

A PLAN FOR REVITALIZING TEACHER EDUCATION IN ALASKA



UNIVERSITY *of* ALASKA

Many Traditions One Alaska

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Summary

The plan presented on the following pages is designed to achieve four broad goals, which address both program quality and the number of teachers produced for Alaska schools. We also plan changes to streamline the student experience and to deliver teacher education programs in a more cost-effective manner.

The goals of the **REVITALIZING TEACHER EDUCATION IN ALASKA (RTEA)** plan are to:

- 1. Improve the rigor and selectivity of UA teacher certification programs in order to meet new CAEP standards and place UA programs in the top one-third nationally by 2020.**
- 2. Graduate 50% more teachers who have the certifications needed by Alaska's schools by 2025.**
- 3. Partner with the State of Alaska and Alaska's school districts to reduce the average annual teacher turnover in rural districts to no more than 10% by 2025.**
- 4. Collaborate across our three UA universities to eliminate administrative barriers to timely student completion and unnecessary duplication of effort by 2016.**

Our aim is to prepare culturally responsive teachers, who will share an enthusiasm for learning and deliver a rigorous curriculum that prepares students for their adult roles, for post-secondary education or apprenticeships, and for future workforce demands. This plan is a dynamic document; assessment and revision will continue with collaboration and feedback from our educational partners including superintendents and principals from across the 54 districts, our students, and our faculties, as well as the UA Board of Regents. Of key importance is the ongoing evaluation of the impact on enrollment and retention as a result of our implementation of this plan.

Introduction

The faculty and staff at UA's three universities have productive working relationships with schools, school districts, education leaders, and professional organizations across Alaska. Districts hire local teacher graduates, support student teachers, call on university personnel for professional development, and work together with the universities on assessments and on grant-funded projects that bring innovation to the classroom. Each of the three teacher preparation programs at the University of Alaska provides distinctive learning opportunities, and together they expand the range of course offerings and the modes of program delivery for both urban and rural students. All UA teacher preparation programs are CAEP/NCATE accredited; only 670 (28%) of the 2400 education programs in the nation have this quality endorsement. The programs graduate over 200 newly certified teachers each year, many of whom are employed in schools across Alaska.

However, it is clear that UA teacher education programs are not fully meeting the state need for teachers. Alaska continues to hire about 60 percent of its teachers from outside of the state.¹ Parents, students, political leaders, stakeholder groups, and the public have increasing expectations for teacher qualifications and performance. UA has responded to these concerns in *Shaping Alaska's Future*, Theme 2: Productive Partnerships with Alaska's Schools. UA has committed to achieving the following:

¹ Alexandra Hill and Dianne Hirshberg, Alaska Teacher Turnover, Supply, and Demand: 2013 Highlights, UAA Center for Alaska Education Policy Research. (Retrieved from <http://www.alaskateacher.org/downloads/2013TeacherTurnover.pdf>)

- High school graduation requirements and UA freshmen placement requirements are aligned across Alaska and postsecondary preparation pathways are clearly identified and communicated.
- The teacher retention rate in rural Alaska equals that in urban Alaska and is significantly improved by educating more Alaskan teachers.
- The college-going rate in Alaska, the proportion attending college in-state and the proportion entering postsecondary education immediately after graduating from high school are similar to other western states.

RTEA is designed to directly address teacher retention in rural Alaska, and by improving the quality of Alaska-prepared teachers, the actions described will also help to ensure that high school graduates are college and career ready, and that more students will choose college following high school.

High-quality teachers in our classrooms are essential to Alaska’s continuing prosperity, but both national trends and Alaska’s special challenges make attaining that objective difficult. Nationwide, enrolment in teacher education programs at public and private non-profit universities is plummeting, down 12% from 2010 to 2012. The reasons for this are not known for certain, but are thought to include relatively low pay for teachers and the increasing criticism of teachers and public education. In addition, recession-related teacher layoffs probably contributed.² Teacher education programs have received much of the blame for weak performance of U.S. students compared with those of other nations,³ and many groups have proposed solutions for the very complex issues surrounding teacher education. In response, national accreditation standards are changing; new CAEP (Council for the Accreditation of Educator Preparation) standards will substantially increase admission standards for initial certification programs. The new accreditation will also require tracking and reporting the learning outcomes of P-12 students taught by program graduates. However, reforms that could be appropriate for other states are not necessarily right for Alaska. Alaska is vast and diverse, including nearly 250 communities, large and small. Our communities are enriched by Alaska Native and other cultures, but some struggle with poverty and limited infrastructure. Particular challenges for Alaska’s teacher preparation programs are that the college-going rate of Alaska’s high school graduates, 46% in 2010, is 49th in the nation, and that only 62% of Alaska’s college-going high school graduates attend UA. Broad UA efforts to increase these percentages will assist the teacher preparation programs in meeting their enrollment goals.

