

The University of Alaska

Preparing Teachers for Tomorrow

Steve Atwater, Executive Dean
Alaska College of Education
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Today's Presentation

- University of Alaska and the Alaska College of Education
- Teacher Shortage- Thoughts on why and what to do?

Alaska College of Education

The University of Alaska responded to the need for more teachers by creating the Alaska College of Education to improve recruitment, preparation and retention of teachers.

Why Make the Change?

- Increasing need for teachers in Alaska
- The number of UA prepared teachers is flat
- Each of the UA education units is small with limited capacity to do a lot more
- Previous efforts to align and coordinate UA education programs had not made a lot of difference

UAA College of
Education
preparing
100 teachers/
year

UAF School of
Education
preparing
57 teachers/year

UAS School of
Education
preparing
83 teachers/year

Averages from 2013-18

What Changed?

(College of Arts and Sciences)

(College of Natural Sciences and Math)

UAA
School of
Education

UAF
School of
Education

UAS
Alaska College of
Education



Alaska College of Education



University of Alaska Teacher Education Council

Executive Dean

Operations of AKCOE Programs

Leadership support/growth of
UA Ed system

What Does the Alaska College of Education Do?

- Prepares teachers and graduate students in education
- Coordinates UA program development and revision
- Coordinates UA Education Budget Activity
- Leads UA Education Data Management and Analysis
- Leads recruiting for UA education programs
- Is the UA point of contact for
 - Department of Education and Early Development
 - K-12 Relations with education programs
 - K-12 Policy
 - Board of Regents

