

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

April 2, 2021

8:12 a.m.

MEMBERS PRESENT

Representative Harriet Drummond, Co-Chair
Representative Andi Story, Co-Chair
Representative Mike Prax
Representative Ronald Gillham

MEMBERS ABSENT

Representative Tiffany Zulkosky
Representative Grier Hopkins
Representative Mike Cronk

COMMITTEE CALENDAR

CONFIRMATION HEARING(S) :

STATE BOARD OF EDUCATION

Sally Stockhausen - Ketchikan

- CONFIRMATION(S) ADVANCED

PROFESSIONAL TEACHING PRACTICES COMMISSION

Jennifer Stafford - Eagle River

Adam Reid - Anchorage

Jamie Burgess -Nome

- CONFIRMATION(S) ADVANCED

UNIVERSITY OF ALASKA BOARD OF REGENTS

Dale Anderson - Juneau

- CONFIRMATION(S) ADVANCED

PREVIOUS COMMITTEE ACTION

No previous action to record

WITNESS REGISTER

SALLY STOCKHAUSEN, Appointee
State Board of Education
Ketchikan, Alaska

POSITION STATEMENT: Testified as an appointee to the State Board of Education.

JENNIFER STAFFORD, Ph.D., Appointee
Professional Teaching Practices Commission
Eagle River, Alaska

POSITION STATEMENT: Spoke as an appointee to the Professional Teaching Practices Commission.

ADAM REID, Appointee
Professional Teaching Practices Commission
Anchorage, Alaska

POSITION STATEMENT: Spoke as an appointee to the Professional Teaching Practices commission.

JAMIE BURGESS, Appointee
Professional Teaching Practices Commission
Nome, Alaska

POSITION STATEMENT: Spoke as an appointee to the Professional Teaching Practices Commission.

DALE ANDERSON, Appointee
University of Alaska Board of Regents
Juneau, Alaska

POSITION STATEMENT: Spoke as an appointee to the University of Alaska Board of Regents.

ACTION NARRATIVE

[8:12:14 AM](#)

CO-CHAIR HARRIET DRUMMOND called the House Education Standing Committee meeting to order at 8:12 a.m. Representatives Story, Prax, Gillham (via teleconference), and Drummond were present at the call to order.

CONFIRMATION HEARING(S):
State Board of Education
Professional Teaching Practices Commission
University of Alaska Board of Regents

[8:13:18 AM](#)

CO-CHAIR DRUMMOND announced that the only order of business would be the confirmation hearings for appointees to the State Board of Education, the Professional Teaching Practices commission, and the University of Alaska Board of Regents.

[8:13:57 AM](#)

SALLY STOCKHAUSEN, Appointee, State Board of Education, shared that she is an English teacher at Ketchikan High School. She said she formerly taught special education and English as a Second Language, and she has experience at elementary, middle school, and high school, as well as inner city schools. She expressed wanting to work with the State Board of Education to use available resources to assist school districts in meeting educational challenges. She said every student should receive an excellent education, and she accepts the challenge to increase student success, cultivate safety and well-being, and support responsible and reflective learners. She said it's been a pleasure to watch the professionals in the Department of Education and Early Development as they work through the pandemic to ensure quality education, and she said she's proud of the resilience kids, teachers, and families have shown. She expressed optimism that intentional changes can be made to benefit students, especially in light of the trauma many children have faced during the pandemic. She expressed hope that the "reading bill" (HB 164 and SB 111) would continue to place emphasis on quality reading instruction and that it would help facilitate quality instruction for teachers in how to teach reading. She said those working at the state level should receive input from as many voices as possible, and should improve partnerships with families, communities, and tribes. She said she hopes to increase career and technical education (CTE) as well as dual credit opportunities for high school students, and she discussed students who didn't do well in traditional classes but transformed into motivated young adults when enrolled in technical education courses such as diesel mechanic classes.

[8:20:15 AM](#)

REPRESENTATIVE STORY thanked Ms. Stockhausen for her service, and she asked Ms. Stockhausen whether meetings of the State Board of Education have included discussions of elements of a quality reading program and what kind of instruction should be expected at the university level.