Currently about 980 public school teachers (550 urban, 430 rural) are hired each year, but about 24% of those positions are filled by returning Alaska teachers (individuals who were not teaching the previous year, but had formerly taught in Alaska).¹ This means that there are about 750 slots filled by people who are new to teaching in Alaska, 120 by individuals newly certified in Alaska and 630 from outside Alaska. (Those individuals may either be new or experienced teachers). When the *Shaping Alaska’s Future* effect of teacher turnover in rural districts being the same as that in urban districts is attained, the total new-to-Alaska-teaching hires per year would decrease to about 620, still far more than can be filled by the graduates of UA teacher preparation programs at their current enrollment levels. UA produces about 220 newly licensed graduates per year,⁴ but some of these take teaching jobs outside Alaska or in private schools. A survey of recent UA graduates showed that, of the individuals not employed as

² Rebecca Koenig. Education-Degree Programs, Once Popular, Take a Nosedive. *Chronicle of Higher Education*, October 19, 2014.

³ Julie Greenberg, Arthur McKee and Kate Walsh. Teacher Prep Review: A Review of the Nation’s Teacher Preparation Programs, National Council on Teacher Quality, December 2013. (Retrieved from http://www.nctq.org/dmsView/Teacher_Prep_Review_2013_Report)

⁴ Alexandra Hill, Diane Hirshberg, Deborah E. Lo, Edward A. McLain, Allan Morotti. Alaska’s University for Alaska’s Schools 2013. (Retrieved from <https://www.alaska.edu/files/shapingalaskasfuture/SB2412012-2013-.pdf>)

teachers, the majority were either working as substitute teachers or in other education related jobs. Only 11% were working in a job outside of education, and 4% were not employed.⁵ Of those without full-time teaching jobs, many still desired a teaching position, but were unable or unwilling to relocate from a particular urban area.

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 faculty members to develop a plan that will meet some of Alaska's most pressing needs while continuing to improve the quality of teacher education in Alaska. The RTEA was crafted after listening carefully to the insights of superintendents, principals, teachers, graduates, current students, and state officials. It reflects discussions held at the Alaska Teacher Education Consortium, with Department of Education and Early Development (DEED) officials, longtime Alaska educators, and professional accreditors. The deans shared this plan with Alaska's superintendents on October 3, 2014, to generally positive response. The Universities will better serve school district needs by offering learning supports for students, expanding dual credit and enrichment options for learners, sharing jointly developed courses, curriculum and faculty resources to increase efficiency, and increasing rural placements for pre-service teachers. The Education deans also presented the draft plan at the October 20, 2014, State Principals' Conference. The presentation was well-received. Key points raised dealt with classroom management skills, the yearlong student teaching experience, and criteria for cooperating teachers⁶. Those in attendance liked the idea of an education continuum spanning P-16. The paraprofessional initiative and partnering with outside universities to attract more student teaching candidates to Alaska were endorsed.

If the RTEA is approved by the Board of Regents, there will be on-going assessment of implementation and attainment of objectives and goals. First, there will be an annual progress report to the Regents, delivered with the SB 241 "Alaska's Teachers for Alaska's Schools" report if that report is required in a given year. The report to the Regents will include the assessment information specified in the tables below. A summarized, public version of this report will be produced and distributed. The SB 241 report is prepared by the UAA Center for Alaska Education Policy Research (CAEPR), and includes data on new teacher production and placement. Second, the education programs will be assessed by CAEP every seven years. In addition, UA deans and the UA Vice President for Academic Affairs and Research (VPAAR) and UA Associate Vice President for K-12 Outreach will obtain feedback from Alaska DEED and the State Board of Education during meetings of the Alaska Education Consortium; the VPAAR will facilitate to ensure that this group meets regularly (at least annually) to review progress, garner feedback, and consider innovative collaborations to improve P-12 learning outcomes.

