, in partnership with Alaska Teacher Placement and the Alaska Native Education Association. The FEA program is patterned after the National Future Educators Association operated by Phi Delta Kappa International. With over 1,000 chapters across the world, their mission is to provide students with the opportunities to explore careers in education. FEA is unique in that it has culture-based FEA club activities from the five major cultural regions of Alaska.

FEA was developed in 2003 as a result of five rural educator forums co-hosted by the Alaska Teacher Placement (ATP) program at the University of Alaska. The common theme that emerged from forum discussions was the need to grow our own teachers. As a follow-up to these forums, ATP, in partnership with the Alaska Federation of Natives and three rural school districts, applied for and received funds from the US Department of Education to establish the statewide program (formerly Future Teachers of Alaska).

In 2012, the Alaska Department of Education and Early Development awarded FEA a Carl Perkins Career and Technical Education grant to further support FEA program efforts to build career pathways for students interested in education careers. Through this grant, and with additional support from the University of Alaska Technical Vocational Education Program, FEA gained recognition as Alaska's seventh Career and Technical Student Organization. *(Text taken from the FEA website)*

Although the FEA curriculum was developed in collaboration with UAA, UAF, UAS and K-12 teachers, the collaborations since that time have not been strong. The UA Schools and Colleges of Education will work with FEA Statewide staff and K-12 educators to make the high school pathway to success explicit and to ensure that students who want to be teachers are appropriately prepared for a rigorous college experience. Courses would be offered through Alaska's Learning Network (AKLN). The model we have in mind is represented in the graphic below.

### High School Pathway for Success in Teacher Education







# Alaska Statewide Mentor Project

The Alaska Statewide Mentor Project supports teachers early in their careers by matching them with mentors who have years of experience teaching in Alaska schools.



Mentors work full time and undergo intensive yearlong training. Their support to first- and second-year teachers is based on state standards and best practices for classroom instruction. Mentors assist in the development of individualized professional growth plans to help new teachers respond to the diverse academic needs and cultural backgrounds of all students.



## 2013-14 School Year in-Brief

- 236 participating schools in 39 urban & rural school districts
- 42 mentors serving 516 Early Career Teachers
- 71 spec. ed. ECTS matched with 10 spec. ed. certified mentors

## Effects of Mentoring

- Improving ECT retention rate
- In 2012-13, 81% retention rate of ASMP-mentored ECTs
- In rural context: 67% avg. with no ASMP vs. 77% avg. with ASMP for new teachers, over eight years (2004-2012)
- ASMP-mentored special education ECTs, matched with granted funded spec ed. mentors: 87.5% (from 2012-13 to 2013-14)

www.AlaskaMentorProject.org  
(907) 450-8400 ph. (907) 450-8401 fax





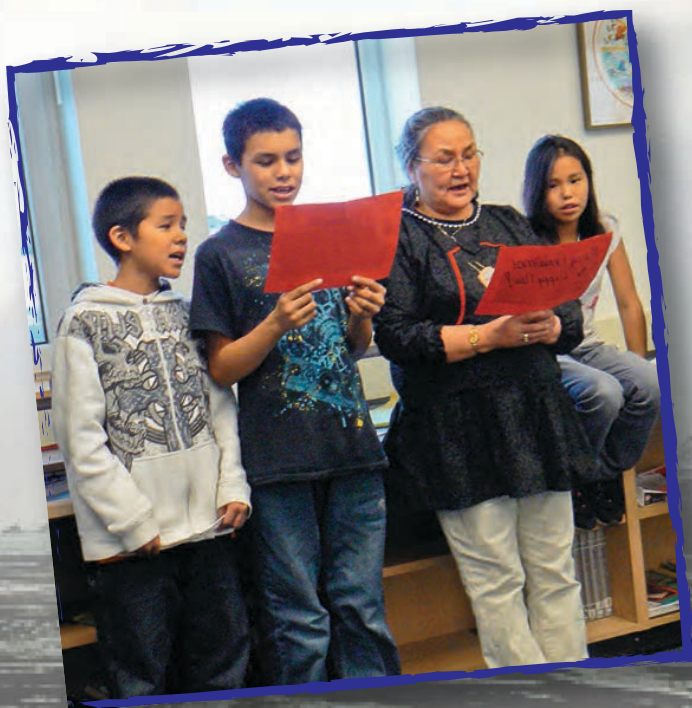


DISCOVERING • LEARNING • TEACHING • LIVING

Alaska Teacher Placement has served as the statewide education job clearinghouse for filling job vacancies in Alaska school districts for 35 years.

