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Fairbanks North Star Borough School  
District Teacher, 2020 Alaska  
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District Teacher, Alaska State Board  
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Retired Mat-Su Borough School  
District Teacher, Alaska Statewide  
Mentor

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May 5, 2021

# Governor's Teacher Retention & Recruitment Working Group Results

# Background

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- ∞ Working Group established by Governor and Commissioner of Education
- ∞ Members include 17 practitioners and stakeholders from around the state: teachers (6), administrators (3), students (2), school board members (2), leadership mentors (2), UA board of regent (1), and Commissioner (1)
- ∞ Advisors (6) of the stakeholder groups: AASB, ACSA, CEE, NEA-AK, SERRC, and UA COE
- ∞ Observers from Legislature (4), DEED (4)
- ∞ Monthly meetings May 2020 – March 2021

# Working Group Reporting

<https://education.alaska.gov/trr>

Notes agreed upon from Working Group posted monthly on website – developed collaboratively at the end of each meeting.

## Purpose

The purpose of this working group is to review the root causes of Alaska’s teacher retention and recruitment issues and propose solutions to better attract and retain great teachers. Knowing the cornerstone of a great educational program starts with a great teacher, this working group will seek to problem solve this component of the system to ensure Alaska can provide an excellent education for every student every day. The Commissioner of Education, with the help of this working group, will **develop a plan that proposes practical, professional, and policy recommendations** for the Governor through research-based methods as well as represented stakeholder groups.

# Data Collection

Initial and Expanded Outreach

## ∞ TRR Survey

- Launched 10/26/2020
- Closed 1/31/2021
- All educators holding a current certificated license
- Personal link, 20 mins
- Emailed comments were self-initiated by educators

## ∞ Leaver Interviews

- Identified via list from DEED and responses to survey
- Personal email for 1-1 interview, 10 mins
- Semi-structured interview protocol

## ∞ Recruitment Focus Groups

- Urban and Rural separately
- Additional subgroup outreach
- Semi-structured focus group protocol

# Survey Details

<https://education.alaska.gov/trr>

- ∞ Question format
- ∞ Sample Size
- ∞ Demographics of Participants

Considering only these factors, which is the **most important** and which is the **least important** of these factors in motivating you to continue teaching in Alaska at this time (even if they are not part of your current situation)?

(1 of 15)

Most Important		Least Important
<input type="radio"/>	established opportunities for collaboration	<input type="radio"/>
<input type="radio"/>	being in a system where I have a voice	<input type="radio"/>
<input type="radio"/>	reasonable district expectations	<input type="radio"/>
<input type="radio"/>	quality support from principal(s)	<input type="radio"/>

Click the 'Next' button to continue...

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## TRR Survey Sample Question

- ∞ Best-Worst Scaling
- ∞ Each respondent sees a different order of 4 items out of the 40 total items for personal motivation; 34 items for potential solutions
- ∞ Total of 15 questions for Part 1; 15 questions for Part 2; and 11 demographic questions

Please consider how influential you believe these different solutions may be in improving teacher retention and recruitment in Alaska. Considering only these ideas, which do you believe may be the **most influential** and which may be the **least influential**?


(1 of 15)

Most Influential		Least Influential
<input type="radio"/>	enhanced salary schedule (scale based on years of experience, etc.)	<input type="radio"/>
<input type="radio"/>	opportunity to attend or serve in a laboratory school (partnering with a university for teacher training, professional development, or practical research)	<input type="radio"/>
<input type="radio"/>	improved healthcare in the state	<input type="radio"/>
<input type="radio"/>	control of my retirement savings	<input type="radio"/>

Click the 'Next' button to continue...

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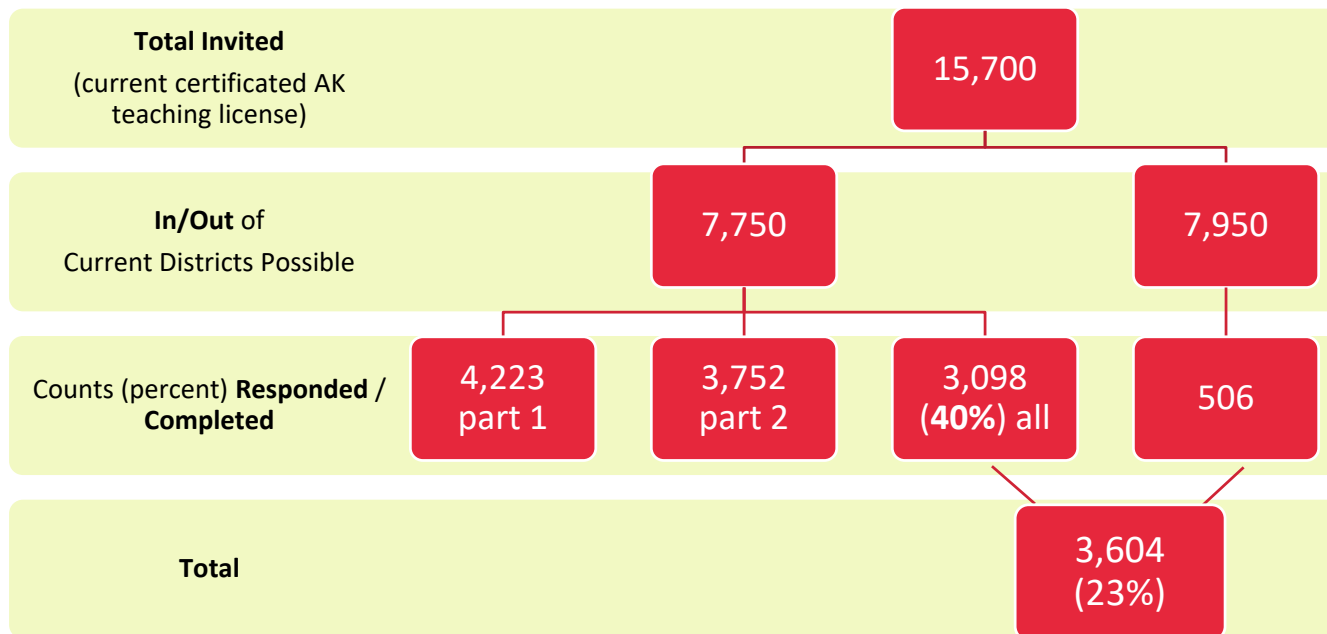
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## TRR Survey Sample Question

- ∞ Part 1: personal motivation
- ∞ Part 2: potential solutions
- ∞ All items discussed by working group from existing research

# Survey Sample Size



With 40% of current educators from within the 54 districts responding, we have a sample that can be considered representative of our state's current educators.



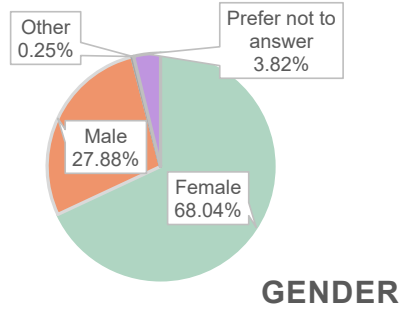
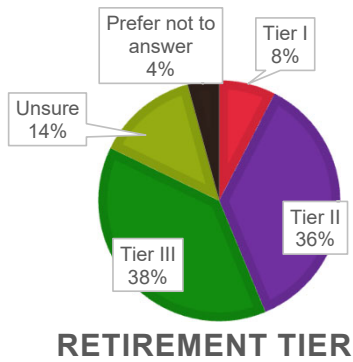
# Composition of Survey Respondents

Role	Count	Percent
Current Educators	2703	75.0%
Current Administrators	351	9.7%
Retired Educators	266	7.4%
Not in Current K-12 System	284	7.9%

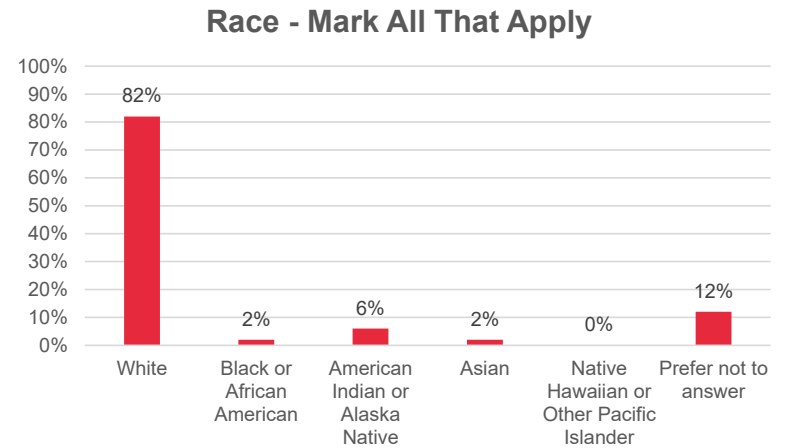
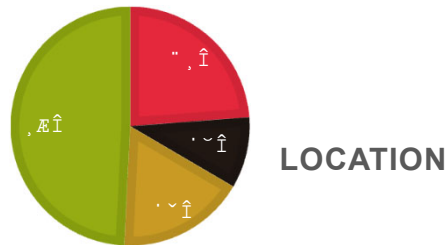
Homeschooling Parent  
Not working (no contract)  
Other