In the expanded plan below, each goal is followed by more specific initiatives, a proposed timeline, the means of assessment, and identification of the resources that will be needed. The plan is ambitious and will tax already thin resources. Nonetheless, 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 teachers for our children.

⁵Donna Gale Shaw, Diane Hirshberg, and Alexandra Hill. Why Aren't They Teaching? A Study of Why Some University of Alaska Teacher Education Graduates Aren't In Classrooms (Policy Brief 1). UAA Center for Alaska Education Policy Research, Institute of Social and Economic Research. January 2013. (Retrieved from http://www.iser.uaa.alaska.edu/CAEPR/home/docs/2013_01-WhyNotTeaching.pdf)

⁶ A cooperating teacher is the classroom teacher who supervises and mentors the student teacher.

Goal 1: Improve the rigor and selectivity of UA teacher certification programs in order to meet new CAEP standards and place UA programs in the top one-third nationally by 2020.

The UA schools and college of education must address Alaska’s critical need for teachers with guidelines and policies that will help to ensure that the teachers we are preparing are the teachers that our children deserve. The new CAEP accreditation standards are intended to improve the performance of program graduates, in part by increasing admission standards:

New CAEP Standard 3.2. 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:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

Intermediate objectives in reaching **Goal 1** are described below.

- UA teacher certification programs continue to meet the stringent standards of CAEP, as well as those of the professional organization governing the content area for which they are preparing, e.g., the National Council of Teachers of Mathematics (NCTM) in the case of pre-service teachers preparing to teach math.

Objective	Target Date	Assessment for Regents
CAEP and Special Program Accreditations renewed for each eligible program	2016 (UAF) 2017 (UAA, UAS)	Accreditation letters from CAEP

- The UA education deans will work with Alaska DEED staff to recommend more rigorous standards for teacher certification, aligned with new CAEP standards, to the State Board of Education and Early Development. The education deans and UA Statewide Associate Vice President for K-12 Outreach will work with Alaska DEED and CAEP to establish a partnership agreement that maintains high standards for preparing educators and accommodates Alaska’s unique needs.

Objective	Target Date	Assessment for Regents
State Partnership Agreement between DEED and CAEP	2016	The partnership agreement

- UA universities adopt rigorous entry criteria for teacher certification programs, as required by CAEP and the partnership agreement.

Objective	Target Dates	Assessment for Regents
Establish minimum admission standards for teacher candidacy, including a requirement to submit a nationally normed test score ⁷ . Admitted students' group average scores will meet the CAEP standard.	2016 (top 50%) 2017 (top 40%) 2018 (top 33%)	Admission standard and mean scores of admitted students included in RTEA Annual Report.

- UA will ensure that teacher preparation program graduates are highly competitive candidates for teaching positions in Alaska. We will collaboratively develop coursework, experiences and assessments in areas that our colleagues in P-12, DEED, and district superintendents have identified as crucial to success e.g., reading, math and classroom management. The student teaching (clinical) experience is widely regarded as critical, and so standards will be raised and made uniform for all UA initial certification students.

Objective	Target Date	Assessment for Regents ⁸
Reading and literacy courses, math methods courses, and instruction in classroom management are strengthened and aligned, so that all UA graduates have very strong preparation in these areas.	Fall 2015 for completion of curriculum revision. 2018 (approx.) for reporting P-12 student learning outcomes.	CAEPR survey of all teacher preparation program graduates (1 st , 3 rd , and 5 th year after graduation) and their employers. Assessments of P-12 student learning outcomes for UA teacher graduates (new CAEP requirement) summarized in RTEA Annual Report when implemented. ⁹
Collaboratively establish and implement new procedures and assessments for the student teaching experience, working with P-12 teachers and administrators and based upon Alaska Beginning Teacher Expectations. Includes policies for selection and compensation of cooperating teachers. ⁶	Fall 2016	A statewide MOA approved by the 54 districts. CAEPR survey of principals and cooperating teachers.
UA graduates attain employment related to their degree or credential.	Reports begin in Fall 2015	UA teacher preparation program graduate employment by content area summarized in the RTEA Annual Report.

⁷ Students seeking an undergraduate degree in education will continue to be admitted to the universities under existing baccalaureate admission standards, but will pursue a BA curriculum with introductory education courses until admitted to teacher candidacy.

