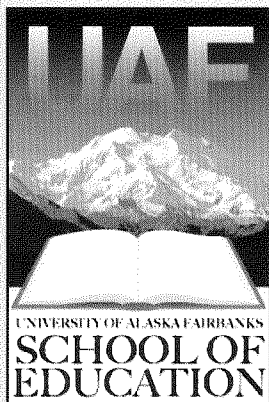


# School of Education

Fall 2012



School of Education  
P.O. Box 756480  
Fairbanks, AK 99775

907-474-7341

[www.uaf.edu/educ/](http://www.uaf.edu/educ/)

**Education is  
the foundation  
of our future.**

- ◆ **Upcoming Events**
- ◆ **November 12 Registration for spring semester begins**

**NCATE**  
The Standard of Excellence  
in Teacher Preparation

## Dr. Allan Morotti Named School of Education Dean



The School of Education is proud to announce that Dr. Allan Morotti is the new dean. Dr. Morotti holds a Ph.D. in Counseling Psychology from the University of Oregon (an APA approved program). He joined the UAF School of Education in 1995. Prior to being appointed dean in 2012, Dr. Morotti served as interim dean and the Chair of the Graduate Programs

in the School of Education. Morotti is a Nationally Certified Counselor and Licensed Professional Counselor.

Dr. Morotti brings a wealth of university experience, including elementary teaching and administrative experience in rural communities in Alaska, urban settings in the Lower 48 and international settings to his current position. Dr. Morotti is a member of the American Red Cross of Alaska Tanana Valley, District Mental Health Disaster Counselor and a Licensed Professional Counselor providing pro bono counseling services in the community. He is a member of the Oxford Symposium on School-Based Family Counseling and an associate editor of its internal journal. Dr. Morotti's work has been acknowledged by various organizations in the state, such as Copper River School District, Alaska School Counselor Association, and Fairbanks North Star Borough School District.

## Alaska Council for Exceptional Children Statewide Chapter

The Alaska Council for Exceptional Children Statewide Chapter is now an official UAF student organization. Students from any of the University sites are welcome as the meetings are conducted via Elive, Google+, Skype and face-to-face. The organization provides support for new special educators as they

start their careers, by encouraging collaboration, providing professional development, volunteering at the Alaska Statewide Special Education Conference (ASSEC), and accessing leadership opportunities at the national organization level. Five of the members have been matched with National CEC Pioneer

mentors who will provide additional support to those teaching on a provisional waiver. This is a fabulous new opportunity for students that will help the UAF Special Education Teacher Preparation Program continue to expand. Email Joanne Healy, faculty advisor, at ([jhealy7@alaska.edu](mailto:jhealy7@alaska.edu)) for more information.

## Students from Hokkaido University of Education

On September 17<sup>th</sup>, the School of Education welcomed five students and two professors from Hokkaido University of Education in Kushiro, Japan. Professors Takashima and Sakai have accompanied many groups of education students on visits to UAF and Fairbanks. After meeting with Dean Morotti, Erica Keiko Iseri, an advisor with the Exchange and Study Abroad programs, and Drs. David Henry and Chisato Murakami from the Japanese Studies program, Nicole Sletterink provided each visitor with an iPad so they could show us their

homes using Google Earth. Before departing, they were given a tour of the School of Education where they were warmly greeted by faculty and staff and saw photos of former groups who visited from their university. Over the course of the next two weeks, the Japanese students interacted with four schools in Fairbanks and North Pole, teaching classes in origami, showing students how to write their names using three different Japanese alphabets, and often sharing a traditional Inua dance. School students were invited to participate and eagerly joined in to

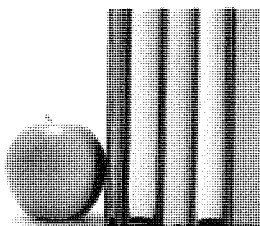
learn one of the dances. The Japanese students also presented before a large group of UAF students at the Japan Alaska Club meeting and assisted in a Kanji class on campus. In their free time, the visitors toured sites such as the UA Museum, Morris Thompson Cultural Center, Chena Hot Springs and spent time shopping for food and mementos at Fred Meyer. The Japanese students, who are preparing to become teachers, demonstrated their ability to teach and their enthusiasm for Alaska, its schools and people.