Role (Educator Specific)	Count	Percent
Classroom teacher	1712	47.5%
Special education teacher	413	11.5%
Specialist (music, art, speech, physical education, etc.)	293	8.1%
Distance-delivery teacher (established correspondence programs)	78	2.2%
Counselor	117	3.2%
Librarian	42	1.2%
Substituting or other part-time work	48	1.3%

# Composition of Survey Respondents

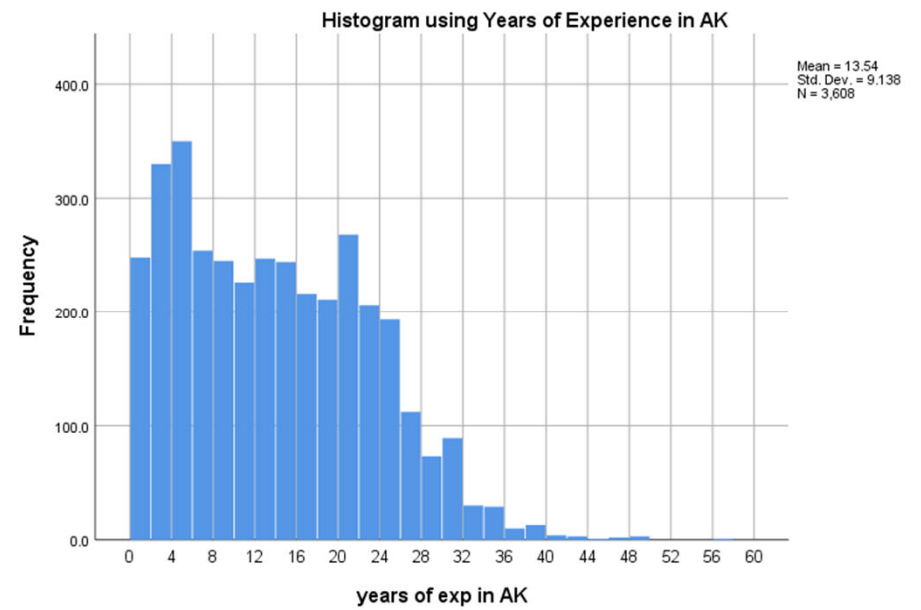
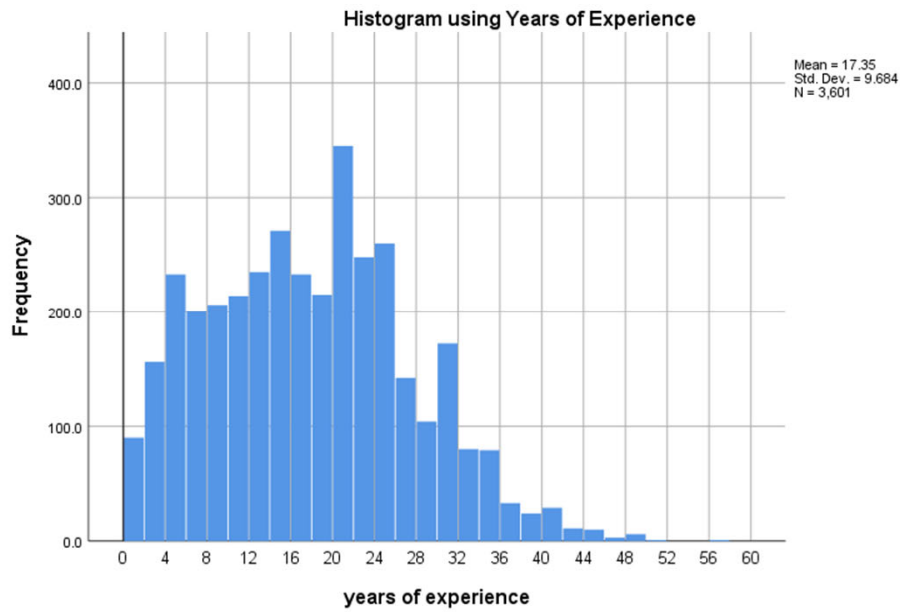