To match teachers with their dream jobs throughout Alaska, ATP hosts annual job fairs, live chats, online forums, Facebook pages, and a YouTube channel.

Detailed information about teacher certification requirements, and living and working in rural and urban schools, is free to educators on the ATP website, along with an iCommunity of experienced educators willing to lend support.



**2014 Recruiting Year ATP Supported:**

- 600+ Registered Candidates
- 10,000 Applicants through online application
- 100% of Alaska School Districts (53) in placing educators in schools.

**Upcoming 2014-15 School Year:**

ATP will be visiting schools of education across the nation to share information with interns and graduating educators

[atp@email.alaska.edu](mailto:atp@email.alaska.edu)

[www.AlaskaTeacher.org](http://www.AlaskaTeacher.org)

(907) 450-8400 ph. (907) 450-8401 fax



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[www.FutureEducatorsAlaska.org](http://www.FutureEducatorsAlaska.org)



**Future Educators of Alaska (FEA)** seeks to address the critical shortage of Alaska Native and locally grown educators in our state. FEA is designed to encourage middle and high school students in rural Alaska to pursue careers in education. The program supports after school clubs, online dual-credit courses, career-focused competitions, and Academies on University of Alaska (UA) campuses.

The UA Statewide K-12 Outreach Office has partnered with rural school districts, the Alaska Native Education Association, UA schools and colleges of education and others to make this culturally grounded education program a success for more than a decade.

#### **2013-2014 School Year Highlights:**

- 10 participating school districts
- Nearly 300 students enrolled in FEA clubs
- 50+ high school juniors and seniors earned credits applicable to education degrees
- 42 students competed in educator-focused competitions at the Career and Technical Student Organization Conference
- 47 students participated in the 11th annual FEA Academy



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## Council for the Accreditation of Educator Preparation Standards

<p style="text-align: center;"><b>Standard 1:</b> <b>CONTENT AND PEDAGOGICAL KNOWLEDGE</b></p> <p><b>Standard:</b> <i>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</i></p>	
<b>Candidate Knowledge, Skills, and Professional Dispositions</b>	
1.1	Candidates demonstrate an understanding of the 10 InTASC standards <a href="#">at the appropriate progression level(s)</a> in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
<b>Provider Responsibilities</b>	
1.2	Providers ensure that <a href="#">completers use research and evidence</a> to develop an understanding of the teaching profession and use both to <a href="#">measure their P-12 students' progress and their own professional practice</a> .
1.3	Providers ensure that <a href="#">completers apply content and pedagogical knowledge as reflected in outcome assessments</a> in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4	Providers ensure that completers <a href="#">demonstrate skills and commitment</a> that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5	Providers ensure that <a href="#">completers model and apply technology standards</a> as they design, implement and assess learning experiences <a href="#">to engage students</a> and <a href="#">improve learning</a> ; and <a href="#">enrich professional practice</a> .
<p style="text-align: center;"><b>Standard 2:</b> <b>CLINICAL PARTNERSHIPS AND PRACTICE</b></p> <p><b>Standard:</b> <i>The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.</i></p>	
<b>Partnerships for Clinical Preparation</b>	
2.1	<a href="#">Partners co-construct</a> mutually beneficial P-12 school and community arrangements, <a href="#">including technology-based collaborations</a> , for clinical preparation and <a href="#">share responsibility</a> for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish <a href="#">mutually agreeable expectations for candidate entry, preparation, and exit</a> ; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and <a href="#">share accountability for candidate outcomes</a> .
<b>Clinical Educators</b>	
2.2	<a href="#">Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.</a> In collaboration

