

UAS Alaska College of Education

Presentation to State Board of Education

June 10, 2021

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UNIVERSITY
of **ALASKA**
SOUTHEAST

ALASKA COLLEGE
OF EDUCATION

Presentation Agenda

Description of Unit

Overview of Unit's Programs

Accreditation Process and
Meeting the Standards

Looking ahead

UAS Alaska College of Education

Who We Are

14.5 FTE Faculty

6 FTE Staff

1.5 FTE Administration

6 Programs

Statewide activity



AKCOE, A Statewide Educator Preparation Provider

- The AKCOE does not have an anchor school district, allowing it to truly function as a statewide EPP
- Interns placed in 22 communities
- Most of our instruction is via distance

Location	Fall 2018	Fall 2020
Far North	5	6
Interior	31	28
Southcentral	104	135
Southeast	81	80
Southwest	23	41
Out of State/unknown	26	28
Total	270	318

UAS and Newly Prepared Teachers



First-Time Initial Licensure Completers

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
UAS	71	78	83	66	81	94
UA Total	199	221	239	186	159	153

Enrollment is
inching up

UAS AKCOE Fall Enrollment by Primary Major

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
UAS TOTAL	316	326	283	270	311	318
Advanced	111	103	89	74	77	84
Initial Licensure	205	223	194	196	234	234



Principals Rate UAS Grads as Ready to Teach

2018-2020 NExT Transition to Teaching Survey completed by principals supervising new UA teacher graduates (combined)

Item	Total of Tend to Agree and Agree (percent)
Effectively teaches the subject matter in his/her licensure area.	99
Selects instructional strategies to align with curriculum standards.	100
Account for students' prior knowledge or experiences in instructional planning.	92.69
Regularly adjust instructional plans to meet students' needs.	97
Plan lessons with clear learning objectives/goals in mind.	100
Designs and modifies assessments to match learning objectives.	97
Uses digital and interactive technologies to achieve instructional learning goals	91

Challenges

- Recruiting students to teaching programs is increasingly difficult. UAS offers Alaska Native Students tuition support through its PITAAS Program.
- Placing students for internship and practicum has been complicated by COVID
- Recruiting faculty, as there simply aren't that many interested Alaskans
- Overall tight fiscal conditions at UA.

Note: 2 UAS education programs, Education Technology and Math Education, were discontinued in 2020

UAS Alaska College of Education: Programs



Program Name	Number of Credits	Number of 2021 Grads
Elementary BA	120	29
Elementary MAT	54	27
Secondary MAT	36	31
Special Education <ul style="list-style-type: none"> • BA • MAT • M.Ed. 	120 48 36	7 4 9
M.ED Reading Specialist	33	11
Education Leadership <ul style="list-style-type: none"> • M.Ed. Principal Program • Superintendent Certificate 	36 22	18 9

• Note: advanced programs also offer a graduate certificate

Elementary BA

This program is specifically designed to serve students and schools/districts statewide

100% distance delivered throughout Alaska – students can choose to remain in their home community throughout the entirety of their program including student teaching

2+2 UAA/UAS GER/AA transfer available with intensive advising

9 month student teaching experience with six week takeover with host/mentor guidance. BA SPED Practicum semester followed by one semester of student teaching

* faculty members located throughout Alaska, representing unique perspectives of their region

Special Education

100% distance delivered through a variety of virtual platforms serving students across the state.

Practicum and if required, student teaching experiences completed in their home/local schools. Access to a rural placement for student teaching is an option.

Supervision is provided through virtual experiences and to the extent possible on-site and in person by faculty.

Based on need determined by data, program courses have increased focus on supporting ELL K-12 students.

Developed new course (EDSE S486 Special Education in the Alaskan Context) added as a foundation. This course relates to the recent work developing the AKCOE Core Theme and Values.

Developed new course (EDSE S487 Supporting Student Engagement) designed to help teacher candidates meet the needs of K-12 students experiencing mental health issues and trauma.

