Alaska's Teacher
Retention and Recruitment
Playbook

Strategies and Support
for Implementing the
TRR Action Plan Recommendations

PLAYBOOK

Abstract

This document is the Teacher Retention and Recruitment Playbook (TRR Playbook).

It is organized into four general sections with the substantial content made more user-friendly through an interactive layout, links, and downloadable Google docs. The bulk of the work is in Section B.

> Section A. Introduction
> Section B. Implementation Strategies following TRR Action Plan
> Section C. Implementation Strategies Reorganized by Stakeholder Groups
> Section D. Looking Ahead

Reading Section A sets the stage to engage in the next steps while the first page of Section B contains links to (a) recommendation tables - 14 total, (b) reports and slide-decks with compiled resources around the specific topics - 8 total, and (c) subcommittee folders with all meeting recordings and notes - 4 total. As an education stakeholder, take the ideas and modify them to fit your context, location, and scenario.

There is a link to download a document for each recommendation as its own Google doc to ease in accessing the information. You will find it using the linked button, Action Steps, at the top of the recommendation.

Section C contains all the same information from the recommendation tables as Section B reorganized by stakeholder groups. Each group has a link to download those specific tables as a separate Google doc.

Section D provides a look back to aid in looking forward by sharing examples of progress connected to education in Alaska during the years of work since the start of the 21st century as well as since the inception of the TRR project in 2020. It also suggests goals to work towards as well as encouragement on how to move forward.

TRR Action Plan

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Section A.   Introduction

In April 2020, Alaska's Governor Mike Dunleavy initiated the Teacher Retention and Recruitment Working Group with the mission of identifying practical, professional, and policy recommendations to address Alaska's persistent issues with retention and recruitment of educators. The working group was composed of members representing each of the following groups: teachers, principals, superintendents, school boards, students, home school programs, special education, university, and state government. This was the first phase of a three-phase process. In April 2021, the TRR Working Group published the TRR Action Plan (https://education.alaska.gov/trr) containing 18 recommendations grouped into six essential areas using a holistic, systems-centered approach to creating solutions. Since that time, efforts have been made to share the TRR Action Plan (roll out in phase 2) and to develop implementation strategies that will move forward the recommendations. This TRR Playbook is the result of the third phase of work and contains implementation strategies for moving forward on all 18 recommendations by stakeholder groups. These strategies are suggestions for consideration towards making progress on the TRR efforts. As a state, we can collectively create the best education system for our students by implementing strategies appropriate to each stakeholder level while aligning across stakeholder groups. The more we can do, the sooner the better, for Alaska's students and for Alaska's educators. Together let's design an aligned system that supports local control to recruit and retain educators to provide an excellent education for every student every day. Let's create a seamless system where educators want to work and are well supported, and students receive the benefit of their happiness and expertise.
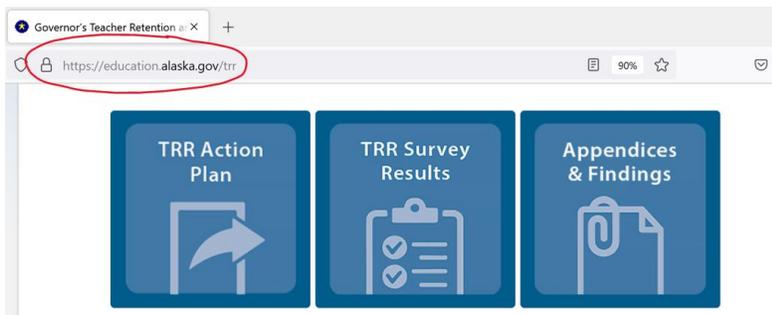
1.   Background

The TRR work is situated firmly within the Alaska Education Challenge,[1] under Goal 4: Prepare, attract, and retain effective education professionals. It can be argued that it truly addresses all five of the goals in the AK Ed Challenge as a strong educator workforce is the best resource a system has to influence student reading, offer CTE and culturally-affirming education options, close the achievement gaps, and create and sustain safe learning environments. At the onset of this work, the Alaska Education Commissioner at the time, Dr. Michael Johnson, played a significant role in the working group. Further, representatives from six of the largest education stakeholder partners attended as well as four legislators. Their contributions played greatly into the development of the six essential areas and 18 recommendations. It was important that the TRR work was infused into other statewide initiatives and
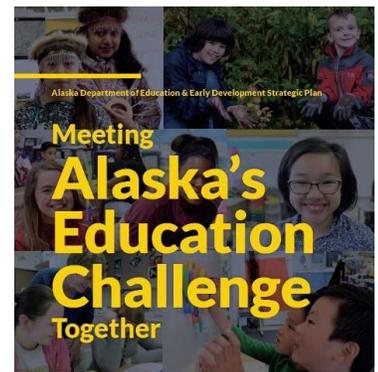
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[1] https://education.alaska.gov/akedchallenge

that it supported the other education efforts happening simultaneously.

2. Committee Work

An initial large Induction Committee meeting, called the TRR Convening, was held via Zoom in February 2022.[2] The TRR Convening had nearly 100 participants ranging from all locations across the state as well as out-of-state education partners and covering stakeholder groups from districts to support organizations to postsecondary institutions. A sign up request was issued during the Convening for volunteers to serve on four subcommittees and a gForm was created to capture those contacts.

Volunteers numbered about 30 each for the Organizational Health Cadre and the Retirement Working Group and 50 each for the Recruitment Task Force and the Alternative Certification Team. The registered volunteers included teachers (active and retired), principals, school board members, and superintendents representing districts; leadership representing most of the education partners such as AASB, NEA-AK, SERRC, and ACSA and their affiliates of ASA, AAESP, AASSP, ALASBO, and ASDN; partner organizations such as the Office of K-12 Outreach, Alaska Humanities Forum, Doyon Foundation, Association of Interior Native Educators, and Region 16 Comprehensive Center; and postsecondary institutions such as UAF, UAA, UAS, Charter College, and Alaska Pacific University.

Subcommittees started meeting in April 2022 and continued through March 2023, each hosting six to seven Zoom meetings total, one at the end of the 2021-22 school year and the remaining during the 2022-23 school year. Although not all volunteers attended all the meetings, each subcommittee had a core group of individuals committed to the work. The color coding of the committees aligns with the TRR Action Plan incorporating Essential Areas 1 and 2 (Working Conditions and Leadership) into the Organizational Health topic. With Essential Area 3, 4, and 5 staying as is (Retirement, Recruitment, and Paraprofessional Pathways) and Essential Area 6 Streamlining Certification falling within several of the other subcommittees as the associated topics emerged.

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[2] Induction is the term we are using for the process of alignment across the system. Note that often induction and mentoring are used synonymously; however, induction is usually a process with many components, whereas mentoring is one of those specific components. https://www.teachermagazine.com/au_en/articles/beginner-teachers-induction-and-mentoring

Organizational
Health Cadre

Alternative
Certification Team

Induction
Convening

Recruitment
Task Force

Retirement
Working Group

Committees started with the TRR Action Plan, focused on specific topics, and took on the challenge of addressing the following questions.

- � How can we make this real?
- ↪ Who should take on this piece of the work?
- ↪ What is needed to accomplish this?
- ↪ What else is missing?

This formed the basis for all of the Implementation Strategies that are compiled here in the TRR Playbook. All meetings were open to the public, recorded, documented with notes, and can be found in the linked shared google folders. A common site (https://aklearns.org/trr/) was also compiled for easier access by the technology support team at SERRC.

Although subcommittee work is complete, TRR Convenings should continue to meet at least once or twice a year with convening goals of sharing across groups, involving broader audiences, forming more partnerships, and creating that alignment across the education system. This should be a place and time to pull in legislators to listen and be a part of some on-the-ground work. This should be a place and time to create protocols or procedures that facilitate partnerships and seamless collaboration. In essence, this should be a time and place where the focus can be about the whole education system and not just the targeted areas where most operate. Of course, this would not replace any of the organizations' meetings although it should be thought of as just as important and helps to situate stakeholders' roles in the larger context while aligning across their roles.

3. Reports and Slide-decks

The overarching goal of the studies that were also contracted as part of this work was to pull ideas together on a specific topic so that districts, state, policy makers, and partner organizations wouldn't have to compile the information on their own. The topics were specific recommendations from the TRR Action Plan and included (1) tools to measure working conditions, (2) financial opportunities for educators outside of salary, (3) feedback from teachers on principals, (4) retirement restructuring options, (5) innovative recruitment efforts, (6) alternative certification programs with an emphasis on paraprofessional pathways, and (7) landscape analysis of recruitment strategies used in Alaska (two contractors took on complementary studies to paint the landscape). Methods used by each contractor

are outlined in their final reports. Each contractor presented their work to a TRR subcommittee or during a TRR webinar for feedback and submitted a final report and a final slide deck. Their final outcomes can be found in the associated shared folder, linked here throughout the TRR Playbook, and also in the final shared folder, TRR Implementation Resources Public.[3]

4. Disclaimer

The implementation strategies and recommendations presented here are compiled from stakeholder input and are not all necessarily endorsed by DEED. They are suggestions for stakeholder consideration. Action or adoption of any implementation strategy will be based on each group's own initiative and decision. Presentations at work sessions, convenings, and other efforts to pull together stakeholders will provide opportunities to continue to create buy-in to support those decisions and create alignment across the education system.

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[3] https://drive.google.com/drive/folders/1RFsv_RUVSB32YdQ8qk4D-E8irx9BbE8O?usp=sharing

5. Alignment

Several guiding principles supported the process used in the Teacher Retention and Recruitment (TRR) work. First, recognizing the state has had 40 years of research conducted in issues surrounding teacher retention and recruitment for Alaska's current public educational system of local control meant that information was readily available. The working group tapped into those studies, situated them within today's circumstances, and then chose to be forward-looking and solution-oriented in the next steps.

Second, the working group chose to use a holistic, systems-approach to the solutions. Members felt deeply that no one solution would fix the current struggle. It was determined that the efforts must approach this challenge from multiple angles and address multiple levels of the system. For example, if Alaska restructures our state retirement system then it may support recruitment efforts, but without positive working conditions educators may not stay, thus still contributing to retention issues.

Third, during Phase 2 of the TRR efforts it became clear that the refined goal for TRR is *alignment across the system* that supports local control to recruit and retain educators to provide an excellent education for every student every day. The following model is slightly revised from the one presented in the TRR Action Plan. The refinements come from stakeholder feedback during presentations and conference meetings.

Updated Model from the TRR Action Plan
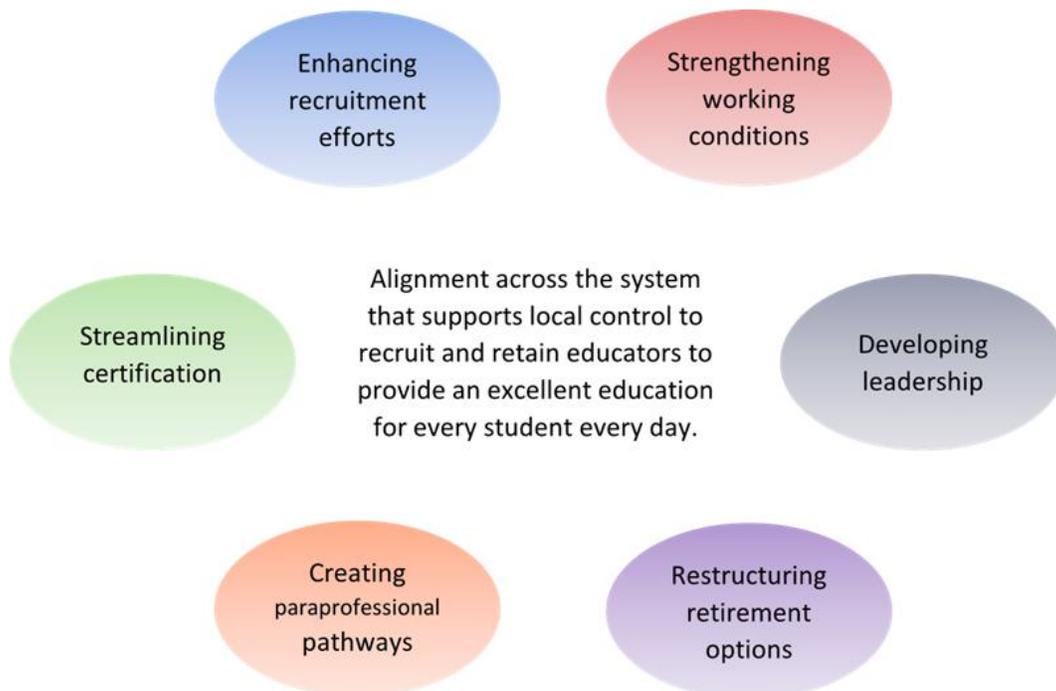
The TRR Playbook starts with the 18 recommendations from the TRR Action Plan (merged into 16 recommendations) and provides suggestions for how we as a state can make progress on each. In the TRR Playbook, implementation strategies are offered based on stakeholder roles. The stakeholder groups are defined as follows.