	with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.
<b>Clinical Experiences</b>	
2.3	The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
<b>Standard 3:</b> <b>CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY</b>	
<b>Standard:</b> The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.	
<b>Plan for Recruitment of Diverse Candidates who Meet Employment Needs</b>	
3.1	The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.
<b>Admission Standards Indicate That Candidates Have High Academic Achievement And Ability</b>	
3.2	<p>The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is in the top 50 percent from 2016-2017;</li> <li><input type="checkbox"/> is in the top 40 percent of the distribution from 2018-2019; and</li> <li><input type="checkbox"/> is in the top 33 percent of the distribution by 2020.</li> </ul>
<b>Additional Selectivity Factors</b>	
3.3	Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching
<b>Selectivity During Preparation</b>	
3.4	The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the

	ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
<b>Selection At Completion</b>	
3.5	Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.
3.6	Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results
<b>Standard 4:</b> <b>PROGRAM IMPACT</b> <i><b>Standard:</b> The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.</i>	
<b>Impact on P-12 Student Learning and Development</b>	
4.1	The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
<b>Indicators of Teaching Effectiveness</b>	
4.2	The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
<b>Satisfaction of Employers</b>	
4.3.	The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.
<b>Satisfaction of Completers</b>	
4.4	The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.
<b>Standard 5:</b> <b>PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT</b> <i>The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</i>	
<b>Quality and Strategic Evaluation</b>	

5.1	The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. <a href="#">Evidence demonstrates that the provider satisfies all CAEP standards.</a>
5.2	The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that <a href="#">interpretations of data are valid and consistent.</a>
<b>Continuous Improvement</b>	
5.3.	The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, <a href="#">tests innovations and the effects of selection criteria on subsequent progress and completion</a> , and uses results to improve program elements and processes.
5.4.	<a href="#">Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.</a>
5.5.	<a href="#">The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.</a>

### **InTASC standards**

- Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



# UAA Center for Alaska Education Policy Research UNIVERSITY of ALASKA ANCHORAGE

## ALASKA NATIVE-FOCUSED TEACHER PREPARATION PROGRAMS

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### Introduction

In Alaska, 80% of rural students are Alaska Native. But fewer than 5% of Alaska's certified teachers are Alaska Native, and 74% of teachers hired by Alaska's public schools come from outside the state. Teachers new to rural Alaska typically remain on the job just one or two years.

Since 1970, there have been numerous teacher certification programs intended to bring more Alaska Natives and rural residents into classrooms. Many community and education leaders believe rural schools could benefit from having more such teachers, because they would likely stay on the job longer, be more familiar with their students' communities and cultures, and provide more powerful role models for Alaska Native students.

The share of rural teachers who are Alaska Natives or rural residents remains small, but efforts to increase their numbers continue. The programs offered in the past few decades have provided important lessons about how to successfully recruit and prepare Alaska Native and rural-resident teachers. But these lessons are not well documented or consistently used in Alaska's current teacher certification programs.

In this brief, we take a first step toward summarizing the contributions of these programs by describing them, their graduates, and key lessons learned. This brief does not discuss current efforts at the University of Alaska to increase the number of Alaska Native and rural-resident teachers graduating from regular

teacher preparation programs. But it's important to recognize that all three UA campuses enroll Alaska Native teacher candidates in their regular programs, and all include distance-delivered programs, in an effort to recruit and better meet the needs of teacher candidates from rural communities.

### Alaska Native-Focused Programs

Table 1 lists the Alaska Native-focused teacher preparation programs initiated since 1970, their sources of funding, the number of graduates, and their current status. Several are continuing, but others have been discontinued; a number were supported by federal funding, and lasted only as long as the federal funding lasted.

In addition to those programs, the Lower Kuskokwim District has since the 1980s budgeted funds for both Yup'ik language teachers and other paraprofessionals to earn teacher certification with all expenses paid. Over 60 Alaska Native teachers have been certified with district support. Some graduated from the programs we have studied; others completed regular teacher education programs at the University of Alaska or elsewhere.

