

**SENATE BILL NO. 101**

IN THE LEGISLATURE OF THE STATE OF ALASKA  
TWENTY-THIRD LEGISLATURE - FIRST SESSION

**BY SENATORS LINCOLN, Davis**

**Introduced: 3/5/03**

**Referred: Health, Education and Social Services, Finance**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act establishing a teacher cadet program."**

2 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

3 \* **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section  
4 to read:

5 FINDINGS AND INTENT. (a) The legislature finds that

6 (1) the influence of a student's teacher is one of the most important factors in  
7 promoting student achievement and is essential to successful education reform;

8 (2) there is a shortage of teachers in certain specializations and high teacher  
9 turnover in certain geographic locations in Alaska; as a state, Alaska is not supplying  
10 sufficient numbers of new teachers to meet the demand in Alaska; universities and colleges in  
11 Alaska supply only 30 percent of the required annual number of teachers hired in Alaska, with  
12 the remaining 70 percent coming from other states;

13 (3) too often, on the first day of school, teaching positions go unfilled, and  
14 remain unfilled for months;

15 (4) teacher turnover is an issue of concern in all schools; however, the rate of

1 teacher turnover in rural school districts is more than double that in urban school districts; all  
 2 those school districts with a greater than 30 percent teacher turnover rate in the 2000 school  
 3 year were rural school districts;

4 (5) Alaska Natives make up a substantial share of the student populations in  
 5 school districts with high teacher turnover rates;

6 (6) research suggests that there is a link between teacher turnover and student  
 7 achievement; low teacher turnover is associated with higher student achievement;

8 (7) there are not enough teachers in Alaska who are also Alaska Natives; 23  
 9 percent of the student population consists of Alaska Natives, but only 4.8 percent of teachers  
 10 in the public school system are Alaska Natives; there is also an observable disparity between  
 11 the student populations of American Indians, Asian-Pacific Islanders, African-Americans, and  
 12 Hispanics and the teacher populations of these groups;

13 (8) the benchmark tests given to public school students reveal that there is a  
 14 significant achievement gap between Caucasian and Alaska Native students; in reading,  
 15 writing, and mathematics tests given in grades three, six, and eight, a significantly lower  
 16 percentage of Alaska Native students meet the minimum student achievement requirements of  
 17 the curriculum; the benchmark tests also reveal an observable achievement gap between  
 18 Caucasian and American Indian, Asian-Pacific Islander, African-American, and Hispanic  
 19 students;

20 (b) It is the intent of this Act to

21 (1) recruit Alaska students into the profession of teaching as a career in Alaska  
 22 and to enhance the school environment;

23 (2) recruit more Alaska Native, American Indian, Asian-Pacific Islander,  
 24 African-American, and Hispanic students into the profession of teaching;

25 (3) reduce the level of teacher turnover in Alaska schools; and

26 (4) eliminate the achievement gap between all student groups in the public  
 27 school system.

28 \* **Sec. 2.** AS 14.30 is amended by adding a new section to read:

29 **Article 12. Teacher Cadet Program.**

30 **Sec. 14.30.750. Teacher cadet program.** The Department of Education and  
 31 Early Development shall, beginning September 1, 2004, prepare and implement a

1 teacher cadet program for students in grades nine through 12 who are interested in  
2 becoming teachers. The program must include a curriculum with field and  
3 observation components. The Department of Education and Early Development shall

4 (1) implement the program in at least four schools in the public school  
5 system; two of the schools shall be rural schools with higher than average teacher  
6 turnover rates during the previous school year;

7 (2) work with the University of Alaska to develop ways in which  
8 university credit may be given for successful completion of the teacher cadet program;  
9 and

10 (3) work with the University of Alaska, the education community, the  
11 private sector, and the federal government to identify funds to lessen the effect on the  
12 state general fund.