

## Alaska Statewide Mentor Program (ASMP)



### History & Model

- Began in 2004 as a collaboration between Alaska Department of Education & Early Development and the University of Alaska Statewide System
- Built on nationally recognized model developed at the New Teacher Center in Son Jose, California
- Alaska Statewide Mentors serve Early Career Teachers (ECTs) during their first and second years in the profession
- Mentors complete seven on-site visits and one virtual visit with Early Career Teachers
- Two targeted outcomes: 1) increase teacher retention 2) improve student achievement
- External evaluation of program by Education Northwest

### Results

- Retention of new teachers in rural Alaska
  - Prior to Alaska Statewide Mentor Program: 67% on average
  - Since Alaska Statewide Mentor Program: 77% as 8-year average
- Student Achievement
  - Historically, 20-point “gap” between assessment scores of students who have new versus veteran teachers
  - “Gap narrowed to within 4 – 7 points for students of teachers receiving program mentoring

### General Fund Allocation

- Funds 15 mentors serving 177 teachers in 40 districts
- \$962,952 funds University costs affiliated with operating the program (travel, personnel, training costs)
- \$1,060,000 funds contracts for mentors



## Alaska Administrative Coaching Project (AACP)

### History & Model

- Began in 2004; collaboration between Alaska Department of Education & Early Development and the Kenai School District
- Built on standards for school leaders developed by the Interstate School Leaders Licensure Consortium (ISLLC) as well as research and literature about effective school leadership
- Alaska Administrative Coaching Project Coaches serve first and second year new-to-position principals and first year superintendents
- The Coaching Project provides coaching through bi-monthly phone contact and a minimum of two on-site visits, as well as three leadership institutes for participants
- Targeted outcomes: increased skill/knowledge of administrators; increased retention; positive impact on student achievement
- External evaluation of program by The Center for Research and Evaluation at the University of Maine and Indiana University Center for Evaluation and Education Policy

### Results

- Participants attributed a greater percentage of their knowledge and skills to those attained through the Alaska Administrative Coaching Project (52.67%) than through university programs (14.61%), school-based learning (18.48%), or other learning (12.73%) *based on 2010 data*

### General Fund Allocation

- Funds 10 coaches serving 72 administrators
- \$555,000 funds costs affiliated with operating the program
- \$523,000 funds contracts for coaches

## State System of Support (SSOS)



### History & Model

- Began in 2007 serving 5 intervention districts
- Model transitioned from content-area coaches (reading, math, science) to school/district improvement coaches
- Using model based on Alaska Effective Schools Framework and Cognitive Coaching
- State System of Support Coaches serve three intervention districts
- Coaches spend one week each month on-site and conduct between-visit distance coaching
- Coaches conduct three high level data briefings during the school year
- External support through Education Northwest for partnering with other states' support systems

### Results

- Reduction from five to three intervention districts
- Increased monitoring of student achievement data
- Increased attention to criteria of Alaska Effective Schools Framework

### General Fund Allocation

- Funds 9 coaches serving 11 schools and 1 district office
- \$1,200,000 funds coaches
- \$700,000 funds administration of program (travel, personnel, training costs)