

AK. SCHOOL &
PUBLIC POLICY
CONFERENCE
12/83 (FILE 2)

To: Library

From: Senate Health, Education + Social
Services Committee
- Senator Josephson, Chair

Date: JANUARY 3, 1985

Included are files from the 1983
Senate Hess Conference on Alaska Schools
& Public Policy.

- evaluation reports
- original tapes of workshops
- transcription of these tapes
- Agenda, brochures which were handed
out to participants
- questionnaires
- letter to Barbara Thompson -
please note address of
Beverly Michaels, where videotapes
are available from conference.
- buttons

Thank you,
Roemary Karsh

Sign Up For Dinner

Have dinner with well known government or education leaders in small groups at Anchorage restaurants. Sign up sheets will be available during the conference, and transportation will be available to restaurants.

Discount Group Air Fares

Discount air fares are available for those traveling in groups of 10 or more. Contact Bob Froscati Sr. at Anchorage Travel Bureau, 523 West Third Avenue, Anchorage 99501; or telephone 278-2581.

Registration fees

Registration fee for the conference will be \$30. The fee includes a lunch on the first day of the conference. Lunches during the second and third days will cost \$12.50 each. Please indicate on the registration form how many additional lunches you wish to purchase. Official conference activities are planned for each luncheon.

Accommodations

The Anchorage Sheraton Hotel is giving special rates for those attending the conference. Nightly room rates are:

- Single: \$58
- Double: \$58
- Triple: \$73
- One bedroom suite: \$200 to \$500

Return the enclosed handy registration form before

November 29, 1983 to take advantage of these rates.

December 15-17, 1983 — Anchorage, Alaska

Conference Registration

Alaska Schools & Public Policy
We got here, now where are we going?

\$30 registration fee includes all events, materials, continental breakfast shown in the program schedule and lunch on Thursday. Tickets for Friday and Saturday luncheons are available for \$12.50 each.

Name: _____

Title: _____

Agency or company: _____

Mailing address: _____

Telephone: _____ wk _____ hm

Registration fee \$30. _____

Lunch Thursday _____

Lunch Friday _____

Total amount enclosed _____

Make conference registration checks payable to Senate HESS/Alder.
Send this form in the enclosed envelope to:

Senate HESS Committee
921 West 6th Avenue, Suite 230
Anchorage, Alaska 99501

A Statewide Conference

Alaska's Schools and Public Policy



We got here, now where are we going?

Featuring renowned educators and government leaders and policy makers from Alaska and other parts of the United States

December 15-17, 1983
Sheraton Hotel
Anchorage, Alaska

Sponsored by the Alaska Senate Committee on Health, Education and Social Services, Senator Joe Josephson, Chair

A Wide Choice of Workshops and Panel Discussions

- ✓ Retaining Alaska's Teachers — Keeping the Best and Brightest
- ✓ Laws, Regulations and Court Decisions; Or How Politicians, Bureaucrats and Judges Affect the Classroom
- ✓ Back to the Basics and "The Common Core:" Are We Moving Forward Or Backward?
- ✓ Extracurricular Activities: Are They Only Fun and Games Or Are They Learning For Living?
- ✓ The Curriculum and the Student: Why Do Students Turn On, Tune In, Drop Out and Come Back?
- ✓ Arts in the Schools
- ✓ Here's Looking At You, Kid: Here's Kids Looking At Schools
- ✓ Teacher Training in Alaska — For Alaskans, By Alaskans
- ✓ Alaska's Program For School Financing: Whither the Foundation Program?
- ✓ Modern Technology and Education — Tool or Trouble?
- ✓ The State of Education in Alaska — A State At Risk?
- ✓ Are Politicians Educable?

Participate in workshops and panel discussions with: *

Mortimer Adler

Mortimer Adler is the author of numerous books and articles, including *The Paideia Proposal* and *Six Great Ideas*, which was made into a miniseries on National Public Television. A proponent of public education and a member of the U.S. Secretary of Education's Commission on Excellence in Education, Dr. Adler will base his address on the commission's report, *A Nation At Risk: The State of Education in America*.

Harry Wong

Nationally renowned teacher, author, film writer and lecturer in the field of education

Bill Sheffield

Governor, State of Alaska

Harold Reynolds Jr.

Alaska Commissioner of Education

Joe Josephson

Senator, Chair, Senate Committee on Health, Education and Social Services

Bill McCaughan

Director, Center for Instructional Television, University of Alaska

Beverly Michaels

LearnAlaska, University of Alaska

Marshall Lind

Former Commissioner of Education

Tony Knowles

Mayor, Municipality of Anchorage

Vi Evans

President, Alaska Congress of Parents and Teachers (PTA)

Karen Perdue

Director, Alaska Department of Community and Regional Affairs

Carl Rose

President, Association of Alaska School Boards

Bruce Botelho

Assistant Attorney General, specializing in education law

Peter Partnow

Attorney, Anchorage School District

Gary Thurlow

Manager, Matanuska-Susitna Borough

Esther Cox

Principal, Romig Junior High School, Anchorage

Paul Fischer

Senator, Senate Committee on Health, Education and Social Services

Mary Francis

Curriculum Director, Lower Kuskokwim School District, Bethel

Elizabeth Hickerson

Senate Advisory Council

Susan Stitham

Teacher, Lathrop High School, Fairbanks

Beau Bassett

Teacher, Service-Hanshaw High School, Anchorage

Robert McHenry

Superintendent, Kuspuuk School District

Joseph Deacon

Author of *The Electronic Cottage*, University of Texas

V. Wayne Mergler

Teacher, Bartlett High School, Anchorage

Jaime Escalante

Garfield High School, Los Angeles, Calif.