### What have we learned?

We interviewed students, directors, and faculty of ten past and current rural and distance teacher preparation programs that targeted Alaska Natives from 1970 to the present. As of early 2014, 172 Alaska Native teachers had graduated from these programs. Themes emerged from our interviews in recruitment, program delivery, and program sustainability.

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### ***Recruitment***

All the rural and distance delivery programs we looked at focused on Alaska Native students, but some also included non-Native students. Several programs were designed to prepare adults who already had bachelor's degrees in some other field to become teachers. The requirement that participants already hold a bachelor's degree greatly limited the pool of potential candidates. Other programs allowed students to complete their degrees as part of the program—but in those programs, students often took a long time to earn their degrees. Those delays happened for many reasons, including the fact that many participants were adult students balancing family, employment, subsistence, and community obligations with school.

These challenges continue to hold true for ongoing programs. Not all rural Alaska adults who already have bachelor's degrees want to move into the teaching profession. And adults who are interested in obtaining a bachelor's degree in education often have other obligations—as noted above—that keep them from taking a full-time course load and completing their teacher preparation program in four years.

### ***Program Content and Delivery***

All teacher preparation programs have to meet the Alaska Department of Education & Early Development's requirements. But programs we studied had various approaches to preparing their students for teaching in rural and Alaska Native communities. The Alaska Rural Teacher Training Corps (ARTTC), the Cross-Cultural Education Program (X-CED), and the Chevak Teacher Education Initiative developed new curriculum related to local and cultural issues. The Alaska Native Teacher Preparation Program enrolled students in the existing teacher preparation program at the University of Alaska Fairbanks. The director of that program told us that incorporating Alaska Native perspectives and pedagogies into the core of UAF's elementary and secondary program coursework would have benefited all students.

Most programs we examined used a mix of distance and face-to-face delivery methods, periodically bringing teacher candidates together for short intensive courses and providing the remainder of instruction via teleconference or online. For example, in the now-discontinued ARTTC/X-CED and Rural Educator Preparation Partnership (REPP) programs, teacher candidates and faculty met face-to-face at the beginning of the year, and each candidate was assigned a faculty member to provide academic and financial advising throughout the program. In the REPP program, a faculty member was responsible for all the REPP participants in a given region and helped to prevent or address any difficulties that might affect candidates' academic progress or financial well-being. Regional meetings also helped maintain communications.

The ongoing Chevak Teacher Education Initiative brings faculty to the community during the academic year, and sends students to the University of Alaska Anchorage for summer intensives. By contrast, the now-discontinued Alaska Transition in Teaching (AKT2) program provided little face-to-face contact between students and advisors, but had team-developed distance-delivery courses that did not have to be delivered by a university-based program, thanks to changes in teacher certification regulations and statutes.

Our informants told us that intensive support for teacher candidates is critical for success. For example, the Praxis I test (a test of general knowledge, adopted by the Alaska Department of Education & Early Development in 1998) has been a barrier to teacher certification for many rural teacher candidates.

Past participants in the Rural Alaska Native Adult (RANA) and Chevak programs received extra support to prepare for the test; they took a Praxis I pre-test and received instruction in areas where they needed improvement. They also had the opportunity to retake the test several times if needed, with additional coaching.

<b>Table 1. Program funding, years of operation and current status.</b>					
Program	Funding	All Cert.	Natives Cert.	Years	Current Status
UAF: Alaska Rural Teacher Training Corps (ARTTC)  UAF: Cross-Cultural Education (X-CED) Program	Both ARTTC & X-CED were funded by Fed. Teacher Corps, Career Op. Program, PL 874, Johnson O'Malley, State of AK	101	67	1970-1990	ARTTC became X-CED in 1974  X-CED became Center for Cross-Cultural Studies in 1978
UAF: Rural Educator Preparation Partnership (REPP)	US Department of Education, Office of Indian Ed	116	23	1995-2006	Discontinued
APU: Rural AK Native Adult (RANA)	US Department of Education		34	1999-2011	On Hold
UAS: Preparing Indigenous Teachers & Admin. for Alaska's Schools (PITAAS)	US Department of Education, Alaska Native Education Equity Program	32	12	2000-Present	Continuing
UAS: B.Ed. Distance Elementary	General Funds	70	16	2003-2013	Continuing
Ak EED: Alaska Transition to Teaching (AKT2)	US Department of Education	46	1	2007-2013	Discontinued
UAF: Alaska Native Teacher Preparation Program (ANTPP)	US Department of Education, Office of Indian Education	19	19	2008-2012	Discontinued
UAA: Chevak Teacher Education Initiative	Private Funding, Grants	12	12	2010-present	Continuing
UAS: Village Teacher Grant Program	US Department of Education, Office of Indian Education	27	27	2011-Present	Continuing