- Districts include those in roles of school board members, administrators (district leader, schools), educator, and staff.
- State administration (DEED, Governor's Office, SBOE) constitutes the state Department of Education & Early Development (DEED) representation carrying out the Governor's education initiatives, as well as the State Board of Education & Early Development (SBOE) as the head of DEED and the Commissioner who serves as the chief executive officer of DEED. (AS 44.27.010)
- Partner organizations include and are not limited to Alaska Association for School Boards (AASB), National Education Association (NEA-Alaska), Alaska Council of School Administrators (ACSA), Alaska Association for School Boards (AASB), University of Alaska (UA) and other institutes of higher education (IHEs), tribal entities, community-based organizations, local, state, and national organizations, other professional associations, and federally funded content and technical assistance centers. Note that ACSA is the umbrella organization for and includes the Alaska Superintendents Association (ASA), Alaska Association of Elementary School Principals (AAESP), Alaska Association of Secondary School Principals (AASSP), Alaska Association of School Business Officials (ALASBO), and Alaska Staff Development Network (ASDN).
- Community individuals include and are not limited to parents, families, and retirees.
- Elected officials include and are not limited to state legislators and local governments, such as mayors and assembly members, etc.

Further, during subcommittee meetings, many of the TRR Action Plan recommendations were updated using more accurate and inviting language. This chart demonstrates the original language from the TRR Action Plan and the revised language used here in the TRR Playbook. The chart is color coded based on the six Essential Areas as presented in the TRR Action Plan, connected to the Update Model above, and aligned with the subcommittee colors throughout the TRR Playbook.

Create Educator Induction Program Framework → *Alignment and Sharing at TRR Convenings*	Retirement Task Force → *Retirement Working Group* as one of the subcommittee; Focus on *Restructuring TRS and PERS*	Independent Audit of Recruitment
Measure Working Conditions	Financial Literacy on Retirement → *Financial Education*	Recruitment Task Force
Financial Opportunities	Modernize the Certification System	Restructure ATP
Organizational Health System	Reciprocity for all states	Grow-Your-Own Programs → **merged** with Paraprofessional Pathways
Administrator Mentoring	AK History and Culture Coursework → *Alaska Studies and Multicultural Coursework*	Alternative Certification Pathways → **merged** with Paraprofessional Pathways
Principal Assessment → *Teacher Feedback on Principals*	Paraprofessional Pathways	Resources for Alternative Programs → *Sharing Resources for Additional Pathways to Certification*

6. How to Use the TRR Playbook

The Teacher Retention and Recruitment Playbook acts like other playbooks found in sports, business, or cybersecurity. First, it provides implementation strategies based on stakeholder roles to support Alaska's 54 locally controlled school districts in making decisions that work for them. Second, it also promotes alignment across the statewide system of public education including roles for partners to support. Third, it offers suggestions for mitigating issues at various levels of the system as they arise. The topic is centered on recruiting and retaining educators with a primary focus on classroom teachers, yet the impact covers all the educator groups (principals, superintendents, support staff, specialty teachers, etc.) and holds at its core students and their learning and well-being.

Navigating the TRR Playbook can be done in several ways through Google doc navigation, embedded links, and smaller linked files for download. Be on the lookout for work sessions, presentations, and sharing through education organizations to enhance understanding, provide time to explore, and facilitate conversations around taking action. It's important to note that all of these implementation strategies and related action steps are starting points for ideas and resources. In your role as an education stakeholder you should feel free to modify, add to, or ignore any of the strategies or actions.

The Playbook is set up in four general sections: Introduction, Implementation Strategies, Reorganized Strategies by Stakeholder Groups, and Next Steps. The bulk of the work is in **Section B. Implementation Strategies following TRR Action Plan**. The first page of Section B links to recommendation tables, reports and slide-decks, and subcommittee folders with all meeting recordings and notes. Section B contains 14 recommendation tables referencing 14 of the 16 TRR Action Plan recommendations sharing anywhere from one to seven implementation strategies with specific action steps for each. The remaining two recommendations do not have action steps, rather one connects to a long-term plan for Convenings and the TRR goal of alignment across the system and the other was achieved by contracting two studies around recruitment. All eight of the contracted studies are linked within the Playbook and provide compiled resources around the topic. There is a link to download a document for each recommendation as its own Google doc to ease in accessing the information. You will find it using the linked button, Action Steps, at the top of the recommendation.

Section C contains all the same information from the recommendation tables as Section B reorganized by stakeholder groups. Each group has a link to download those specific tables as a separate Google doc. Finally Section D provides a look back to aid in looking forward by sharing examples of progress around the TRR ideas during the years of work since the start of the 21st century as well as since the inception of the TRR project in 2020. It also suggests goals to work towards as well as encouragement on how to move forward.

When developing understanding of the TRR Playbook the graphic below may be useful to distinguish between the TRR Action Plan recommendations (found at https://education.alaska.gov/trr) and the related TRR Playbook implementation strategies and action steps by stakeholder. This graphic uses the TRR Action Plan Recommendation 1.2 as an example. Note that stakeholder groups are listed in the same order for each implementation strategy. There may be multiple implementation strategies per recommendation or just one. There may be multiple action steps for each stakeholder group or one or none. When the box is empty, this doesn't mean there aren't steps for that group to take, just that the subcommittees did not suggest any at the time.

Action Plan Recommendation

2. **Identify methods to measure working conditions that support making data-driven improvements and share those options with districts.** This can be conducted as a stand-alone action or as a component of the Organizational Health System suggested under Developing Leadership below.

o Compile a vendor list of those who measure working conditions for districts to choose from.

o Offer funds to support DEED paying for vendors.

o Allow district to make choices that fit their needs.

o DEED hold districts accountable for engaging in the process of measuring working conditions.

Playbook Action Step by Stakeholder

Playbook Implementation Strategy

Action Step	Implementation Details
Gain support to measure teachers' working conditions.	
District adopts or creates a tool to measure working conditions.	-gather input from teachers on tool/method used to measure working conditions (ensure collection of actionable information) -communicate to teachers how information will be collected and used -communicate to community on the why, the how and process for collecting and responding to measuring working conditions, with an emphasis on importance of teacher-community communication to good teachers' working conditions -organize involvement of community members with teachers to support working conditions (induction events including welcome, logistics, culture camps, pairing new hire with a community mentor) -resources if creating own survey Developing survey questions Survey methods for educators Survey methods in education -TRR resource on tools Tools to Measure Working Conditions Report
DEED supports districts positioning themselves to measure working conditions.	-assemble/vet a suite of tools districts could use to measure working conditions -offer mini-grants to help districts pay for a third party partner to assist with creating/selecting instruments, collecting and analyzing data, etc. -provide guidance for interpreting results of working conditions data- create baseline reference information (e.g., PTR) for districts -outreach to stakeholder groups with information on importance of working conditions and how to measure them
Partner Organizations play a supportive role in improving teachers' working conditions.	-parent group(s) (e.g., LSAC, PTA) briefed by district administration on importance of working conditions and on process for measuring working conditions -PTAs welcome teachers, provide school community support, community mentors -ACSA, AASB include WC information in presentations to legislative education committees that summarize findings of working conditions data and actions taken in response
Community plays a supportive role in improving teachers' working conditions.	-members welcome teachers into the community; prepare teachers for logistics of the community; serve as community mentors
Elected Officials support measuring working conditions with policy.	-recognize importance of working conditions in policy to support TRR work
Measure teachers' working conditions.	
District engages in measuring and using data.	-use CBA process to collect data on teachers' working conditions -connect student disciplinary data with working conditions findings -include a tool to ask for community views on leadership
DEED supports districts in the process.	-help districts collaborate and share resources on collecting working conditions data -offer assistance on how to set baseline non-negotiable indicators of working conditions (e.g., class size)
Partner Organizations provide third-party services.	-if available/feasible, use a partner group to collect working conditions data (impartial group to allow clean collection of data), e.g., AASB's school climate and connectedness survey; TOP (Team Optimizing Project)
Community	
Elected Officials	
Respond to working conditions data.	
District embeds findings of working conditions into the practice of the district.	-ensure updates include summaries of action taken to improve working conditions -use other data sources (e.g., SCCS) to inform areas for deeper data collection -prioritize time to review data on working conditions with focus on identifying action steps; this is built into the work day -ensure that improvement steps (for working conditions) are deliberate and scheduled as part of annual calendar, including scheduled progress updates to board -to keep a focus/priority on improving working conditions, create a committee

Section B. Implementation Strategies following TRR Action Plan

TRR Action Plan Recommendations - Studies and Implementation Strategies Linked

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1.1   Induction Framework – Recommendation 1.1 ongoing, all committees and beyond

        See initial presentation from Feb. 24, 2022

1.2   Measure Working Conditions – Recommendation 1.2

        TRR Report and Slide-deck – Tools Used to Measure Working Conditions

1.3   Financial Opportunities – Recommendation 1.3

        TRR Report and Slide-deck – Financial Opportunities to Augment Teacher Salaries

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2.1   Org Health Cadre – Subcommittee Folder

        Leadership Development – Recommendation 2.1

2.2   Mentoring New Administrators – Recommendation 2.2

2.3   Teacher Feedback on Principals – Recommendation 2.3

        TRR Report and Slide-deck – Collecting Feedback from Teachers on Principal Leadership

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3.1   Retirement Working Group – Subcommittee Folder

        Restructure Retirement System – Recommendation 3.1

        TRR Report and Slide-deck – Retirement Plan Design Options and Analysis

3.2   Financial Education Opportunities – Recommendation 3.2

4.1   Audit of Recruitment Activities – Recommendation 4.1

        TRR State Level Report and Slide-deck – Contractual Benefits that Enhance TRR

        TRR District Level Report and Slide-deck – Alaska District Recruitment Strategies Survey

4.2   Recruitment Task Force – Subcommittee Folder

        Recruitment Solutions – Recommendation 4.2

        TRR Report and Slide-deck – Innovative Recruitment Strategies

4.3   Restructure AT&P – Recommendation 4.3

4.4   Support Grow-Your-Own Programs – Recommendation 4.4 (grouped with 5.1 & 5.2)

4.5   Support Alternative Certification Pathways – Recommendation 4.5 (grouped with 5.1 & 5.2)

5.1   Paraprofessional Pathways – Subcommittee Folder (grouped with 5.2)

        Create Career Ladder Pilot Program – Recommendation 5.1

        TRR Report and Slide-deck – Paraprofessional to Teacher Pathways: Current Strategies

5.2   Sharing Resources for Additional Pathways to Certification – Recommendation 5.2

6.1   Modernize the Certification System – Recommendation 6.1

6.2   Reciprocity for All States – Recommendation 6.2

6.3   Alaska Studies and Culture Coursework – Recommendation 6.3

1. Organizational Health Implementation Strategies - Working Conditions

a.   Strengthening Working Conditions

TRR Action Plan Recommendation 1.2 Measure Working Conditions
Action Steps: This link produces the same information below as an independent google doc.