Paula Haley

Executive Director, STAR Domestic Violence, Anchorage

Merrily Hill

1982 Alaska Teacher of the Year, Fairbanks

Jill McKelvy

Inst. of Social and Economic Research, Univ. of Alaska, Fairbanks

Robert Morgan

Alaska Association for Human Development

Robert Peck

Principal, Career Center, Anchorage

Alice Bosilhard

Curriculum Director, Valdez School District

Judy Kleinfeld

Inst. for Social and Economic Research, Univ. of Alaska, Fairbanks

George Maykowskyj

Superintendent, Valdez City School District

Jerry Mohat

Dean, School of Education, University of Alaska, Fairbanks

Rita Strachan

Personnel Director, Anchorage School District

Bob Bettisworth

Representative, Co-Chair, House Finance Committee

E. E. "Gene" Davis

Superintendent, Anchorage School District

Don Gilman

Senator, Former School Superintendent and Teacher

Peter McDowell

Director, Office of Management and Budget, Office of the Governor

Michael Adams

Superintendent, Juneau Borough School District

Ken Burnley

Superintendent, Fairbanks North Star Borough School District

Gayle Pierce

President, National Education Association/Alaska

Don Renfro

Superintendent, North Slope Borough School District

Susan LaGrande

Fine Arts Center, Anchorage

* partial list only

Susan Wingrove

Director of Education, Alaska Repertory Theatre

Jocelyn Young

Director, Arts Alaska, Inc.

Robert D. Arnold

Deputy Commissioner, Department of Natural Resources

Jan Faiks

Chair, Senate Rules Committee

Niilo Koponen

Member, House Committee on Health, Education and Social Services

David Outcalt

Chancellor, University of Alaska, Anchorage

Rosie Peterson

Dir., Ak. State Advisory Council on Vocational and Career Education

Frank Turpin

President, Alaska Pipeline Service Company

Gary Holthaus

Executive Director, Alaska Humanities Forum

Willie Hensley

President, United Bank of Alaska, Anchorage

Sam Kito

Member, State Board of Education

Patricia Kwachka

Alaska Native Programs, University of Alaska, Fairbanks

John Schaeffer

President, NANA Corporation

Fred Zharoff

Representative, Kodiak teacher

Rick Halford

Member, Senate Committee on Health, Education and Social Services

Wayne Mergler

Teacher of Language Arts and Theatre, Anchorage School District

Jim Robinson

Anchorage Board of Education; Attorney

Tony Vaska

Representative, Bethel

B. B. Allen

Mayor, Fairbanks North Star Borough

Al Ficerwood

President, Anchorage Chamber of Commerce

Mike Irwin

Assistant to the Vice President, Dayton Limited

Edward Lee Gorsuch

Director, Inst. of Social and Economic Research, University of Alaska

Spike Jorgensen

Superintendent, Alaska Gateway School District

Bob C. Greene

Executive Director, Association of Alaska School Boards

A Statewide Conference

Alaska's Schools and Public Policy



We got here, now where are we going?

December 15-17, 1983
Sheraton Hotel
Anchorage, Alaska

A Statewide Conference

Alaska Schools & Public Policy



Where Are We Now? How Did We Get Here? Where Are We Going?

December 15-17, 1983, Sheraton Hotel, Anchorage, Alaska

December 14, 1983

Wednesday evening

6:00 - 9:00 p.m.

Early Bird Registration, Second Floor,
Anchorage Sheraton Hotel

December 15, 1983

Thursday all day

7:30 - 8:30 a.m.

Registration

8:30 - 11:00 a.m.

General Session

Opening Remarks and Welcome:

Sen. Joe Josephson, Chairman, Senate Committee
on Health, Education and Social Services,
Anchorage
Hon. Bill Sheffield, Governor, State of Alaska
Hon. Harold Kaynolds, Jr., Commissioner, Department
of Education
Hon. Tony Knowles, Mayor, Municipality of
Anchorage

Discussion:

**Help Wanted: Teachers—Only the Best and
Brightest Need Apply**

Shirley McCune, President, Learning Trends, Inc.
Dr. Harry K. Wong, Teacher/Consultant, Las
Lomitas School District, Menlo Park, California;
and Director, TKI Curriculum Project,
San Jose, California

This discussion will review current issues in teacher
training, recruitment, professional development, reten-

tion, compensation and tenure. In the face of expanding
opportunities in other professions, how can education
attract and retain those most qualified to educate? How
is Alaska doing in attracting and rewarding classroom
personnel?

After the remarks of the speakers, an Alaska
panel will question Dr. Wong and Ms. McCune.

Alaska Panelists will be:

Sidney R. Bergquist, Dean, School of Education,
University of Alaska, Anchorage
Bob Egan, Director, Career Planning and Place-
ment, University of Alaska, Fairbanks
Edward Lee Gorsuch, Director, Institute of Social
& Economic Research, University of Alaska
Ernestine Griffin, President, Alaska State Board of
Education
Jerry Mohatt, Dean, College of Human and Rural
Development, University of Alaska, Fairbanks
Sallye Werner, President of the Anchorage Educa-
tion Association

11:00 - 12:00 noon

Registrants are invited to examine display materials
and to engage in informal discussions.

Presentation: (Kuskokwim Room)
Restructuring Schools
Shirley McCune

12:00 noon - 1:30 p.m.

Luncheon (Grand Ballroom)
Moderator: Sen. Joe Josephson

Keynote Address:

Dr. Mortimer J. Adler, Institute For Philosophical
Research, "The Paideia Proposal."

Sponsored by the Alaska Senate Committee on Health, Education and Social Services,
Senator Joe Josephson, Chair; and the Alaska Department of Education

2:15 - 5:00 p.m.

Workshop A (Yukon Room)
**Laws, Regulations and Court Decisions,
or How Politicians, Bureaucrats, and Judges
Affect the Classroom**

This workshop will explore current litigation affecting school funding, including capital projects in Alaska. Panelists will discuss federal statutory and regulatory constraints upon Alaska school policy. This workshop will ask the questions "Who's in control?" "What's Congress up to?" "Who pays the tab?" "Who eats the lunch?" Participants will review the Alaska compiled education laws, especially provisions that might be timely topics for legislative or regulatory change or review.