MS. STOCKHAUSEN replied that those types of conversations are ongoing, but that she doesn't believe there's been a formal discussion.

REPRESENTATIVE STORY said she hopes for cooperation between the State Board of Education and the University of Alaska Board of Regents.

[8:22:15 AM](#)

REPRESENTATIVE PRAX ask Ms. Stockhausen to elaborate on "trauma-informed education."

MS. STOCKHAUSEN discussed raising awareness of the issues kids are facing and red flags that may be displayed in the classroom. She said qualified professionals, including mental health counselors, are needed on site. She said social emotional learning (SEL) standards need to be in place, along with leadership and guidance for school district to be aware of issues, pointing out that many students will return to school after the pandemic needing more support than they did before.

REPRESENTATIVE PRAX said, "The other concern is the state if facing financial challenges. Do you have any thoughts about what might need to be done going forward in the area of education, given the fiscal environment?"

MS. STOCKHAUSEN replied, "Out of adversity comes times of great growth," and she said that she's learned so many new ways of teaching that she'll continue after returning to the classroom. She expressed that evaluating the best use of funding could be the answer, because teachers can't control how much funding they receive, but they could control how the money in the classroom is used.

[8:27:26 AM](#)

REPRESENTATIVE GILLHAM asked Ms. Stockhausen about "tricking" the students into reading.

MS. STOCKHAUSEN clarified that she often teaches hesitant readers, but that she uses motivation and enthusiasm to engage them.

REPRESENTATIVE GILLHAM related how his son took advantage of CTE training.

[8:29:26 AM](#)

CO-CHAIR DRUMMOND pointed out that CTE education will be explored during future meetings of the House Education Standing Committee. She then asked Ms. Stockhausen whether she was at the Copper River School District during the time Commissioner Dr. Michael Johnson was the superintendent.

MS. STOCKHAUSEN replied that Commissioner Johnson was a fourth-grade teacher in 2002, and he became principal the following year.

CO-CHAIR DRUMMOND asked whether Commissioner Johnson was principal at the school Ms. Stockhausen taught at.

MS. STOCKHAUSEN replied that he was principal from 2004-2007.

CO-CHAIR DRUMMOND commented on working with Commissioner Johnson.

MS. STOCKHAUSEN said, "He is who he is, and he is sincere."

CO-CHAIR DRUMMOND asked about the structure of the special education classes Ms. Stockhausen taught in Ketchikan.

MS. STOCKHAUSEN responded that the structure varies depending on the needs of the students, from small reading groups to one-on-one help in study halls. She said the special education program was largely comprised of kids who were working on meeting graduation requirements.

CO-CHAIR DRUMMOND asked Ms. Stockhausen whether she was referring to regular education students who were unable to read at their grade level.

MS. STOCKHAUSEN clarified that she was referring to students with individual education plans (IEPs).

CO-CHAIR DRUMMOND asked whether such students had or have developmental delays that kept them from learning to read at the same level as their classmates when in elementary school.

MS. STOCKHAUSEN replied that, over 10 years of teaching special education, there were cases of such developmental delays; other cases were of children with IEPs for other reasons, who needed differing levels of support.

CO-CHAIR DRUMMOND commended Ms. Stockhausen on her work, and she said she appreciated the comments about controlling how money is used in the classroom. She then noted Ms. Stockhausen's earlier remark regarding increased presence of professionals from the community to work with students who have experienced trauma, and she asked Ms. Stockhausen whether she knows how the Ketchikan School District pays for such help.

MS. STOCKHAUSEN mused that the agencies may have received a grant to work in the schools, and she said she would respond later with an answer.