■ rural 
 ■ rural, hub 
 ■ rural, road system 
 ■ urban

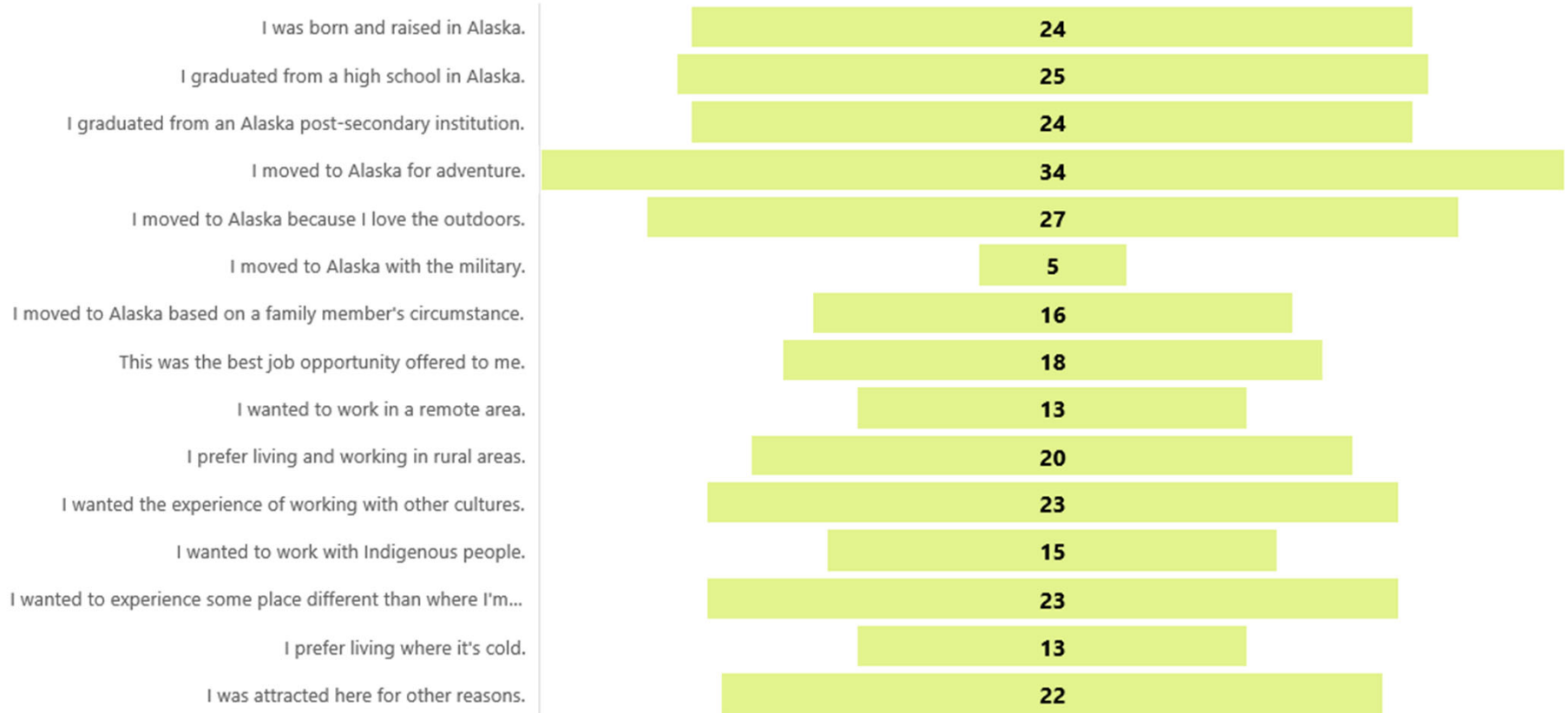


# Composition of Survey Respondents

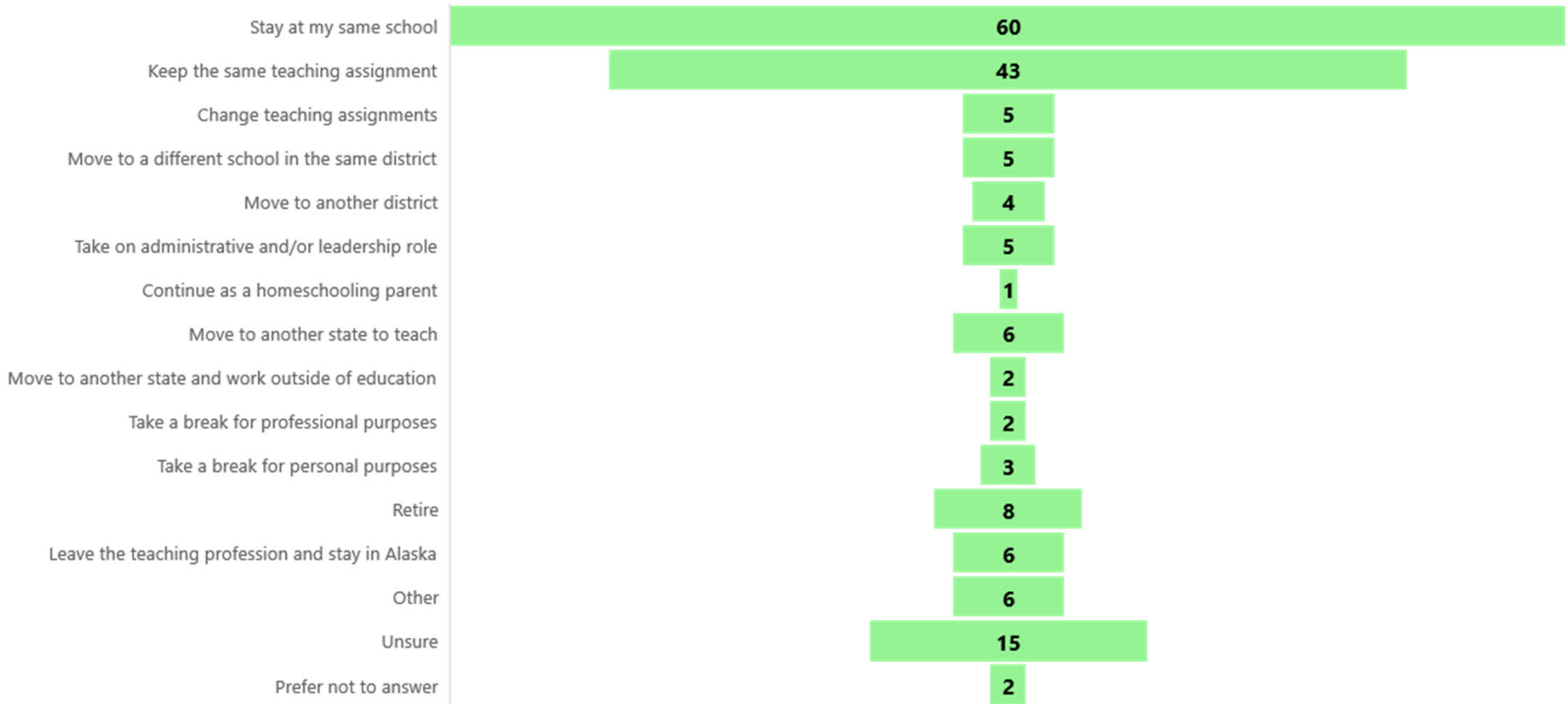
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### Alaska Status - percent of participants choosing each option



### Retention Status - percent of participants choosing each option



# Correlations

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Variable 1	Variable 2	Correlation Coefficient	Significance	N
Experience	Experience in AK	Pearson $r = 0.742$	$p = 0.01$	3601
Retirement Tier	Experience	Spearman's $\rho = -0.551$	$p = 0.01$	3601
Retirement Tier	Experience in AK	Spearman's $\rho = -0.719$	$p = 0.01$	3608

This means that Retirement Tier can be used for subgroup analysis in place of the continuous variables of Experience and/or Experience in Alaska.

# Results to Consider

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- ∞ Survey Part 1: Personal Importance
- ∞ Survey Part 2: Solution Influence
- ∞ Survey Results by Subgroups
- ∞ Coding of Email Comments, Interviews, Focus Groups
- ∞ Alignment of Results