⁸ Assessments that are not conducted by the Schools and College of Education will be provided to the Board of Regents. In addition, the Education programs conduct thorough assessments of each student's learning and of each program's students learning, collectively, as required by CAEP. Regents are welcome to examine the internal program learning assessments.

⁹ Alaska is a local control state and so the implementation of this assessment will be challenging, and will require the collaboration of DEED, the 54 school districts, and the Universities. The exact form this assessment will take is unknown at this time.

- UA teacher preparation programs attain national rankings in the upper one-third of all comparable programs. Note that national rankings are typically given only to the top few hundred programs, when the total number of initial certification programs nationally is 2400 according to NCTQ (National Council on Teacher Quality). Hence a national ranking of “100” is actually quite a favorable ranking. It is also important to understand that some national rankings are partly based upon state policies that UA does not control. The Education deans are actively working with Alaska DEED and the State Board of Education and Early Development to change these policies.¹⁰

Objective	Target Date	Assessment for Regents
National ranking of initial certification programs in the top one-third of all programs.	2020	Published rankings

Goal 2: Graduate 50% more teachers who have the certifications needed by Alaska’s schools by 2025.

Alaska imports over 60% of the teachers hired each year. The RTEA will increase the number of teachers who begin a teaching career in Alaska, and who are likely to stay in Alaska long enough to have a positive impact on our students.

- Recruiting and better-preparing middle and high school students for the teaching profession, focusing on students in rural schools. In addition to increasing the number of Alaska-educated teachers overall, these academic development, mentoring and recruiting efforts will help to address the issue that half of Alaska students are ethnic minorities¹¹, while 90% of teachers are white¹.

Objective	Target Date	Assessment for Regents
Future Educators of Alaska is active in every rural middle and high school. <i>(FY16 budget request)</i>	Fall 2016	FEA participation information by school in RTEA Annual Report
ANSEP collaborates with the education deans to incorporate STEM teaching as an additional career objective for middle and high school students and UA students. Advisors/mentors are hired at each UA campus to assist ANSEP students interested in STEM teaching. <i>(FY16 budget request)</i>	Fall 2016	ANSEP STEM teacher participation information in RTEA Annual Report
Five rural clinical educators (UA faculty), with teaching, mentoring, advising, and FEA leadership responsibilities. These will be based at rural campuses or Regional Training Centers and may be partly funded by external sources. <i>(FY17 budget request)</i>	2017	RTEA Annual Report

¹⁰ The two main policies at issue are admissions assessment and content assessment. The Alaska state requirements for teacher certification currently specify Praxis I and Praxis II, respectively, for these candidate assessments. Praxis will not be accepted under the new CAEP standards, because it is not nationally normed and the passing scores are set by the state.

¹¹ Alaska Department of Education and Early Development. 2013. Assessment, Accountability, and Student Information: Statewide Enrollment by Ethnicity as of October 1 2013. (Retrieved from http://education.alaska.gov/stats/StatewidebyEthnicity/2014Statewide_Gr_X_Ethnicity.pdf)

Alaska's Learning Network (AKLN) provides high-quality college preparatory courses. Teacher education pathway for FEA-affiliated and other secondary students including high school, honors ¹² , AP, and dual credit college courses, available for advising. English 111 and Math 107 designed for dual credit available by distance.	Fall 2015 and ongoing	Course offerings and course enrollment statistics in RTEA Annual Report
Dual credit, distance delivered classes including ED 122, Introduction to Education; ED 193, Paraprofessional Training; SAT/ACT/PRAXIS test preparation. Enrollment of at least 100 students in ED courses by 2016.	Fall 2014 – Fall 2015 for the initial offerings	Course offerings and course enrollment statistics in RTEA Annual Report
The three Education units work collaboratively with recruiting and marketing staff to develop unified Education recruiting materials and approaches. Materials will focus on areas of highest need for teachers.	2015 and ongoing	Description in RTEA Annual Report, materials available on request.
UA provides information on the availability of teaching positions by level, content area, and location to both prospective and enrolled students, and encourages them to choose programs in areas of highest need.	2015 and ongoing	SB 241 report on by program enrollments
10% average annual increase in enrollment, until the overall target of a 50% enrollment increase system wide is reached. Students are retained and graduate at the current rates or better.	2017 to 2022	SB 241 report on enrollments and degree and certificate production.