Rationale: There are several variables that affect teacher retention. Many of these are the factors that describe working conditions. These include those that can be considered extrinsic (e.g., facilities, compensation) and those that are intrinsic (e.g., satisfaction and purpose). Research finds that school districts with good working conditions have higher retention rates than those that do not. It is important then, that school districts determine the teachers' satisfaction with their working conditions and in turn, make improvements when an area is deemed less than satisfactory.

Action Step	Implementation Details
Gain support to measure teachers' working conditions.	
District adopts or creates a tool to measure working conditions.	-gather input from teachers on tool/method used to measure working conditions (ensure collection of actionable information) -communicate to teachers how information will be collected and used -communicate to community on the why, the how and process for collecting and responding to measuring working conditions, with an emphasis on importance of teacher-community communication to good teachers' working conditions -organize involvement of community members with teachers to support working conditions (induction events including welcome, logistics, culture camps, pairing new hire with a community mentor) -resources for survey development Developing survey questions Survey methods for educators Survey methods in education -TRR resource on tools Tools to Measure Working Conditions Report
DEED supports districts positioning themselves to measure working conditions.	-assemble/vet a suite of tools districts could use to measure working conditions -offer mini-grants to help districts pay for a third party partner to assist with creating/selecting instruments, collecting and analyzing data, etc. -provide guidance for interpreting results of working conditions data- create baseline reference information (e.g., PTR) for districts

	-outreach to stakeholder groups with information on importance of working conditions and how to measure them
Partner Organizations play a supportive role in improving teachers' working conditions.	-parent group(s) (e.g., LSAC, PTA) briefed by district administration on importance of working conditions and on process for measuring working conditions -PTAs welcome teachers, provide school community support, community mentors -ACSA, AASB include WC information in presentations to legislative education committees that summarize findings of WC data and actions taken in response
Community plays a supportive role in improving teachers' working conditions.	-members welcome teachers into the community; prepare teachers for logistics of the community; serve as community mentors
Elected Officials support measuring working conditions with policy.	-recognize importance of working conditions in policy to support TRR work
Measure teachers' working conditions.	
District engages in measuring and using data.	-use CBA process to collect data on teachers' working conditions -connect student disciplinary data with working conditions findings -include a tool to ask for community views on leadership
DEED supports districts in the process.	-help districts collaborate and share resources on collecting working conditions data -offer assistance on how to set baseline non-negotiable indicators of working conditions (e.g., class size)
Partner Organizations provide third-party services.	-if available/feasible, use a partner group to collect working conditions data (impartial group to allow clean collection of data), e.g., AASB's school climate and connectedness survey; TOP (Team Optimizing Project)
Community	
Elected Officials	
Respond to working conditions data.	
District embeds findings of working conditions into the practice of the	-ensure updates include summaries of action taken to improve working conditions -use other data sources (e.g., SCCS) to inform areas for deeper data collection

district.	-prioritize time to review data on working conditions with focus on identifying action steps; this is built into the work day -ensure that improvement steps (for working conditions) are deliberate and scheduled as part of annual calendar, including scheduled progress updates to board -to keep a focus/priority on improving working conditions, establish a committee of teachers, administrators, and community members to guide working conditions improvement activity -follow identified process to determine root causes for why area(s) of working conditions need improvement
DEED supports in understanding results.	-provide guidance for interpreting results of working conditions data -create baseline district level reference information for districts -provide training for district leadership on responding or recommendations for partner organizations for training
Partner Organizations play a supportive role in improving teachers' working conditions.	-after reviewing working conditions data, parent groups and school advisory groups provide input on drafting improvement actions, list of supportive actions community members can take -ensure Collective Bargaining Units provide input on drafting improvement actions -in advocacy, ACSA and AASB include working conditions information when presenting to legislative committees on TRR related legislation -partners who specialize in this work provide training to leadership on using results
Community supports strengthening working conditions.	-identify community members to serve as liaisons for new teachers to support efforts
Elected Officials review results and support financially.	-be aware of summarized results -respond to trends -direct funding to improve working conditions (boards, assembly, legislature)

Note: Group definitions
- Districts include those in roles of school board, administrators (district, leader, schools), educator, and staff.
- State administration (DEED, Governor's Office, SBOE) constitutes the state Department of Education & Early Development (DEED) representation carrying out the Governor's education initiatives, under SBOE.
- Partner organizations include and are not limited to AASB, NEA-Alaska, ACSA, ASA, AAESP, AASSP, ALASBO, ASDN, UA and other IHEs, tribal entities, community-based organizations, local, state, and national organizations, other professional associations, and federally funded content and technical assistance centers.
- Community individuals include and are not limited to parents, families, and retirees.
- Elected officials include and are not limited to legislators, local governments such as mayors and assembly members, etc.

Note: Links to resources
- Developing survey questions: https://ies.ed.gov/ncee/rel/Products/Publication/3248
- Survey methods for educators: https://ies.ed.gov/ncee/rel/Products/Publication/3752
- Survey methods in education: https://ies.ed.gov/ncee/rel/Products/Publication/3862

b. Financial Opportunities

TRR Action Plan Recommendation 1.3 Financial Opportunities
[Action Steps](): This link produces the same information below as an independent google doc.

Rationale: *What* - We define financial opportunities as incentives that school districts can use to augment teacher salaries e.g., signing bonus, retention bonus, incentives to attract teachers of shortage subject matter areas or to work in a high-need or hard-to-staff school, extra-duty bonus, loan repayment support and scholarships, rewards for acquiring new skills and knowledge, pay for performance, relocation incentives, housing subsidies, and childcare benefits.

Why - "Financial opportunities may make a job more attractive and tip the balance as teachers consider multiple jobs, including lucrative non-teaching jobs. They may compensate for conditions that may be perceived as less than ideal such as working in an isolated community with harsh weather or in an under-resourced school. They may reward teachers for taking steps to grow and become more effective, and for taking on additional responsibilities, whether they would have wanted to in the first place or stepped up to fill an acute need in their school or district. Incentives may help support the high cost of an education. They can offset part of the high cost of moving to and living in certain areas. Bonuses may increase teacher engagement, motivation, satisfaction, self-efficacy, effectiveness, and in turn, their desire to stay in the profession and their school district"([Financial Opportunities Report](), p.iii).

Action Step	Implementation Detail
Learn about financial opportunities.	
District identifies which financial opportunities to put in place.	-develop an understanding of financial opportunity options including examples from Alaska - identify available funding and which financial opportunities are affordable given their context including their financial circumstances - identify which financial opportunities are allowable within negotiated agreements, in a cycle of consultation with bargaining units, the school board, and appropriate local entities according to usual practice -identify which opportunities are appropriate in the local context and supportive of the needs of their educator staff -district office staff or hired consultant, using best survey practices, design and administer a stakeholder survey about which financial opportunities are deemed valuable; identify stakeholders (e.g., teachers, staff, administrators, board members); identify best timing for the survey (e.g., depending on when a decision to be made in time for the selected financial opportunities to be included in the budget); identify survey method (e.g., online, during school staff meetings, added questions to an existing survey to avoid survey fatigue). -district employees complete the survey -district office staff or hired consultant analyze survey results; list preferred options; run them by a diverse stakeholder group for final revisions -resources if creating own survey [Developing survey questions]() [Survey methods for educators]() [Survey methods in education]() -TRR resource on financial opportunities

	[Financial Opportunities Report](#) (lists opportunities, with a brief description, rationale, examples from Alaska and the nation, and research evidence; each opportunity can be easily, directly accessed from the abstract on p. 2).
DEED provides input.	-in a supportive and informational capacity, provide input on pros, cons, and implementation considerations for various financial opportunities including taking into account the Alaska context, as well as funding considerations -welcome and address questions and concerns
Partner Organizations support decision making.	-provide input on pros, cons, and implementation considerations for various financial opportunities including taking into account the Alaska context and the local culture
Community engages by participating in the survey.	-complete the survey
Elected Officials identify funding options.	-consider allocating funding for financial opportunities
Select financial opportunities.	
District selects which financial opportunities to implement.	-review survey findings and other stakeholder input from consultation and narrow down the list of financial opportunities to consider -establish options for what is affordable (e.g., which opportunities, amount by opportunity, eligibility, frequency) -school board selects among the feasible options -resources for cost benefit approaches [Resources from the Center for Benefit-Cost Studies of Education](#) [Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods](#)
DEED	
Partner Organizations	
Community provides input.	-provide input at board meetings
Elected Officials	
Fund financial opportunities.	
District finalizes funding needs and sources.	-district staff estimate initiative costs for the selected options and identify internal funding sources and grants -board members approve the funding budget
DEED supports the initiative financially.	-offer mini-grants to help districts that need it to pay for a third party partner to assist with design, implementation, collecting, and analyzing data -help network districts together to collaborate and share resources
Partner Organizations support sharing of resources.	-help network districts together to collaborate and share resources -offer mini-grants to help districts that need it to pay for some of the networking, survey process, or financial opportunities
Community	
Elected Officials	
Implement initiative.	
District implements the initiative following a plan.	-establish implementation, progress monitoring, communications, and training plan -collect stakeholder feedback on plan and revise accordingly

	-implement plan, monitor progress, and use data to make course corrections in a timely manner -resources for program monitoring Planning, Assessment, and Communication Outcomes, Indicators, Measures, and Targets Introduction to program evaluation
DEED supports planning and implementation.	-in a supportive and informational capacity, offer consultation time to support district staff with plan development, implementation, and troubleshooting
Partner Organizations review and provide input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a frequently asked questions resource -ask Alaska Teachers & Personnel (ATP) to advertise opportunities as part of district incentive initiatives when recruiting and supporting new teachers
Community provides input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a frequently asked questions resource
Elected Officials	

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Note: Links to resources
- Developing survey questions: https://ies.ed.gov/ncee/rel/Products/Publication/3248
- Survey methods for educators: https://ies.ed.gov/ncee/rel/Products/Publication/3752
- Survey methods in education: https://ies.ed.gov/ncee/rel/Products/Publication/3862
- Financial Opportunities Report: https://docs.google.com/document/d/1qx4pqcDEAtuK-ildprNZVZSCb_F2iKuA/edit?usp=drive_link&ouid=106394927508872723092&rtpof=true&sd=true
- Resources from the Center for Benefit-Cost Studies of Education: https://www.cbcse.org/
- Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods: https://ies.ed.gov/ncee/rel/Products/Event/692
- Planning, Assessment, and Communication: https://ies.ed.gov/ncee/rel/Products/Publication/3598
- Outcomes, Indicators, Measures, and Targets: https://ies.ed.gov/ncee/rel/Products/Publication/3571
- Introduction to program evaluation: https://ies.ed.gov/ncee/rel/Products/Resource/100635

2. Organizational Health Implementation Strategies - Developing Leadership

    a. **Developing Leadership**

        TRR Action Plan Recommendation 2.1 Leadership Development
        Action Steps: This link produces the same information below as an independent google doc.

Rationale from Measure Working Conditions Report (p.3): Not surprisingly, teachers are not satisfied to serve as passive recipients of program and policy changes; they want to play active leadership roles in their buildings. To do so, research finds that teachers want to work collaboratively and influence instruction in partnership with a supportive principal. Research also finds that the opportunities for teachers to advance within their school into leadership roles contributes to their retention.