[8:37:35 AM](#)

JENNIFER STAFFORD, Ph.D., Appointee, Professional Teaching Practices Commission (PTPC), shared that she has been an educator for 17 years, and that she has the experience and passion necessary for improving the standards and practices within the profession. She said her strengths as an educational leader lie in her experience and sincere desire to grow highly-functional educators. She shared her background, which includes teaching in a one-room schoolhouse that contained kindergarten through eighth grade, teaching elementary school in Alaska, achieving her master's degree in educational administration, and work on her doctorate in education. She said she enjoys teaching younger students to read, as well as identifying interventions to assist struggling students. Her experience extends to a broader understanding of how communities can influence an educator's perspective, she said, and she has been a board member for Alaska Family Services and the Matanuska-Susitna Borough Health and Social Services Board to represent the school district, and has been active in many community organizations. She said she has been able to analyze school problems through a broad understanding of ethical, social, and economic influences, and she has worked with individuals with many backgrounds.

[8:41:33 AM](#)

CO-CHAIR DRUMMOND asked Dr. Stafford whether she is being appointed to the classroom teacher position on PTPC.

DR. STAFFORD replied that is correct.

[8:41:49 AM](#)

REPRESENTATIVE STORY asked Dr. Stafford what she is hoping to accomplish while on the commission.

DR. STAFFORD responded that she hopes to improve the standards and practices in the profession, as well as bring a teacher's perspective to the commission.

REPRESENTATIVE STORY asked how teachers view the commission in terms of being helpful.

DR. STAFFORD expressed that many teachers don't know much about the commission, but that they may need to work with the commission if an ethical issue arises.

[8:44:52 AM](#)

CO-CHAIR DRUMMOND asked Dr. Stafford whether she is currently a classroom teacher.

DR. STAFFORD replied that she is a classroom teacher, mentors and coaches new teachers, and helps teachers figure out interventions for struggling students.

CO-CHAIR DRUMMOND pointed out that PTPC consists of five classroom teachers, one principal, one superintendent, one representative of the Office of the Commissioner of Education and Early Development, and one representative of an Alaska institution of higher learning. She asked Dr. Stafford whether she is a full-time classroom teacher who coaches other teachers in addition to her classroom work.

DR. STAFFORD clarified that she taught at Knik Elementary School last year, and she is now at Tanaina Elementary School as a classroom teacher as well as a "teacher leader."

CO-CHAIR DRUMMOND asked Dr. Stafford whether she teaches the same group of students every day.

DR. STAFFORD replied yes.

CO-CHAIR DRUMMOND asked whether Dr. Stafford teaches third grade.

DR. STAFFORD replied, "Mostly kindergarten."

CO-CHAIR DRUMMOND commented that the requirements for service on the commission don't define what a classroom teacher is. She

then asked Dr. Stafford how well-prepared her kindergartners are to work with a teacher to learn to read.

DR. STAFFORD responded that many students this year don't know letter names or sounds, or how to write their names, and that it has taken them a long time to settle in. She said several students have needed extra support to learn letter names or sounds, which is the first step to learning to read.

CO-CHAIR DRUMMOND asked Dr. Stafford whether she can see the difference between students who have had preschool versus those who have not.

DR. STAFFORD replied that it depends on a student's home life, but kids with preschool experience have already learned side by side with their classmates and are able to collaborate with their peers and function in a classroom, including being able to pay attention. She said that for the most part, students with preschool experience enter kindergarten "higher" than those with no preschool.

CO-CHAIR DRUMMOND asked Dr. Stafford to describe how the time away from school due to the COVID-19 pandemic worked in the Matanuska-Susitna Borough School District.

DR. STAFFORD described using Zoom and Google Classrooms, and she noticed a 20 percent participation rate. She said students entered the current school year far behind, but were able to improve within the first few months. She commented on the low participation rate among students who had to quarantine while school was in session.

[8:53:08 AM](#)

REPRESENTATIVE PRAX shared his understanding that the commission must handle ethical complaints, and he asked Dr. Stafford how she would "fit in" to that position.

DR. STAFFORD replied that she is still learning.

[8:54:47 AM](#)

CO-CHAIR DRUMMOND asked Dr. Stafford whether the commission meets four times a year.

DR. STAFFORD confirmed that the commission meets four times a year.