Panelists for Workshop A are:

Moderator: George Maykowskyj, M.Ed.,
Superintendent, Valdez City Schools
Bruce Botelho, Assistant Attorney General, State
of Alaska
Peter C. Partnow, Hellen, Partnow and Condon,
Attorney for various school districts in the state
John Patterson, General Counsel, National Educa-
tion Association, Alaska
Gary Thurlow, Manager, Matanuska-Susitna
Borough, Attorney in Alaska and California

Workshop B (Ballroom A)
**Back to the Basics and The "Common
Core": Are We Moving Forward or
Backward?**

This workshop will ask what Alaska students ought to know at the 6th, 9th and 12th grade levels. Who should set the guidelines for curricula? The State School Board? The legislature? Local boards? School officials? What role should teachers be playing in curricula development? How do Alaska's curricula requirements compare with those of other states? How does the "back to basics" movement accommodate cross-cultural and bilingual education goals? Is the curriculum that is relevant in Alaska's cities also relevant in rural Alaska? And vice versa? What is the place of vocational education in the context of the "basic" curriculum?

Panelists for Workshop B are:

- ④ Moderator: Robert Peck, Principal, Career Center,
Anchorage
- ⑤ Susan A. Sutham, English Department Chair,
Austin E. Lathrop High School
- mod. - William N. Brannian, Principal,
Austin E. Lathrop High School, Fairbanks
- ② Sen. Paul Fischer, Senate Committee on
Health, Education and Social Services, Seldovia
- ② Dr. Mary A. Francis, Curriculum Director, Lower
Kuskokwim School District, Bethel
- ③ Elizabeth J. Hickerson, Senate Advisory Council;
and attorney

Workshop C (Kuskokwim Room)
**Extracurricular Activities: Are They Only
Fun and Games, or Are They Learning For
Living?**

This workshop will consider the proper role of extracurricular activities. What should be their sponsorship and support sources? Do extracurricular activities stimulate and supplement the learning experience—or are they distractions? What educational standards should govern students' eligibility? How do extracurricular activities affect the non-participating student?

Panelists for Workshop C are:

Moderator: Robert McHenry, Superintendent,
Kuspuks School District
Robert Beau Bassett, J.D., Teacher, Service-
Hanshaw High School, Anchorage
Wayne Mergler, Teacher of Language Arts and
Theatre, Anchorage School District
Fred Pomeroy, Superintendent, Kenai Peninsula
Borough School District

Workshop D (Ballroom C)
**The Curriculum and the Student: Why Do
Students Tune In, Turn Off, Drop Out, and
Come Back?**

This workshop will consider the influences and pressures upon students in the 1980s. Is discipline the best motivator? How can standards be transmitted that encourage students to do their best? What can happen to transform a poor self-image into a positive one? How do students view the question of curriculum relevancy? How can teachers and schools identify the student with special education problems, including the handicapped and gifted? After identification what then?

Panelists For Workshop D are:

Moderator: Dr. Robert Morgan, President, Alaskan
Associates for Human Development
Sidney R. Bengquist, Dean, School of Education,
University of Alaska, Anchorage
LoAnn Larson, Child Services Coordinator,
AWAIC
Jill G. McKelvy, Acting Director, Center for
Alcohol and Addiction Studies, University of
Alaska
Dr. Harry K. Wong, Teacher/Consultant

7:30 - 9:30 p.m.

Reception for Dr. Mortimer J. Adler and
Dr. Ruth B. Love, Sheraton Anchorage Hotel,
Kuskokwim Room

Workshop seating is on a first-come, first-serve basis

December 16, 1983

Friday all day

8:00 - 8:30 a.m.

Registration continues

8:30 - 9:30 a.m.

General Session (Grand Ballroom)

Panel Discussion:

Here's Looking At You, Kid; Here Are Kids Looking At Schools

This panel will explore from the perspective of students themselves the way school experience is perceived by young Alaskans. Panelists will include a variety of Alaska students, urban and rural; college-bound and trade-oriented; academically "successful" and otherwise.

Moderator: Nancy Seamount, Counselor, Juneau School District

High School Student Panelists:

Sandy Erlich — Kotzebue High School

John Christovich — Bethel High School

Lisa Carney — Wasilla High School

Mike Pauley — Service High School

Sheila Sektomona — East High School

9:45 - 11:00 a.m.

Panel Discussion:

Teacher Training in Alaska, for Alaskans, By Alaskans

This panel will discuss the recruitment of students for educational careers in Alaska. Do admission requirements need to be upgraded? Are qualified graduates winning placement in Alaska schools? Are Alaska graduates preferred in the market-place? Should they be? Are Alaska students prepared at the secondary level? What special issues must be addressed in Alaska schools of education? (e.g., problems of the "small high school" faculty; bilingual education in an environment where the written materials may be limited; stresses of teachers in remote areas, or urban areas.)

Moderator: Alice J. Bosshard, Director of Instructional Resources, Valdez City Schools

Ray Barnhardt, Professor of Cross-Cultural Education, University of Alaska, Fairbanks

LeRoy Owens, Superintendent, Dillingham City School District

Rita R. Strachan, Director of Personnel Services, Anchorage School District

Dr. Donald McDermott, School of Education, University of Alaska, Anchorage

11:00 - 12:00 noon

Registrants are invited to examine display materials and to engage in informal discussions.

SLIDE PRESENTATION: (Yukon Room)

REAA STUDY: Conducted by Rep. Dick Schultz

12:00 noon - 1:30 p.m.

Luncheon (Grand Ballroom)

Moderator: Sen. Joe Josephson

Dr. Ruth B. Love, General Superintendent of Schools, Chicago, "Revitalizing High Schools."

2:15 - 5:00 p.m.

Workshop E (Kuskokwim Room)

Alaska's Program For School Finances—Whither the Foundation Program?

