Teacher Education Presentation

Charge: Review options for reducing cost and increasing performance via consolidation at one campus, two campuses or three campus models.

Goals: Produce 60% of teacher hires by 2020, 90% by 2025.

August 17, 2016

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Team Members

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Key Stakeholders

- Students
- Mentors
- School Districts
- Alaska State Department of Education
- Alaska Native Groups
- Staff
- Legislature
- Faculty

Options

1. One Dean Model (Three Schools)
2. One Dean One College Model (One School)
3. Formal Consortium Model (Three Schools)
4. Specialization Model (Two or Three Schools)

Strategies that can be implemented regardless of model

   a. Integration of Place Based- Indigenous Education
   b. PK-20 Integrative Collaboration and Professional Development Schools
   c. Unified Recruitment Strategies & Public Campaign to Promote the Teaching Professions

Option 1: One Dean Model (Three Schools)

Each the three Schools of Education maintain their independence while reporting to one Dean of Education

Pros

1. All Dean functions go through one office.
2. Allows for more streamlined decision making and implementation.
3. Programs will become more aligned.
4. Community and legislative support.
5. Increased clarity for stakeholders and partners.
6. Dean facilitates a development process so that there is a single statewide program, with multiple delivery options for degree programs (early childhood, elem., secondary, special ed., adv. programs)

Cons

1. Decreased personal contact to Dean at all levels.
2. Accreditation concerns.

Option 2: One Dean One College Model (One School)

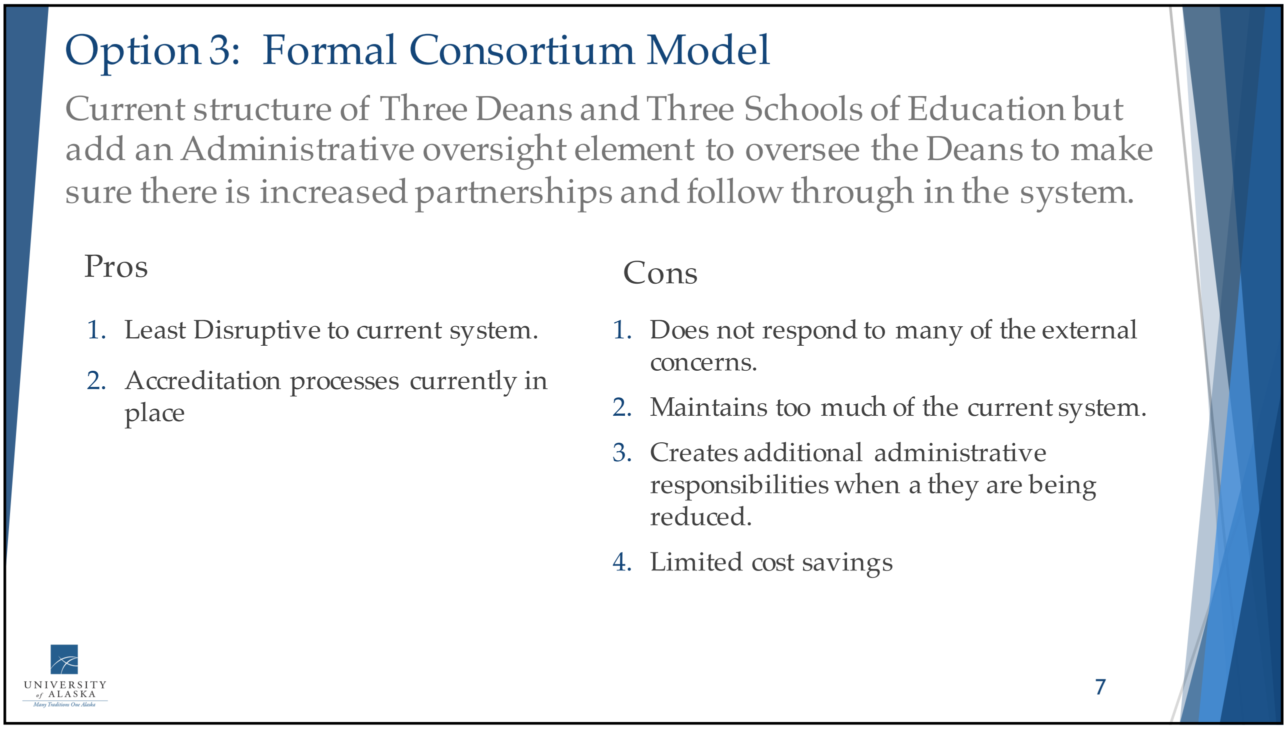
Dean of Education presides over one College of education.

Pros

1. One College of Education e.g., Nursing Program at UAA supporting programs on other campuses.
2. All Dean functions go through one office.
3. Allows for more streamlined decision making and implementation.
4. Single Catalog
5. Community and legislative support.
6. Increased clarity for stakeholders and partners

Cons

1. Decreased personal contact to Dean at all levels.
2. Accreditation concerns are largest in this model.
3. Largest organizational changes.
4. Will require greatest faculty adjustment.
5. Tenure and workload alignment will be required.



Option 3: Formal Consortium Model

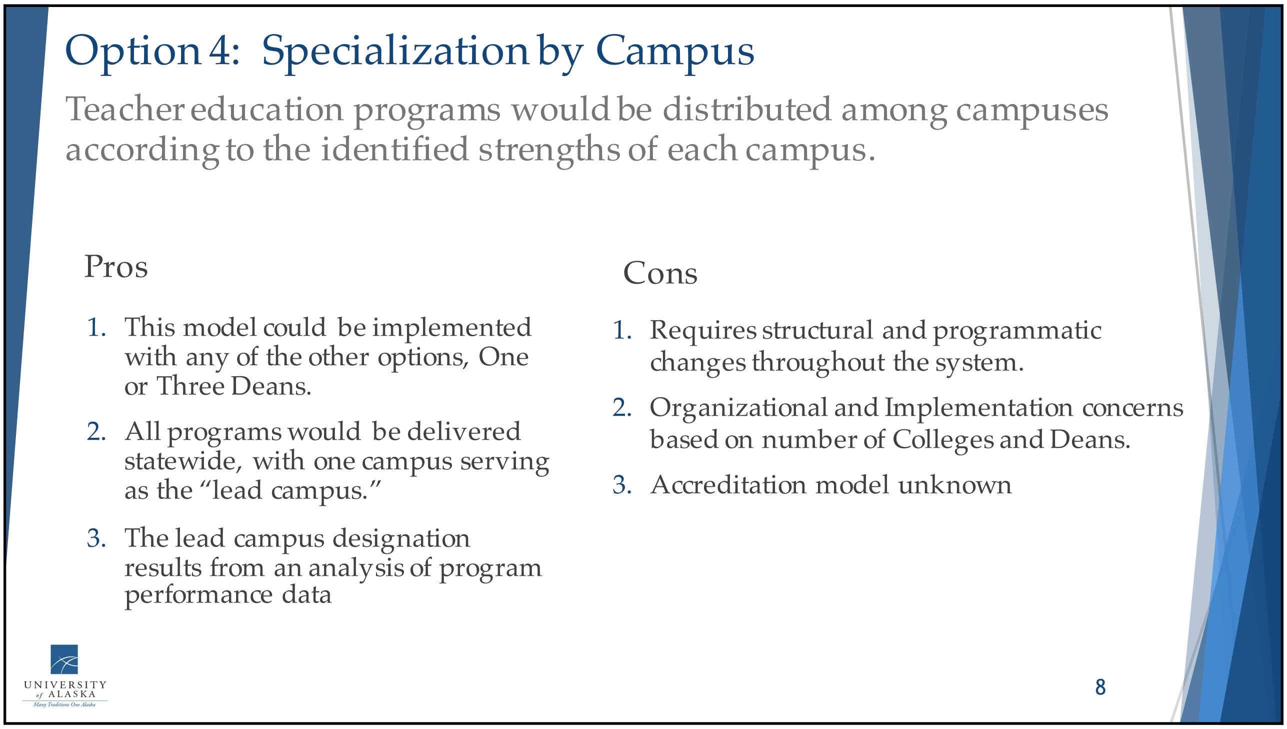
Current structure of Three Deans and Three Schools of Education but add an Administrative oversight element to oversee the Deans to make sure there is increased partnerships and follow through in the system.