CO-CHAIR DRUMMOND surmised that Dr. Stafford has taken part in an initial meeting, but has not necessarily reviewed any cases or complaints.

DR. STAFFORD replied that a few cases have been reviewed, but that she is still new and is learning the process.

[8:56:17 AM](#)

CO-CHAIR DRUMMOND noted that no one is waiting to testify on the appointees.

[8:56:26 AM](#)

ADAM REID, Appointee, Professional Teaching Practices Commission, shared that he has been teaching at King Tech High School for the past 20 years, and that he has a degree in environmental science from Creighton University. He said he has served as a department chair, a building leader, and as part of the literacy team, implementing literacy strategies into the CTE curriculum. He said he currently serves on three nonprofit boards relating to youth sports, which he believes has given him the ability to look at each case presented to the commission in an impartial manner. He said he hopes to continue serving the teaching profession.

[8:59:24 AM](#)

CO-CHAIR DRUMMOND noted that her service on the Anchorage School Board ended in 2003, when the King Career Center was still a program for students who were bussed from their neighborhood high schools. She commented on King Career Center's transition to fully-accredited high school, and she asked Mr. Reid to relate the details of the transition.

MR. REID said that while King Tech High School is now a full time high school, it still serves students from neighborhood high schools, alternative high schools, and homeschool programs in a part-time fashion of two classes per day. There are now full-time math, science, and social studies teachers, he said, and students may transfer to King Tech beginning in 11th grade; half of the day is focused on academic coursework, with the other half focused on CTE classes. Meanwhile, he said, students from around the district are able to access the programs at King Tech. He said the goal is 150-200 full time students.

CO-CHAIR DRUMMOND asked whether the three academic teachers teach the 150-200 students all at once, or in two different sessions.

MR. REID clarified that half of the students have morning academic classes and afternoon CTE coursework, and the other half follow the opposite schedule. He pointed out that many students are ahead on credits by their junior year, so there exists a variety of blended learning opportunities including face-to-face instruction supplemented with online work, with teachers in support roles.

CO-CHAIR DRUMMOND asked whether there is an equivalent number of students that arrive from other schools for their half day of CTE coursework.

MR. REID replied that there are 400-500 students per session that attend part time.

CO-CHAIR DRUMMOND commented on the King Tech High School experience.

MR. REID described teachers working together to develop kits to assist CTE students with hands-on learning in a remote setting.

[9:06:04 AM](#)

REPRESENTATIVE STORY asked Mr. Reid to expand on literacy strategies in the curriculum.

MR. REID explained that CTE and other teachers have attended training on various literacy strategies, some of which was designed to bring more writing and speaking into the CTE coursework. He described encouraging students to work in groups to present what they're learning in alternative methods.

REPRESENTATIVE STORY asked Mr. Reid what kind of training he's received since he's been on the commission.

MR. REID replied that he's received no formal training on legal policies, though commissioners have access to the legal team at the Office of the Governor.

REPRESENTATIVE STORY asked why Mr. Reid feels he's qualified to fill the role on the commission.

MR. REID pointed to the different boards on which he serves, and he described bringing a sense of balance and the ability to work within a group.

[9:10:19 AM](#)

REPRESENTATIVE PRAX asked Mr. Reid whether the commission spends more time adjudicating cases or focusing on better ways to do things.

MR. REID responded that the commission spends more time on adjudicating during the three official meetings in January, April, and October. Outside of official meetings, he said, investigating and outreach is done by Executive Director Melody Man.

[9:12:32 AM](#)

REPRESENTATIVE GILLHAM asked whether the commissioners know each other on a personal level.

MR. REID replied that the commission would normally meet in person, but meetings are currently via teleconference.

[9:14:41 AM](#)

CO-CHAIR DRUMMOND asked whether the commission meets for a full day.

MR. REID responded that meetings are scheduled to comprise two days.

CO-CHAIR DRUMMOND asked whether Mr. Reid has adjudicated any cases, and if so, which was the most difficult.