- A rural teacher initiative that focuses on Alaska's many capable paraprofessional teachers, numbering about 1800 across the state. The need is for a culturally responsive and relevant program that is accessible to rural residents who work full-time or part-time. In addition UA needs to find ways to deliver the program in a cost-effective manner, since the paraprofessional certification initiatives already underway through UAA and UAF are costly. The initial focus is on paraprofessionals with at least 30 college-level credits completed. Paraprofessionals must be nominated by their superintendent to participate with school district support, which will include assignment of a mentor teacher. Other qualified rural residents (must have at least an associate degree and otherwise meet admission standards) will be welcome to enroll as well.

Objective	Target Date	Assessment for Regents
Collaborative programs in Elementary Education and Special Education, combining resources and capabilities of all three universities, distance delivered statewide.	Fall 2015	Approved program curriculum available on request, after May 2015
Financial support program available, combining state (<i>FY16 budget request</i>) and school district resources.	May 2015	Program financial awards reported in RTEA Annual Report
Enrollment of at least 30 additional rural paraprofessionals, beyond the number currently enrolled in teacher certification programs.	Fall 2016	Enrollment reported in RTEA Annual Report

¹² Honors courses are offered through AKLN and are intended to prepare students to take AP courses, i.e., they are more challenging than ordinary high school courses, but less advanced than AP courses.

10 paraprofessionals attain certification	2018	Graduates reported in RTEA Annual Report
10 (additional) paraprofessionals attain certification	2019	
10 (additional) paraprofessionals attain certification	2020	

Goal 3. Partner with the State of Alaska and Alaska’s school districts to reduce the average annual teacher turnover in rural districts to no more than 10% by 2025.

Research has shown that Alaska-educated teachers are more likely to be retained¹. Hence, all of the actions taken to reach **Goal 2** will also contribute to reaching **Goal 3**. In addition, the following will be implemented:

- Continue and expand the Alaska Statewide Mentor Project (ASMP) to serve all new and new-to-Alaska teachers in rural school districts whose students perform below the state median on standards-based assessments. The ASMP is managed by UA Statewide.

Objective	Target Date	Assessment for Regents
Expand ASMP to new and new-to-Alaska teachers in the 26 Alaska districts whose students perform below the state median on testing, plus all districts with teacher turnover in excess of 25% per year (three year average). <i>(FY 16 budget request)</i>	2015	Number of districts, schools, and teachers served and their characteristics as specified in the RTEA Annual Report

- Partnerships with high-quality, CAEP accredited schools and colleges of education in the Lower 48 so that preparation for a career in Alaska can begin early in a pre-service teacher preparation. These will be identified by collaborating with Alaska Teacher Placement and rural superintendents, to find programs that supply a substantial number of rural teachers.

Objective	Target Date	Assessment for Regents
Sign an MOU with 7 to 10 partner institutions.	2015 to 2016	RTEA Annual Report
Develop or adapt courses on Alaska studies, multicultural education, and English as a Second Language teaching for distance delivery to students at cooperating institutions, which will agree to accept the credits.	2016	RTEA Annual Report
An average of 30 students/year enroll in the courses.	2016 and beyond	Enrollment statistics in the RTEA Annual Report
An average of 15 graduates per year are hired by rural Alaska school districts.	2017 and beyond	Employment statistics in the RTEA Annual Report

- Enhanced curriculum and professional development courses to better prepare UA graduates and others to work in remote rural schools. The Alaska School Districts whose students perform at the lowest level on Standards-Based Assessment tests nearly all share the following characteristics: high teacher turnover, high proportion of low-income students, and high proportion of ESL learners¹³. ESL students are also numerous in some urban schools. UA education students will benefit from

¹³ Alaska Department of Education and Early Development “Report Card to the Public” database (<http://education.alaska.gov/reportcardtothepublic/>)

courses on teaching ESL students. Rural teachers hired from outside Alaska will benefit from professional development or graduate-level courses on Alaska Native cultures and ESL teaching.

Objective	Target Date	Assessment for Regents
Collaboratively develop distance-delivered undergraduate, graduate, and professional development courses in ESL teaching for elementary teachers.	2016	RTEA Annual Report
At least 20% of UA elementary education students elect ESL teaching course.	Fall 2016 and beyond	Employment statistics in the RTEA Annual Report

- Providing resources that will lead to lifelong learning among our graduates and provide valuable assistance to all teachers.