This panel will review how Alaska supports the costs of public schools. The panel will discuss the progress of the Department of Education foundation study. How should school construction costs, including debt service, be borne? School modifications, repairs and construction will be reviewed: should they be a part of the State capital budget, project-by-project? Does the present system treat all Alaskans fairly? If not, does it operate to the disadvantage of rural Alaskans in the unorganized borough, to urban Alaskans within the municipalities, or to rural Alaskans living in boroughs—or to all groups?

Panelists for Workshop E are:

Moderator: E. E. (Gene) Davis, Ed.D.,

Superintendent, Anchorage School District

Jay Chambers, Associates of Education, Finance and Planning, Stanford, California

Sen. Don Gilman, Kenai, former School Superintendent and teacher

Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District

Hon. Peter B. McDowell, Director, Office of Management and Budget, Office of the Governor

William D. Thomson, Director, Management, Law and Finance, Alaska Department of Education

Workshop F (Ballroom A)

Retaining Alaska's Teachers—Keeping the Best and the Brightest

This workshop will consider proposals for retaining Alaska's best teachers in the career. Are existing rewards and incentives sufficient? What, if any, considerations should be given to so-called "Master teacher" and "Merit pay" proposals? Do they suit Alaska? If so, can they be administered fairly? If so, how? Or, in the alternative, do their demerits outweigh their merits? How can teacher evaluations be improved? What can be done to identify (and cure) teacher "burn-out"? How adequate are staff development and training for teachers already hired? To what extent should there be teacher involvement in decision-making?

*** Workshop seating is on a first-come, first-serve basis ***

Panelists for Workshop F are:

- Moderator: Michael Adams, Superintendent, City and Borough of Juneau School District
- Sondra D. Dexter, Teacher, Wendler Junior High School
- Gayle Pierce, State President, National Education Association, Juneau
- Don Renfroe, Superintendent, North Slope Borough School District
- Carl Rose, President, Association of Alaska School Boards, Skagway
- Vi Evans, President, Alaska PTA, Kodiak
- Dr. Kenneth S. Burnley, Superintendent, Fairbanks North Star Borough School District

Workshop G (Ballroom C)

This workshop will explore the effects and uses of modern technology to facilitate education in urban and rural centers.

Panelists for Workshop G include:

- Moderator: Beverly Michaels, LearnAlaska Program Manager
- Dr. Bill Bramble, Director, Educational Technology and Telecommunications, Department of Education
- Dr. Joseph Deken, Professor, University of Texas at Austin, Author of *The Electronic Cottage*
- Dr. Marshall Lind, Visiting Professor, University of Alaska, Juneau, (former Commissioner of Department of Education)
- Bill McCaughan, Director, Center For Instructional Telecommunications, University of Alaska, Anchorage

Workshop H (Yukon Room)

Can Alaska Train Alaskans for Alaska's Jobs?

Panelists for Workshop H include:

- Moderator: Rosie Peterson, Executive Director, Alaska State Advisory Council on Vocational and Career Education
- Hon. B. B. Allen, Mayor, Fairbanks North Star Borough
- Al Fleetwood, Director of Planning and Corporate Development, Ebasco Services, Inc., Frank Moolin and Associates, Alaska International Constructors, Inc.; President of Anchorage Chamber of Commerce, Vice Chairperson of Alaska State Chamber of Commerce
- Mike Irwin, Assistant to Vice President for Shareholder Relations and Corporate Development, Doyon Limited
- Karen Perdue, Director of Community Development, Administrator of Job Training Partnership Act, Community and Regional Affairs
- Jim Schlegel, Director of Special Programs, Fairbanks North Star Borough Schools

Dr. Adler will be addressing the World Affairs Council at the Anchorage Historical and Fine Arts Museum. His topic will be "How to think about War and Peace." 7:30 - 9:30 p.m.

December 17, 1983

Saturday all day

7:30 - 9:30 a.m.

Continental Breakfast (Grand Ballroom)

Panel Discussion:

The State of Education in Alaska; a State "At Risk"?

This workshop takes up where the keynote remarks by Dr. Adler, Dr. Wong, Shirley McCune and Dr. Love, and the other presentations to this conference have left off. This workshop will examine how well Alaska public schools are performing, both in rural and urban settings, and at elementary and secondary levels. How is performance measured? Are the yardsticks for measurement at hand? How well do Alaska youth perform in college entrance examinations, and in institutions for higher learning? Are Alaska High School graduates job-ready - by training, by habit and discipline, and by mastery of basic skills? (Dr. Adler will participate in a Socratic dialogue.) Other panelists will be:

- Moderator: Hon. Patrick Williams, Member, U.S. House of Representatives, Montana, Member, House Committee on Education, Labor, Budget Subcommittee on Education, and former school teacher
- Sen. Jan Faiks, Chair, Senate Rules Committee and former school teacher, Anchorage
- Dr. Alexander Hazelton, Supervisor of Research/Director of Assessment, Alaska Department of Education
- Rep. Niilo E. Koponen, Ed.D., House Committee on Health, Education and Social Services, Fairbanks
- Roger Neunsinger, Superintendent, Yukon Flats School District
- David Outcalt, Chancellor, University of Alaska, Anchorage
- Noreen Thompson, Superintendent, Kodiak School District

****Workshop seating is on a first-come, first-serve basis****

9:45 - 11:00 a.m.

General Session (Grand Ballroom)

Panel Discussion:

Arts in the Schools

Moderator: John Blaine, Executive Director

Visual Arts Center of Alaska

Susan LaGrande, Fine Arts Center, Anchorage

Susan Wingrove, Director of Education, Alaska

Repertory Theatre, Anchorage

Jocelyn Young, Director of Arts in Education

Programs, Arts Alaska, Inc.

11:00 - 12:00 noon

Registrants are invited to examine materials and to engage in informal discussions.

SLIDE PRESENTATION: (Yukon Room)

REAA STUDY: Conducted by Rep. Dick Schultz

Panel Discussion: (Kuskokwim Room)

Rural Higher Education — Services to Students at a Distance

Moderator: Ralph Eluska, Director of Instructional Support

Vin Pelletier, Coordinator, AA Program & Humanities

John Tabor, Coordinator Vocational-Technical Programs

Peggy Wood, Director, Learning Resources

12:00 - 1:30 p.m.