Pros

1. Least Disruptive to current system.
2. Accreditation processes currently in place

Cons

1. Does not respond to many of the external concerns.
2. Maintains too much of the current system.
3. Creates additional administrative responsibilities when a they are being reduced.
4. Limited cost savings



Option 4: Specialization by Campus

Teacher education programs would be distributed among campuses according to the identified strengths of each campus.

Pros

1. This model could be implemented with any of the other options, One or Three Deans.
2. All programs would be delivered statewide, with one campus serving as the "lead campus."
3. The lead campus designation results from an analysis of program performance data

Cons

1. Requires structural and programmatic changes throughout the system.
2. Organizational and Implementation concerns based on number of Colleges and Deans.
3. Accreditation model unknown

Other Opportunities for Change

Strategies that can be implemented regardless of model

a. Integration of Place Based- Indigenous Education
b. PK-20 Integrative Collaboration and Professional Development Schools
c. Unified Recruitment Strategies Integration of Place Based- Indigenous Education

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Integration of Place Based- Indigenous Education

Pros

1. Responds to needs of stakeholders
2. Increases consistency among programs
3. Students will see us as culturally responsive
4. Directly addresses the needs of our state and native students
5. Provides model for P-12 teaching
6. Connecting vitally important issues for Alaska School Districts
7. Addresses each campus mission

Cons

1. Potential to do in superficial way
2. Faculty thinking they are doing well here
3. Hard to measure how we are doing
4. Current model builds false expectation
5. Lack of understanding of what this option is and how it is to be delivered
6. Alaska cultural standards are underutilized in current model
7. Current model weak on future educator program

(Continued on the next page)

Integration of Place Based- Indigenous Education

Pros

8. UA will be seen as a leader in this space of Integration of Place Based- Indigenous Education
9. Address where the highest teacher turnover is occurring
10. Improves student performance in the lowest performing school districts
11. Will provide systemic enhancement in offering this approach to educators
12. Culturally responsive teaching is a core belief that will drive the development and alignment of programs
13. Increases opportunities for fundraising
14. Creates opportunities for collaboration across our system
15. Helps us grow our own throughout the education system

Cons

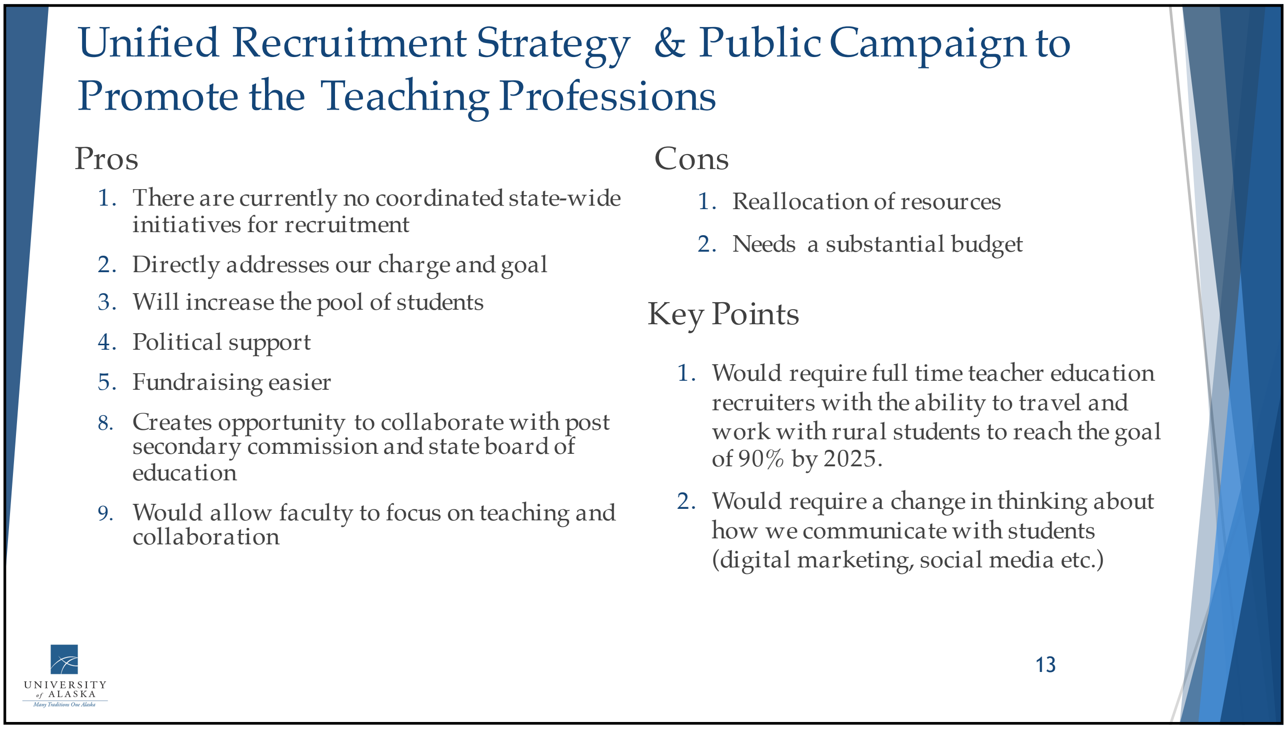
PK-20 Integrative Collaboration and Professional Development Schools

Pros

1. We have not done this well in Alaska it is a real opportunity today
2. Turnover lower for employed teachers in rural settings
3. Politics are very supportive of this, as interns are leaving program with skills needed to succeed
4. Mentor teachers benefit from tighter alignment with UA
5. Evidence based approach to teacher education
6. Would tighten the feedback cycle to drive program development
7. Addresses the goal directly to increase enrollment
8. Over time, an established PD school will help UA to build a pipeline of education leaders and faculty
9. Streamlines the student teacher placement process with a single UA process

Cons

1. Requires initial investment
2. Concentrating on just a few schools could miss other potentially great mentors in a PD model
3. Initially time intensive
4. Supervision by university faculty requirement per accreditation
5. Program design must be very good to attract good mentors



Unified Recruitment Strategy & Public Campaign to Promote the Teaching Professions

Pros

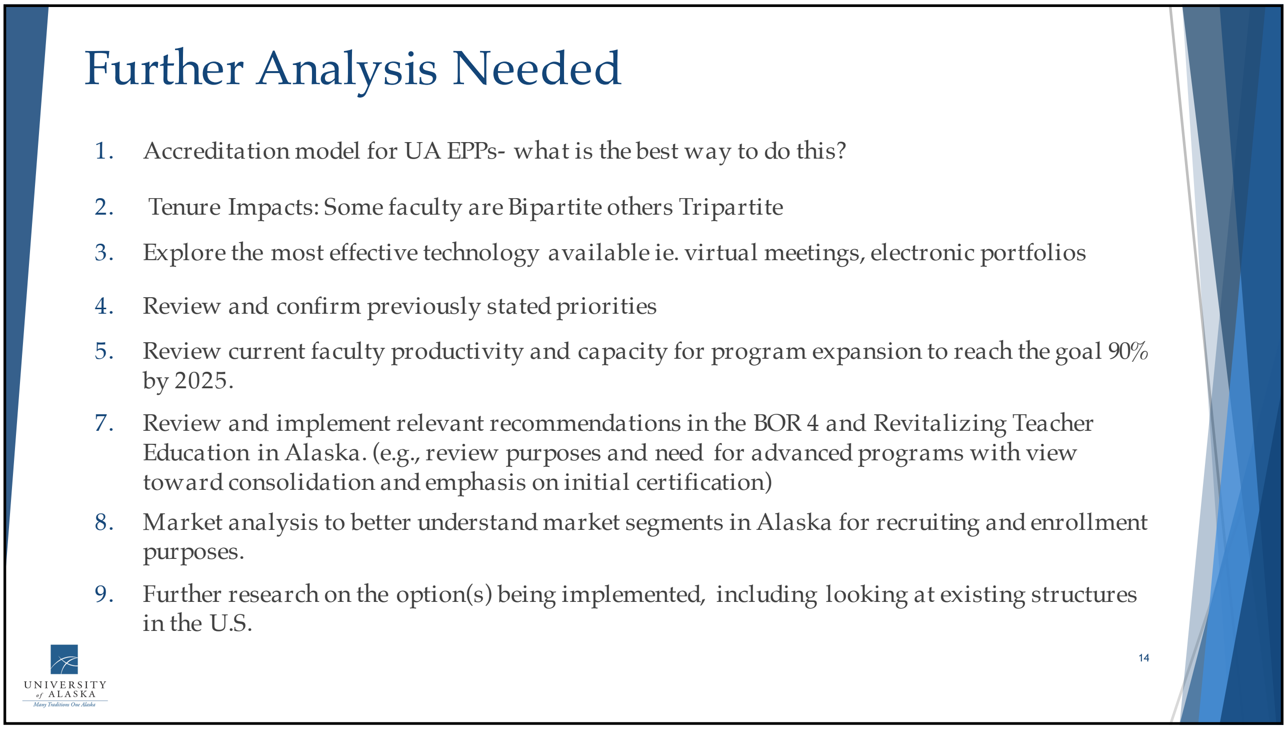
1. There are currently no coordinated state-wide initiatives for recruitment
2. Directly addresses our charge and goal
3. Will increase the pool of students
4. Political support
5. Fundraising easier
8. Creates opportunity to collaborate with post secondary commission and state board of education
9. Would allow faculty to focus on teaching and collaboration