Elementary MAT

- Specifically designed to serve students and schools/districts statewide
 - Designed to serve non-traditional learners through a rotating semester schedule.
 - Semester long student teaching internships offered both fall and spring
 - **100% distance** delivered throughout Alaska – students can participate in practicum/ methods courses and student teaching, as well as final Master’s projects, in their home communities.
 - K-8 Endorsement offered to certificated teachers in Alaska.
 - Instructional threads throughout program: English-language-learner strategies and issues; art integration; technology integration.
- * Offer Unit-wide Mentor/Coaching course for all Student Teacher Host Teachers in coordination with Dr. Lisa Richardson, Coordinator of the M.Ed. Reading program - fall and spring.





Secondary MAT

- Intensive one year program
- **Delivered online** through a cohort model, all students begin in the summer and complete in the spring
- Based on a clinical model where candidates learn to teach by teaching with timely feedback, evaluation and coaching
- Requires a full time, full year internship in an Alaskan public school
- Utilizes a wide range of digital tools for online learning. Candidates employ these tools in the internships
- Endorses candidates in 17 subject areas
- Consistent focus on equity and culturally responsive teaching
- More than 85% of candidates who begin the summer complete in the spring

Reading M.Ed.



- This graduate level program supports Pre-K-12 inservice teachers in deepening their understandings of the ways that students learn to read, write, and acquire language.
- This program is accredited by the International Literacy Association
- Service to each candidates' community is a part of the program via summer tutoring for individual and small groups of students, as well as colleague coaching during the school year.
- Candidates are able to not only analyze instructional practice, they also develop capacities for understanding the purposes, attributes, reliability and validity of different assessment measures that inform instruction and decision-making
- There is a substantive focus on creating and advocating for effective learning environments for diverse learners (including Alaska Native students and for students who are learning English as an additional language).
- Candidates develop their leadership capacities to provide instructional support for colleagues as well as share their understandings of reading and writing processes to advocate for curricular and instructional practices to best meet the needs of students in their particular context

Education Leadership

Principal Preparation Program

- cohort model
- intensive one year with classes on campus in July and then following June
- Program revised in 2020 to meet NELP Standards

Superintendent Endorsement

- One-year program by distance
- Students work directly with a sitting superintendent
- Focus on operations, finance, organizational theory
- Program revised in 2020 to meet NELP Standards



Council for the Accreditation of Educator Preparation

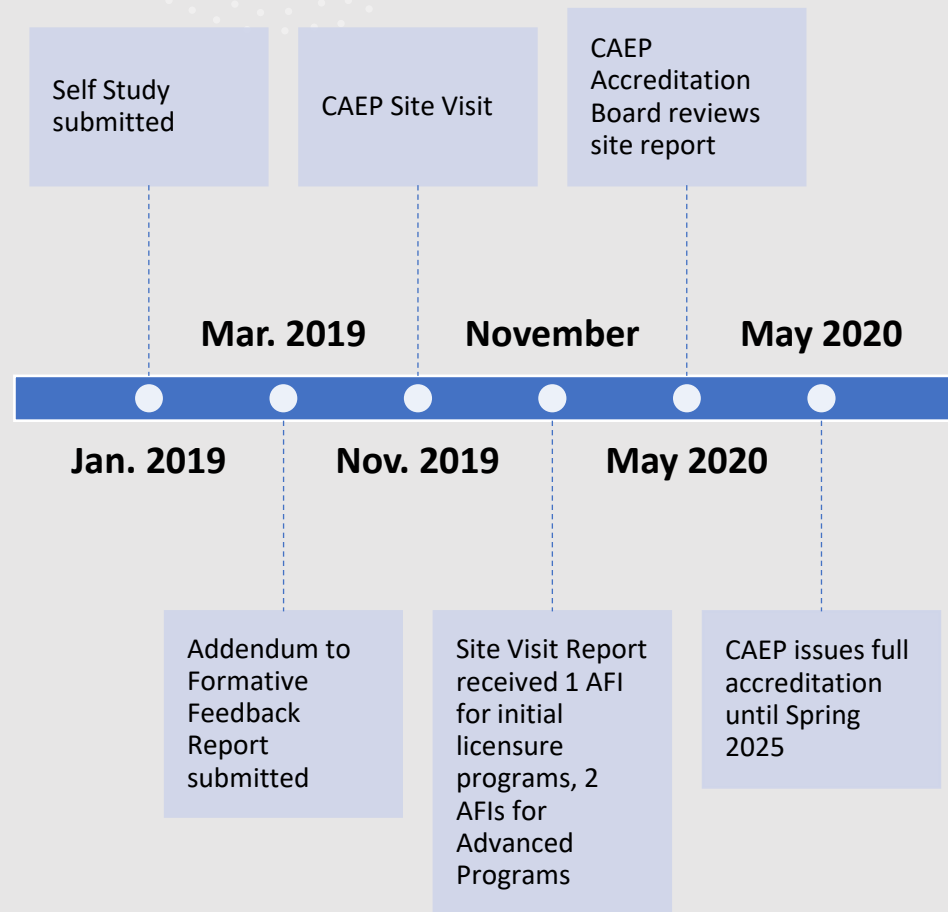
CAEP accredits the unit and not the programs