MR. REID noted the excellent work done by Ms. Mann in investigating cases, and he described a case in which a teacher's license was suspended for a year as punishment for a broken contract stemming from a medical situation. He then mused about a post-pandemic world with multiple broken contracts due to teachers not wanting to return to the classroom, and he commented that there could be some interesting conversations.

[9:18:41 AM](#)

JAMIE BURGESS, Appointee, Professional Teaching Practices Commission, shared that she is the superintendent for Nome

Public Schools and has been nominated to fill the superintendent seat on PTPC. She said she previously served as the director of federal programs and instruction in the Nome School District, as well as curriculum director for the Yupiit School District in Akiachak, Alaska. She said she holds a master's degree in biochemistry, biophysics, and genetics, as well as a Master of Education in Curriculum Instruction. She said she has spent 10 years as a classroom teacher and has launched a virtual learning program for a 7,000-student school district in Phoenix, Arizona. She said she brings a broad background in education to the commission, and prides herself on building relationships with students and colleagues. She expressed that serving on the commission is more than simply passing judgement on the actions of teachers and administrators; commissioners must offer insight into how superintendents can better train and support the ethical practices of educators in their respective districts. She said she takes ethical practices very seriously, and that she would work to make sure training is easily available in order to address issues before they arise to the level of a complaint. She said her personal goals are to serve as a voice for the children in her community, ensure that every child has access to effective teachers, research-based teaching practices, and safe and culturally responsive classrooms, and that they are well-prepared for life after school.

[9:23:13 AM](#)

REPRESENTATIVE STORY asked Ms. Burgess how she currently trains and supports teachers in ethical practices.

MS. BURGESS described developing training for administrators and teachers on professional boundaries, which included opportunities to discuss what practices should be considered in developing supportive relationships with students. She said such training is to not only make teachers aware of what behavior is appropriate, but also to help other teachers understand that if they see something suspicious or suspect, such behaviors should be addressed before they become issues. She mentioned the isolated nature of Alaska and many of Alaska's schools, and how such isolation may allow inappropriate behavior.

[9:25:55 AM](#)

REPRESENTATIVE PRAX asked whether Ms. Burgess is "applying for the board this year."

MS. BURGESS replied that she was nominated in January 2020, so she is currently at the end of her first year on the commission.

REPRESENTATIVE PRAX asked whether the primary purpose of the commission is to address ethical standards.

MS. BURGESS responded that she believes it is. She said the commission meets to review any investigations conducted by Ms. Mann, reviews any agreements submitted for consideration, and considers any recommendations for action against teacher and administrator certificates, which could include suspension or revocation.

REPRESENTATIVE PRAX asked whether the commission considers whether the standards are appropriate, or whether time is spent applying existing standards.

MS. BURGESS replied that there are opportunities to hear from Ms. Mann on subjects such as outreach work and newsletters to the State Board of Education, as well as opportunities to direct Ms. Mann in her work as the need should arise.

[9:30:11 AM](#)

REPRESENTATIVE GILLHAM asked whether a serious-enough complaint could necessitate a special meeting of the commission.

MS. BURGESS responded that all complaints are considered during schedule meetings. If there is a case in which the defendant would like to speak to the committee, usually with legal representation present, such sessions would be scheduled in conjunction with the regular meetings.

[9:32:19 AM](#)

DALE ANDERSON, Appointee, University of Alaska Board of Regents, shared that he has been reappointed to serve a second term on the Board of Regents. He said he's been a private sector entrepreneur as well as served on the Commercial Fisheries Entry Commission, the City and Borough of Juneau assembly, and as a legislative assistant. He discussed the importance of having strategists with flexibility leading the University of Alaska (UA) system, and he said the challenge to the Board of Regents is ensuring the UA system remains competitive in a demanding, uncertain environment. He said board members should ask challenging, relevant, and fair questions; avoid dysfunctional politeness; and deal with facts and data while appreciating the

complexities of running an educational institution. He discussed enhancing specialized courses unique to the UA system and he noted the difficulty of the past two years. He emphasized the opinion that the UA system is not in a "downward spiral," and he stated his commitment to working with the administration as well as faculty and community leaders to drive long-term, sustainable change.