Action Step	Implementation Details
Review principles of effective leadership development.	
District creates awareness of the importance of developing leaders in all areas of the organization.	-with board and committee of teachers, establish leadership development guidelines including how and what leadership positions are recognized by district -consider developing teacher leaders to support at the committee, department, and activities level -tap into aspiring leadership and mentoring programs and opportunities -boards fund superintendent and principal mentoring programs -resources on principal effectiveness How Principals Affect Students and Schools Alaska Administrator Standards
DEED provides support through personnel and planning.	-support TRR work including leadership development by adding personnel -offer plan for how to create leadership strand
Partner Organizations provide support in their regular activities and expansion of activities.	-professional organization conference agendas include leadership development item and how it improves organizational health -NEA-AK includes leadership development for teachers strand in its professional development -ensure implicit bias training is included as part of leadership training -expand and support principal mentoring -expand and support aspiring leadership programs
Community provides insights.	-utilize retired educators in the community to help develop leadership development pathways
Elected Officials contribute expertise and funding for	-include community elected officials to support leadership development -ensure ACSA's annual overview of PK-12 issues to new legislators includes an overview of TRR including leadership development for teachers

leadership development.	-boards, assembly, and legislature fund superintendent and principal mentoring programs
Identify strengths and weaknesses of current career ladder, to guide as necessary, development and revision of own plan.	
District creates and revises their leadership development plan regularly.	-create a team of teachers and administrators to review their distirct's leadership development plan -after reviewing (benchmark) other school district leadership plans and make improvements to own plan -ensure equitable process for identifying and promoting leaders -ensure that resources are committed to leadership development activity -include accountability activity with plan
DEED provides planning resources.	-compile a resource catalog of district leadership development plans -serve as resource to districts to help revise leadership development plans
Partner Organizations offer expertise and services.	-AASB and ACSA include sectionals at annual conference on importance of succession planning and leadership development -ASDN/ACSA create leadership track of professional development for aspiring leaders
Community participates in opportunities to develop leaders.	-include community members in leadership development opportunities for educators
Elected Officials gain awareness of the importance of leadership development and districts' plans.	-presentations by DEED and K-12 to Legislative Education Committees include reference to importance of growing our own leaders and a summary of district activity to do so
Implement District Leadership Development Plan.	
District implements the plan and shares progress and outcomes.	-create dedicated dialogue (e.g., one hour after school per month) on leadership traits at building level or district level between district administration and aspiring leaders -create schedule to monitor program's progress -include in annual report to board summary of leadership development activity and outcomes
DEED supports funding programs.	-support funding of aspiring programs for educational leaders -support funding to enhance teacher, principal, and sup mentoring
Partner Organizations create, offer, and	-state level recruitment activity of teachers includes listing of district leadership pathways

extend opportunities for programs and participants.	-negotiations for new CBA include leadership development language (superintendent, principal, teacher leader) and teacher leadership positions on salary schedule -community groups provide opportunities for aspiring leaders to address community on school and district affairs (e.g., teacher leaders at school summarize curriculum development activity to advisory committee)
Community engages with programs.	- recognize aspiring school and district leaders (e.g., governmental meeting, newsletters) -participate in community parent advisory committees
Elected Officials support funding programs.	-identify funding needs and sources to support leadership development

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● Community individuals include and are not limited to parents, families, and retirees.
● Elected officials include and are not limited to legislators, local governments such as mayors and assembly members, etc.

Note: Links to resources
● How Principals Affect Students and Schools: https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf
● Alaska Administrator Standards: https://docs.google.com/document/d/1Vm45BdhTAm8q03RFcDnCUjEcT8CIcacnq-1qZZCykP4/edit

b. Administrator Mentoring

TRR Action Plan Recommendation 2.2 Administrator Mentoring
Action Steps: This link produces the same information below as an independent google doc.

Rationale: A culture of mentoring promotes learning throughout the organization, supports the professional and personal growth of staff, and balance staff needs and organizational goals; it embeds structure, accountability, and encouragement in an organization; it helps staff feel heard and connected through a professional network; ultimately, it helps boost employee engagement, retention, and recruitment (Create a mentoring culture, How to build a mentoring culture, Why mentorship).

Action Step	Implementation Detail
	Identify purpose of administrator mentoring.

District identifies which mentoring opportunities to offer.	-develop or strengthen understanding of mentoring approaches that includes supporting early career teachers' instruction,
	-identify available funding and determine whether mentoring is a priority for staff (vs. additional pay or other incentives for example)
	-review approaches to mentoring new teachers, principals, and district administrators, and select appropriate ones (e.g., Alaska Statewide Mentor Project, ACSA Principal Mentoring - Alaska School Leadership Academy)
	-staff, in consultation with potential mentors and recipients of mentoring and the local community, identify:
	  - which mentoring opportunities are relevant to the specific needs of staff and show promise in meeting those needs
	  - how to offer mentoring in a way that is not an additional burden and does not take away from recipients' ability to conduct their assigned duties
	  - how to appropriately incentivize mentoring
	-staff, in consultation with bargaining units:
	  - identify which mentoring options are allowable within current negotiated agreements
	  - include mentoring in district's proposal during negotiations with teachers and principals
	  - implements a cycle of consultation with bargaining units, the school board, and appropriate local entities according to usual practice
	-collaborate with the local community to identify community members interested in becoming non-instructional mentors for principals and receiving training
	-identify opportunities for mentoring that includes community culture
	-staff and board members contact similar and nearby districts and discuss a coordinated approach and sharing resources for mentoring
	-resources on mentoring
	Building an effective mentoring program
	What school leaders can do to support mentor programs
	Qualities of a good mentor
	How to start a strong mentoring relationship
	Top 10 Best Practices for Mentors
	Impact of Mentoring (abstract; full article available for purchase)

DEED provides input.	-vet mentoring approaches
	-create a guide for districts that:
	  - considers how to establish or support mentoring for principals.
	  - provides information including pros, cons, and implementation considerations for various mentoring approaches and options including taking into account the varied Alaska contexts
	  - includes cost estimates
	-in a supportive and informational capacity, welcome and address questions and concerns

Partner Organizations support decision making and advertising.	-provide input on pros, cons, and implementation considerations for various mentoring opportunities including taking into account the Alaska context and the local culture
Community helps identify local mentors.	-identify community members who could be effective non-instructional mentors for principals and encourage them to participate in the program and training
Elected Officials identify funding options.	-pass legislation that supports and funds mentoring to increase principal and superintendent retention
Select mentoring approach and strategies.	
District selects which mentoring approaches to implement.	-establish options for what is affordable -board selects among the feasible options and advocates for funding from legislature -resources for cost benefit approaches Resources from the Center for Benefit-Cost Studies of Education Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods
DEED provides resources.	-provide resources listing mentoring programs (e.g., ASMP) and approaches
Partner Organizations	
Community provides input.	-provide input at board meetings
Elected Officials	
Fund mentoring opportunities.	
District finalizes funding needs and sources.	-estimate initiative costs for the selected options and identify internal funding sources and grants -board members approve the funding scheme
DEED supports the initiative financially.	-offer mini-grants to help districts that need it to pay for a third-party partner to assist with design, implementation, collecting and analyzing data -help network districts together to collaborate and share resources -create and share a list of possible, existing funding sources
Partner Organizations provide training or resources.	-ASMP, ACSA, or other selected program, offers training for district-level mentors via cost-shared processes
Community	
Elected Officials	
Implement initiative.	
	-put practices in place that integrate mentoring strategies within a culture of mentoring

District implements the initiative following a plan.	-establish implementation, progress monitoring, communications, and training plan -collect stakeholder feedback on the plan, and revise accordingly -implement plan, monitor progress, and use data to make course corrections in a timely manner -resources for program monitoring Planning, Assessment, and Communication Outcomes, Indicators, Measures, and Targets Introduction to program evaluation
DEED supports planning and implementation.	-in a supportive and informational capacity, offer consultation time to support district staff with plan development, implementation, and troubleshooting -collect (or hire someone to collect) information on implementation from school districts to determine the extent of alignment across districts and share successful practices that can promote alignment
Partner Organizations review and provide input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a establishment of a frequently asked questions resource -Alaska Teachers & Personnel (ATP) advertises opportunities when recruiting and supporting new educators e.g., include current information on district and state level mentoring of new hires in state-level teacher recruitment materials
Community reviews and provides input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a establishment of a frequently asked questions resource
Elected officials	

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- Elected officials include and are not limited to legislators, local governments such as mayors and assembly members, etc.

Note: Links to resources
- Create a mentoring culture in an organization: https://www.insala.com/blog/creating-a-mentoring-culture-at-your-organization#:~:text=A%20few%20other%20benefits%20to%20having%20a%20mentoring,6%20Attraction%20of%20top%20talent%20to%20your%20brand
- How to build a mentoring culture: https://artofmentoring.net/how-to-build-a-mentoring-culture/

- Reasons why mentorship is important: https://www.indeed.com/career-advice/career-development/why-is-a-mentor-important
- Alaska Statewide Mentor Project: https://www.alaska.edu/asmp/
- Alaska Principal Mentoring: https://sites.google.com/alaskaasdn.org/asla22-23/home
- Building an effective mentoring program: https://www.centerformentoring.com/upload/Building_An_Effective_Mentoring_Program.pdf
- What school leaders can do to support mentor programs: https://www.edutopia.org/article/5-ways-administrators-can-support-mentor-programs
- Qualities of a good mentor: https://www.ascd.org/el/articles/the-good-mentor
- How to start a strong mentoring relationship: http://productivemag.com/25/starting-strong
- Top 10 Best Practices for Mentors: https://www.centerformentoring.com/top-10-best-practices-for-mentors
- Impact of Mentoring (abstract; full article available for purchase): https://repository.upenn.edu/gse_pubs/127/
- Resources from the Center for Benefit-Cost Studies of Education: https://www.cbcse.org/
- Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods: https://ies.ed.gov/ncee/rel/Products/Event/692
- Planning, Assessment, and Communication: https://ies.ed.gov/ncee/rel/Products/Publication/3598
- Outcomes, Indicators, Measures, and Targets: https://ies.ed.gov/ncee/rel/Products/Publication/3571
- Introduction to program evaluation: https://ies.ed.gov/ncee/rel/Products/Resource/100635

c. Teacher Feedback on Principals

TRR Action Plan Recommendation 2.3 Teacher Feedback on Principals
Action Steps: This link produces the same information below as an independent google doc.

Rationale from Teacher Feedback on Principals Report (p. 4):

- "The complexity of the job suggests that multiple measures are required to evaluate principals. This argues for the potential of using teacher feedback (and possibly that of others such as parents and students) alongside observations of practice and /or measures of student growth."
- "Teachers have more opportunities than principals' supervisors to observe their principal's actions and feel their impact, arguing for collecting feedback from multiple sources."
- "One option is 360 assessments, where leaders receive feedback from a range of supervisors, peers, employees, and stakeholders."
- "Incorporating stakeholder feedback into principal evaluation can support more effective principal evaluation and leadership and increase trust…Studies have found that adding teacher surveys to principal evaluations reinforced the association between evaluation ratings and some measures of student performance."

Action Step	Implementation Detail
Identify purpose of using teacher feedback on principals.	
Districts identify whether and why to use teacher feedback to inform principal development.	-develop an understanding of principal evaluation and the role of teacher feedback in them nationwide and in Alaska. -district office staff or hired consultant, using best survey practices, design and administer a stakeholder survey teaching respondents about the purpose of using teacher feedback on principals and gathering their input; identify

	stakeholders (e.g., teachers, staff, parents); identify best timing for the survey (e.g., mid-year); identify survey method (e.g., online, paper mailed to home, added questions to an existing survey to avoid survey fatigue) -employees, board, and community complete survey -district office staff or hired consultant analyze survey results; write up purpose; run it by a diverse stakeholder group for final revisions -resources on purpose of feedback and survey design Developing survey questions Survey methods for educators Survey methods in education -TRR resource on tools Teacher feedback on principals report
DEED supports the process.	-in a supportive and informational capacity, welcome and address questions and concerns
Partner Organizations support survey completion.	-provide input specific to taking into account and incorporating local culture in principal evaluation and its purpose -identify purpose survey respondents and encourage survey taking
Community completes the survey.	-provide input specific to taking into account and incorporating local culture in principal evaluation and its purpose -complete the purpose survey
Elected Officials	
Select teacher feedback collection tool.	