Cons

1. Reallocation of resources
2. Needs a substantial budget

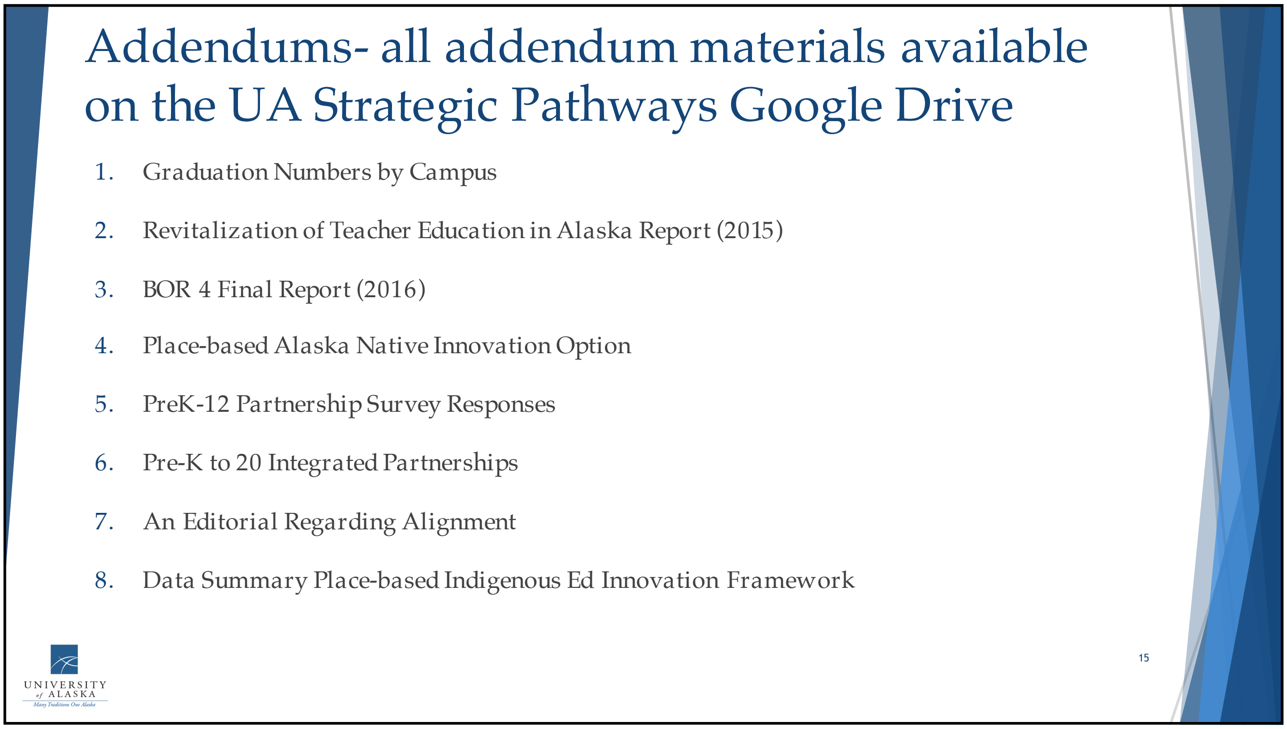
Key Points

1. Would require full time teacher education recruiters with the ability to travel and work with rural students to reach the goal of 90% by 2025.
2. Would require a change in thinking about how we communicate with students (digital marketing, social media etc.)



Further Analysis Needed

1. Accreditation model for UA EPPs- what is the best way to do this?
2. Tenure Impacts: Some faculty are Bipartite others Tripartite
3. Explore the most effective technology available ie. virtual meetings, electronic portfolios
4. Review and confirm previously stated priorities
5. Review current faculty productivity and capacity for program expansion to reach the goal 90% by 2025.
7. Review and implement relevant recommendations in the BOR 4 and Revitalizing Teacher Education in Alaska. (e.g., review purposes and need for advanced programs with view toward consolidation and emphasis on initial certification)
8. Market analysis to better understand market segments in Alaska for recruiting and enrollment purposes.
9. Further research on the option(s) being implemented, including looking at existing structures in the U.S.



Addendums- all addendum materials available on the UA Strategic Pathways Google Drive

1. Graduation Numbers by Campus
2. Revitalization of Teacher Education in Alaska Report (2015)
3. BOR 4 Final Report (2016)
4. Place-based Alaska Native Innovation Option
5. PreK-12 Partnership Survey Responses
6. Pre-K to 20 Integrated Partnerships
7. An Editorial Regarding Alignment
8. Data Summary Place-based Indigenous Ed Innovation Framework

Teacher Education Report

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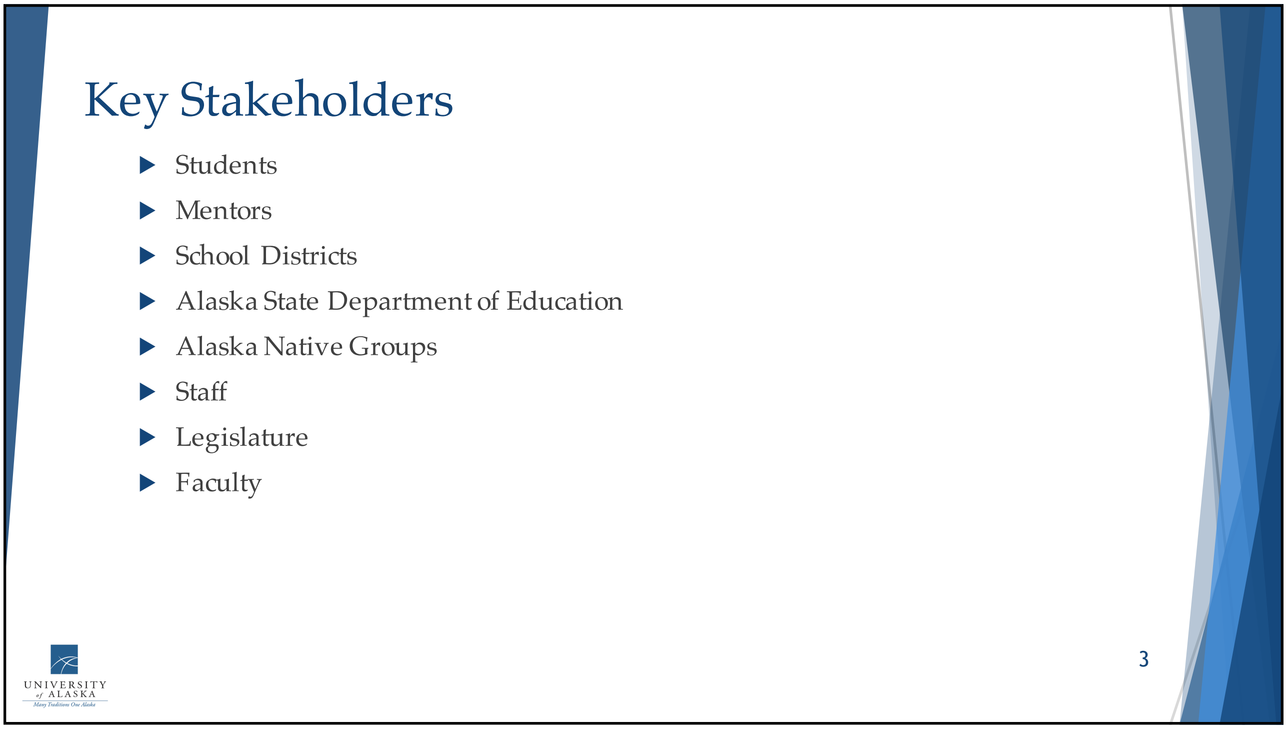

