



Teacher Education Plan 2011

Progress Report September 2011

This document summarizes progress to date in implementing the UA Teacher Education Plan 2011 as presented to the Board of Regents by UA provosts and deans of education (dated January 20, 2011).

GOAL 1: RECRUIT, RETAIN, AND GRADUATE MORE STUDENTS IN EDUCATION PARTICULARLY ALASKA RESIDENTS

ACTIONS FROM 2011 PLAN:

- 1) Expand recruitment, retention, and completion efforts
- 2) Expand recruitment, retention, and completion efforts for under-represented minorities
- 3) Endorse Alaska educator loan repayment and incentive programs

SEPTEMBER 2011 UPDATE:

The goal of increasing the total number of graduates in all Education programs by 4 percent annually has been exceeded in AY2010-11: The increase is 14 percent (2010=415, 2011=474)

The goal of increasing under-represented minority graduates in all Education programs by 4 percent annually has been exceeded in AY2010-11: The increase is 34 percent (2010=47, 2011=63). The average annual increase between AY06 and AY11 is 12.5%.

EXAMPLES OF MAU PROGRESS:

- UAA: Increased outreach to high schools plus expanded recruiting and advising in community campuses; Chevak Project designed to increase numbers of Alaska Native certified staff, integrate western and traditional ways of knowing, and identify replicable elements for innovative certification program; Targeted recruitment of teachers into Graduate Certificate in Language: Teaching English to Speakers of Other Languages; Alaska Educational Innovations Network partnership with 8 districts, to provide on-going standards-based renewal.
- UAF: Expanded recruitment of majors beyond Education and those with interests in Special Education; Alaska Native Teacher Preparation Project increased support to 20 students (AY09-11); 40 candidates from under-represented populations completed degrees & certificates leading to licensure; specialized program in Fairbanks to promote para-professionals from under-represented populations toward teaching and counseling.
- UAS: New faculty member in Special Education hired in Fall 2011; student recruitment and retention specialist being hired; PITAAS grant renewed focusing on increasing Alaska Native teachers; Alaska Native faculty member taking lead in working with Future Educators for Alaska; New DOE Village Educator Grant will expand teacher graduates in SE Alaska; expanding outreach and recruitment to UAS students in Arts & Sciences; faculty piloting after-school program to involve teacher candidates to undertake service learning with middle school students

CROSS-MAU COLLABORATION:

- Education units at all three MAUs are jointly developing a dual-credit pathway from secondary to post-secondary levels for high school juniors and seniors considering becoming teachers; An common entry-level Introduction to Education course will be available across Alaska.
- Leadership met with DEED staff and with ACPE in August-Sept 2011 to explore further collaboration, data sharing, and alignment of loan/scholarship/grant opportunities.
- All three UA Education units endorse loan repayment and incentive programs that encourage students to become educators in Alaska.

GOAL 2: INCREASE PROGRAM ACCESS THROUGH MULTIPLE DELIVERY METHODS

ACTIONS FROM 2011 PLAN:

- 1) Increase and improve delivery options
- 2) Invest in instructional technology and professional development
- 3) Establish the Alaska Education Consortium
- 4) Increase alternative routes to licensure

SEPTEMBER 2011 UPDATE:

The goal of having at least 50 percent of all AY11-12 education courses at each campus accessible to non-traditional students (or those residing outside of metropolitan areas) is achieved. Details are listed below under Examples of MAU Progress.

Provosts and Education deans met with DEED staff in August to consider options for creating the Alaska Education Consortium, including possible alignment with the existing Teacher Quality Working Group. Since August it has become clear that this alignment would not be appropriate. Provosts and Education deans are now examining an alternative arrangement to begin in Fall 2011.

DEED has provided Provosts and Education deans with an overview of existing state alternative certification processes. The Center for Alaska Educational Policy Research is producing a white paper summarizing this and other alternative approaches to certification, both in Alaska and nationally.

EXAMPLES OF MAU PROGRESS:

- UAA: At graduate level, 82% of programs available through e-Learning—includes MAT, M.Ed in Early Childhood Education, Special Education, Educational Leadership, Special Education Administration plus graduate certificates in Educational Leadership, Language Education, and Special Education; Consultations taking place about creating Alaska Education Consortium focusing on Fall 2011 implementation; UAA Chevak Program provides alternative model for pursuing licensure; College has a fulltime technology person who provides support for faculty offering e-Learning and for ongoing general support.
- UAF: All courses in programs leading to teacher or counselor licensure are accessible via e-Learning (with exception of two required in Counseling); Graduate Department added a comprehensive exam as capstone option; Approximately 50% of courses now use ElluminateLive (improvement over previous audioconference offerings) and 35% use some form of videoconferencing; video observation of distant interns is now standard practice; Selected new courses being offered via asynchronous modalities.
- UAS: Faculty designing and planning delivery of new undergraduate programs in Special Education and Early Childhood Education; e-Learning options are offered for all teacher education programs; Train the Trainer model and iTeach workshops used to enhance existing e-Learning offerings; Summer intensive program options offered regularly in MAT (elementary and secondary), Reading, and Educational Leadership; PITAAS Program offers alternative model for pursuing licensure.

CROSS-MAU COLLABORATION:

- Education deans and Provosts met on August 11-12 in Juneau to coordinate implementation of Teacher Education Plan. Meeting included Department of Education and Early Development (DEED) staff to examine existing partnerships, need for data sharing, prospective organization of Alaska Education Consortium, and options for alternative licensure.
- MAUs sharing information and data about specialized programs in place that use proven cohort models to support Alaska Native students seeking teacher licensure.
- Center for Alaska Educational Policy Research (CAEPR) preparing White Paper on existing programs for alternative licensure in Alaska and examining national practices for such programs.