Luncheon (Grand Ballroom)

Address:

Dr. William G. Demmert, Jr., Acting Dean,
School of Education and Liberal Arts, University
of Alaska, Juneau

Panel Discussion:

**Contemporary Issues in Cross-Cultural,
Rural and Native Education**

This panel will review developments in rural and Native education since statehood, notably the development of the REAAs, the "Hootch" schools, and a changing federal (Bureau of Indian Affairs) role in Alaska. Panelists will discuss the proposed Mount Edgcombe school opening, "pro" and "con"; the quality of education for rural Alaskans in terms of students' readiness for the college experience; the degree to which standard achievement tests are adequate measurements for comparing Native and non-Native academic attainment; special problems (and opportunities) in the small village high school; the implications of bilingual education, television, and technology for rural schools; the recruitment and utilization of Alaska Natives as teachers and teacher aides; and the challenges to teachers unfamiliar with the mores, traditions, and conditions of village life.

Panelists will include:

William Lynn Hensley, Chairman of the Board,
United Bank Alaska,

Member, Anchorage Board of Regents

Sam King, Member, State Board of Education and
former Regent, University of Alaska, Anchorage

Dr. Patricia Kwachka, University of Alaska, Fairbanks, Alaska Native Programs

John Schaeffer, President of NANA Corporation,
Anchorage

Rep. Fred F. Zharoff, teacher, Kodiak Island
Borough School District, Kodiak

Gary Holthaus, Executive Director, Alaska
Humanities Forum, Anchorage

1:45 - 3:00 p.m.

Closing Session (Grand Ballroom)

Discussion:

Are Politicians Educable?

This panel will review what policy-makers have learned from the conference and what—if any—new ideas have surfaced about Alaska education because of the conference.

Panelists will be:

Moderator: Sen. Joe Josephson

Robert C. Greene, Executive Director,

Association of Alaska School Boards

Sen. Rick Halford, Senate Committee on

Health, Education and Social Services,

Eagle River

Hon. Harold Reynolds, Jr., Commissioner,

Department of Education

Jim Robinson, attorney and past president,

Anchorage School Board

Rep. Tony Vaska, Bethel

Video tapes of the conference will be provided by
LearnAlaska, University of Alaska, Anchorage.

Acknowledgements

This event is being sponsored by the Senate
Committee on Health, Education and Social
Services.

Sen. Joe Josephson, Chair

Sen. Vic Fischer, Vice Chair

Sen. Paul Fischer

Sen. Rick Halford

Sen. Pappy Moss

in cooperation with the Department of Education,
Harold Reynolds, Commissioner.

Special thanks to:

Alaska State Bank

Alyeska Pipeline Service Corp.

Anchorage School District

The Northern Institute

Alaska Youth Advocates

LearnAlaska

Special thanks to legislative staffers who have
volunteered their time.

Conference coordinators:

Henry M. Lancaster II

Kristi Ana Byrd

*** Workshop seating is on a first-come, first-serve basis ***

***Extracurricular Activities: Are they only fun and games,
or are they learning for living?***

Moderator: Bob R. McHenry
Superintendent of Schools, Kuspuks, Alaska

When a young child enters school for the first time, it is usually with a great degree of hope and high expectations. A multitude of unknown challenges await him. He's about to be asked to change, to reach, to cope and to learn. His quest for discovery in a structured setting is underway.

School districts provide the facilities, programs, professional staff, materials and equipment to challenge and to enhance his opportunities for success.

While considering the proper role of "Extra Curricular Activities" I had a difficult time trying to define "extra curricular."

I was taught that the curriculum was "all the experiences a child has in school" rather than the formal course-work taken by students. Any total education program is dedicated to educating the whole child. To say that music, art, athletics, debate, drama, aviation and mining are extras and are outside or added on to the curriculum simply does not support the "total education" theme. Such "extras" develop character, self-discipline, self-esteem, motivation, ability and citizenship. These activities help to illuminate social realities and to clarify values.

These "extra" activities play an enormous role in keeping our children in school and often are the pivotal reasons for remaining. We are certain that our district has one of the lowest dropout ratios in the state. We attribute this to one "extra" activity, our Incentive Aviation Program.

Such worthwhile activities provide the seasoning in our recipe for a total education program. They are extremely worthy and must be maintained and improved upon.

Laws, Regulations and Court Decisions, or how Politicians, Bureaucrats and Judges Affect the Classroom

Moderator: George Maykowskyj
Valdez City Schools

QUESTION: *Are school administrators being required to hold juris doctoral degrees or hire as part of the full-time staff attorneys specially trained in school-related matters in order to maintain a trouble-free district?*

COMMENT: It seems that with the never-ending litigation affecting school districts and with the fears of the courts and attorneys deciding the future economic impact on schools, that colleges should start cranking out legal students specifically trained in educational matters in both instruction and capital improvement. School districts could then hire them as an integral part of their staff on a daily basis. On the other hand, the school districts and attorneys may be making mountains out of mole hills. If the regulations were clear and legitimate, we wouldn't have to determine their intent in a courtroom. We are supposedly the most intelligent in education but make rules and regulations that no one can interpret except the attorneys and judges.

QUESTION: *The State government could provide a system of even equalized funding for education which includes a cost for capital improvements for each local education agency and that capital funding would be made available in a restricted account for that community and when application based on need was made, be dispersed. The local community could add funds to the projects if desired. Naturally emergency funding would have to be con-*

sidered and planned for unexpected growth in certain geographic areas. Wouldn't it be nice to know that in ten years or so you could build that needed improvement and not have to fight the political process? As a side effect the State wouldn't be paying three times the cost due to local bonding agreements and then possibly not fulfilling the commitment due to lack of sufficient appropriation and then spending more money to fight school districts and communities because the regulations were unclear. The fund would also generate interest and make additional money. Better to make money than to lose money through debt retirement and plan ahead at the same time.