Key Stakeholders

- Students
- Mentors
- School Districts
- Alaska State Department of Education
- Alaska Native Groups
- Staff
- Legislature
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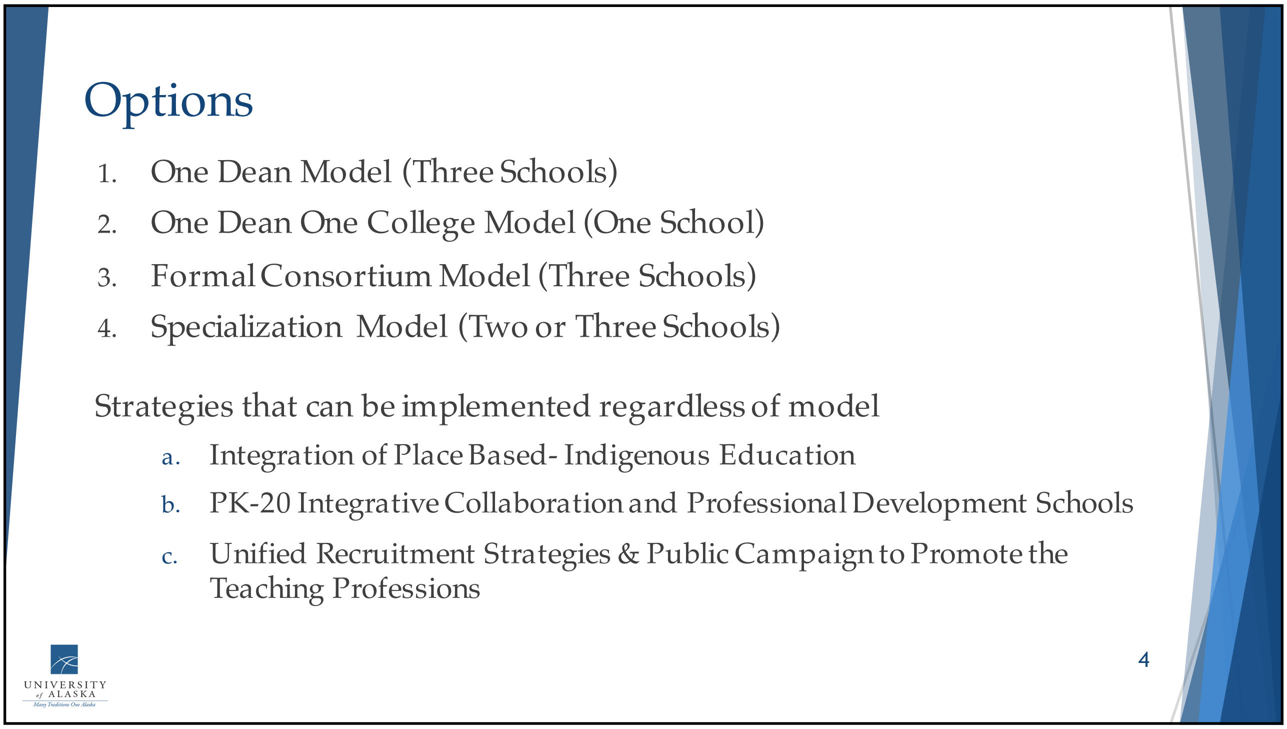


Options

1. One Dean Model (Three Schools)
2. One Dean One College Model (One School)
3. Formal Consortium Model (Three Schools)
4. Specialization Model (Two or Three Schools)

Strategies that can be implemented regardless of model

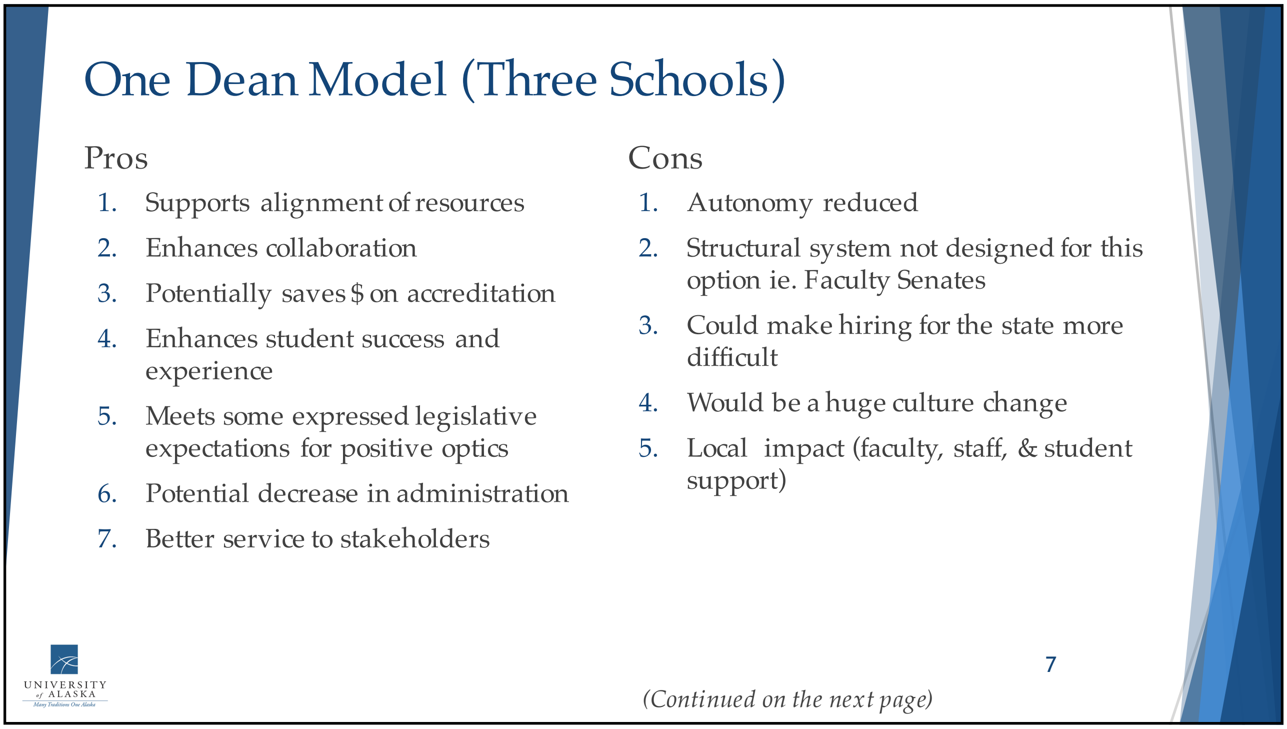
a. Integration of Place Based- Indigenous Education
b. PK-20 Integrative Collaboration and Professional Development Schools
c. Unified Recruitment Strategies & Public Campaign to Promote the Teaching Professions

Option 1 – One Dean Model (Three Schools)

Each of the three Schools of Education maintain their independence while reporting to one Dean of Education.