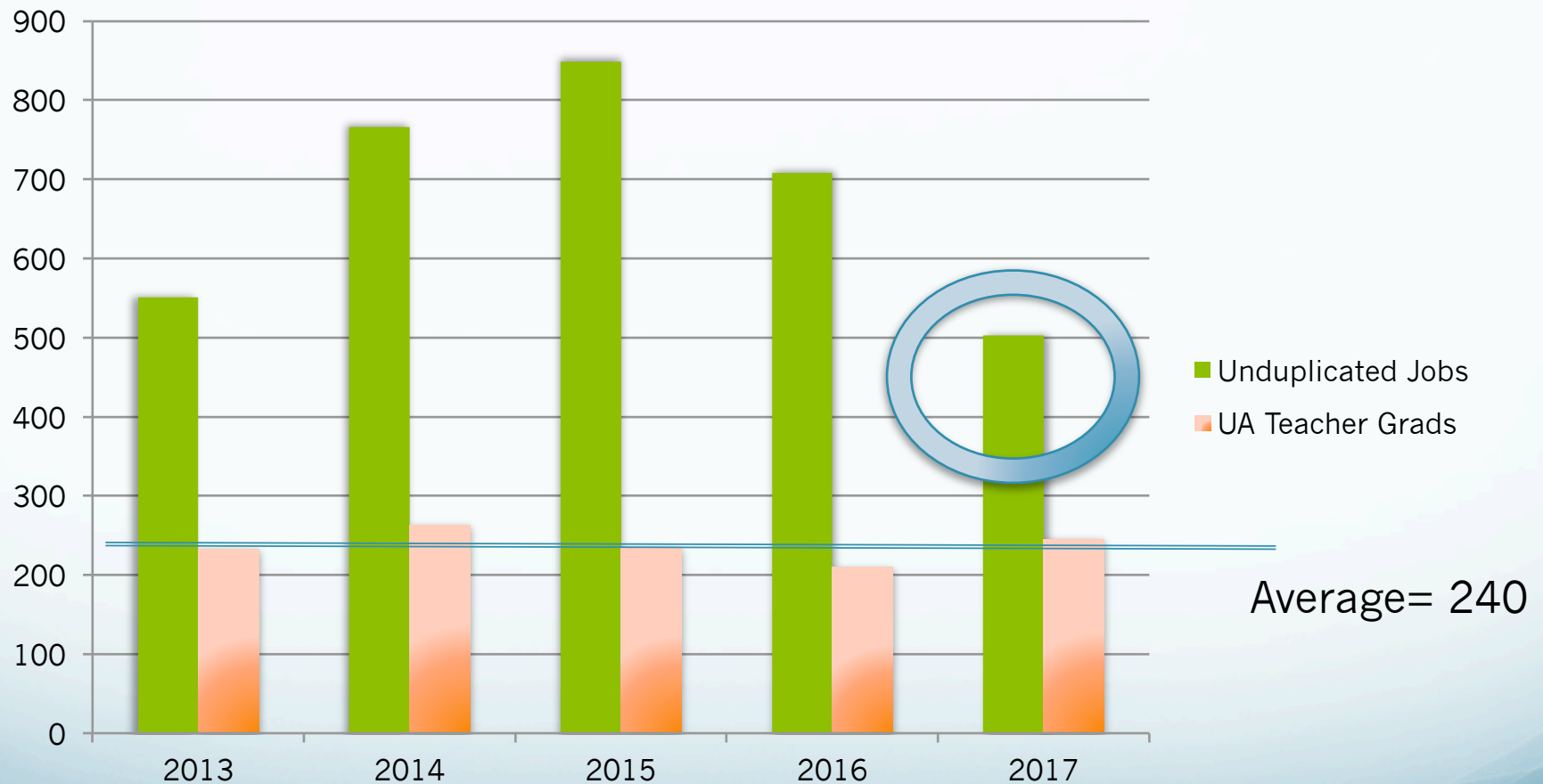
UA Prepared Teachers

- On average, UA Prepares 240 teachers each year
- 43% of the teachers working in Alaska last year received their preparation at UA.
- UA prepared teachers remain in the profession in Alaska longer than do those prepared out of state
- Each year 50-70 percent of the new teacher hires are prepared out of state.

How do we know that UA prepared teachers are effective?

- Feedback from P-12 to UA EPPs is ongoing and positive
- CAEP Standard 4.1- Impact on P-12 student learning and development
- Survey of Principals- questions on new UA prepared teachers
- Anecdotes- qualitative information on hiring

The Challenge: Increasing the Number of UA Prepared Teachers



UA Goal: By 2025 90% of Hired Teachers will be Prepared by UA

	2013	2014	2015	2016	2017	2018	AVG
UA	233	263	235	210	245	256	240
UAA	104	113	94	94	91	103	100
UAF	53	58	57	35	62	59	57
UAS	76	82	74	81	92	94	83