In many of the rural teacher preparation programs, directors acted as the liaison between faculty and students and worked to maintain communications that were sometimes difficult, given the distances. Teacher candidates in such programs told us that being able to stay in their home community, with their support system intact—rather than moving to Anchorage or Fairbanks while going to school—helped them complete their teacher certification program.

### ***Program Sustainability***

Sustainability has been a challenge for all the programs we reviewed. Most of these initia-

tives did not become permanent or self-sustaining, either because continuing funding was not available when the initial grants ended, or because of political decisions to close them.

But now, momentum toward developing more sustainable efforts is building in the University of Alaska system. A continuing issue is that providing sufficient levels of academic, social, and fiscal support to rural students is expensive. For programs targeting rural and Alaska Native students to be successful and sustainable, significant and ongoing investment of resources will be needed.



## Conclusion

From 1970 to 2014 (44 years), 172 Alaska Natives—or about 4 per year—earned teacher certification through the programs we reviewed. At that rate, the programs could never produce enough new rural-resident and Alaska Native teachers to increase their representation in Alaska’s rural schools. And several of those programs have now been discontinued.

But the programs described in this brief provide insight into ways of meeting the challenges of bringing more Alaska Native and rural-resident teachers into the state’s classrooms. Success will require several kinds of efforts.

### *Access*

- Expanded and improved distance and hybrid delivery models would let teacher candidates stay in their home communities for at least part of their teacher preparation.
- Cost has been a barrier, especially for older students with families. The Alaska Performance Scholarship will help those straight out of high school, but older students may need other financial supports.

### *Academics*

- University programs should use curricula that are place-based and infused with traditional Alaska Native knowledge, and support development of additional materials.
- University faculty should learn about, honor and incorporate Native ways of teaching and learning.

### *Student support*

- The university should provide intensive advising in academics, finances, and negotiating the university system.
- Support to pass the Praxis (or other required tests) can be key to insuring that stu-

dents finish their programs and become certified teachers.

- Improved student support would benefit all students.

Involving a wide range of stakeholders—including not only K-12 administrators but also Elders, Alaska Native leaders, and rural community residents—could help improve the success of teacher preparation programs focused on rural and Alaska Native students. The programs with the most graduates—ARTTC and X-CED—involved Alaska Native communities as stakeholders. Community involvement can be key in both recruiting and retaining high-quality teachers. Elders, parents, and community leaders can identify and support Alaska Natives interested in becoming teachers.

Some of these elements are already in place in the University of Alaska system. The College of Rural and Community Development (CRCD) at UAF includes rural campuses and several centers focused on cross-cultural and distance education. UAA and UAS also have community campuses in rural communities. With this support structure, rural students can begin their college experience in rural hubs and benefit from the growing number of courses and programs offered by distance.

All three campuses have ongoing efforts to recruit and prepare Alaska Native teachers, and the University of Alaska’s teacher education programs committed to advancing that work in the 2011 Teacher Education Plan. Their efforts include incorporating Native-based content and pedagogy into teacher education programs and providing student support services. As this work moves forward, we hope it builds on lessons from past efforts, to create the best possible programs for increasing the number of Alaska Native teachers.

The Center for Alaska Education Policy Research conducts non-partisan research on policy issues around educational access, equity and excellence in the Alaska context, across early childhood, primary and secondary, higher and adult education. More detailed information about each of the 10 programs included in this report is available on our website: <http://www.iser.uaa.alaska.edu/CAEPR>