One Dean Model (Three Schools) - Key Elements

1. One dean shared across 3 schools / colleges of Education
2. Dean oversees all curriculum, program, faculty and staff decisions.
3. Each campus has their own faculty.
4. Tenure and promotion decisions are local.
5. Dean facilitates a development process so that there is a single statewide program, with multiple delivery options for degree programs (early childhood, elem., secondary, special ed., adv. programs)



One Dean Model (Three Schools)

Pros

1. Supports alignment of resources
2. Enhances collaboration
3. Potentially saves $ on accreditation
4. Enhances student success and experience
5. Meets some expressed legislative expectations for positive optics
6. Potential decrease in administration
7. Better service to stakeholders

Cons

1. Autonomy reduced
2. Structural system not designed for this option ie. Faculty Senates
3. Could make hiring for the state more difficult
4. Would be a huge culture change
5. Local impact (faculty, staff, & student support)

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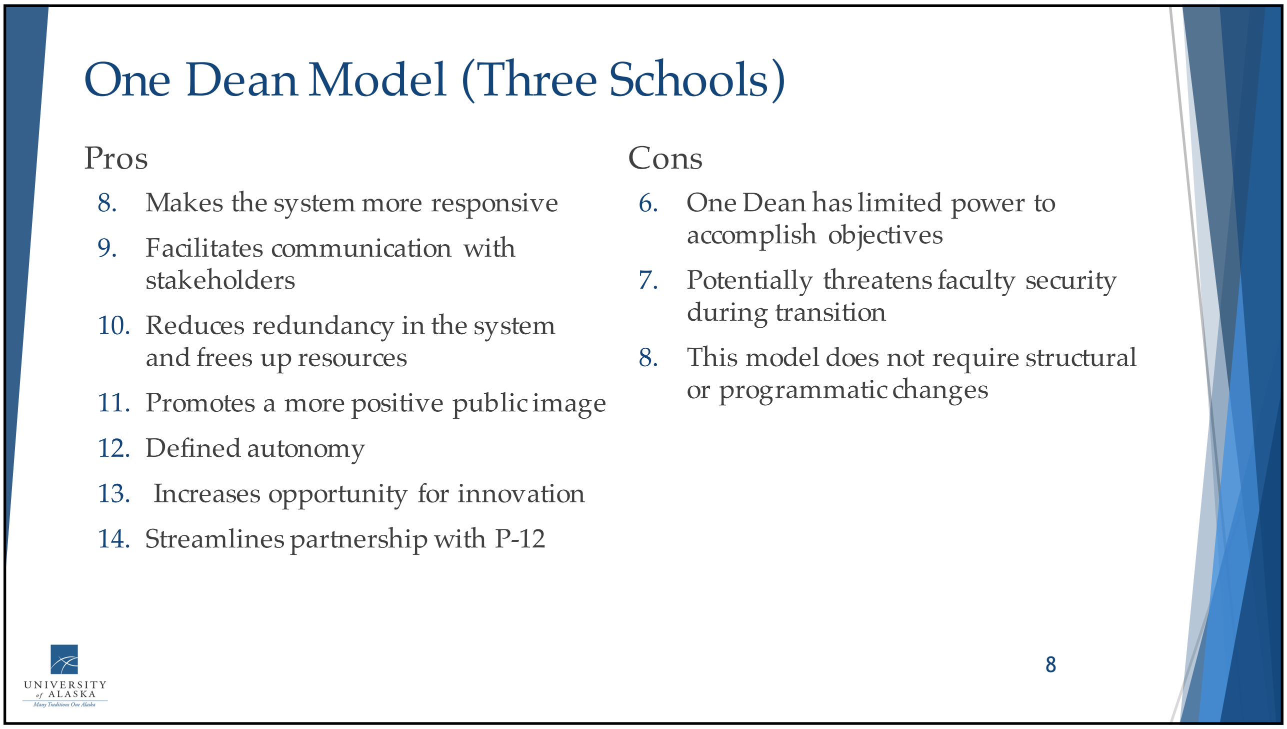

One Dean Model (Three Schools)

Pros

8. Makes the system more responsive
9. Facilitates communication with stakeholders
10. Reduces redundancy in the system and frees up resources
11. Promotes a more positive public image
12. Defined autonomy
13. Increases opportunity for innovation
14. Streamlines partnership with P-12

Cons

6. One Dean has limited power to accomplish objectives
7. Potentially threatens faculty security during transition
8. This model does not require structural or programmatic changes

Option 2 – One Dean One College Model (One School)

One Dean with the Schools of Education merging.

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One Dean One College Model (One School) - Key Elements

1. One College of Education e.g., Nursing Program at UAA supporting programs on other campuses.
2. A standardized set of programs offered from one campus and available and offered statewide either on-line, face-to-face or as a hybrid.
3. Assuming local administration to replace Deans.
4. Single Catalog

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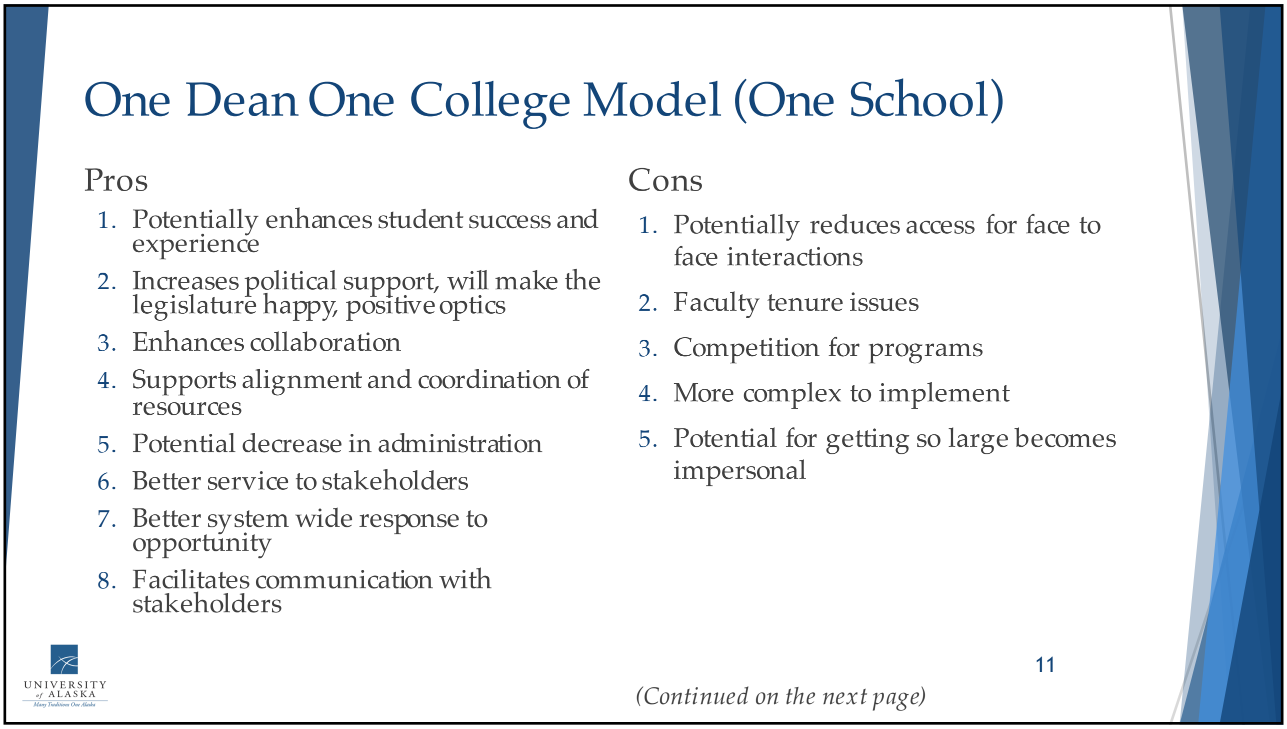

One Dean One College Model (One School)

Pros

1. Potentially enhances student success and experience
2. Increases political support, will make the legislature happy, positive optics
3. Enhances collaboration
4. Supports alignment and coordination of resources
5. Potential decrease in administration
6. Better service to stakeholders
7. Better system wide response to opportunity
8. Facilitates communication with stakeholders

Cons

1. Potentially reduces access for face to face interactions
2. Faculty tenure issues
3. Competition for programs
4. More complex to implement
5. Potential for getting so large becomes impersonal