[9:38:12 AM](#)

REPRESENTATIVE STORY asked for a status update on the consideration of consolidating the University of Alaska Southeast (UAS) under the University of Alaska Fairbanks (UAF).

MR. ANDERSON said consolidation will not happen. He said he suggested that the Board of Regents research whether consolidation would be a wise move, and his suggestion was met with a "voracious" reaction. He withdrew his motion, he said, and there has been a fresh collaboration between UAS, UAF, and University of Alaska Anchorage (UAA), with increased cooperation which he expressed was a result of his desire to seek more information on the efficacy of consolidation.

REPRESENTATIVE STORY asked Mr. Anderson to elaborate on tasks and projects he'd like to see the UA system move forward on.

MR. ANDERSON discussed wanting to be involved in the process of choosing "good administration" for the UA system. He said he's not on the Board of Regents to serve only one university, but to serve the state as a whole; however, he said, due to his residency in Juneau, he has a special focus on UAS. He said he is interested in expanding the undergraduate fisheries program, partially through construction of the oceanography and fisheries campus on the location of the previous National Oceanic & Atmospheric Administration (NOAA) lab. A long-term goal, he said, is development of a maritime academy. He described himself as a "fiscal conservative" and he said he wants to stay "within that realm," and that he will be part of the audit committee.

[9:48:08 AM](#)

REPRESENTATIVE PRAX said, "I'm concerned about the business model ... of a politically-driven organization providing the funding, as opposed to a more business-oriented institution that gets its funding direct from the customers." He asked Mr. Anderson about the business model for the university.

MR. ANDERSON said the full amount of a university's budget being covered by student payments would "never happen," and there has to be a subsidy from the state or federal government. He said there is a new fundraising program through the University of Alaska Foundation, as state funding is expected to diminish; in this way, he said, residents of the state could support the existence of a wanted university. Athletic programs have experienced reductions, he said, with students being forced to raise funds to support activities. He then asked Representative Prax whether he's curious about a specific area.

REPRESENTATIVE PRAX opined that the UA system would be "better off and more stable" if it was forced to operate as a business.

MR. ANDERSON share his opinion that his business background is an advantage in serving on the Board of Regents. He said he is known to look for different funding opportunities, and that the board is looking for ways of bringing in money from "outside" to lessen UA's dependence on government funding.

[9:54:37 AM](#)

CO-CHAIR DRUMMOND asked Mr. Anderson to discuss the idea of a maritime academy. She then asked whether he knows about the maritime training center at the Alaska Vocational Technical Center (AVTEC) in Seward.

MR. ANDERSON said he's aware of the program. He said he wants to expand the program at AVTEC to focus on the north Pacific and Northwest Passage.

CO-CHAIR DRUMMOND commented about having the Board of Regents work with the Department of Labor and Workforce Development regarding AVTEC.

MR. ANDERSON expressed his agreement.

CO-CHAIR DRUMMOND asked Mr. Anderson whether he is the longest-serving member of the Board of Regents.

MR. ANDERSON replied that Mary K. Hughes is the longest-serving member.

[9:58:13 AM](#)

CO-CHAIR DRUMMOND opened public testimony on the confirmation hearing for the governor's appointees to the various boards and commissions. After ascertaining that no one wished to testify, she closed public testimony.

[9:58:30 AM](#)

REPRESENTATIVE STORY stated that the House Education Standing Committee has reviewed the qualifications of the governor's appointees to the following boards and commissions and recommends their names be forwarded to be considered by a joint session of the legislature: Sally Stockhausen to the Board of Education and Early Development; Jennifer Stafford, Adam Reid, and Jamie Burgess to the Professional Teaching Practices Commission; and Dale Anderson to the University Alaska Board of Regents. She stated that this does not reflect intent by any of the members to vote for or against any of these individuals during any further sessions for the purposes of confirmation.

[9:59:31 AM](#)

The committee took a brief at-ease.

[10:00:53 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 10:01 a.m.