Professor Takashima, Professor Chihiro Sakai, Aitoma Kameyama, Mami Matsumoto, Akina, Sachina, and Momoko Hort



Gianna Eckenweiller, Secondary intern, discussing poetry at Tanana Middle School library



## Factors Related to Teacher Retention in Arctic Alaska, an Integral Part of the Circumpolar North

Dr. Ute Kaden, Assistant Professor of Secondary Education and Principal Investigator, has been awarded a National Science Foundation three-year research project grant. A persistent problem in arctic Alaska is high teacher turnover. Approximately 60% of Alaska's teachers leave the Arctic region after less than two years. A consistent and qualified teacher workforce integrated into the community is critical to students' learning, the stability of schools, and the vitality of Arctic and indigenous communities. One of the key issues in the school systems, throughout the circumpolar North, is how to retain teachers.

Rural Alaskan schools are populated by over 90% Alaska Native students. Research findings show that student performance is directly connected to teacher retention. No substantive scientific research has been done that explains systematically why retention rates are so low in Alaskan Native communities.

The research goals for this project are to identify the degree of school and community integration, school workplace characteristics including recruitment practices, teacher preparation practices, and key unknown variables for

understanding teacher retention in arctic Alaska.

This research will aid schools and communities in preparing teachers for working and staying in arctic Alaska. This study will add to the breadth of knowledge concerning building healthy and resilient communities in Alaska, as well as information about providing the Circumpolar North and other rural areas with indigenous populations.

For more information, contact Dr. Ute Kaden at [ukaden@alaska.edu](mailto:ukaden@alaska.edu).

# NCATE

The Standard of Excellence  
in Teacher Preparation

When a school of education is **NCATE accredited**, it provides an assurance that the school's teacher preparation program has met national standards set by the teaching field at large and has undergone rigorous external and impartial review by professionals, policymakers, and representatives of the public.

NCATE's performance-based system of accreditation fosters the development of competent classroom teachers, specialists, and administrators who work to improve the education of P-12 students and provide help to all students.



### School of Education employees volunteering at the April Autism Walk

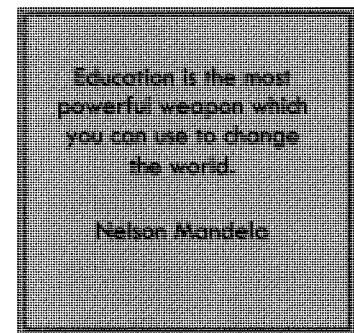
From the left: Jann Laiti, Elementary Advisor; Kathy Mosca, Assistant to the Dean; and Jane Monahan, Graduate Advisor are joined by storm troopers.

## UAF School of Education NCATE Accredited

Graduates from an NCATE-accredited teacher preparation program are in high demand because they are well prepared for initial licensing and advanced board certification. Candidate performance at NCATE institutions is thoroughly assessed throughout the program of study and before the candidate is recommended for licensure. Many states have reciprocity agreements based on graduation from NCATE-accredited schools, so those graduates will generally find it easier to apply for licensure when they move out of state.

Individuals applying to an NCATE-accredited school will have the assurance that the school's educator program has met national standards and received the profession's seal of approval.