# Brief Survey Results

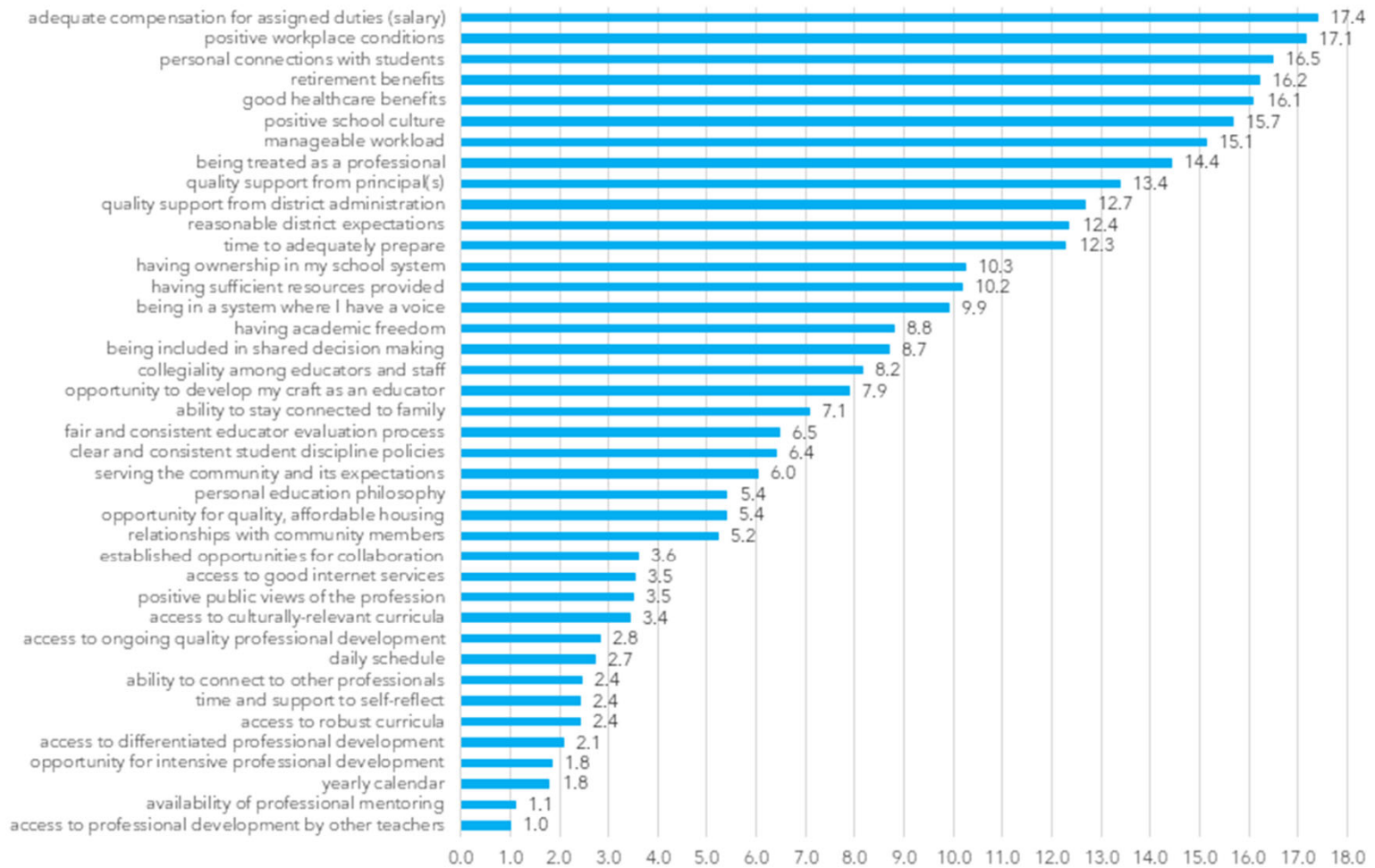
<https://education.alaska.gov/trr>

∞ Ranking

∞ Preference Scores

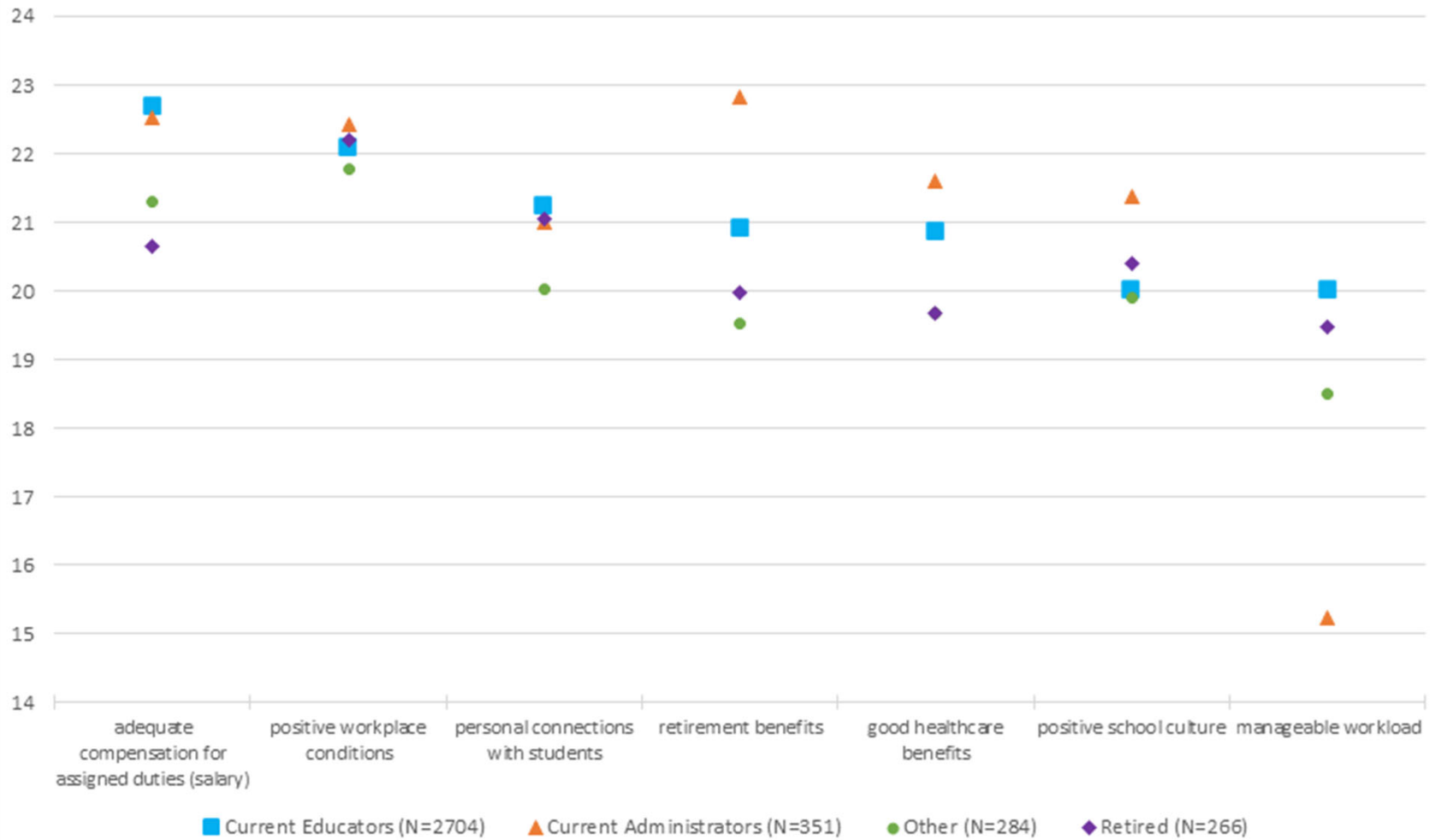


TRR Survey - Probability Score for Personal Importance  
Feb. 6, 2021



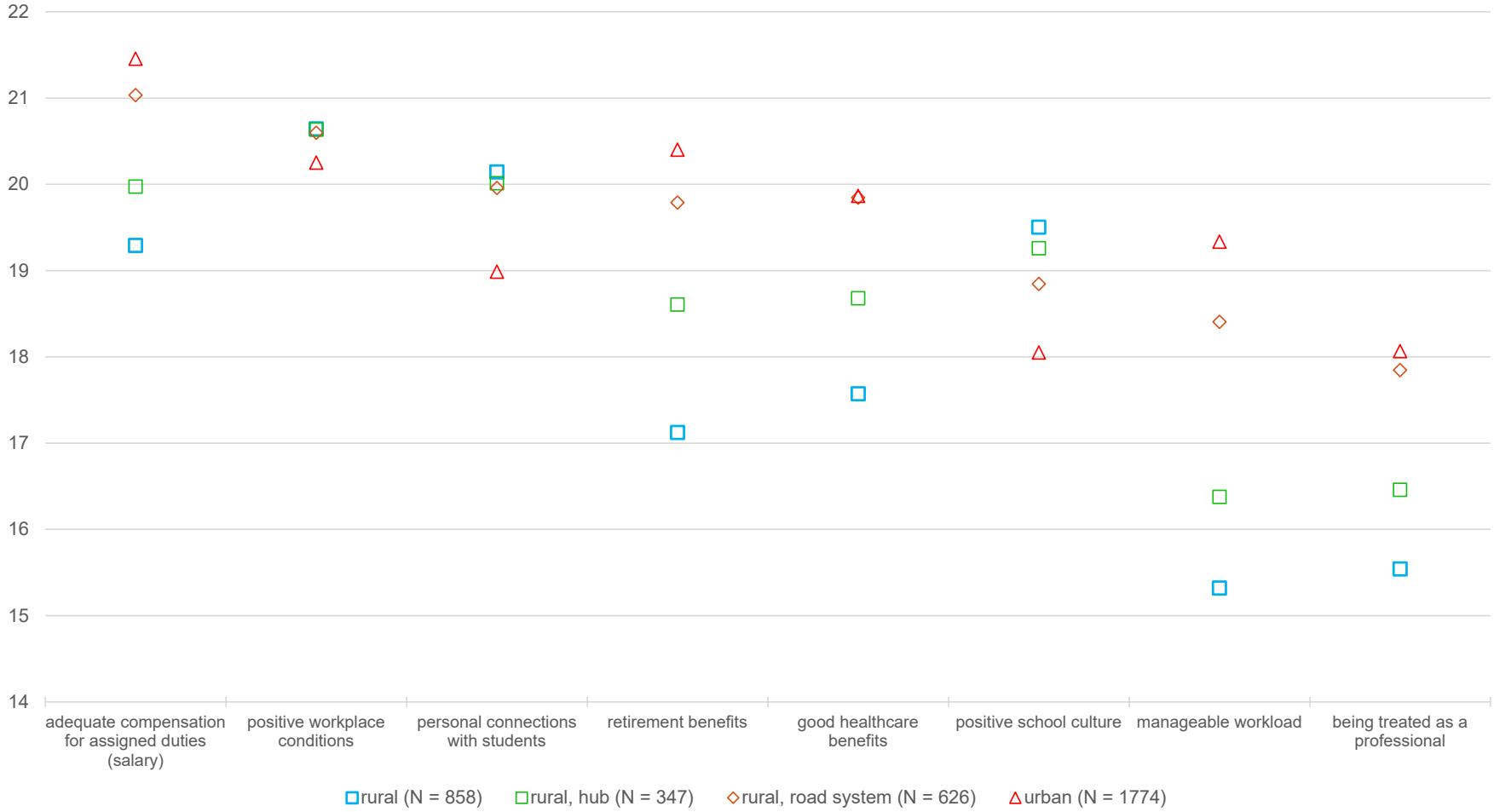
<b>Personal Importance Item by Role</b>	<b>Total (N=4223)</b>	<b>Educator (N=2704)</b>	<b>Admin (N=351)</b>	<b>Other (N=284)</b>	<b>Retired (N=266)</b>	<b>Unclassified (N=618)</b>
<b>adequate compensation for assigned duties</b>	1	1	2	2	3	1
<b>positive workplace conditions</b>	2	2	3	1	1	2
<b>personal connections with students</b>	3	3	6	3	2	3
<b>retirement benefits</b>	4	4	1	6	5	4
<b>good healthcare benefits</b>	5	5	4	5	6	5
<b>positive school culture</b>	6	7	5	4	4	6
<b>manageable workload</b>	7	6	10	8	7	7
<b>being treated as a professional</b>	8	8	7	7	9	8
<b>quality support from principal(s)</b>	9	9	9	10	8	9
<b>quality support from district administration</b>	10	12	8	9	11	10
<b>reasonable district expectations</b>	11	11	12	11	12	12
<b>time to adequately prepare</b>	12	10	19*	12	10	11
<b>having ownership in my school system</b>	13	13	11	13	15	15
<b>having sufficient resources provided</b>	14	14	13	15	13	13
<b>being in a system where I have a voice</b>	15	15	14	14	14	14