	2013	2014	2015	2016	2017
UA Grads as percent of new hires	42%	34%	28%	30%	49%

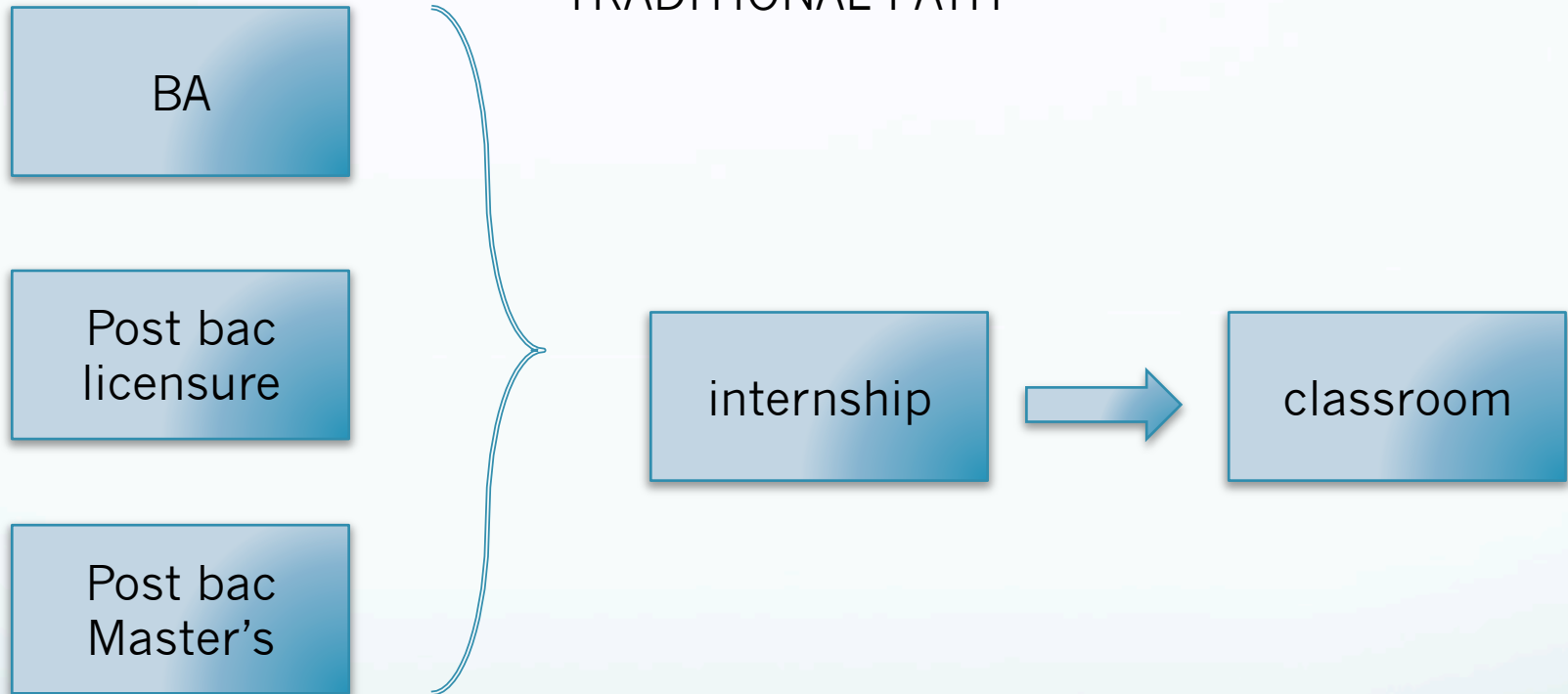
Alaska College of Education

Focus on Recruitment, Preparation and Retention

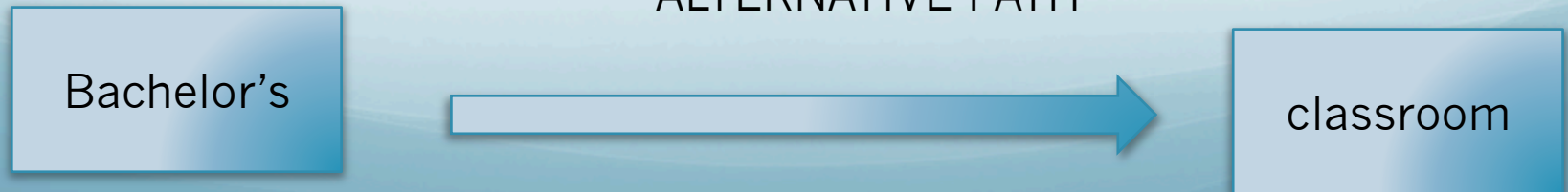
- Recruitment-lead the UA efforts to increase the number of education students including support for Educators Rising
- Preparation- lead the UA efforts to coordinate and improve programs
- Retention- lead the UA efforts to support new hires (induction) and to refine programs to ensure new teacher success

UA Paths to becoming a teacher

TRADITIONAL PATH



ALTERNATIVE PATH



Recruiting More Teachers for Alaska

- Traditional Recruitment (Educators Rising, paraprofessional)
- Non-traditional Recruitment- post baccalaureate programs

Not enough, need to raise the social value of teaching

Teacher Shortage: What we know

- Fewer people are entering the teaching profession in the U.S.
- 3.3 million teachers in the United States (2015)
- 343,955 new to the system (2015)
- 531,340 out at end of year (2016)
- What level of turnover is acceptable?