QUESTION: *Who makes the laws and regulations that affect education in the local communities?*

COMMENT: If educators are given the responsibility to provide quality education, they should become more involved in the legislative process and/or be encouraged to become more involved through an established process. The highly competent School Board Association together with administrators and teachers could develop working regulations through a task force structure. The politicians and government employees should tell us *what* they want based on public input and let us provide the means or *how* it will work.

SCHOOL LITIGATION INVOLVING THE STATE DEPARTMENT OF EDUCATION

There are five general categories of litigation in which the State Department is currently engaged. They are

I. Litigation involving legislative audits

Under AS 24.20.271, the Division of Legislative Audit routinely audits the Department of Education to monitor the Public School Foundation Program (AS 14.17). Where the division concludes that a district has been overpaid, it always recommends that the department seek repayment. Litigation involving legislative audits includes:

1. *St. Mary's School District v. State*; and
2. *Copper River School District v. State*

II. Pupil Transportation

The Alaska State Legislature has designated pupil transportation as the responsibility of the state. AS 14.09.010(a) reads, in pertinent part, "the department may provide for the transportation of pupils who reside a distance from established schools." The department has chosen to exercise this discretionary statutory power to "provide for the transportation of pupils," by establishing a pupil transportation program through 4 AAC 27 under the general guidelines set forth in AS 14.09.010.

This system has generated several lawsuits:

1. *Tiundra Tons v. Fairbanks North Star Borough School District v. State*;
2. *State v. Northern Bus Company*;
3. *Kenai Peninsula Borough School District — Pupil Transportation Reimbursement*; and
4. *Transnorth v. Lower Kuskokwim School District v. State*.

III. School Finance Litigation

Two lawsuits challenge the constitutionality of the legislative scheme providing for different funding of school construction for REAA's and municipal districts. These are

1. *Kenai Peninsula Borough v. State*; and
2. *Matanuska-Susitna Borough v. State*.

An additional case, *Southwest Region School District v. State*, challenges the failure of the department to make direct payments of cigarette tax disbursements to REAA's.

IV. State-Alaska Native Affairs

1. *Tobeluk v. Lind (Molly Hootch)*;
2. *Akiak Native Community IRA Council v. State* (challenge to the department's denial of permission for the IRA Council to contract to contract for certain services with the Lower Kuskokwim School District); and
3. *State v. George Jim, et al.* (determination of the owner of the Thunderbird Screen, a totemic screen in the State Museum.)

V. Other Miscellaneous

1. *State v. Southcentral Regional Resource Center* (suit to determine legal status of the Center and to resolve Center's debts);
2. *Aleutian Region Teachers Association v. Aleutian Region School District v. State* (teacher housing); and
3. *Mickerson and University within Walls v. DOE* (challenge to a contract award).

Retaining Alaska's Teachers — Keeping the Best and the Brightest

Panel Member: Kenneth S. Burnley, Superintendent
North Star Borough School District

Work has become increasingly important as a focus for our identities. Perceiving a real purpose in life, gaining a sense of worth and competence, achieving social position and success — all are inexorably intertwined with the notion of work.

In recent years, motivation research has dramatically extended our knowledge of what makes successful work experiences. At every organizational level, a combination of "hygiene" and "motivators" (to use Herzberg's terminology) have been keys to individual and organizational productivity:

HYGIENE

"The Environment"

Policies and Administration
Supervision
Working Conditions
Interpersonal Relations
Money, Status, Security

MOTIVATORS

"The Job Itself"

Achievement
Recognition for Accomplishments
Challenging Work
Increased Responsibility
Growth and Development

As we approach the topic of "the best and brightest" for education, we might first examine these factors. Perhaps our questions should be: (1) Do we really want the best and brightest? (2) Do we want to keep them? (3) Do we want them to perform at their full potentials?

If we answer "yes" to these questions, what environmental and job factors must be put in place to insure the desired outcomes? Some of these factors are found in the specific proposals to be considered by this workshop:

1. *How good are existing rewards and incentives?* If we were once satisfied with public education's product, and are now uncertain or dissatisfied, something must be wrong with the production process. Indeed, our concern suggests something needs to be done to address teacher rewards and incentives:

- A. Merit Pay: Perhaps a good concept, but not a single-source solution. Any attempts in this area, however, must avoid the following mistakes.
 1. Low entry level salaries.
 2. Insufficient competition.
 3. Not open to all employees.
 4. Lack of real opportunity for financial reward above the base salary (5-25% above the base).
 5. Evaluation not tied to outcomes.
 6. Lack of time for full community understanding.
 7. Affected parties not involved in the development process.

Productivity must be the key: more knowledge, more skills and more students learning. Where base teacher salaries are inadequate, merit pay doesn't seem to work. With the base teaching salaries found in Alaska, this proposal might be very worthwhile. In addition, Scarcity Bonuses should not be confused with Merit Pay.

Moreover, national surveys report that teachers uniformly reject the idea of scarcity bonuses.

- B. Master Teacher Plans and/or Differentiated Staffing: Offer good possibilities for making the work environment more rewarding. Responsibility for instructing new teachers and suitable remuneration should be specified.
- C. Career Ladders: Although not spelled out in the Agenda, progression opportunities must be a part of a viable career plan. The importance of teacher growth and development with increases in responsibility should be features of such a plan.
- II. *How can evaluations be improved?* A perception of fairness must be the centerpiece of any effective evaluation plan. Written procedures, democratically developed by supervisors and teachers are vital. Clearly stated goals and objectives are also important. Specific assessment items must be clearly defined for all participants.
- III. *How can we identify and cure teacher burnout?* It is hard to imagine a lifetime at the same specific job. Indeed, the well-known assembly line studies revealed the problem of unchanging routines. We must provide varied work experiences for teachers, and not expect 20-30 years of teaching the same subjects in the same classrooms. To do otherwise is to drive away the "best and brightest," either directly by resignation or indirectly through burnout.
- IV. *How good are staff development and training programs?* We must first realize that these are not just the college courses and in-service programs we all know well. Real staff development is much more pervasive in that it leads to real changes both for students and teachers. As such, it is also more expensive in that our true staff development costs actually include every certified salary dollar we pay in excess of entry level teaching pay. Looked at this way, could we not profit by rewarding academic credit only when earned in courses that enhance or broaden job performance capabilities? Similarly, could we not pay teachers for completing in-district training tailored to address needs in the local classroom?