TRR Personal Importance - Top 1-7 Average Preference Scores by Role



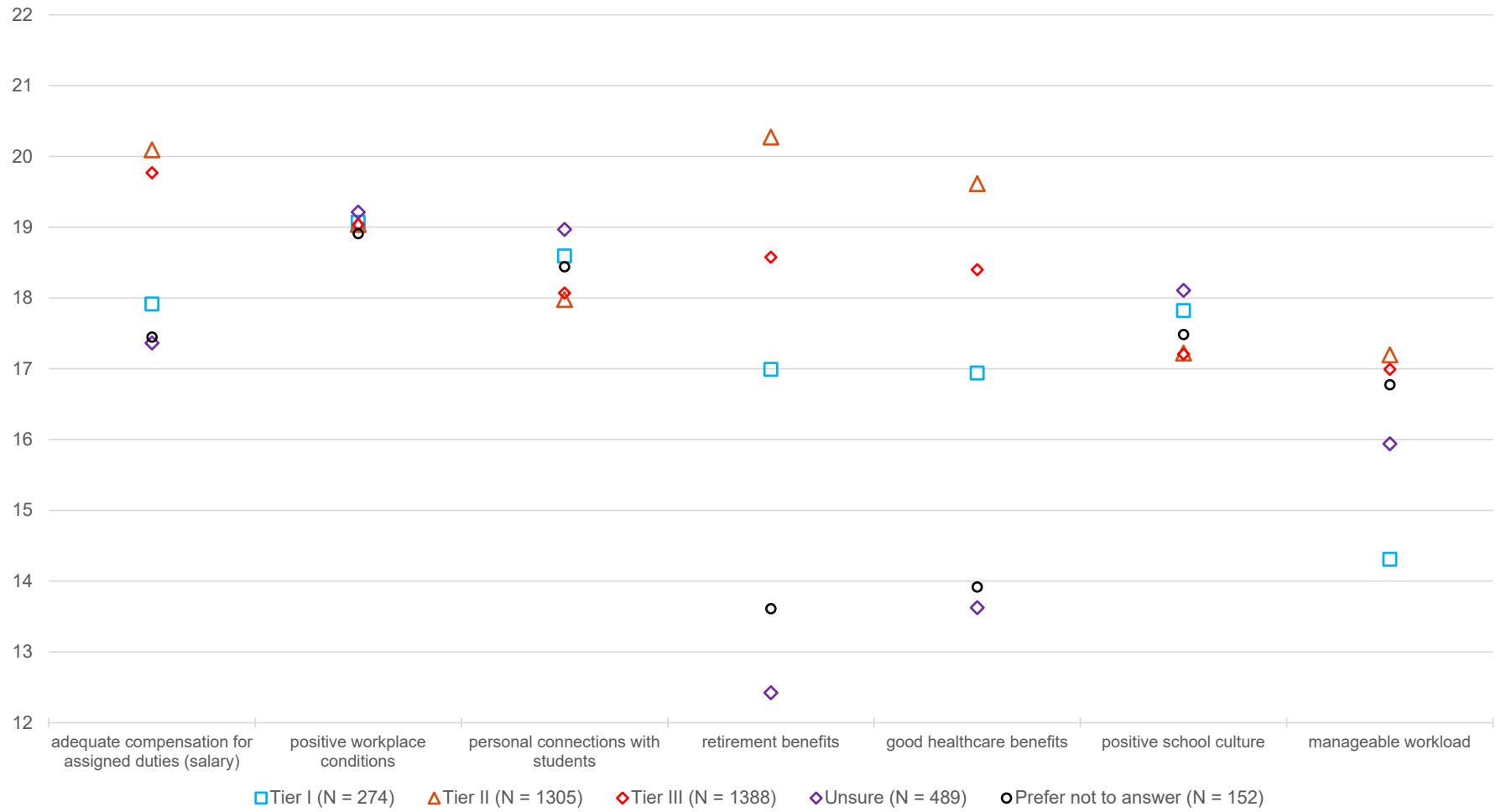
<b>Personal Importance Items by Location</b>	<b>Total (N = 4223)</b>	<b>Rural (N = 858)</b>	<b>Rural Hub (N = 347)</b>	<b>Rural Road (N = 626)</b>	<b>Urban (N = 1774)</b>	<b>Unclassified (N = 618)</b>
salary	1	4	3	1	1	1
positive workplace conditions	2	1	1	2	3	2
personal connections with students	3	2	2	3	6	3
retirement benefits	4	6	6	5	2	4
good healthcare benefits	5	5	5	4	4	5
positive school culture	6	3	4	6	8	6
manageable workload	7	10	8	7	5	7
being treated as a professional	8	8	7	8	7	8
quality support from principal(s)	9	7	9	9	10	9
quality support from district administration	10	9	10	10	12	10
reasonable district expectations	11	11	11	12	11	12
time to adequately prepare	12	14	12	11	9	11
having ownership in my school system	13	12	13	13	13	15
having sufficient resources provided	14	13	14	14	16*	13
being in a system where I have a voice	15	15	15	15	15	14

TRR Personal Importance - Top 1-8 Average Preference Scores by Location (school)



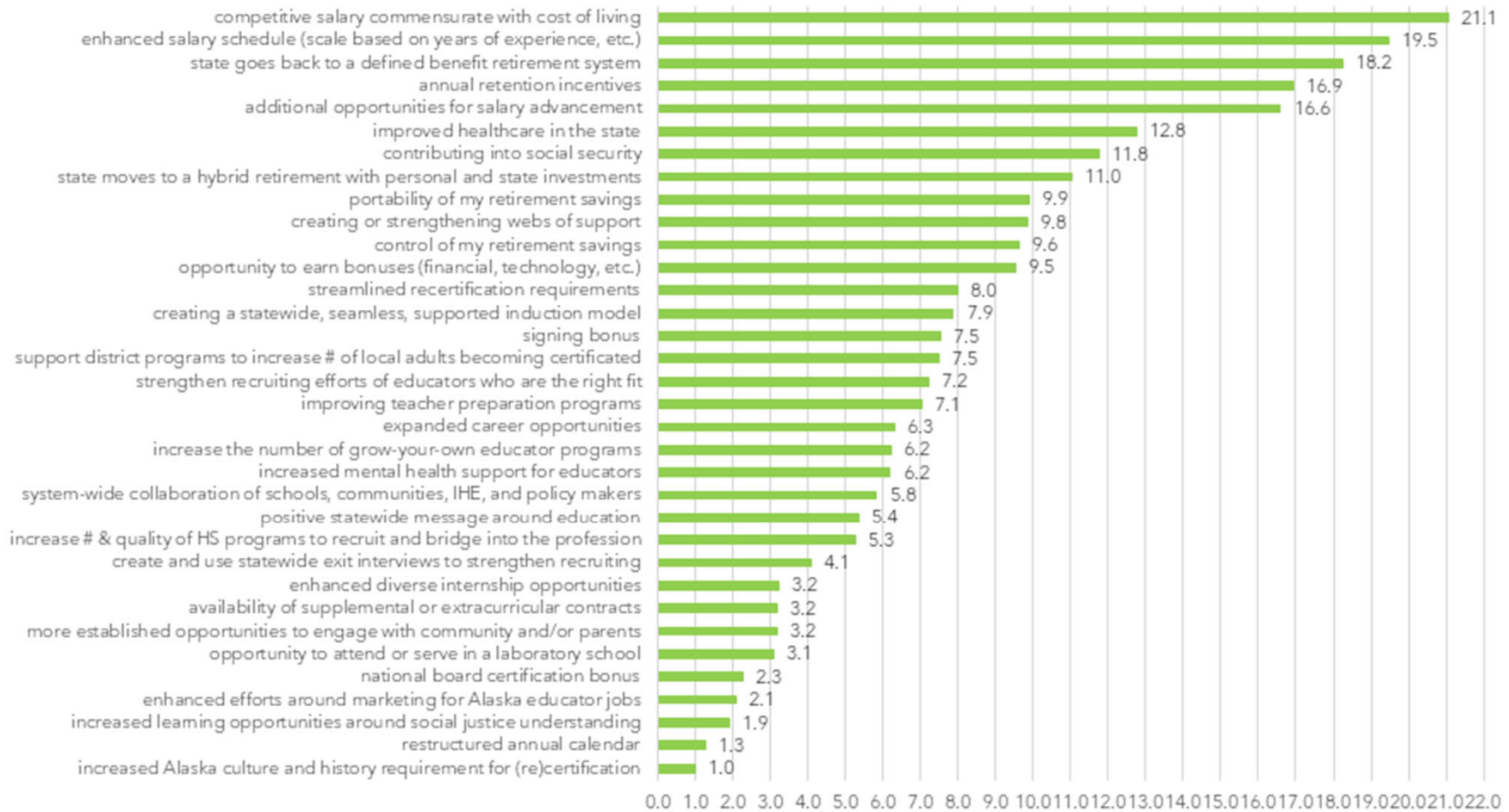
<b>Personal Importance Items by TRS Tier</b>	<b>Total (N = 4223)</b>	<b>Tier I (N = 274)</b>	<b>Tier II (N = 1305)</b>	<b>Tier III (N = 1388)</b>	<b>Unsure (N = 489)</b>	<b>Prefer not to answer (N = 152)</b>
salary	1	3	2	1	4	4
positive workplace conditions	2	1	4	2	1	1
personal connections with students	3	2	5	5	2	2
retirement benefits	4	5	1	3	12	11
good healthcare benefits	5	6	3	4	9	10
positive school culture	6	4	6	6	3	3
manageable workload	7	10	7	7	5	5
being treated as a professional	8	7	8	8	7	6
quality support from principal(s)	9	8	9	9	6	7
quality support from district administration	10	9	12	10	8	8
reasonable district expectations	11	13	11	11	11	12
time to adequately prepare	12	11	10	12	10	9
having ownership in my school system	13	12	13	13	14	13
having sufficient resources provided	14	15	14	14	13	15
being in a system where I have a voice	15	14	15	15	15	14