District selects a teacher feedback collection tool.	-review existing tools and adopt one or adapt one or more into one considering:
	   - which tools measure principals' performance according to the identified purpose
	   - fit within the current evaluation and/or support system, other sources of feedback for growing leaders, and local culture
	   - alignment to state and national administrator standards
	   - what is allowable within negotiated agreements, in consultation with bargaining units, in a cycle of consultation with bargaining units, the school board, and appropriate local entities according to usual practice
	-resources on tools
	Tools from vendors and states
	Teacher feedback on principals report (pp. 16-22)
	State administrator (p. 3) and national leadership standards

DEED vets tool options.	-vets tools from districts to collect teacher feedback on principals
Partner Organizations provide training or resources.	-provide tools, review, or advice on existing tools or district modified or created tools
Community	
Elected Officials	
Fund initiative.	

District identifies funding needs and sources.	-estimate initiative costs and identify internal funding sources and grants -board approves funding choices -resources on cost benefit approaches Resources from the Center for Benefit-Cost Studies of Education Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods
DEED supports the initiative financially.	-offer mini-grants to help districts that need it to pay for a third party partner to assist with creating or selecting instruments, collecting, and analyzing data -help network districts together to collaborate and share resources
Partner Organizations support the initiative financially.	-offer mini-grants to help districts that need it to pay for a third party partner to assist with creating or selecting instruments, collecting, and analyzing data -help network districts together to collaborate and share resources
Community	
Elected Officials	
Implement initiative.	
District implements the initiative following a plan.	-establish implementation, progress monitoring, communications, and training plan -district staff, in collaboration with bargaining units and higher ed, set standards, roles, responsibilities, and expectations for principal evaluators and monitor them -collect stakeholder feedback on plan and revise accordingly -implement plan, monitor progress, and use data to make course corrections in a timely manner -resources for program monitoring Planning, Assessment, and Communication Outcomes, Indicators, Measures, and Targets Introduction to program evaluation
DEED supports planning and implementation.	-in a supportive and informational capacity, offer consultation time to support district staff with plan development, implementation, and troubleshooting
Partner Organizations review and provide input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a frequently asked questions resource
Community reviews and provides input on the plan.	-review plans, provide input, and ask questions to inform the establishment of a frequently asked questions resource
Elected Officials	

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- Survey methods for educators: https://ies.ed.gov/ncee/rel/Products/Publication/3752
- Survey methods in education: https://ies.ed.gov/ncee/rel/Products/Publication/3862
- Teacher feedback on principals report: https://docs.google.com/document/d/1aF7RdPpTyttoGVwXw0W4vgUeCk4Rxumz/edit?usp=drive_link&ouid=106394927508872723092&rtpof=true&sd=true
- Tools from vendors and states: https://docs.google.com/spreadsheets/d/1NdaHDcHujKGCpqUgEVASONsP5c3Rv9Rs/edit?usp=share_link&ouid=113328134262697843009&rtpof=true&sd=true
- State administrator (p. 3) standards: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Feducation.alaska.gov%2Fakstandards%2Fother%2Fcontent_performance_standards_ak_educators.docx&wdOrigin=BROWSELINK
- National leadership standards: https://ccsso.org/resource-library/professional-standards-educational-leaders
- Resources from the Center for Benefit-Cost Studies of Education: https://www.cbcse.org/
- Cost-Effectiveness, Cost-Feasibility, and Cost-Benefit Methods: https://ies.ed.gov/ncee/rel/Products/Event/692
- Planning, Assessment, and Communication: https://ies.ed.gov/ncee/rel/Products/Publication/3598
- Outcomes, Indicators, Measures, and Targets: https://ies.ed.gov/ncee/rel/Products/Publication/3571
- Introduction to program evaluation: https://ies.ed.gov/ncee/rel/Products/Resource/100635

3. Retirement Implementation Strategies

a. Restructuring TRS and PERS Retirement Systems

TRR Action Plan Recommendation 3.1 New Hybrid Retirement System
Action Steps: This link produces the same information below as an independent google doc.

Rationale: *What* - Implement a new hybrid retirement system that uses the most desirable attributes of healthy models that work best for the State of Alaska, employers, and its public employees. Consider both TRS and PERS in the restructuring and processes to move between them.

We define a hybrid retirement system as one where the employee has the choice to be enrolled in a defined benefits (DB) or defined contributions (DC) plan. At the time of this writing, conversations through Senate Bill 88 (SB88) are addressing this recommendation.

Why - A hybrid retirement system allows for employee choice in their own finances, provides a greater level of financial security than what we currently have, allows Alaska to be competitive again in this area for recruitment and retention purposes, and provides a sustainable and balanced approach with an appropriate level of risk sharing for the state, employers, and employees.

Action Step	Implementation Detail

Engage and educate members of Education Stakeholder Groups and individuals in support of creating a new hybrid retirement plan (choose either DC or DB), including a DB option for public employees in Alaska.	
District engages all employees in understanding the retirement system and how changes will affect them and the state.	-use TRR contracted report to understand the pros and cons of the ranges of components, including health care coverage, within state retirement systems -district leaders ensure employees are aware of conversations on creating a new hybrid retirement plan - support a feedback loop with stakeholders (i.e., NEA-AK, ALASBO, AASB, ACSA, etc.) to improve the proposed hybrid retirement plan -as individuals in the education system (employers and employees) be involved in understanding the proposed hybrid retirement plan and the range of components -resources around Alaska's retirement system Restore Our Pension, NEA-AK website -TRR resources on retirement restructuring Retirement Plans Options and Analysis Report TRR folder with compilation of resources
DEED supports sharing of information.	-support a feedback loop with stakeholders (i.e., NEA-AK, ALASBO, AASB, ACSA, etc.) to understand and improve the proposed hybrid retirement plan -provide opportunities to share the TRR contracted report to present findings and develop consensus on a model which works best for the State of Alaska, employers, and its public employees
Partner Organizations support sharing of information.	-provide information on components of a proposed hybrid retirement plan in accessible, shareable formats (handouts, fliers, infographics) to engage education stakeholder groups, community groups, business organizations, and legislators -support a feedback loop with stakeholders (i.e., NEA-AK, ALASBO, AASB, ACSA, etc.) to improve the proposed hybrid retirement plan
Community shares information from other sectors.	-consider sharing knowledge about plans in other fields to inform the conversation
Elected Officials learn about components needed for good legislation.	-consider legislation for creating a new hybrid retirement plan (choose either DC or DB), including a DB option for public employees in Alaska within the context of findings from reports and studies
Support passing legislation creating a new hybrid retirement plan (choose either DC or DB), including a DB option for public employees in Alaska.	
District provides time and space for employees to testify to the legislature.	-leaders provide testimony in support of a hybrid retirement plan and the urgency for its need -provide space and time for employees to share testimony in support of a hybrid retirement plan and the urgency for its need -employees agree to and participate in providing testimony in support of a hybrid retirement plan and the urgency for its need
DEED supports by addressing questions.	-address questions concerning retirement, referring to Division of Retirement and Benefits (DRB) or other state agencies, when appropriate.

Partner Organizations support by testifying.	-provide testimony in support of a hybrid retirement plan and the urgency for its need
Community supports by testifying.	-provide testimony in support of a hybrid retirement plan for all public employees
Elected Officials pass better retirement legislation.	-pass legislation creating a new hybrid retirement plan (choose either DB or DC), including a DB option for public employees in Alaska

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- Community individuals include and are not limited to parents, families, and retirees.
- Elected officials include and are not limited to legislators, local governments such as mayors and assembly members, etc.

Note: Links to resources
- Senate Bill 88: https://www.akleg.gov/basis/Bill/Detail/33?Root=SB88
- Restore Our Pension, NEA-AK website: https://neaalaska.org/issues/
- Retirement Plans Options and Analysis: https://drive.google.com/file/d/1MW-T-9pj5ICdumE0YO3A-mVcztzZYapT/view?usp=drive_link
- Folder with compilation of resources: https://drive.google.com/drive/folders/1vqT9kMCp9myvnb3BjUd_6cStd0DifWlu?usp=drive_link
- Division of Retirement and Benefits (DRB): https://drb.alaska.gov/

b. **Financial Education**

TRR Action Plan Recommendation 3.2 Financial Education
Action Steps: This link produces the same information below as an independent google doc.

Rationale: *What* - We define financial education on retirement as training and onboarding specifically for employees, either provided by a district, agency, association, or via independent learning.

Why - Financial education on retirement is essential to empower employees to understand their retirement systems, be proactive participants in their planning for the future, and ensure financial security. Both the employer and employee have a role in ensuring financial security. One component of this is to expand professional learning options for financial education specifically around retirement by tapping into existing resources (NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board, and AK DRB). By tapping into a template for financial education (content, timeline, and participation) alignment across the system can be created.

Action Step	Implementation Detail
Compile and develop additional financial education opportunities, including optional non-qualified, tax-deferred, and deferred compensation accounts (e.g., 403b, 457).	
District identifies components and content needed to develop a financial education plan.	-develop an understanding of financial education opportunities currently offered by existing partners: NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board - identify which available financial education opportunities are affordable, accessible, and fit within district timing (onboarding, training, professional development) - identify if new financial education opportunities need to be developed and who should do so
DEED provides insight.	-in a supportive and informational capacity, provides input on pros, cons, and implementation considerations for district plans to provide and support financial education.
Partner Organizations provide content support.	-partners (e.g., NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board) provide a list of financial education opportunities currently offered -partners (e.g., NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board) develop or revise financial education opportunities to fit the current and restructured retirement system
Community shares insights.	-consider sharing knowledge about training in other fields to inform educator financial education
Elected Officials fund process.	-consider allocating funding for development of financial education opportunities that fit district needs
Adopt and implement a financial education plan including a developed template with resources that meets their local needs of districts.	
District creates a financial education plan for all employees.	-build financial education opportunities that fit their district into a long term plan (timing, curriculum, participants, communication, feedback, evaluation) -collect stakeholder feedback on the plan and revise accordingly -implement the plan, monitor progress, and use data to make course corrections in a timely manner -resources for Program monitoring: Planning, Assessment, and Communication Outcomes, Indicators, Measures, and Targets Introduction to program evaluation
DEED develops templates and provides feedback.	-create (or contract development of) a template for financial education that can be adopted and modified to fit district needs -in a supportive and informational capacity, offer consultation time to support district staff with plan development, implementation, and troubleshooting -consult with the Dept. of Administration: Division of Retirement Benefits (DRB) on the template so that. DRB contributes to the content of the template
Partner Organizations provide feedback on	-partners (e.g., NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board) agree to a template developed by DEED for the content of financial education

plans and create content that fits.	-partners (e.g., NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board) provide input on pros, cons, and implementation considerations for district plans to provide and support financial education -partners (e.g., NEA-AK, District HRs, ASDN, ALASBO, Empower, ARM Board) create accessible, shareable information on all retirement tiers and options, such as infographics, slides, pdf handouts
Community	
Elected Officials fund process.	-consider allocating funding for implementation of a financial education plan that fits district needs
Employees recognize their own responsibility to take control of their retirement security by actively setting goals and being involved in meeting them.	
District implements their financial education plan.	-enroll employees (current and newly hired) into the financial education plan at the start of each school year or when hired -ensure employees have time to engage in financial education throughout the year, year after year, as appropriate -consider allocating funding for additional contributions to plans that support their employees beyond the Alaska state retirement system retirement plan -employees agree to and participate in financial education opportunities demonstrating they are active participants in their own retirement security
DEED supports districts in implementation.	-support smaller districts to ensure financial education opportunities are shared with employees regularly -welcome and address questions and concerns as they arise on content and plans
Partner Organizations	
Community	
Elected Officials contribute to supplemental employee funding.	-allocate funding for additional contributions to plans that support their employees beyond the Alaska state retirement system retirement plan

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Note: Links to resources
- NEA-AK: https://neaalaska.org/
- ASDN: https://asdn.org/

- ALASBO: http://www.alasbo.org/
- Empower: https://www.empower.com/
- ARM Board: https://treasury.dor.alaska.gov/armb
- Planning, Assessment, and Communication:
  https://ies.ed.gov/ncee/rel/Products/Publication/3598
- Outcomes, Indicators, Measures, and Targets:
  https://ies.ed.gov/ncee/rel/Products/Publication/3571
- Introduction to program evaluation: https://ies.ed.gov/ncee/rel/Products/Resource/100635
- Dept. of Administration: Division of Retirement Benefits (DRB): https://drb.alaska.gov/

4. Enhancing Recruitment Implementation Strategies

a. Recruitment Solutions and Funding

TRR Action Plan Recommendation 4.2 Statewide Recruitment Task Force to Propose Solutions
Action Steps: This link produces the same information below as an independent google doc.