Objective	Target Date	Assessment for Regents
An online “teaching toolbox”, indexed and cross-referenced, containing contributions from practicing teachers and university faculty.	Summer 2015 launch	Viewable by Regents at any time after launch.

Goal 4: Collaborate across our three UA universities to eliminate administrative barriers to timely student completion and unnecessary duplication of effort by 2016.

All UA education students should be able to take a course from any of the three universities and have it count toward the education credential that they are seeking. Although that is already the case for the most part, it is not as clear to students as it should be, and students don’t always know about all of their options. Through collaboration, we can offer students choices in course format, the time of year the course is taken, and course content in the case of electives. By making all options clear we can facilitate degree completion in the best time frame for the student. This will better accommodate the needs of non-traditional learners, whose numbers have grown strongly in recent years, as well as traditional learners. Collaboration will improve access to courses and timely completion for a wide variety of programs, from initial certification to specialized endorsements in speech and language and pathology, counseling, and graduate studies in education, by using a variety of collaborative, distance, blended, and face-to-face learning options.

Faculty and deans will work together to:

- Align curriculum so that students in any program in the same level can move between campuses or take classes from another campus.

Objective	Target Date	Assessment for Regents
Any education course that meets a degree requirement at one UA institution will meet a degree requirement for the same level of degree at another UA institution.	Fall 2016	Course alignment tables available on request after May 2016, summarized in RTEA Annual Report

- Collaboratively develop and publish a course sequence so that crucial courses are offered all year round and can be taken at any of the three campuses.

Objective	Target Date	Assessment for Regents
Published course sequences for all programs.	Fall 2016	Summarized in RTEA Annual Report

Conclusion

The Education deans and faculty believe that implementing RTEA will promote quality in line with state and national standards, increase the number of Alaska-educated teachers, improve retention of teachers in Alaska’s school districts, increase efficiency within UA, and demonstrate responsiveness to budget realities. They also believe that the RTEA builds on what is already working: the highly productive relationships and partnerships with school districts and with communities that our three teacher education programs have created over time.

FY16 Budget Request Summary

Implementing the “Plan for Revitalizing Teacher Education in Alaska” requires a sustained investment in order to achieve identified outcomes. The FY16 operating budget request (summarized below) represents part of the needed resources; we anticipate an additional request, for rural clinical faculty, in FY17. Implementing RTEA also requires sustaining the current base of support. During FY14, expenditures for the UA education schools and college totaled about \$14.6 million. Revenues included State general fund (45%), tuition and fees (36%), federal receipts (8%), and other miscellaneous sources (11%) such as restricted funds from state agencies, private gifts, and indirect cost recovery.

FY16 Operating Request: UA Teacher Recruitment, Preparation and Mentoring (**GF: \$2,781.8, NGF: \$278.1, Total: \$3,059.9**)

- Increase the high school to educator pipeline by creating a cohort based Alaska Native Teacher Education Program (ANSEP STEM Teacher) that results in more Alaska Native certified teachers (\$699.1 UAA) and expanding Future Educators of Alaska (FEA) to include more rural schools (\$699.1 SW). FEA is an existing successful program that works to inspire and support Alaska Native K-12 students to pursue careers in the field of education and includes students interested in careers in elementary education and special education.
- Implement a program for well-prepared Alaskan education paraprofessionals to become certified teachers. (\$483.6 Total; \$104.1 UAA, \$124.4 UAF, \$104.1 UAS, and \$151.0 SW)
- Improve the quality and collaboration of teacher preparation programs across the state, especially in preparation for new Council for the Accreditation of Educator Preparation (CAEP) requirements and in helping students improve mathematics and reading success. (\$300.0 Total; \$100.0 each UAA, UAF & UAS)
- Strengthen the Alaska Teacher Placement Program using data and analytical feedback to improve teacher placement. (\$100.0 SW)
- Extend rural teacher mentoring to include vo-tech teachers, counselors and teachers with out-of-state teaching experience who are new to teaching in rural Alaska to reduce the turnover of new teachers and help them be effective faster. International (Finland) and national data credit these as being a major factor in teacher retention. (\$500.0 SW)