### TRR Personal Importance - Top 1-7 Preference Scores by Retirement Tier



### TRR Survey - Probability Score for Solution Influence

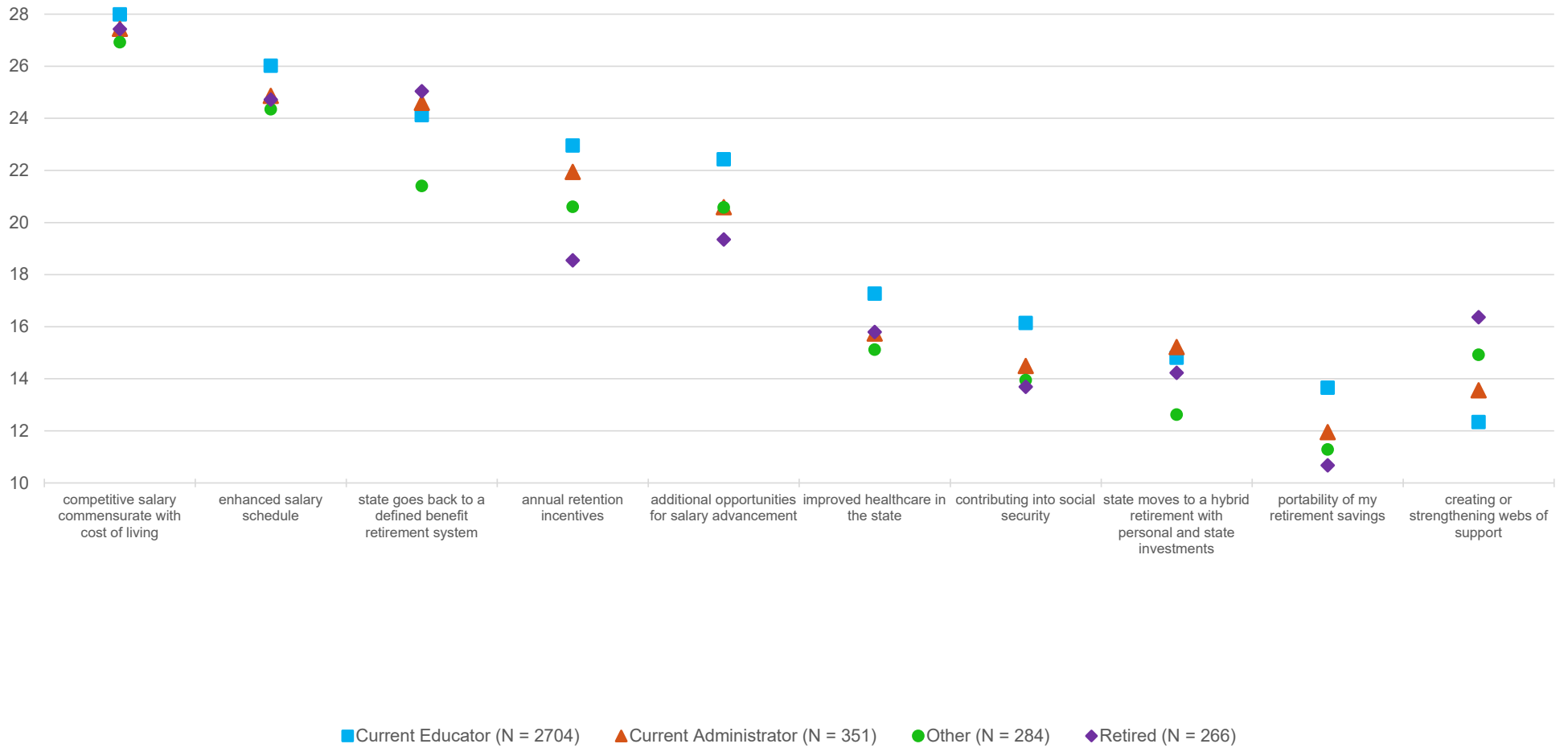
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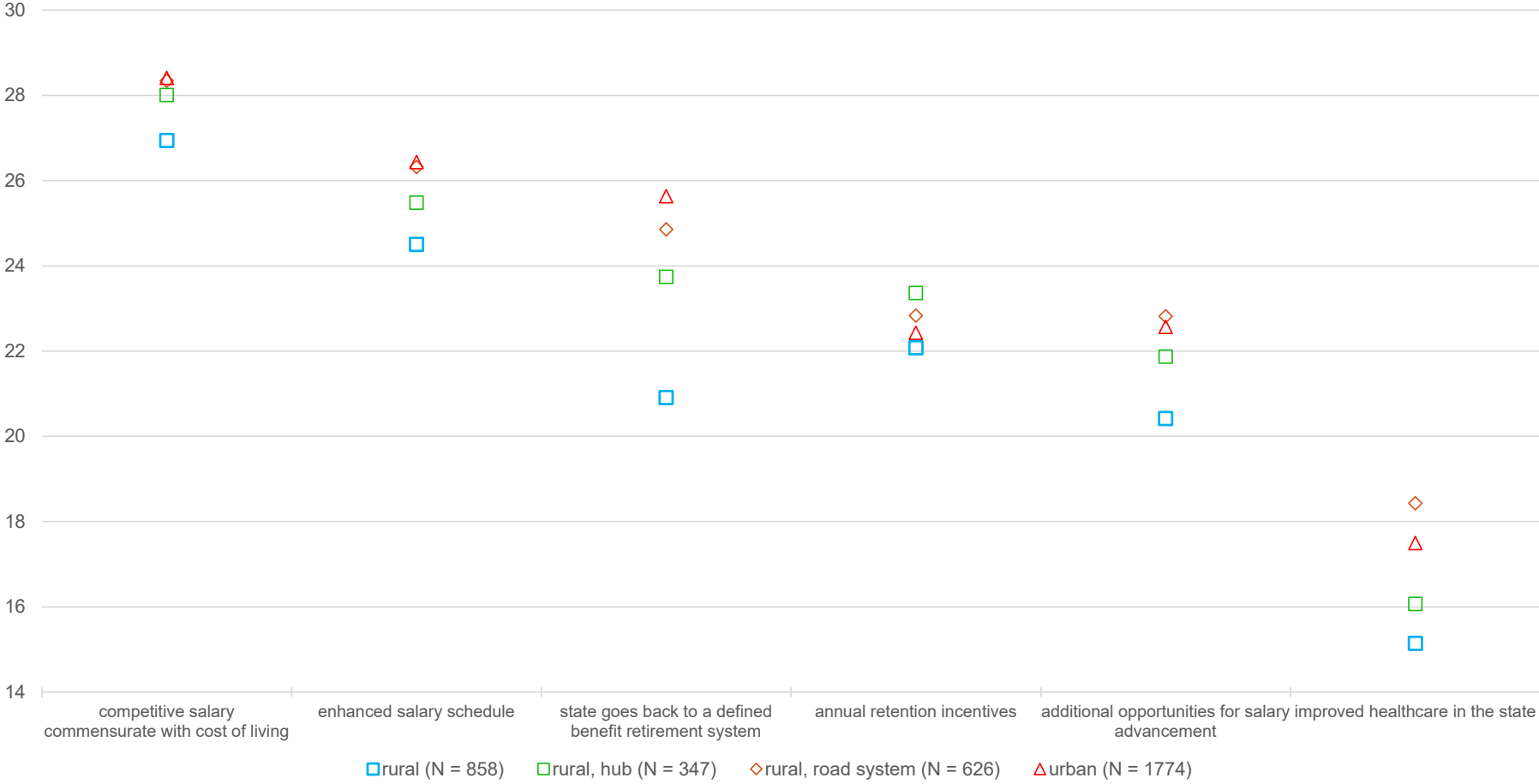
<b>Solution Influence Items</b>	<b>Total (N = 3753)</b>	<b>Current Educator (N = 2704)</b>	<b>Current Administrator (N = 351)</b>	<b>Other (N = 284)</b>	<b>Retired (N = 266)</b>	<b>Unclassified (N = 148)</b>
<b>competitive salary commensurate with cost of living</b>	1	1	1	1	1	1
<b>enhanced salary schedule (scale based on years of experience, etc.)</b>	2	2	2	2	3	2
<b>state goes back to a defined benefit retirement system</b>	3	3	3	3	2	3
<b>annual retention incentives</b>	4	4	4	4	5	5
<b>additional opportunities for salary advancement</b>	5	5	5	5	4	4
<b>improved healthcare in the state</b>	6	6	6	6	7	6
<b>contributing into social security</b>	7	7	8	8	10	8
<b>state moves to a hybrid retirement with personal and state investments</b>	8	8	7	9	8	9
<b>portability of my retirement savings</b>	9	9	10	13	14	10
<b>creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)</b>	10	12	9	7	6	7
<b>control of my retirement savings</b>	11	10	13	14	16	11
<b>opportunity to earn bonuses (financial, technology, etc.)</b>	12	11	14	10	17	12
<b>streamlined recertification requirements</b>	13	13	18*	19	19	16
<b>creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)</b>	14	15	12	11	9	13
<b>signing bonus</b>	15	14	15	18	22	18