As we approach these topics, we should remember all ideas are worth some level of examination.

However, rather than only examine individual proposals, we might also strive to work toward an overall, multi-faceted plan. In so doing, we must consider the following hygiene factors (Herzberg): policies and administration, supervision, working conditions, interpersonal relations, money, status and security. When working well, these may insure that an employee is not unhappy. Yet beyond these, most people seem to become really excited and motivated when they enjoy their work and have a chance for achievement, recognition, advancement and increased responsibility.

Back to the Basics and "The Common Core": Are we moving forward or backward?

Moderator: Robert M. Peck, Principal
Career Center, Anchorage, Alaska

"Schools are a reflection of ourselves. Our high schools are what we have made them, and they will become no more than what we wish them to be."

Each generation of Americans has (consciously or not) modified the public school system so that the schools better reflected the hopes, values, and standards of that particular generation. In reality, public education is a system in which such things as equity, equality, excellence and liberty are in a state of movement and tension. For example, in the 60s and 70s, massive changes in society significantly influenced education. Minority groups desirous of equity and equality demanded curriculum reform. We are by now all familiar with P.L. 94-142, Title IX, multicultural and bilingual programs. In traditional terms there was movement to the left.

"Equality is at once an achievement to be celebrated and a deprivation to be avoided."

Now we are hearing calls for improved standards in education, excellence in education, and a return to the basics. In traditional terms this can be viewed as a move to the right and the establishing of more conservative values and concepts in the education system. This is an inevitable result of the problems (declining SAT scores for one) which have arisen during the 60s and 70s. In fact, this change in direction could probably have been predicted by following the results of the PDK Gallup Poll which revealed that for some time now the public has felt there is not enough discipline in the classrooms. As a result of this shift in attitude, the 80s and 90s will probably bring about attempts to increase test scores, stricter discipline, and attempts to increase achievement in all areas both quantitatively and qualitatively.

The question which probably needs to be addressed is how can the educational system (bureaucracy, establishment, etc.) be modified without changing its basic structure or restricting freedom? After all, we do have one of the highest literacy rates in the world and probably a majority of the elements of our system do not need to be changed very much. In an attempt to answer some of the questions posed by this topic, I would make the following general recommendations as to how I feel public education can be improved during the 80s and 90s:

1. Secondary and post secondary education institutions need to foster better and more extensive ties with the community and the working world.
2. Vocational planning and counseling needs to be improved and expanded in the public schools and in post secondary institutions.
3. Activities of all kinds need to be provided for the majority of students, particularly those who are not in the 10 to 20 percent who do all the participating presently, so they are part of the total educational system.

4. Increase teacher salaries.
5. Increase standards in all areas.

The specific questions along with my comments which the panel was asked to address are:

1. *Who should control the curricula; the State Board of Education, the legislature, the teachers or the local boards?*

Local control has always been and probably always will be an ideal in American education but this is changing, i.e. federally mandated busing for one. In Alaska, because the State provides the funds for the largest share of the cost of education, it is only natural that State officials responsible for these funds will want more to say about how they are used. With the call for higher standards I see the need for increased State control.

2. *Should standards for rural schools be the same as those for larger school districts in Alaska?*

For those students who want to be socially and economically mobile, Yes! This is the same for Anchorage. We need to prepare students not just for jobs in Anchorage but for jobs nationally.

3. *What role should teachers be playing in curricula development?*

Working with state and local boards as advisors and consultants.

4. *How do Alaska's curricula requirements compare with those in other states?*

In terms of the number of credits required for graduation, probably above average in quantity. I'm not convinced this is necessarily a reflection of the quality of the curricula.

5. *How does the "Back to Basics" movement accommodate cross-cultural and bilingual education goals?*

I don't believe these are mutually exclusive, particularly bilingual education. Multicultural concepts can be worked on by using appropriate resource materials. Standards can be raised and maintained at the same time multicultural goals are achieved.

6. *What is the place of vocational education in the context of the "Basic" curriculum?*

There is nothing more basic than jobs, employment and/or careers. In students' junior and senior years this should be the top priority, i.e. training for employment and/or careers particularly for those students not going on to post secondary education. This means more involvement with business, industry and government agencies, but in order to improve our educational system and in order to prepare students for basic employment this must be done.

The Curriculum and the Student: Why do Students Tune-In, Turn Off, Drop Out and Come Back?

Moderator: Dr. Robert Morgan, President
Alaskan Associates for Human Development

This panel will attempt to take a unique view of the student as an individual learner. We will examine the relationship between the realities of that student's world and the performance expectations placed upon him by the social and educational system. Our panel represents a broad spectrum of professionals involved with the individual's learning program at levels reaching from the university, to the public schools, to treatment agencies and beyond. We will, as a group, illuminate the realities of our rapidly changing society and the type of forces that change creates. We will examine the manner in which those forces affect the learning relationship that exists between the individual student and the professionals who are attempting to guide and stimulate his education. In a more specific sense, we will specify from our own experience the problems we are facing in our educational system because of the reality of change; environmental change, social change, and educational change. With the latter, we will attempt to speak to the present educational structure and the attempts it has recently made to adjust to the realities of today's world. To that point, we will examine the manner in which those attempts have succeeded and failed. The panel will explore instances in which the efficiency of the educational process has crumbled in the face of rejection by youth, the reasons for it and the potential remedies. We will demonstrate how those remedies, if they are to be effective, must involve the efforts of insightful, involved and creative educators.