Rationale: Enhanced recruitment efforts are needed to recruit, grow, and keep teachers. A list of potential solutions are offered in the top box, many of which connect to several of the other specific recommendations and implementation strategies.

Action Step	Implementation Detail
	- Adopt financial options to support people moving into the education profession. - Create and use Statewide Exit Interviews to strengthen recruiting efforts. - Employ innovative means targeting the population that comes to Alaska for other reasons and who may already have degrees to recruit them into the profession. - Scale current programs effectively implemented in Alaska Districts. - Create or strengthen webs of support for leadership development throughout the state around topics such as the new hire walkthrough process, teaching support, community support, and leadership support. - Develop and adopt processes for teachers to contribute to principal evaluation to strengthen leadership.
District supports and incentivizes teachers.	-offer full or partial tuition reimbursement for courses that lead to certification -provide release time to educators pursuing certification -support Grow-Your-Own teacher preparation programs -support and incentivize teachers to stay in Alaska -support and incentivize teachers to stay in the district, to the extent possible -TRR resources on recruitment Contractual Benefits that Enhance TRR Report Alaska District Recruitment Strategies Survey Report Innovative Recruitment Strategies Report
DEED prioritizes recruitment efforts via funding,	-offer free teacher certification through a reimbursement program for candidates who sign an Alaska contract -offer course reimbursement for the cost of Alaska-required credit and training (i.e., reading courses, multicultural courses)

programs, and services.	-advocate for incentives to new and continuing employees to teach in Alaska hard-to-fill positions -advocate for special award funds to support proven successful Grow-Your-Own teacher educator programs -devise, promote, conduct, and analyze the results of a neutral, third-party *exit* interview of teachers leaving the state of Alaska -devise, promote, conduct, and analyze the results of a neutral, third-party, *stay* interview of teachers remaining in Alaska -increase mentorship availability and duration beyond one year for hard-to-fill teaching and administration positions. -conduct a massive "teach in Alaska" campaign in print and social media -ask the State Board of Education to expressly state recruitment as a goal and mission of DEED -offer incentives for teachers to work in Title 1-identified schools
Partner Organizations support with funding and revised services.	-offer full or partial tuition reimbursement for courses that lead to certification (Institutes of Higher Education) -reestablish and fund the teacher loan forgiveness or repayment program, modified to fit today's students (ACPE) -identify methods to reimburse recruitment fees or compensate candidates contracted through outside recruitment services (ATP) -recruit evenly across the country, not localized to specific regions (ATP) -consider redirecting funds from job fairs, which are increasingly less effective, to more supportive practices of educators and social media (ATP) -access an increase in funding for middle and high school students who are considering teaching and may have an interest in career and technical education (CTE), i.e., Educators Rising
Community advocates for funding to support efforts.	-individuals, specifically educators and parents should reach out to elected officials to support funding these strategies
Elected Officials identify funding options.	-fund a loan forgiveness program with criteria similar to the medical WWAMI program for Alaska professionals -incentivize new and continuing employees to teach in Alaska Title 1 and hard-to-fill positions -provide special award funds to support Grow-Your-Own teacher educator programs that have been proven successful, such as Educators Rising -pursue Carl Perkins information and CTE funding to support students in grades 6-12 expressing teacher education interest -advocate for robust internet connection in rural Alaska -explore covering tuition expenses at UA for all teacher certification programs with commitment of years of service -appropriate robust funding for Alaska education -fund a Teacher Recruitment office or effort

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Note: Links to resources
- Educators Rising: https://www.alaska.edu/educatorsrising/
- CTE funding: https://s3.amazonaws.com/PCRN/docs/Final_Program_Memo-Estimated_FY_2023_Perkins_State_Allocations.pdf
- Contractual Benefits that Enhance TRR Report: https://docs.google.com/document/d/1KNbfd_0OcpHoIStztFh-kNpLi8pDwphJ/edit?usp=sharing&ouid=106394927508872723092&rtpof=true&sd=true
- Alaska District Recruitment Strategies Survey Report: https://www.educating4leadership.org/trrsurvey
- Innovative Recruitment Strategies Report: https://drive.google.com/file/d/1vXxfzQ4zelFxmTYEzbRtdGM17K4Y1bZN/view?usp=sharing

b. **Maximize Statewide Recruitment Potential**

TRR Action Plan Recommendation 4.3 Restructure AT&P
Action Steps: This link produces the same information below as an independent google doc.

Rationale: Enhanced recruitment efforts are needed to recruit, grow, and keep teachers. AT&P (Alaska Teachers & Personnel, formerly Alaska Teacher Placement) has provided educator recruitment services to the state for nearly 50 years. Restructuring ATP provides the organization with what it needs to best serve districts and the state in the current environment. The task force participants agreed the following actions would substantially improve the statewide recruitment efforts.

Action Step	Implementation Detail
ATP, as the primary statewide recruitment organization, modernizes its services.	
District provides feedback on restructured ATP.	-provide feedback on restructured services in a timely manner -encourage and support new services that benefit district
DEED supports restructured ATP.	-streamline the Alaska teacher certification process -utilize its portion of Federal funds (Title IIA) to improve teacher recruitment and retention statewide
Partner Organizations - AT&P adjusts	-provide the necessary funding for improved recruitment outcomes -create a position to implement and monitor TRR action items

services to meet needs of the state.	-provide a recruitment toolbox (best practices) for districts to recruit effectively -redirect recruitment efforts from job fairs (which have not been so successful in recent years) to more effective practices -provide statewide leadership to evaluate recruitment practices -recruit nationally and internationally, expanding beyond usual regions -provide guidelines to facilitate and encourage internship opportunities within districts for teachers and school leaders at other colleges and universities, and exchanges, and then recruit them to stay -lead the efforts around data collection supporting recruitment and retention, i.e., exit and stay interviews -as a statewide entity, increase staff and leadership to oversee these types of efforts -provide HR training in effective recruitment and facilitate collaborative sessions of HR staff -expand funding for the entity through a media blitz like the tourism industry to other states through ads and college visits -utilize FaceBook and other social media to promote teaching in Alaska -determine the best path forward for funding statewide recruitment -recruitment should support all positions across education: administrators, support staff, and superintendents -recruitment efforts should also encourage local people from the communities to fill these positions
Community	
Elected Officials support and fund ATP.	-more funding is dedicated to enhancing recruitment efforts

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Note: Links to resources
● Alaska Teachers & Personnel: http://alaskateacher.org/

5. Alternative Certification Implementation Strategies

a. Create Career Ladders for Paraprofessionals

TRR Action Plan Recommendation 5.1 Career Ladder for Paraprofessionals
Action Steps: This link produces the same information below as an independent google doc.

Rationale: Alaska is facing a teacher shortage. In addition, teacher retention and recruitment challenges are prompting the need to take a fresh look at access to all (education) certification programs in an effort to increase access to local teachers, increase entry level and career ladder opportunities, and support Grow-Your-Own programs (GYO). This approach increases access to potential teachers, paraprofessionals, and administrators and creates a system of change from the local level up through capacity building. The recommendations build on existing models already in use in Alaska as well as models currently working in other states. See the draft model used to discuss Strategies and Partners. It is not only teachers that need to be recruited but all positions across education - we need expanded efforts to recruit administrators, support staff, and superintendents, and entice and encourage local communities to fill positions.

Marzano Research, *Paraprofessionals to Teacher Pathways* (Wolfe, C., & Yanoski, D., 2022), highlights the current strategies across the country with an emphasis on the Alaska context. The proposed Career Ladder & Paraprofessional Pathway components, listed as strategic categories within the report, are strongly suggested by this committee and included here. The draft model for Considerations for Creating Paraprofessional Pathways can provide a foundation to further this discussion. Another draft model that visualizes multiple Pathways to Becoming an Alaska Educator also sets the stage for discussions around additional pathways, valuing all avenues, and expanding opportunities.

Desired outcomes of creating the framework and implementing the components include (1) increased capacity to support district career ladders and staff development; (2) increased access for parapro upward mobility, Grow-Your-Own options, administrative leadership opportunities; (3) increased teacher recruitment pool, number of participants, local educators, representation among staff equivalent to representation across student population, and long-term educators; (4) increased funding, scholarships, and partnerships; (5) replicate what is successful in other Alaska programs (LKSD, SILKAT, other) and increase support for existing opportunities like PITTAS and CTSO program Educators Rising; (6) make the workplace where Indigenous educators want to be and increased support for increasing number of Alaska Native teachers and administrators; (7) Type M uplifts and recognizes local cultural educators and leadership within community; and (8) increase number of students participating in higher ed programs, mentorship, apprenticeship models available for teacher certification programs, and a clear pathway for paraprofessionals that leads to teacher certification.

Action Step	Implementation Detail
Create visible, viable, and accessible career ladders and paraprofessional pathways.	
District builds and supports additional pathways.	-build capacity: establish positions to oversee implementation -adopt a career ladder & paraprofessional pathway model (framework) by creating opportunities organized into a pathway for current teacher aides with well-defined standards and appropriate level of responsibilities; include

	a list of coursework to align programs -design and implement pathway model, forms, application process and support mechanisms available on district web site and presented to communities within the district -educate communities, stakeholders, leadership on available options for capacity within the district -ensure distinct salary advancement options -include opportunities for field experience -collaborate with higher education programs -intentionally recruit local BIPOC (black, indigenous, people of color) residents (local Alaska Native educators should be a strong recruitment focus) -local certified teachers support parapros through mentorship (to be designed); vis-a-vis, local parapros provide support through mentorship to certified teachers new to community (to be designed) -support district Grow-Your-Own model -consider having a teacher of record that oversees paraprofessionals -formalize the relationship between an elevated paraprofessional role and a teacher of record -resources on pathways Native educator programs -TRR resources on paraprofessional pathways Paraprofessional to Teacher Pathways: Current Strategies
DEED supports additional pathways.	-support funding for career ladder/paraprofessional pathway model district-wide position -re-vamp Type M program to ensure Certification is across districts (name change consideration, elevating its place in recognizing local level educators and experts) -include Cultural Artists as separate stand-alone category under Type-M -ensure Type M program feeds into a certification program -fund teacher mentorship program and ensure availability to parapro/teacher prep programs -fully fund Grow-Your-Own model for districts (review PITAAS model, Educators Rising - CTSO) -teacher and administrative Career Marketing to showcase profession -require partnerships between state departments of education, state boards of education, districts, community organizations, colleges, and universities -establish a strong infrastructure to support GYO programs, including flexible credentialing options and ongoing evaluation -use localized approaches to target specific populations that empower districts to make decisions that work best in the local context and target specific populations of need -explore potential opportunities or certification mechanisms for Alaska Native professionals in other fields of studies to become Superintendents (leaders)
Partner Organizations	-funding provided to sponsor and support Grow-Your-Own programs, student

expand and support programs.	scholarships & tuition reimbursement (higher ed) -consider the grant-funded initiative Sustaining Indigenous Local Knowledge, Arts, and Teaching (SILKAT) model as a current effective model previously a partnership between UAF and Bering Straits School District (higher ed) -develop mentoring opportunities with partner organizations or amongst with other teachers (mentor org) -identify and share additional resources that would assist districts and institutes of higher education in the development of Alaska alternative programs for paraprofessionals -expand PITAAS (possible partnership w/ districts) -expand Educators Rising (CTSO possible partnership) -create scholarship funding support, possible childcare support (Tribes) -create scholarship/funding support (Alaska Native Corporations and Foundations)
Community engages in programs.	-provide professional support and mentorship to paraprofessionals and others along career ladder (veteran and mentor teachers)
Elected Officials support programs with funding and policy.	-support increasing funding to support career ladder and paraprofessional pathway development -include community elected officials to support leadership development -participate in revamping Type M Program to include more Alaska Native cultural artists and skilled trades who work in school and consider program part of the pathway model