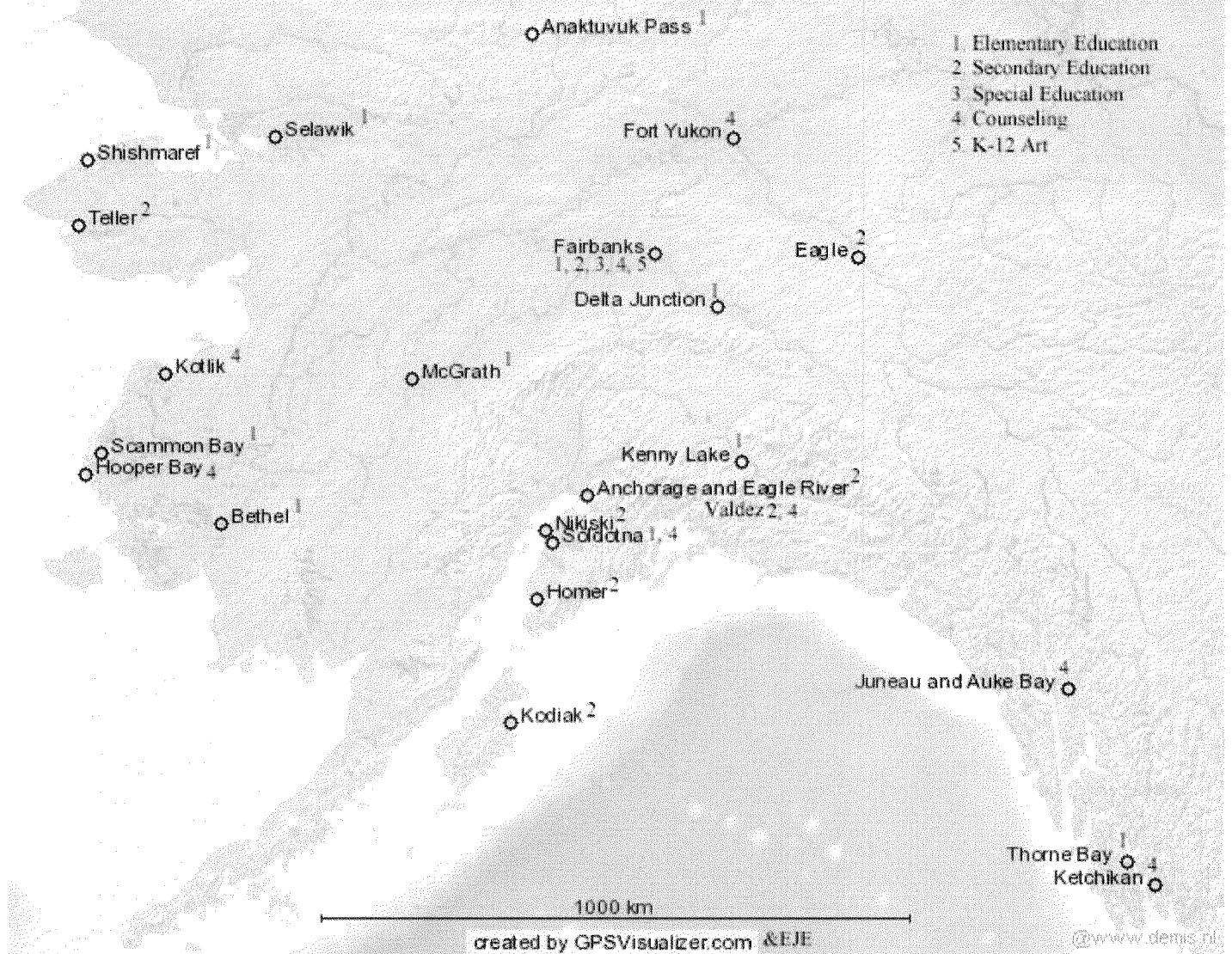
This information is a synopsis taken from the NCATE website, for more information go to <http://www.ncate.org>.



## School of Education & Autism Society of Alaska Partnership

On Autism Awareness Day, April 1, 2010, the School of Education (SOE) faculty, staff, and students gathered in front of the Rasmuson Library with community members and passing students to create a human autism ribbon. This bond between SOE and the Autism Society of Alaska (ASA) has been strong ever since. By raising awareness in the human ribbon, running/walking in the community-wide Walk/Run for Autism, making a puzzle piece quilt for ASA to raffle, and completing the 3rd annual campus-wide silent auction to raise funds for the organization, SOE faculty and staff are working together to bring international autism experts to our community. Last July, Dr. Stephen Shore taught a graduate special education course, Relationships and Sexuality for People with Autism: Reaching a Greater Understanding, to a diverse group of parents, counselors, and educators in addition to doing community presentations on this topic in Anchorage, Soldotna and Fairbanks. This community partnership is working to create a greater understanding through education and awareness throughout the state. We are currently planning for our guest expert for next summer! For more information about the Autism Society of Alaska, visit <http://www.asagoldenheart.org>.

### UAF School of Education Interns



## Measuring Proportionally: Elders' Wisdom Applied to Teaching and Learning

Dr. Jerry Lipka, Professor of Education, received a three-year U.S. Department of Education, Alaska Native Education Equity project for approximately \$1.9 million. The project responds to the well-documented need to improve the academic performance, specifically math, of Alaska Native students by incorporating the elders' wisdom. The project will refine, develop, and implement instructional materials and professional development (PD), which will develop Culturally Competent Mathematics Teachers (CCMT). The professional development activities and support will engage teachers as they learn to construct and use cultural mediating math tools, such as the