CAEP distinguishes the initial licensure and advanced programs (2 accreditations)

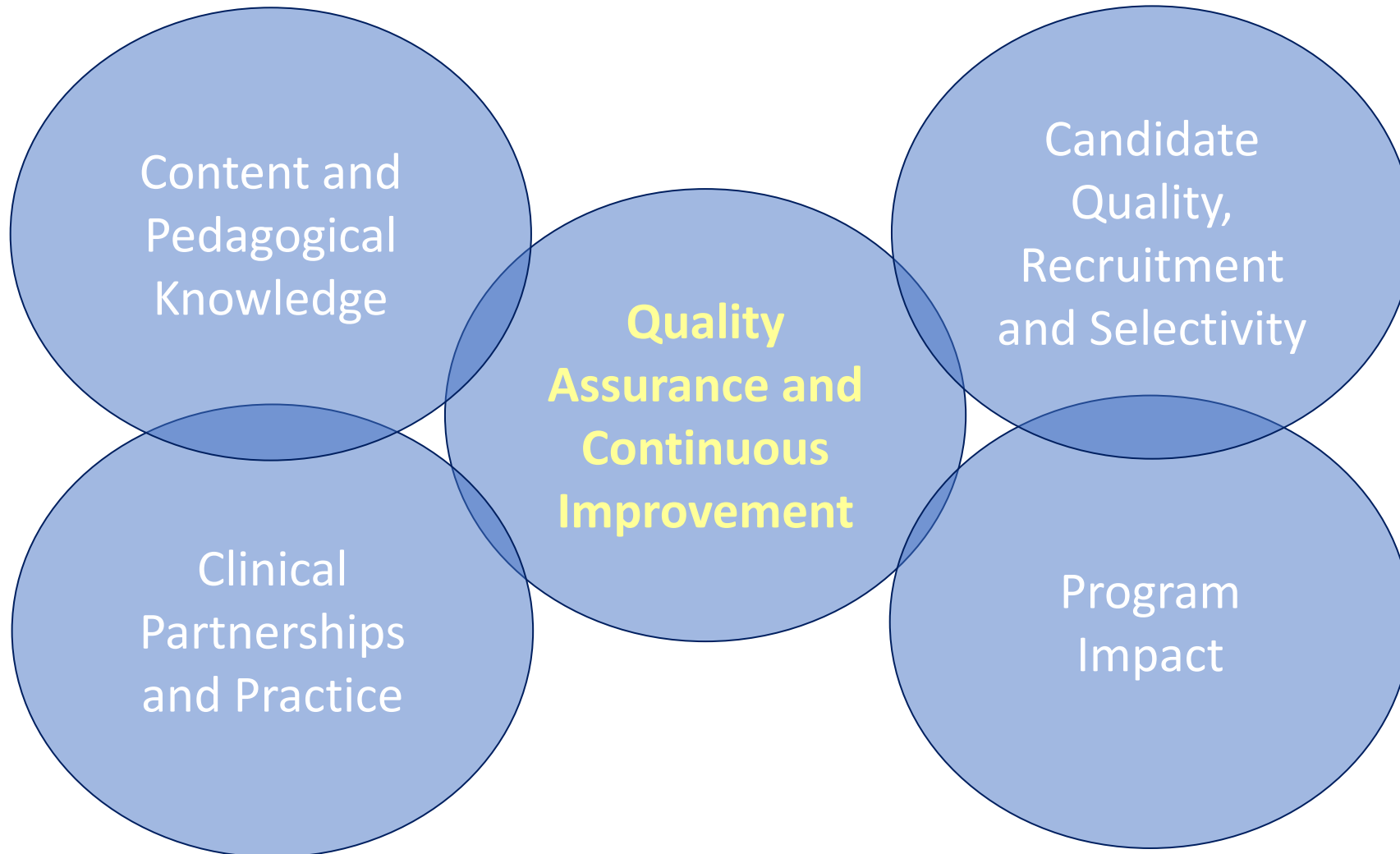
CAEP Standards for two are similar



UAS' CAEP TIMELINE



CAEP Accreditation, *Based on Quality Assurance*



Standard 1- Content and Pedagogical Knowledge

Assessments address multiple standards. For Standard 1, all initial licensure candidates complete three assessments/evaluations with a formative and summative iteration.

1. Student Teaching Observation Tool (STOT): validated by hundreds of colleges and universities in the US.
2. Professional Characteristics Assessment (PCA): Adapted from an assessment developed at UAF. Address professional dispositions.
3. Teacher Work Sample (TWS): Candidates prepare and teach a standards-based unit and analyze student learning.

Note: All data is kept in LiveText, our assessment database. Faculty meet regularly to review data to make adjustments to curriculum and assessment.

Standard 2 Clinical Partnerships and Practice

- The Education Preparation Provider (EPP) collaborates with school districts to co-construct, support and evaluate clinical experiences.
- During COVID, university supervisors worked closely with schools and host teachers to conduct virtual observations while respecting the privacy of students.
- AKCOE has developed a course on mentoring to support host teachers.

Standard 3- Candidate Quality and Supervision

- Standard 3 assures that the EPP analyzes candidate quality and performance at three assessment gates: 1) admission, 2) performance in the program and 3) completion.
- All initial licensure programs require Praxis I (competency in reading writing and math) and Praxis II (content knowledge)
- UAS is building a Candidate Tracking Portal, so that faculty, host teachers and candidates, can see real time assessment data regarding these three gates.

Standard 4- Program Impact