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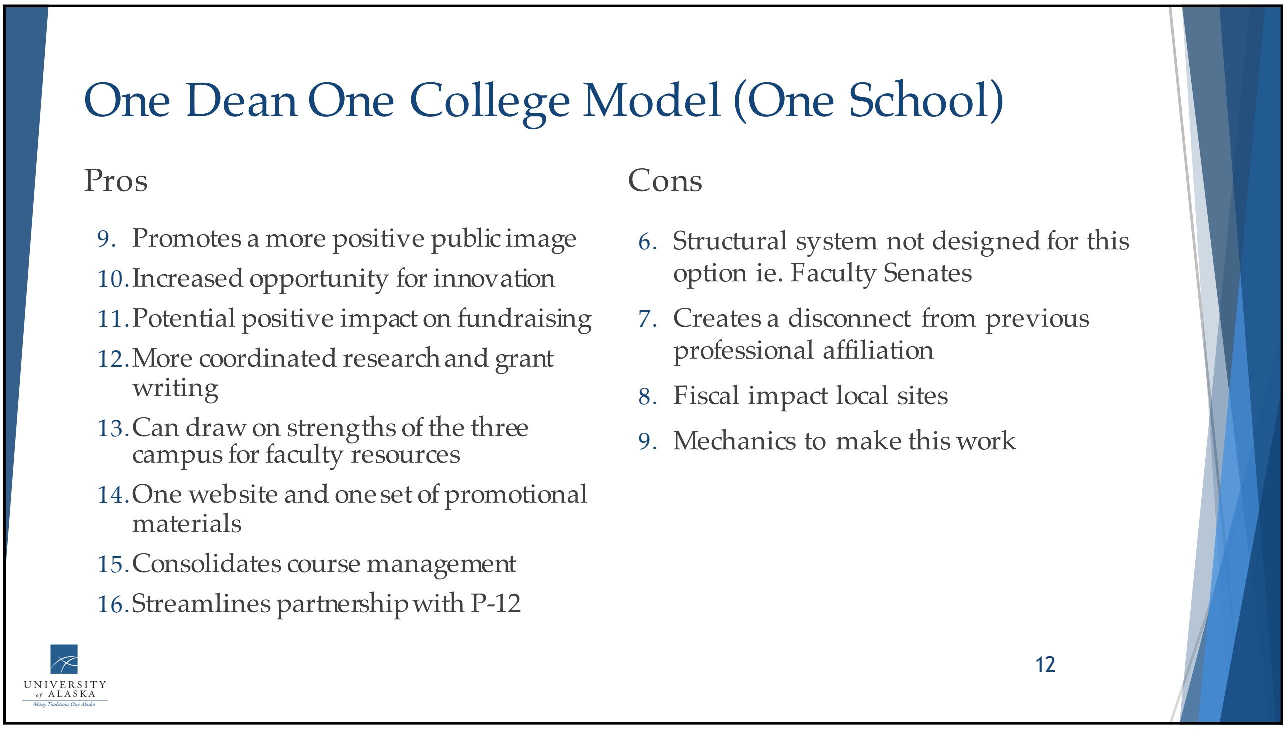

One Dean One College Model (One School)

Pros

9. Promotes a more positive public image
10. Increased opportunity for innovation
11. Potential positive impact on fundraising
12. More coordinated research and grant writing
13. Can draw on strengths of the three campus for faculty resources
14. One website and one set of promotional materials
15. Consolidates course management
16. Streamlines partnership with P-12

Cons

6. Structural system not designed for this option ie. Faculty Senates
7. Creates a disconnect from previous professional affiliation
8. Fiscal impact local sites
9. Mechanics to make this work

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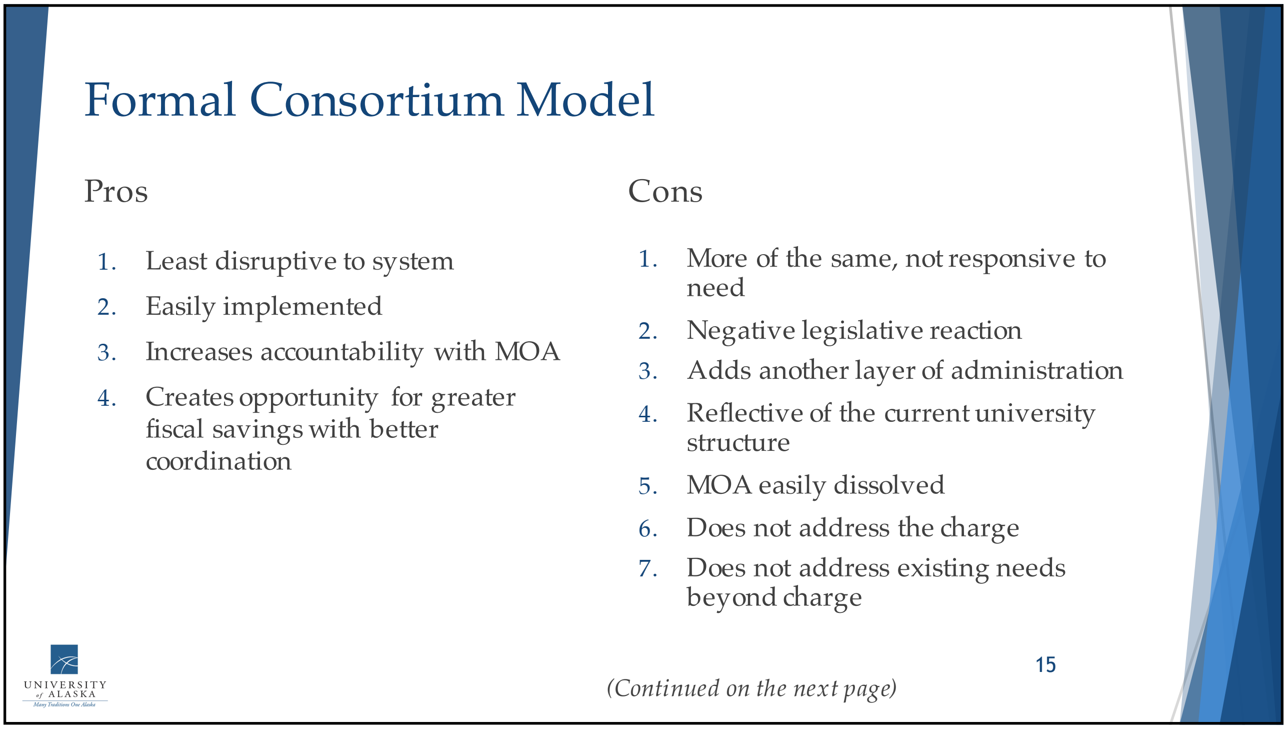
Option 3 – Formal Consortium Model

Current structure of Three Deans and Three Schools of Education with administrative oversight of the agreement to ensure there is increased partnerships and follow through in the system.

Formal Consortium Model - Key Elements

1. Administrative oversight to ensure follow through and progress. For example, an additional administrator, a rotating Provost or a committee of Provost.
2. Formal binding MOA needed to facilitate
3. Relies on professional collaboration among faculty and administrators on each campus



Formal Consortium Model

Pros

1. Least disruptive to system
2. Easily implemented
3. Increases accountability with MOA
4. Creates opportunity for greater fiscal savings with better coordination

Cons

1. More of the same, not responsive to need
2. Negative legislative reaction
3. Adds another layer of administration
4. Reflective of the current university structure
5. MOA easily dissolved
6. Does not address the charge
7. Does not address existing needs beyond charge

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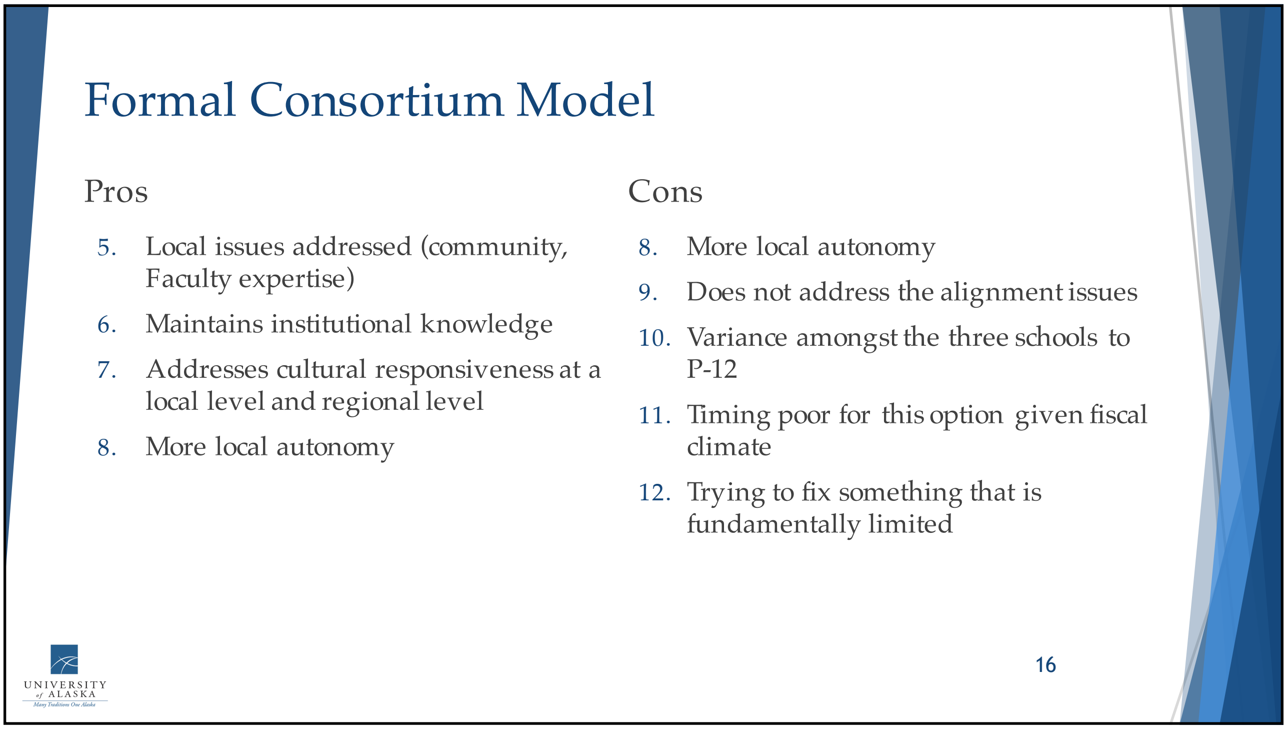