number line, geometric sets, and fraction sets. By applying lessons learned from elders, the project will show how the tool can be used to teach across the math strands. Teachers will be able to teach numbers and operations, algebraic thinking, and measuring in a cohesive and culturally connected way. The systematic PD cycle supports teachers and aides by providing onsite visits, coaching, workshops and Professional Learning Communities, as well as online courses. The project concludes with a small quasi-experimental study for 12 third and fourth grade teachers who receive the training and 12 third and fourth grade control classrooms that will use

their math textbook. Proposed project outcomes include increased teachers' CCMT, which will increase Alaska Native students' academic achievement in mathematics and produce a guide to develop CCMT. The project includes a total of 10 school districts, which include Alaska Native Cultural Charter School (Anchorage), Alaska Gateway School District, Hoonah, Koliganek School, and the Yupiit School District. Additional school districts will be selected for piloting and for the quasi-experimental study in the third year of the project.

For more information, contact Dr. Jerry Lipka at [jmlipka@alaska.edu](mailto:jmlipka@alaska.edu).

## The Potential Contribution of Indigenous Knowledge to Teaching and Learning Mathematics Project

Professor Jerry Lipka received funding for a three-year Arctic Social Science research proposal focusing on Indigenous Knowledge Systems (IKS) and the embedded and encoded mathematics in everyday activity. This research program will systematically document the nature of mathematically oriented activity as it occurs in response to tasks and problem-solving associated with subsistence living. The project will take place in three different Arctic cultural, linguistic, and geographical regions—in Alaska with Yup'ik, in Norway and Sweden with Sami, and in Kamchatka with Koryak—and one site in Micronesia to provide a contrasting geographical, environmental, cultural, and linguistic site.

The project has three overarching research goals: (1) to systematically document and provide credible evidence on the existence of

mathematically oriented activity in a diverse set of tasks within and across cultural groups and geographical locations; (2) to systematically document and show how these embedded mathematical processes are part of a larger IKS; and (3) the potential that these mathematically oriented processes have for establishing a way of teaching and learning from an IKS perspective. The project hypothesizes that symmetrical measuring, center points, lines of symmetry, halving, and geometrical verification are the key mathematically oriented processes. The degree to which this is or is not observed within and across each group will indicate the strength and depth of this hypothesis.

The project will use a variety of qualitative research methods, including participant observation, with teams of insiders/outsideers working collaboratively, following the decolonizing research methods of Smith (1999). The project will choose a set of tasks starting from those

that are empirically and culturally based with end products such as patterns made on baskets, clothing, and tattoos and moving to more cognitively oriented processes associated with activities, such as navigation. Each project site will work with one indigenous school (a school that consists almost entirely of indigenous students with some control over its curriculum) and establish a process of “educational imagining.” We will jointly imagine what an IKS mathematics learning trajectory, professional development, and curriculum might look like. This will also serve as a way for the project to check its findings with another group of insiders, as well as to share project findings. For more information, contact Dr. Jerry Lipka at [jlipka@alaska.edu](mailto:jlipka@alaska.edu).



Sarah Finnell reads to students in the Pearl Creek Elementary garden.



## Just the Facts:

### Master of Education Degrees:

Spring 2012

Counseling: 21

Curriculum and Instruction: 5

Language and Literacy: 2

Cross Cultural Education: 3

Special Education: 1 -- our first since the new program began!

Elementary Education: 3

Secondary Education: 27

### Graduate Certificate Program:

School Counseling Certification

Program: 3 (these students must have a previously earned master's degree)

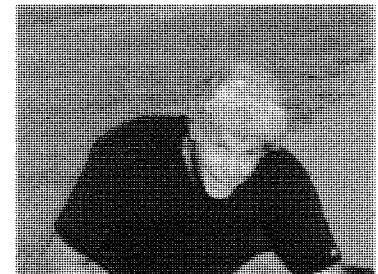
K-12 Special Education Certification: 3

### Interdisciplinary Ph.D.: 2

### A few titles of master's projects:

#### Counseling Graduates

*Effective Counseling Interventions for Elementary Students with Asperger's Syndrome*



*What Training in Alaska Native Culture and Worldview Improve Behavioral Health Service Delivery for Alaska Native Clients?*

*Effective Communication Strategies for Parents and Educators in the Prevention and Intervention of Cyberbullying among Early Adolescents*

### Education Graduates

*Status of the Substitute Teacher in the Fairbanks North Star Borough School District: A Stimulus Plan*

*Socioeconomic Factors That Lead To Latino Male Students Leaving School Before Graduating*

*Video as a Curriculum Element: Alaska Department of Fish & Game Aquatic Education Program*