### TRR Solution Influence - Top 1-10 Preference Scores by Role



<b>Solution Influence Items</b>	<b>Total (N = 3753)</b>	<b>Rural (N = 858)</b>	<b>Rural Hub (N = 347)</b>	<b>Rural Road System (N = 626)</b>	<b>Urban (N = 1774)</b>	<b>Unclassified (N = 148)</b>
<b>competitive salary commensurate with cost of living</b>	1	1	1	1	1	1
<b>enhanced salary schedule (scale based on years of experience, etc.)</b>	2	2	2	2	2	2
<b>state goes back to a defined benefit retirement system</b>	3	4	3	3	3	3
<b>annual retention incentives</b>	4	3	4	4	5	5
<b>additional opportunities for salary advancement</b>	5	5	5	5	4	4
<b>improved healthcare in the state</b>	6	6	6	6	6	6
<b>contributing into social security</b>	7	8	8	7	7	8
<b>state moves to a hybrid retirement with personal and state investments</b>	8	9	7	8	8	9
<b>portability of my retirement savings</b>	9	10	11	9	9	10
<b>creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)</b>	10	7	9	12	12	7
<b>control of my retirement savings</b>	11	16*	12	10	10	11
<b>opportunity to earn bonuses (financial, technology, etc.)</b>	12	12	10	11	11	12
<b>streamlined recertification requirements</b>	13	11	17*	13	13	16*
<b>creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)</b>	14	14	14	15	14	13
<b>signing bonus</b>	15	17*	15	14	16*	18*

TRR Solution Influence - Top 1-6 Average Preference Scores by Location (school)



<b>Solution Influence Items</b>	<b>Total (N = 3753)</b>	<b>Tier I (N = 274)</b>	<b>Tier II (N = 1305)</b>	<b>Tier III (N = 1388)</b>	<b>Unsure (N = 489)</b>	<b>Prefer not to answer (N = 152)</b>	<b>Unclassified (N = 145)</b>
<b>competitive salary commensurate with cost of living</b>	1	1	1	1	1	1	1
<b>enhanced salary schedule (scale based on years of experience, etc.)</b>	2	2	3	2	2	2	2
<b>state goes back to a defined benefit retirement system</b>	3	3	2	3	5	5	3
<b>annual retention incentives</b>	4	4	4	4	3	3	5
<b>additional opportunities for salary advancement</b>	5	5	5	5	4	4	4
<b>improved healthcare in the state</b>	6	7	6	7	7	8	6
<b>contributing into social security</b>	7	10	7	6	18	15	8
<b>state moves to a hybrid retirement with personal and state investments</b>	8	8	8	8	19	17	9
<b>portability of my retirement savings</b>	9	14	11	10	12	11	10
<b>creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)</b>	10	6	9	12	6	6	7
<b>control of my retirement savings</b>	11	16	12	9	14	14	11
<b>opportunity to earn bonuses (financial, technology, etc.)</b>	12	17	10	11	9	9	12
<b>streamlined recertification requirements</b>	13	19	16	13	8	7	16
<b>creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)</b>	14	9	13	15	11	10	13
<b>signing bonus</b>	15	21	17	14	10	18	18


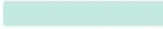























### TRR Solution Influence - Top 1-5 Preference Scores by Retirement Tier



■ Tier I (N = 274)  
 ▲ Tier II (N = 1305)  
 ◆ Tier III (N = 1388)  
 ◆ Unsure (N = 489)  
 ○ Prefer not to answer (N = 152)

# Qualitative Analysis Ordered Codes

Interviews with leavers  
Focus group with recruiters  
Comments from survey participants

	Name	Grounded	
<input type="radio"/>	◇ R- recruiter~	 103	
<input type="radio"/>	◇ negative	 99	
<input type="radio"/>	◇ R- educator~	 93	
<input type="radio"/>	◇ L- urban~	 76	
<input type="radio"/>	◇ L- rural remote~	 73	
<input type="radio"/>	◇ R- leaver~	 68	
<input checked="" type="radio"/>	◇ Benefits~ 	 43	
<input checked="" type="radio"/>	◇ Leadership~ 	 40	
<input checked="" type="radio"/>	◇ Conditions~ 	 38	
<input type="radio"/>	◇ Survey~	 37	
<input checked="" type="radio"/>	◇ D- state~	 32	
<input checked="" type="radio"/>	◇ Issue~	 32	
<input checked="" type="radio"/>	◇ D- district~	 31	
<input checked="" type="radio"/>	◇ Incentive~ 	 29	
<input checked="" type="radio"/>	◇ D- SOE~	 28	
<input type="radio"/>	◇ R- retired~	 27	
<input checked="" type="radio"/>	◇ Technology~ 	 26	
<input checked="" type="radio"/>	◇ Community~ 	 26	
<input checked="" type="radio"/>	◇ Experience~	 24	

# Alignment

TRR Survey and QSS Results

by

General Summary Topics

(Part 1)

Topic	Personal Importance Items (rank)	Solution Influence Items (rank) [QSS theme]
Financial	salary (1)	competitive salary (1) enhanced salary schedule (2) retention incentives (4) opportunities for salary advancement (5) opportunity to earn bonuses (12) signing bonus (15) [conditions] [incentives]
	retirement benefits (4)	defined benefit retirement system (3) contributing into social security (7) hybrid retirement, personal, state investments (8) portability of my retirement savings (9) control of my retirement savings (11) [benefits] [conditions]
	good healthcare benefits (5)	improved healthcare (6) [benefits] [conditions]



# Alignment

TRR Survey and QSS Results  
 by  
 General Summary Topics  
 (Part 2)

Topic	Personal Importance Items (rank)	Solution Influence Items (rank) [QSS theme]
Working Conditions	positive workplace conditions (2)	creating or strengthening webs of support (10)
	personal connections with students (3)	streamlined recertification requirements (13)
	positive school culture (6)	creating a statewide, seamless, supported induction model (14) [leadership] [conditions]
Support and Professionalism	manageable workload (7)	creating or strengthening webs of support (10)
	being treated as a professional (8)	creating a statewide, seamless, supported induction model (14)
	quality support from principal(s) (9)	streamlined recertification requirements (13)
	quality support from district administration (10)	connects to financial area [leadership] [conditions] [technology]

# Recommendations:

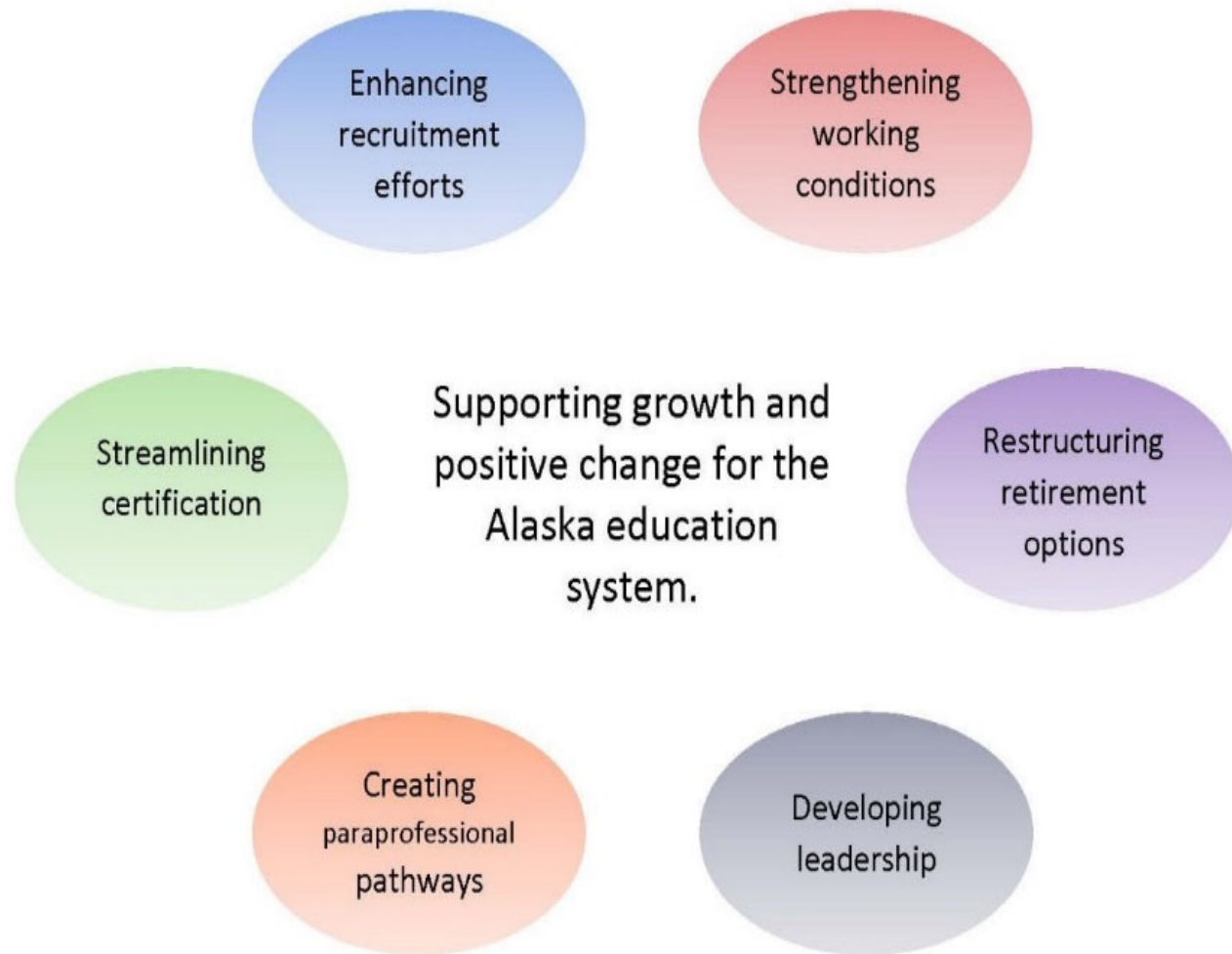
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TRR Action Plan



# Recommendations

Essential Areas as identified and organized by the research results.