Formal Consortium Model

Pros

5. Local issues addressed (community, Faculty expertise)
6. Maintains institutional knowledge
7. Addresses cultural responsiveness at a local level and regional level
8. More local autonomy

Cons

8. More local autonomy
9. Does not address the alignment issues
10. Variance amongst the three schools to P-12
11. Timing poor for this option given fiscal climate
12. Trying to fix something that is fundamentally limited

Option 4 – Specialization by Campus

Teacher education programs would be distributed among campuses according to the identified strengths of each campus. All programs would be delivered statewide.

Specialization by Campus - Key Elements

1. This model could be implemented with any of the three other options.
2. Requires structural and programmatic changes throughout the system.
3. All programs would be delivered statewide, with one campus serving as the "lead campus."
4. Allows for multiple coordinated delivery options: online, face to face, hybrid.
5. The lead campus designation results from an analysis of program performance data.
6. Examples for Specialization:
   A. Two Schools (initial licensure, advanced programs)
   B. Three Schools (initial licensure, advanced, doctoral)
   C. Three Schools (initial licensure, advanced, professional development)

Specialization by Campus

Pros

1. Can increase quality of program
2. Relatively easy to implement
3. More collaboration
4. Addresses alignment issues
5. More cost effective
6. Faculty recruitment
7. More opportunities for innovation
8. Could enhance opportunities for distance education

Cons

1. Increases reliance on distance education
2. Could lead to fewer face to face opportunities
3. Initially most complex model to implement
4. Needs alignment between instructional costs, tuition revenue and faculty supervision

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Specialization by Campus

Pros

9. Potential for more robust programs at specific sites
10. Easier accreditation
11. Support ability to focus resources on center of excellence
12. Eliminates redundancy
13. Builds on strengths of each campus
14. Helps Alaska grow it's own education leaders

Cons

Other Opportunities for Change

Strategies that can be implemented regardless of model

a. Integration of Place Based- Indigenous Education
b. PK-20 Integrative Collaboration and Professional Development Schools
c. Unified Recruitment Strategies Integration of Place Based- Indigenous Education

Integration of Place Based- Indigenous Education

Pros

1. Responds to needs of stakeholders
2. Increases consistency among programs
3. Students will see us as culturally responsive
4. Directly addresses the needs of our state and native students
5. Provides model for P-12 teaching
6. Connecting vitally important issues for Alaska School Districts
7. Addresses each campus mission

Cons

1. Potential to do in superficial way
2. Faculty thinking they are doing well here
3. Hard to measure how we are doing
4. Current model builds false expectation
5. Lack of understanding of what this option is and how it is to be delivered

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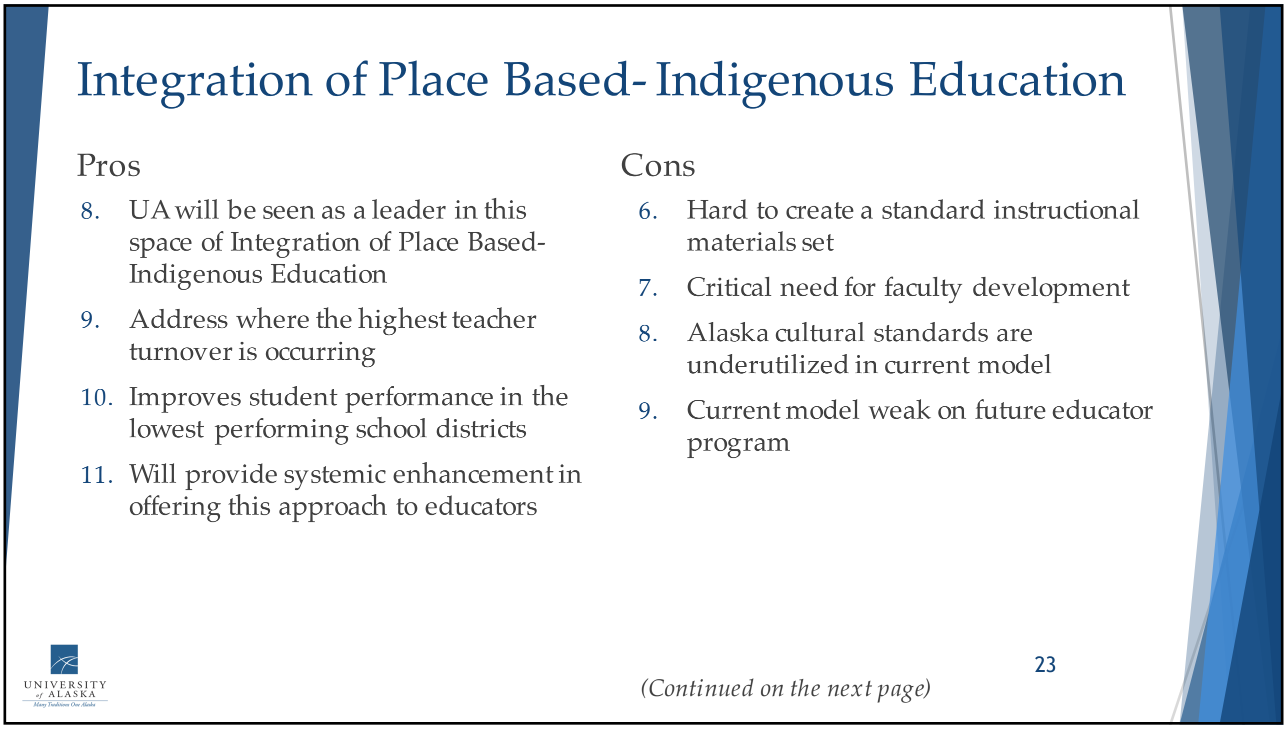

Integration of Place Based- Indigenous Education

Pros

8. UA will be seen as a leader in this space of Integration of Place Based-Indigenous Education
9. Address where the highest teacher turnover is occurring
10. Improves student performance in the lowest performing school districts
11. Will provide systemic enhancement in offering this approach to educators

Cons

6. Hard to create a standard instructional materials set
7. Critical need for faculty development
8. Alaska cultural standards are underutilized in current model
9. Current model weak on future educator program