What We Know

- Fewer prospective teachers prepared in the lower 48 are coming to Alaska to teach
- UA prepared teachers have approximately half the attrition rate as those prepared out of state
- UA system will benefit from a coordinated approach-alignment, efficiencies, innovation-increased number of better prepared teachers

Why do teachers leave?

Research on teacher turnover suggests that

- working conditions in schools are one of the primary factors teachers cite when asked about their decision to remain in or leave the profession
- In Alaska cultural dissonance- feeling lost, want to return to that which you know.

Questions

- What is the effect of UA prepared principals and superintendents on teacher retention?
- What is the effect of principal and superintendent turnover on teacher retention?
- Teacher shortage and teacher retention- are we addressing all the areas to slow teacher retention?

What we know

- Teacher quality is often considered to be a crucial factor for predicting student academic outcomes (Nye, Konstantopoulos, & Hedges, 2004; Rivikin, Hanushek, & Kain, 2005).
- In the United States college graduates with strong academic skills are less likely to choose teaching careers than graduates with weaker academic skills (Hanushek & Pace, 1995; Vegas, Murnane, & Willett, 2001).
- Why?

Why aren't more people becoming teachers?

- Turn to your neighbor, discuss, jot down 3 reasons

Motivation for becoming a Teacher

- Extrinsic-salary, working conditions, location, retirement
- Intrinsic- altruistic, service-oriented goals and other intrinsic motivations (Brookhart & Freeman, 1992; Watt & Richardson, 2012).
- Worst teachers lack intrinsic motivation- how do you increase the intrinsic motivation in prospective teachers?

Choosing your career, why teaching?

- Evidence suggests that individual career decision making is importantly influenced by the **larger social environment and the collective level of shared values, attitudes, and societal norms related to different occupations** (Parboteeah, Cullen, & Paik, 2013; Schwartz, 1999).
- Value society (in Alaska) places on teaching needs to be increased to help encourage more people to teach.

Intrinsic motivation for becoming a teacher

- job characteristics—interest, respect, and responsibility—to capture and differentiate
- among the values societies place toward occupations that are high
- on personal utility value and occupations that are high on social utility value.
- Do these exist in Alaska?

Teacher Turnover

- Job dissatisfaction number one reason why teachers leave.



Steve's Teachers

K- Mrs. Robertson

1. Sister Theophane

7. ?

2. Mrs. Stokes

8.?

3. Mrs. Hayes

9. ?

4. Mr. Philips

10. Miss Cropsey

5. Mrs. Hook

11. Mr. Hubertus

6. Mrs Standish

12. Mr. Dobbs

Select the one teacher who you remember most fondly

- Your grade
- Why
- Other

- Was this teacher the same as the teacher who had the most impact on you?

Impact = Social Value

- The positive impact of that teacher has a social value-helped you to (graduate, get a job, not get in trouble, read...)
- Our students need high impact teachers- raise the bar of the profession.
- “boy do I respect that teacher, I learned so much from that teacher, I would be lost without that teacher...”
- Teachers like this raise the social value of the profession

Raising the Social Esteem of Teaching

- Can Native Corporations and Economic Development Corporations place more focus (on teaching) with their scholarship support
- Speak to your legislators about the value of teaching (what job is more important to our society?)
- Celebrate the value of teachers in your community- encourage your community's children to consider teaching.
- Alaska Natives are 20% of the K-12 student population
- Alaska Native teachers are 5% of Alaska's teachers
- UAS has fiscal support for Alaska Native education students

Conclusion

- Teacher quality is often considered to be a crucial factor for predicting student academic outcomes (Nye, Konstantopoulos, & Hedges, 2004; Rivikin, Hanushek, & Kain, 2005).
- Not enough UA teacher graduates and Outside teachers wanting to teach in Alaska
- Motivation to become a teachers is both intrinsic and extrinsic
- Extrinsic motivation can be more easily addressed than intrinsic
- Intrinsic motivation through social value- all Alaskans must agree that teachers are important, raise the social value.
- Students being taught by long-term substitutes is not the answer

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