# Essential Area 1

Strengthening Working Conditions

1. Develop a committee to create an Educator Induction Program framework to share with districts.
2. Identify methods to measure working conditions that support making data-driven improvements and share those options with districts.
3. Develop a variety of example strategies for districts to support additional financial opportunities.

## Essential Area 2

Developing Leadership

1. Create an Organizational Health System for superintendents to assess the health of their district and to then offer supporting strategies to address the identified areas of need.
2. Increase professional support for mentoring new administrators.
3. Develop and adopt processes for teachers to contribute to principal evaluation to strengthen leadership.

## Essential Area 3

### Restructuring Retirement Options

1. Establish a Retirement Task Force to identify multiple methods to restructure TRS Tier III, including hybrid plans to determine possible options for the state.
2. Develop and offer financial literacy education through extended benefits training.

## Essential Area 4

Enhancing Recruitment Efforts and Opportunities

1. Conduct an Independent Recruitment Audit to review the current teacher recruitment practices in Alaska.
2. Develop a Statewide Recruitment Task Force to propose specific solutions and funding.
3. Restructure Alaska Teacher Placement (ATP) services concurrently with the audit to maximize potential statewide recruitment as soon as possible.
4. Support expansion of the grow-your-own models already in place.
5. Consider models of Alternative Certification Pathways and determine which ones to adopt.

## Essential Area 5

Creating paraprofessional  
pathways

1. Create a tiered pathway or career ladder for paraprofessionals.
2. Identify and share additional resources that would assist districts and the University of Alaska in the development of Alaska alternative programs for paraprofessionals.



## Essential Area 6

Streamlining Certification and  
Recertification

1. Modernize process by creating an online certification system that is more automated and less paper.
2. Offer reciprocity among states with no conditions.
3. Allow alternative methods to satisfy the Alaska studies and multicultural coursework.

# Implementation Table

Part 1

Recommendation

Proposed Lead

Proposed Start

Proposed Outcome

<b>STRENGTHENING WORKING CONDITIONS</b>			
1.1 Induction program	DEED develop committee	Fall 2021	framework tailored to each district complete by May 2022
1.2 Measure	DEED compile list	Fall 2021	districts adopt ways to measure working conditions by Fall 2022
1.3 Financial opportunities	DEED create or contract services	Summer 2021	share example strategies document with districts at AASB & ASA Fall 2021 conferences
<b>DEVELOPING LEADERSHIP</b>			
2.1 Organizational health	DEED identify subcommittee from 1.1	Fall 2021	districts adopt new system to pilot Fall 2022
2.2 Mentoring	DEED partner with ACSA, UA, AASB, SERRC, CEE, NEA-AK, and others to develop and implement	Fall 2021	webs of support connected to induction framework, communication structures in place, ongoing development by Fall 2023
2.3 Principal assessment	DEED create or contract services, AASSP, AAESP	Summer 2021	share example processes document with districts at AASB, ASA & Principals Fall 2021 conferences

# Implementation Table

Part 2

Recommendation

Proposed Lead

Proposed Start

Proposed Outcome

<b>RESTRUCTURING RETIREMENT OPTIONS</b>			
3.1 Task force	Governor and Legislature identify members, contract for study	April 2021	complete study and create bill to introduce in Jan. 2022 legislative session, aim to adopt for new hiring for school year 22-23
3.2 Financial literacy	DEED create or contract services; NEA-AK create or contract services	Summer 2021	enhanced presentation for Tier III content, sessions, participation rolled out in Fall 2021, include ACSA/ALASBO in training
<b>ENHANCING RECRUITMENT EFFORTS AND OPPORTUNITIES</b>			
4.1 Independent audit	DEED contract services	Summer 2021	audit report provides recommendations by Dec. 2021
4.2 Task force	DEED identify subcommittee from 1.1	Fall 2021	complete study and create plan for statewide recruitment support by Dec 2021
4.3 ATP	UA with DEED, Governor, Legislature	Summer 2021	ongoing work with new and innovative activities at least each spring
4.4 Grow-your-own	UA with DEED, Governor, Legislature	Fall 2021	share list, recruitment resources and strategies, and success measures, continue ongoing development of programs annually
4.5 Alternative certification	DEED identify subcommittee from 1.1	Fall 2021	complete study and create plan for policy adoption by Summer 2022

# Implementation Table

Part 3

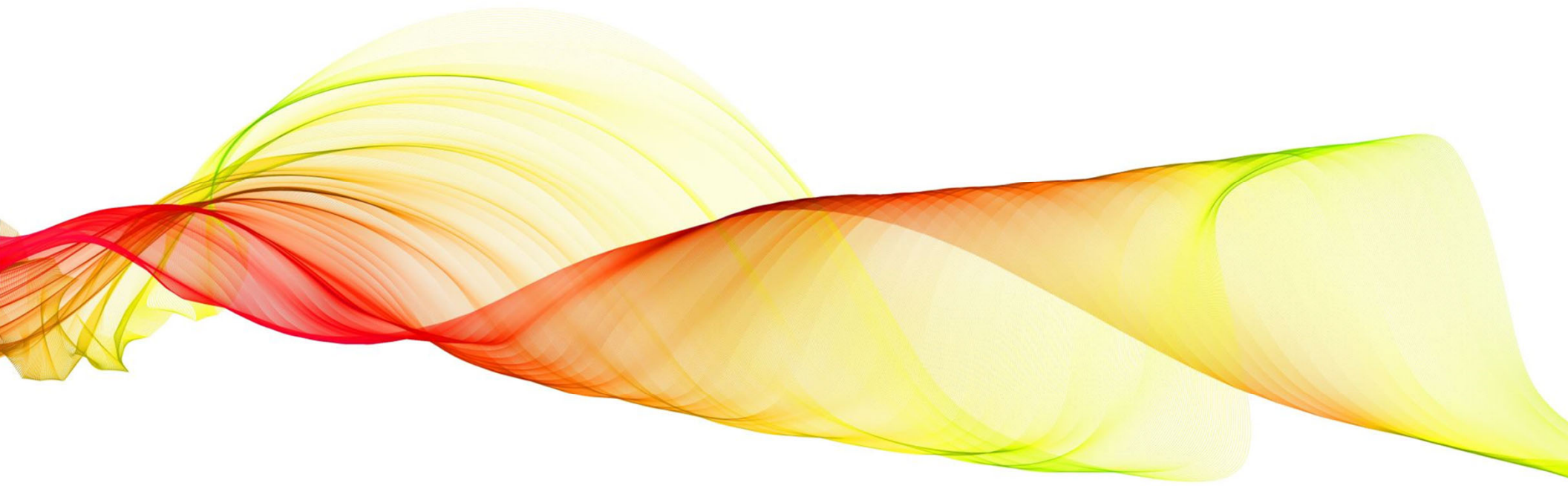
Recommendation

Proposed Lead

Proposed Start

Proposed Outcome

CREATING PARAPROFESSIONAL PATHWAYS			
5.1 Career ladder	DEED contract services in partnership with UA	Fall 2021	develop a pilot study to implement new career ladder and measure success starting in Fall 2022
5.2 Resources	UA, ACSA, DEED form committee	Summer 2021	complete plan in Summer 2021 to share with districts starting Fall 2021
STREAMLINING CERTIFICATION AND RECERTIFICATION			
6.1 Modernize the certification system	DEED, State Board of Education address policy	Fall 2021	new system ready by Spring 2022; policy changes by Feb. 2022
6.2 Reciprocity across all states	DEED, State Board of Education, Legislature	Spring 2022	create bill to introduce in Jan. 2022 legislative session
6.3 AK history and culture coursework	DEED, State Board of Education address policy	Fall 2021	policy changes complete by Spring 2022 for new courses to be offered in Fall 2022



Q & A

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