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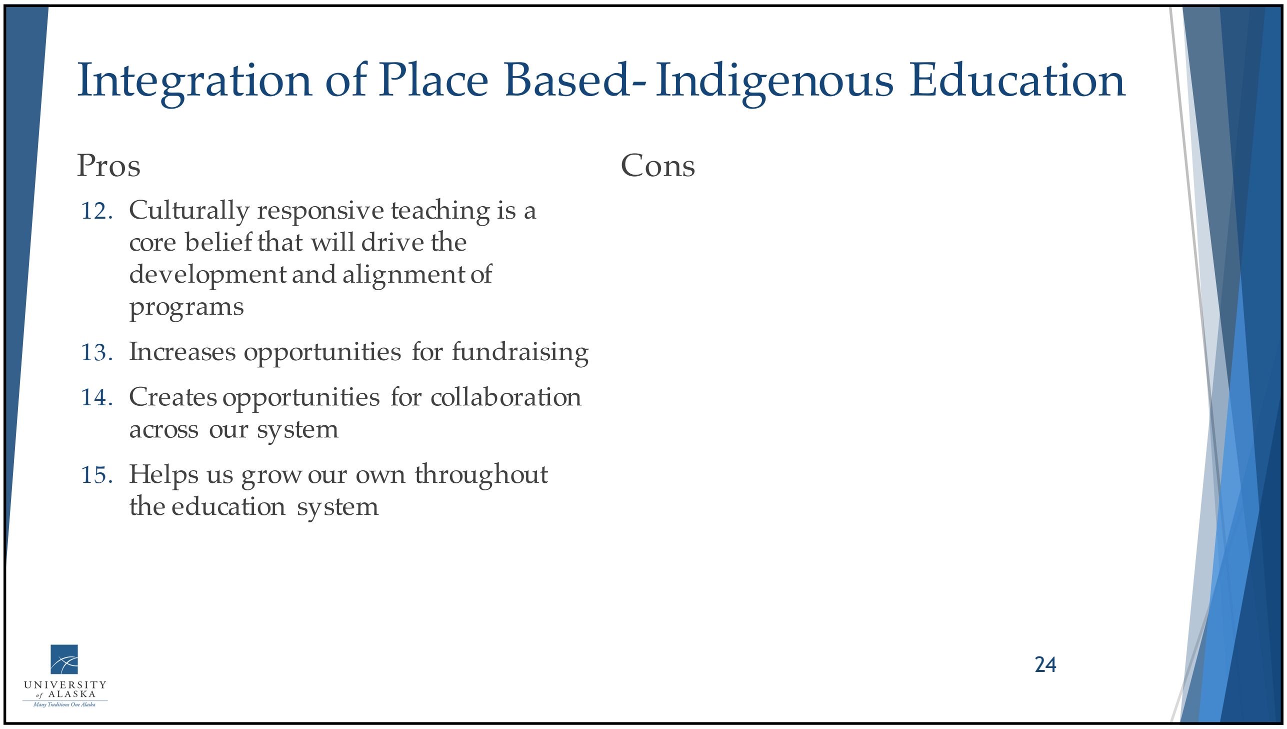

Integration of Place Based- Indigenous Education

Pros

12. Culturally responsive teaching is a core belief that will drive the development and alignment of programs
13. Increases opportunities for fundraising
14. Creates opportunities for collaboration across our system
15. Helps us grow our own throughout the education system

Cons

PK-20 Integrative Collaboration and Professional Development Schools

Pros

1. We have not done this well in Alaska it is a real opportunity today
2. Higher quality educators through alignment
3. Better for students and interns
4. Provides opportunities for collaboration
5. Turnover lower for employed teachers in rural settings
6. More comprehensive involvement
7. Politics are very supportive of this, as interns are leaving program with skills needed to succeed
8. Mentor teachers benefit from tighter alignment with UA

Cons

1. Requires initial investment
2. Concentrating on just a few schools could miss other potentially great mentors in a PD model
3. Initially time intensive
4. Supervision by university faculty requirement per accreditation
5. Program design must be very good to attract good mentors

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PK-20 Integrative Collaboration and Professional Development Schools

Pros

9. Evidence based approach to teacher education
10. Would tighten the feedback cycle to drive program development
11. Addresses the goal directly to increase enrollment
12. Over time, an established PD school will help UA to build a pipeline of education leaders and faculty
13. Increases the stability of the educational community over time
14. Streamlines the student teacher placement process with a single UA process
15. Faculty support

Cons

Unified Recruitment Strategy & Public Campaign to Promote the Teaching Professions

Pros

1. There are currently no coordinated state-wide initiatives for recruitment
2. Directly addresses our charge and goal
3. More efficient ways to address our charge and goal
4. Will increase the pool of students
5. Can use existing successful models
6. Political support
7. Fundraising easier

Cons

1. Reallocation of resources
2. Needs a substantial budget
3. Would require full time teacher education recruiters with the ability to travel and work with rural students to reach the goal of 90% by 2025.
4. Would require a change in thinking about how we communicate with students (digital marketing, social media etc.)

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Unified Recruitment Strategy & Public Campaign to Promote the Teaching Professions

Pros

8. Creates opportunity to collaborate with post secondary commission and state board of education
9. One promotional effort
10. Creates positive community perception
11. Attracts quality candidates to the teaching profession
12. Reduces competition among UAs
13. Builds appreciation of teachers
14. Would allow faculty to focus on teaching and collaboration

Cons

Further Analysis Needed

1. Accreditation model for UA EPPs- what is the best way to do this?
2. Tenure Impacts: Some faculty are Bipartite others Tripartite
3. Cost of adding an Administrator at UA Statewide
4. Explore the most effective technology available ie. virtual meetings, electronic portfolios
5. Review and confirm previously stated priorities
6. Review current faculty productivity and capacity for program expansion to reach the goal 90% by 2025.

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Further Analysis Needed

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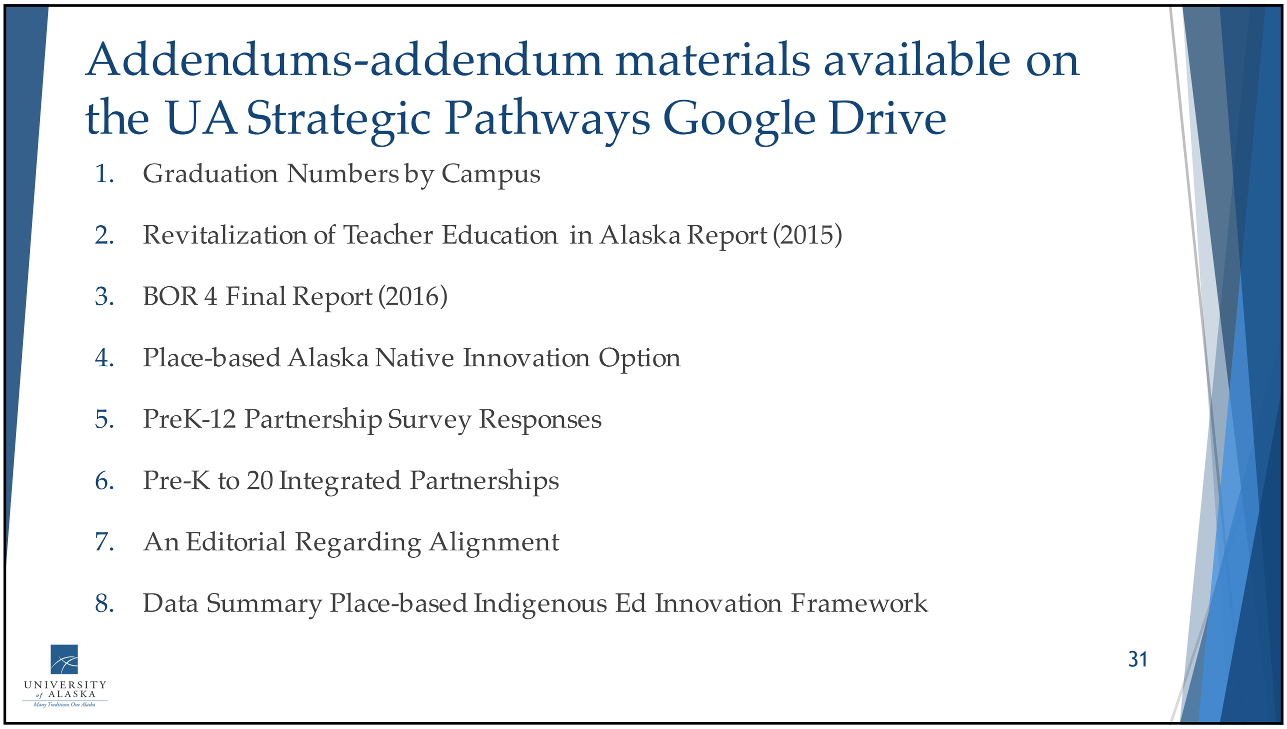

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