- The EPP must analyze the impact of completers on P-12 student learning and evaluate the satisfaction of completers and employers.
- AKCOE has implemented a multi-case study. This includes focus groups, surveys, classroom observations and interviews.
- In 2019 the Juneau School district shared student achievement data for MAPS. The data was disaggregated by program completers teaching in JSD and then analyzed for program weakness.
- In 2021/22 AKCOE will partner with ASD for the second case.
- In 2022/23 AKCOE will partner with rural districts for the third case.

Standard 5- Provider Quality Assurance and Continuous Improvement

- The EPP enacts a structured process for analyzing data related to the performance of candidates and completers (quality of data, reliability and validity).
- Recent Continuous Improvement goals (based on the review of data) include: 1) supporting candidates to work with ELL students, improving systems for candidate tracking, 2) recruitment and retention of diverse candidates and faculty, 3) improving collaboration and evaluation to support clinical experiences



UA Teacher Prep Going Forward

- President Pitney convened a working group to review the structure of UA's education programs and to then develop recommendations to better align them with the needs of Alaska's school districts
- Recommendations presented to the Board of Regents at the June meeting and will include returning to three UA Schools of Education with a UA Alaska College of Education Consortium and a proposal to establish a BA in Early Childhood at UAA
- UAS Programs are unaffected, but unit will not play a lead role for the UA System
- A new UA education website highlights and guides students to UA's education programs as part of a comprehensive marketing campaign to recruit students to its teacher preparation programs

Questions or
Comments?