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Note: Links to resources
- Draft Model for Strategies and Partners:
  https://docs.google.com/document/d/1zyRDmtT_2LPLGK9vl03z-1szM2riMkCf1cDPSp91wAc/edit?usp=sharing
- Draft Model for Considerations for Creating Paraprofessional Pathways:
  https://docs.google.com/document/d/1xWAYFTSjf1T1YUgAiOc0VFHG4smW9BzUWsPoH5srA18/edit?usp=sharing

- Draft Model for Pathways to Becoming an Alaska Educator: https://docs.google.com/document/d/1pWkHWA7bGqvwSDLUfn-YGVIYr6XebnGC8B4WT5zyefs/edit?usp=sharing
- Native educator programs: https://www.niea.org/niea-committees
- Paraprofessional to Teacher Pathways: Current Strategies: https://drive.google.com/file/d/1rQuVH7nokzudTRx8-ddFUVVTJ-Zh4LWt/view?usp=sharing
- Type M Certificate: https://education.alaska.gov/teachercertification/certification/typem
- PITAAS: https://uas.alaska.edu/education/scholarships-and-grants/pitaas.html
- Educators Rising: https://www.alaska.edu/educatorsrising/

b. Sharing Resources for Additional Pathways to Certification

TRR Action Plan Recommendation 5.2 Share Resources to Develop Opportunities
[Action Steps](): This link produces the same information below as an independent google doc.

Rationale: This proposed framework is suggested by the TRR Alternative Certification Team subcommittee to be considered by each school district (Wolfe, C., & Yanoski, D. (2022). Paraprofessional to teacher pathways: Current strategies. Marzano Research.).

Desired outcomes of sharing resources include (1) increased accessibility to local candidates and more AK Native candidates; (2) pathway approach inclusive of local perspectives, local input, what works best, and values local experience; (3) increased understanding of higher education structure and processes with additional support to navigate the university model ; (4) increased incentive opportunities; (5) increased visibility of advancement potential and motivation; (6) students see partnership and support that increase ease of candidates completing program and recognize existing classroom experience, expertise and strengths; and (7) candidates see visible, viable and accessible career ladder available to them with the supports in place to help them achieve success.

Action Step	Implementation Detail
Share resources around Program Requirements to ensure additional pathways.	
District builds and supports additional pathways.	-accessible in their home district -assessment of prior learning to meet program requirements -test prep support -multiple program track types -mentorship component -visible & accessible program to rural/distance candidates
DEED	
Partner Organizations	
Community	
Elected Officials	
Share resources around BIPOC/AK Native Programs to ensure additional pathways.	

District builds and supports additional pathways.	-ensure Type M to paraprofessional teacher track has an emphasis on Indigenous/AK Native educators -inclusion of Indigenous beliefs and practices -inclusion of AK Native/local language(s)
DEED	
Partner Organizations	
Community	
Elected Officials	
Share resources via Collaboration w/ Higher Ed to ensure additional pathways.	
District builds and supports additional pathways.	-include combination of in-person and online instruction -include asynchronous certification -build partnerships between districts and HEI -consider the Inverted Career model
DEED	
Partner Organizations	
Community	
Elected Officials	
Share resources around Field Experience to ensure additional pathways.	
District builds and supports additional pathways.	-ensure it is completed and embedded within current in-school position -offer waivers for long-term parapros (credit for experience) -include HS field experience
DEED	
Partner Organizations	
Community	
Elected Officials	
Share resources around Incentives to ensure additional pathways.	
District builds and supports additional pathways.	-identify and articulate clear incentives for moving toward teaching cert -provide financial motivation, higher salary -offer commitment to hire candidate upon program completion -offer scholarship, tuition reimbursement, stipend or loan forgiveness
DEED	

Partner Organizations	
Community	
Elected Officials	
Share resources around Program Supports to ensure additional pathways.	
District builds and supports additional pathways.	-provide possible childcare support -provide exam prep -accommodate class schedules and field experience -offer regular advising (academic & professional mentorship) -provide support in higher-ed system navigation -ensure salary and benefits continue when absent to attend classes
DEED	
Partner Organizations	
Community	
Elected Officials	
Share resources around Career Ladder to ensure additional pathways.	
District builds and supports additional pathways.	-create apprenticeship opportunities (alignment with AK labor laws) -support developing other credentials including skills development, employability, and occupational training -focus on development, special ed, teaching practices
DEED	
Partner Organizations	
Community	
Elected Officials	

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6. Streamlining Certification and Recertification Implementation Strategies

a. Modernization of Process and Timeline

TRR Action Plan Recommendation 6.1 Modernize the Certification Process and Timelines
Action Steps: This link produces the same information below as an independent google doc.

Rationale: At the time of this writing, DEED has already started the process of transitioning to an online system while still allowing paper applications through December 2023 (afterwards upon request with mitigating circumstances). The new system is up and running in a skeletal version and DEED is able to do the renewals and extensions online through it. DEED is currently finalizing and deploying the applications for initial licensure over the next two months. DEED has frozen the legacy system and will be sure that the legacy applications are reviewed and incorporated into the new system.

Desired outcomes from implementing all of the streamlining certification suggestions include (1) increased partnerships in all areas of the state which will strengthen quality of programs, coursework and student learning; (2) professional development inclusive of rural Alaska context, Tribal context, and dynamics of rural Alaska today; (3) teacher preparedness on-par with realistic understandings of teaching in rural Alaska; (4) increase access to certification programs; and (5) increased number of candidates available in educator hiring pool.

Action Step	Implementation Details
Modernize the process by creating an online certification system that is more automated and less paper.	
District informs and trains employees.	-ensure existing and new staff as well as applicants are aware of the new online certification system -provide training opportunities for existing and new staff on the new online certification system
DEED initiates an online system making it easier on applicants.	-contract with InLumon to develop an online application process for both initial application and renewal of Alaska licenses -transition from the paper-laden process to the new system -reformat teacher certification page with a welcoming page including tools and tips for new applicants -ensure the teacher certification page goes directly to the new system -ensure the new system allows applicants to add a new license and track application status
Partner Organizations	
Community	

Elected Officials	
Remove testing and timeline barriers to recertification.	
District offers ideas on alternatives to existing barriers.	-create alternatives to testing requirements that allow for district specific certification
DEED (SBOE) modifies regulations to remove barriers.	-remove the fee requirement for the first certificate for military spouses by instituting a funding process to cover those fees -approve alternatives to testing requirements that allow for district specific certification -allow educators three years to satisfy the Alaska history and culture coursework requirement, extended from two years -extend the reemployment certificate (offered to those formerly holding administrative and special services certificates that have been expired for over 12 months) beyond the current 1-year duration
Partner Organizations offer ideas.	-explore alternative testing options for certification and recertification
Community	
Elected Officials modify policy to remove barriers.	-extend professional teacher certificates beyond the current 5-year duration -extend initial out-of-state teacher certificates beyond the 1-year duration -explore additional pathways for certification and recertification -allow educators three years to satisfy the Alaska history and culture coursework requirement, extended from two years -remove the fee requirement for the first certificate for military spouses by providing a funding mechanism to cover those fees -allow out-of-state experience to be substituted for the basic competency exam requirement (e.g. waive competency exam for 3 years of experience) -endorse alternatives to testing requirements for basic competency, similar to the state of Washington[4] modified to fit Alaska

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[4] Details for the alternatives used in Washington can be found here: https://www.pesb.wa.gov/preparation-programs/standards/assessments/basic-skills-assessment-west-b

state, and national organizations, other professional associations, and federally funded content and technical assistance centers.
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Note: Links to resources
● InLumon: https://www.inlumon.com/
● DEED Teacher Certification: https://education.alaska.gov/teachercertification

b. Reciprocity

TRR Action Plan Recommendation 6.2 Offer Reciprocity Among States with No Conditions
Action Steps: This link produces the same information below as an independent google doc.

Rationale: At the time of this writing, passage of Senate Bill 20 (SB20) during the 32nd[5] Legislature provided several of the avenues suggested below to offer reciprocity of teacher certifications among states with no conditions, specifically (a) removal of approved program verification if the applicant holds a current, valid, regular, out-of-state teaching certificate for at least two years; (b) extension of the initial out-of-state teacher certificate from 1-year to 2-year duration; and (c) acceptance of previous basic competency exams or content area exams submitted to the administrator with documentation to be used for initial licensure. Other suggestions below remain of high interest to education stakeholders.

Action Step	Implementation Details
Offer reciprocity among states with no conditions.	
District informs applicants.	-ensure applicants are aware of the new policies and regulations
DEED modifies regulations to remove barriers.	-remove the approved program verification for individuals holding a valid regular, out-of-state teaching certificate -honor teacher certification and content areas if certificated in another state as policy, with no follow up on how the endorsement was awarded -explore additional pathways for certification of out-of-state applicants -consider joining the Interstate Teacher Mobility Compact through NASDTEC
Partner Organizations offer ideas.	-explore additional pathways for certification of out-of-state applicants
Community	
Elected Officials modify policy to remove barriers.	-remove the approved program verification for individuals holding a valid regular, out-of-state teaching certificate

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[5] Corrected reference and link on October 25, 2023.

	-honor teacher certification and content areas if certificated in another state as policy
	-approve alternatives to testing requirements that allow for district specific certification
	-change statutes to waive basic exam and content competency exams

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<u>Note</u>: Links to resources
● Senate Bill 20 (SB20): https://www.akleg.gov/basis/Bill/Detail/32?Root=SB%20%2020
● DEED Teacher Certification: https://education.alaska.gov/teachercertification
● Interstate Teacher Mobility Compact: https://www.nasdtec.net/general/custom.asp?page=Teacher_Mobility_Interstate_Compact
● NASDTEC: https://www.nasdtec.net/

c. Extended Options for Alaska Studies and Multicultural Coursework

TRR Action Plan Recommendation 6.3 Alaska Studies and Multicultural Coursework
<u>Action Steps</u>: This link produces the same information below as an independent google doc.

<u>Rationale</u>: At the time of this writing, no actions have been taken to address this third TRR Action Plan recommendation under the Essential Area of Streamlining Certification. However, DEED does currently offer a free of charge trauma informed instruction CEU via eLearning modules that can be used towards renewal of license.