GOAL 3: ENHANCE EDUCATOR PREPARATION PROGRAMS IN HIGH DEMAND JOB AREAS, PARTICULARLY SPECIAL EDUCATION AND MATH AND SCIENCE TEACHING

ACTIONS FROM 2011 PLAN:

- 1) Improve data on the demand for teachers with specific credentials
- 2) Increase recruitment into Alaska high demand teaching job areas
- 3) Collaborate with external entities to increase recruitment into and completion of education programs in Alaska high demand job areas
- 4) Collaborate to strengthen Special Education programs
- 5) Collaborate with colleagues in UA academic disciplines to align program offerings in high demand job areas

SEPTEMBER 2011 UPDATE:

Education deans, UA Statewide, and Center for Alaska Educational Policy Research are collaborating in preparation of the SB241 report to the Alaska State Legislature about demand for teachers with specific credentials and UA performance in meeting state needs.

Education deans and faculty are working with Future Educators of Alaska to develop a new model for recruiting secondary students into teaching fields and enabling them to complete some teacher preparation course work and Praxis I preparation while in high school.

Education deans and faculty are strengthening Special Education programs and offerings at the MAU level (see below). They are working across MAUs to align course titles and numbers.

EXAMPLES OF MAU PROGRESS:

- UAA: Faculty working with Future Educators of Alaska to recruit and support those interested in future math and science teaching; new Introduction to Teaching course now offered in local high schools; efforts underway to Recruit more Arts and Sciences graduates into teaching professions; faculty using intensive advising and e-Learning tools to promote increased rates of graduation; faculty working with Anchorage School District to develop an 80% tuition reimbursement program for certificated teachers working toward Special Education endorsement; faculty working with UAA Engineering and external stakeholder to make science teaching more attractive to female students; faculty beginning an Initial Certification in Special Education
- UAF: Faculty continue to work with Fairbanks North Star Borough School District in implementing Teacher Internship and Placement Program (TIPP); faculty and staff recruit at campus and community events; faculty are collaborating with academic colleagues to develop undergraduate minors in English, Mathematics, and General Science to promote pathways into Education; Graduate faculty developing a program in English as a Second Language.
- UAS: Dean, faculty, and external stakeholders are moving forward with development of a B.A.-level teacher education program in Special Education—stakeholders include three school districts, DEED, Department of Labor and Workforce Development, Alaska Association of School Administrators, and Governor's Council on Disabilities; faculty beginning work on an articulated 5th year degree program for Arts and Sciences students in high demand areas.

CROSS-MAU COLLABORATION:

- All three Special Education programs within UA have developed a matrix that shows the overlap of course titles across the MAUs as a step toward improved alignment.
- UA Education units, in concert with UA Statewide, continue to compile and maintain a listing of bridging and college preparation programs across Alaska, to include those that provide future educator experiences.
- All three UA Education units are collaborating on improving, analyzing, and evaluating data about Alaska's demand for educators with specific credentials. This effort includes engagement with UA's Institute of Social and Economic Research and its Center for Alaska Education Policy Research (CAEPR), the University's K-12 Outreach Program, and the State of Alaska Department of Education and Early Development. The University annually produces the SB241 report to the Legislature about teacher education in the state.

GOAL 4: CONDUCT RESEARCH TO IDENTIFY CAUSES AND PROPOSE SOLUTIONS FOR EDUCATION CHALLENGES IN ALASKA

ACTIONS FROM 2011 PLAN:

- 1) Increase UA education faculty research capacity

SEPTEMBER 2011 UPDATE:

Continued development of the Center for Alaska Education Policy Research Center (CAEPR) includes availability of mini-grants to faculty conducting research on educational challenges in Alaska.

An online journal focusing on Alaska education research and policy topics is planned for AY12-13. The journal will disseminate research findings that help identify causes and propose solutions for educational challenges in Alaska.

EXAMPLES OF MAU PROGRESS:

- UAA: Created a new Office of Research within the College of Education; individual faculty members are conducting research regarding education issues in Alaska (e.g. drop-out rates for Native students, autism intervention); additional travel monies available to faculty presenting research at national and international conferences; College of Education has been invited to participate in the Carnegie Project on the Education Doctorate.
- UAF: School of Education provides internal research funds for new faculty involved with research; the School awards workload units to new faculty to promote faculty development, and to senior faculty who mentor new faculty; two faculty members were recipients of CAEPR mini grants; individual faculty members are engaged in various research projects (e.g., validity of Praxis I scores for Alaska Native candidates, teaching math in a cultural context); internal travel funds are available for faculty presenting at state, national, or international conferences.
- UAS: Research amongst Education faculty at UAS is a modest part of faculty workloads but UAS faculty anticipate further engagement with research once statewide priorities are clarified.

CROSS-MAU COLLABORATION:

- Faculty at all three MAUs endorse sustainable funding for Center for Alaska Education Policy Research (CAEPR) as a means of coordinating education research across the state and identifying solutions for educational challenges. CAEPR, situated within UAA's Institute of Social and Economic Research, enhances decision-making by policymakers, education professionals, and the public through collaborative, interdisciplinary research, analysis, and dissemination. The center 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.
- Education leadership is discussing next steps in producing an online Alaska education journal that will involve faculty from all three units in focusing on current research, best practices, and opportunities for continuing innovation in meeting Alaska's educational needs.

