

High TXDOLW\ WHDFKHUV LQ RXU FODVVURRPV DUH HVVHQWLD
roadmap for getting the teachers that we need into the classrooms where they are most needed is not available. Many groups have proposed and some 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 the KDSLQJ \$ODVND ¶ Vordr W Kelpn Alaska ¶ FHXQD QXGHLQH HG V WK
the Schools and College or Education at the University of Alaska have worked with their faculties to develop a plan that will meet the 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 calls for, as well as priorities and needs identified by the UAA Teacher Education Consortium (UATEC) and other entities.

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

- 1) A stable high TXDOLW\ WHDFK Lshols) FXOW\ IRU \$ODVND ¶ V
- 2) UA-wide collaboration in modeling student learning;
- 3) Selectivity and rigor in Alaska teacher education;
- 4) & RQWLQXLQJ DOLSS €€VpWH W\ €

Education Consortium (UATEC) and other entities.		<ul style="list-style-type: none"> x Nominate para professionals for the program. x Agree to support candidates in through one-on-one mentoring 		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.	<p>ED 122 Introductory to Education and ED 193 Paraprofessional training will be offered in the Fall 2014. Incentive programs built into program and classes.</p> <p>Each campus will work to get ED 122 approved on their campus and include it in their undergraduate teacher education programs.</p>	<p>FEA Director Deans of SOE and COE AKLN Director DEED designee</p> <p>SOE and COE faculty</p>	<p>FEA & AKLN funded</p> <p>Non applicable</p>	<p>Theme 2 Productive Partnerships with Alaska Schools. Theme 1: Student Achievement and Attainment</p> <p>Theme 1 Student Achievement and Attainment</p>

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Alaska needs more quality teachers for our K-12 schools. The problem is particularly acute in
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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. Alas788.7188721 cm /lm26

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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.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate WKHLU GHYHORSLQJ HIIHFWLYHQHV V DQG SRVLWLY development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to develop and demonstrate 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.

Standard 3:
CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Standard: 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.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds.

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	<p>ability to teach to college- and career-ready standards. Providers present multiple forms of evidence WR L Q G L F D W H eveloping Content Knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.</p>
	<p>Selection At Completion</p>
3.5	<p>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.</p>
3.6	<p>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 FDQGLGDWHV¶ VXFFHV V DQG UHYLVHV VWDQGDUG V</p>
	<p style="text-align: center;">Standard 4: PROGRAM IMPACT</p> <p>Standard: 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.</p>
	<p>Impact on P -12 Student Learning and Development</p>
4.1	<p>The provider</p>

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monitor

- 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, D Q G W R J X L G H W Q S W H D B Q H U T W G H F L V L R Q P D N L Q J
- 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.

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

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 participan

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 re-

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

- x Expanded and improved distance and hybrid delivery models would let teacher candidates stay in their home communities for at least part of the teacher preparation.
- x 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

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

Student support

- x The university should provide intensive advising in academics, finances, and negotiating the university system.
- x 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 (CRCDC) 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 information about each of the 10 programs included in this report is available on our website: <http://www.iser.uaa.alaska.edu/CAEPR>