Action Step	Implementation Details
Allow alternative methods to satisfy the Alaska Studies and Multicultural Coursework.	
District informs employees and collaborates on new coursework.	-ensure educators are aware of the new policies, regulations, and options -support Alaska history and culture classes reflecting the region of the school or district -consider possibilities such as eLearning modules, online courses, district induction programs,and training offered by Tribal Governments and Native Corporations -work with regional Native Corporations in the development of history and culture training specific to the regions of Alaska -require inclusion of trauma-engaged practices in the courses
DEED modifies regulations to remove barriers.	-allow educators three years to satisfy the Alaska history and culture coursework requirement, extended from two years (SBOE) -provide guidance on options and alternatives for satisfying requirement

Partner Organizations engage in planning and implementing new coursework.	-allow alternative methods to satisfy the Alaska studies and multicultural coursework -support Alaska history and culture classes reflecting the region of the school or district -consider possibilities such as eLearning modules, online courses, district induction programs,and training offered by Tribal Governments and Native Corporations -work with regional Native Corporations in the development of history and culture training specific to the regions of Alaska -require inclusion of trauma-engaged practices in the courses
Community provides support with new coursework.	-veteran and mentor teachers provide professional support and mentorship to paraprofessionals and others along career ladder
Elected Officials modify policy to remove barriers.	-change statutes to allow educators three years to satisfy the Alaska history and culture coursework requirement, extended from two years

Note: Group definitions
- Districts include those in roles of school board, administrators (district, leader, schools), educator, and staff.
- State administration (DEED, Governor's Office, SBOE) constitutes the state Department of Education & Early Development (DEED) representation carrying out the Governor's education initiatives, under SBOE.
- Partner organizations include and are not limited to AASB, NEA-Alaska, ACSA, ASA, AAESP, AASSP, ALASBO, ASDN, UA and other IHEs, tribal entities, community-based organizations, local, state, and national organizations, other professional associations, and federally funded content and technical assistance centers.
- Community individuals include and are not limited to parents, families, and retirees.
- Elected officials include and are not limited to legislators, local governments such as mayors and assembly members, etc.

Note: Links to resources
- Alaska Studies Coursework: https://education.alaska.gov/teachercertification/alaska-studies
- Multicultural Coursework: https://education.alaska.gov/teachercertification/culture

Section C. Implementation Strategies reorganized by Stakeholder Groups

In this section, the same implementation strategies have been reorganized by stakeholder groups. Each one of the five groups (district, state administration, partner organizations, community, and elected officials) also has its own document to ease in accessing the information and focusing on the most relevant tasks. Each of the Action Steps' pages linked below contain 14 tables referencing 14 of the 16 TRR Action Plan recommendations, sharing anywhere from one to seven implementation strategies with specific action steps for each. The remaining two recommendations do not have action steps, rather one connects to a long-term plan for Convenings and the TRR goal of alignment across the system and the other was achieved by contracting two studies around recruitment.

1. **District**

    Download the District Action Steps document for all implementation strategies.

2. **DEED**

    Download the State Administration Action Steps document for all implementation strategies.

3. **Partner Organizations**

    Download the Partner Organizations Action Steps document for all implementation strategies.

4. **Community**

    Download the Community Action Steps document for all implementation strategies.

5. **Elected Officials**

    Download the Elected Officials Action Steps document for all implementation strategies.

Section D. Looking Ahead

1. **Progress from 2001 to 2021**

To situate the TRR Playbook while looking ahead, it's helpful to see how far Alaska has come since a Teacher Shortage report was produced in 2001. As shared in the conclusion of the TRR Action Plan:

Looking back two decades at the Teacher Shortage Report,[6] progress has been made on only six of the 40 items identified there as problems contributing to Alaska's teacher shortage.

- Lack of mentoring/administrative guidance.
- Lack of professional development opportunities.
- High cost of coming to job fairs in Alaska.
- Lack of paid in-service opportunities for new teachers – professional and cultural.
- Schools without sufficient resources – textbooks, supplies, copy machines, etc.

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[6] Bunde, C. (2001). Committee Report on the Statewide Teacher Shortage: House special committee on education. Juneau, AK.

- Condition of school buildings (size, disrepair).

> Of the 52 proposed solutions in that report, five have been implemented and continue to serve the needs of the state. Those include mentoring programs, using retired teachers, improved professional development opportunities, distance learning, and offering a lifetime teaching certificate. In fact, of the six problems and five solutions from this report, most fell low on the new TRR Survey priority, most likely since they are supported and implemented effectively in the state at this time.

Even in the cases where Alaska has made progress since the start of the 21st century, the TRR Playbook encourages continued support and expansion of those services. For example, mentoring is one of those solutions that has been developed, implemented, and expanded for educators over the last 20 years. It is well appreciated across the state whether it is from a district or statewide program. Funding and continued support are needed to carry on the good work. Further, engagement in administrator mentoring is growing, thus also requiring funding and support to expand to that group and to continue to ensure all new administrators are included when possible.

2. Progress from 2020 to 2023 during TRR

There are many good things currently happening in education in Alaska since the Teacher Retention and Recruitment work started in 2020. The TRR Playbook focuses on how to expand the good work, align the various components of the system, support communication and collaboration across stakeholder groups, and take action on practical, professional, and policy solutions. That's why the TRR Playbook approaches the teacher retention and recruitment challenge from diverse perspectives and addresses multiple levels of the educational system. For example, if Alaska restructures our state retirement system then it may support recruitment efforts, but without improved working conditions educators may not stay in the state, thus decreasing retention. Here are a few examples that TRR has highlighted.

The State Administration has engaged in many efforts to open up opportunities through certification addressed by the State Board of Education (SBOE) and enacted by the Department of Education & Early Development (DEED). In early 2023 the SBOE offered public support to pursue development of teacher apprenticeship programs for the state. Since then DEED has received letters of interest through the RFI process (request for information) and will soon announce their RFP (request for proposals) to start developing those programs. The SBOE has consistently supported additional pathways emphasizing the need to ensure quality in the programs and the teachers. Changes to out-of-state certification have streamlined efforts for those educators coming in who are already licensed and have at least two years of experience. DEED has already launched the new online certification system and is in the process of transitioning to it fully and away from paper applications. DEED can now track and support those with emergency licenses. Further, during the first year of the 33rd Legislative session, the Governor proposed providing direct teacher incentives tied to retention, scaled by remoteness of district. These solutions connect directly to implementation strategies found in Section B. 1c, 5a, 6a, 6b, and those also in 4a.

ACSA, as the umbrella organization of the practitioner groups (ASA, AAESP, AASSP, ALASBO, ASDN), in addition to regular meetings they coordinate with their members, also hosts monthly statewide education leader stakeholder meetings to strengthen communication across Alaska education organizations. These could be a foundation for expanding who is considered a stakeholder and widening that group of participants. Further, they continue to brainstorm how to bring solutions to the table while also advocating for education funding. They have expanded their administrator mentoring program, ASLA - the Alaska School Leadership Academy,[7] and all administrator pipeline support

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[7] https://sites.google.com/alaskaasdn.org/asla23-24/home - link good for 2023-2024 academic year

programs (e.g., a new program, BELA[8]), which relate to implementation strategies in Section B. 2b and 2a, 2c.

AASB continues to advocate for education funding, which supports several TRR recommendations and aligns with many of the action steps within the implementation strategies shared in the Playbook. They also provide grant-funded programming that offers school districts support for other essential components needed in our public education system. For example, the School Climate and Connectedness Survey measures school climate and connectedness for staff, students, and parents. Staff responses are one way to measure working conditions and connections with students. In addition, programs and resources for trauma-engaged services, early childhood education, and supporting family and student engagement promote serving the needs of the whole student. These solutions connect directly to implementation strategies found in Section B. 1a.

NEA-AK has continually supported the restructuring TRS and PERS retirement system recommendation with communication, educational outreach, advocacy, and time. Further, they are expanding their professional development support to educators with micro credentialing opportunities and have been working to elevate the role of paraprofessionals and classified staff to educator support staff. These solutions connect directly to implementation strategies found in Section B. 3a, 3b.

AT&P, as the primary statewide recruitment organization, has expanded their activities since the TRR work began in 2020. New activities include creative outreach efforts, rethinking in-person job fairs, modified fee structures, and expanding their scope. Outreach efforts like installing recruitment banners at airports, creating podcasts geared for certain age groups of teachers (metrics show these reaching 400,000 people), and tapping into other digital advertising techniques demonstrate their modernization efforts. Partnerships with organizations like International Schools Services (ISS) provide additional outreach to groups of teachers otherwise not reached. Further, the recent name change from Alaska Teacher Placement (ATP) to Alaska Teachers & Personnel (AT&P) itself demonstrates their receptiveness to increased services requested by districts. These solutions connect directly to implementation strategies found in Section B. 4b and also to 4a.

At the University of Alaska, a new position housed at statewide was formed in 2023 called the Liaison to the Alaska College of Education Consortium.[9] This position has been filled with a recent urban superintendent providing an opportunity to bridge K-12 system experiences and UA systems in the area of teacher preparation programming. The position is roughly 60% supporting the consortium and 40% building, expanding, and supporting bridges to the K-12 education system. Although this type of position has existed for decades at UA, it has gone through many changes in administrative location, authority, purpose and reach. It's worth noting that at the core, teacher preparation is the sole mission of the three UA Schools of Education. The formation of the Consortium is a dedicated approach to nurturing system-wide approaches to the work of teacher preparation. Additionally, UA created and maintains a website called Teach Alaska[10] as a single point access to the various programs and opportunities offered, including the new UA Teacher Internship Scholarship. These solutions connect directly to implementation strategies found in Section B. 4b, 5a, 5b and also to 4a.

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[8] https://docs.google.com/document/d/1WHpc8vUlwkgUnKRApZtXnbtKhJ-rjhJA/edit?usp=sharing&ouid=104812579532025730353&rtpof=true&sd=true

[9] https://www.alaska.edu/acec/

[10] https://www.alaska.edu/teach/

ACPE, the Alaska Commission on Postsecondary Education has been a partner through the TRR process focusing on what that organization can do to support the efforts. They are increasing and expanding their efforts to improve Alaska's FAFSA completion rate. This is an important component related to getting high school students into teacher preparation programs. Further, they have shared the history of a teacher loan forgiveness program and have brainstormed loans that might benefit anyone wanting to engage in becoming a teacher. These solutions connect directly to implementation strategies found in Section B. 4a, 5a, 5b.

Lastly, there are many other partner organizations who have also been engaging in solutions around the teacher retention and recruitment efforts. The more opportunities for all the agencies, organizations, projects, and programs to be brought together to share, collaborate, and align efforts, the easier for Alaska's education system to become a seamless supportive network for educators. Well-supported educators can then focus fully on their role in an excellent education for every student every day.

3.   Goals for Progress by 2035

Looking ahead, it is possible to have enough educators, quality 21st-century educators, and happy educators in all schools across Alaska. Additional pathways to certification including apprenticeships and paraprofessional career ladders, innovative 21st-century recruitment efforts from district and state perspectives, and removal of barriers to certification are necessary. A solid retirement system providing choice to educators and allowing for movement from PERS to TRS, or vice versa, is foundational. And to ensure that Alaska's education system is the best it can be, along with those changes, there needs to be a focus on organizational health (excellent leadership and improved working conditions) in all Alaska districts, schools, departments, and agencies.

Overarching all of the concepts above is the need for an Induction Framework that aims to create alignment and collaboration. This can be accomplished via convenings to build cross-agency processes that will form a seamless system. A seamless system will support educators and provide students the best opportunities to learn, grow, and thrive.

Looking ahead there is more to do. The TRR Playbook provides suggestions for how to get started on the implementation strategies. These are suggestions for how to make the TRR Action Plan recommendations a reality - to engage in the practical, professional, and policy solutions proposed. As a state the next phase needs to encompass all of the ideas above and support movement on each simultaneously.

As an education stakeholder, take the ideas and modify them to fit your context, location, and scenario. Work with other stakeholders to build additional partnerships and collaborations. Help build public will on the various efforts and let's transform our system together. Let's make Alaska a great state to teach in, a great state to learn in, and a great state to call home.