To be more specific, the panel will examine the unnoticed or ignored pressures that occur in youth at a time of social and technological transition, the time between the giving up of the old and the finding of the new. We will investigate the manner in which emphasis on the group to the detriment of the individual creates many of the problems that it attempts to solve. We will examine individual instances of students who, through the avenues of passive and active dissent, by disinvolvement, by non-achievement, by drug usage and by rejection indicate to us that they consider themselves disenfranchised, disassociated from the present process and the present effort. From these realities we will specifically suggest methods and procedures that can be instigated to enhance the present educational systems to the point that they can greet each individual child's entrance into formal education with a program that shows respect for him as an individual and as a learner. We will suggest the process for encouraging a system that

will be prepared to work with a child to continue his growth and to encourage him as an active agent in his own learning process. We will speak to the need to hold as one of our major purposes the realization of the student's need to be an individual, to be one who will be counted, to be one who matters. We will make recommendations for changes that can result in the construction of educational process that excites the mind and can meet the challenge of divergent stimulations, that indeed will become a process of which the child can say, "this is where I choose to spend my time, this is what matters."

We will examine these realities with our audience. We will debate, dissect and then re-develop existing theories into products that the audience can take back with them to their respective situations and implement as changes that are necessary to create systems that both challenge and attract the youth of today. These must be systems that excite the interest as well as structure effort. These must be systems that can respond to the individual as he stands, and give the supports and stimulations necessary for him to move through the educational process effectively.

The panel agrees that every student is a special student, that every problem is a special problem. The panel is also logically aware of the facts of modern financing, population pressure, and legislative State and Federal programs that, in a sense, disenfranchise some students from the process of special assistance, while emphasizing service to others. This panel recognizes that we cannot isolate one aspect of education or one area of a child's life from another and work only on that. We recognize that the home, school and community need to work together to enable the child to make the most of his abilities. We recognize that, as any one of these areas become contradictory to any other, it reduces the possibility that one child is going to develop his inherited ability to the maximum. To this end, this panel attempts to look at education, in a total sense, as a process in which the child's social and intellectual development go hand in hand. The panel recognizes that this conference represents efforts that have occurred in previous decades in many states, under many banners. Our effort in this workshop will be to motivate our audience to serve as agents of change in the manner necessary to ensure that educational systems will move, to develop a functional form that can challenge and hold the interest of youth.

Can Alaska Train Alaskans for Alaska's Jobs

Moderator: Rosie Peterson, Executive Director
Alaska State Advisory Council on Vocational and Career Education

For the past ten years vocational educators and administrators throughout the state have been seriously concerned that vocational education and employment and training programs could be more effective in preparing people for jobs.

In response the Alaska State Legislature, in May of 1982, passed legislation creating the Vocational Education and Employment Training Task Force. The Task Force was charged with examining vocational education and employment training in the state and their relationship to economic development, and to recommend legislative and/or administrative action that would improve vocational technical education and employment and training for Alaskans and further the economic development of the state.

In its deliberations the Task Force saw the following issues affecting occupational preparation in Alaska:

1. Fragmentation and duplication of programs;
2. Lack of statewide standards program standards;
3. Lack of comprehensive planning;
4. Insufficient utilization of labor market data for planning;
5. Inadequate vocational education and employment training for rural Alaskans;
6. Lack of statewide policy and planning linking occupational preparation and economic development;
7. Lack of standards for equal access to employment training and opportunities for minorities, women, handicapped and disadvantaged;
8. Inadequate emphasis on career education as an essential component of vocational education.

Since the Task Force released its recommendations in March of 1983, many new directions have been taken to bring better organization and delivery to vocational education and employment training programs in Alaska.

Much is yet left undone.

The state does not have an economic development plan. There is no state policy on economic development and training to serve as a guide to the expenditure of funds for occupational training. There is a lack of accountability for what funds are spent on training in Alaska. There is no quality control on programs paid for by the state. Rural training delivery is still viewed as inadequate. Placement rates for graduates of occupational training programs are not driving forces behind the creation of new training centers. Employers feel that vocational students are not adequately prepared for entry level jobs.

The panel will look at the issues mentioned above from their own particular perspective, and will each develop new strategies that need to be employed to guarantee quality training in Alaska. The bottom line question that will be answered by each panelist is whether "Alaska Can Train Alaskans for Alaska's Jobs."

The New Technology — Gadgets or Gifts for Alaskan Students

Moderator: Beverly Michaels

Learn Alaska

"Today's information technology — from computers to cable television — did not bring about the new information society. It was already well underway by the late 1950s. Today's sophisticated technology only hastens our plunge into the information society that is already here. The problem is that our thinking, our attitudes and consequently our decision making have not caught up with the reality of things."

John Naisbitt
Megatrends
Warner Books

For centuries, teachers used the technology at hand . . . the human voice and mind, the mandolin and song, the classroom, book and blackboard . . . to pass information to their students — and they used what was available effectively.

Each generation has experienced additions to these educational tools. Some were more useful than others, all were developed to help us better understand ourselves and our world.

For the most part, these technological tools were controlled and integrated (and sometimes not integrated) based on the school's belief in their value and dependent on the school's timeline.

But today's technology and the world it is helping to create does not appear to be as patient.

"When we talk about what schools should do to serve the public in guaranteeing universal computer literacy, the question is not whether the public schools do it sooner or later. It may be the case that the public educational system either does it now or loses the opportunity to do it because much of the constituency has gone elsewhere. If that misfortune does occur, public schools will be only the last resort of the underprivileged."

Dr. Joe Deken
author *Electronic Cottage*
from a speech prepared for the
Alaska Dept. of Education

It appears that schools today have little choice. The changes that are occurring are so compelling that those responsible for teaching people how to function in this world must respond. It also appears that the technological tools at hand — computers, television and telephones — can help Alaskan educators do that.

But how? What is already being done? What are the prospects for the future? The panel gathered for this conference will pay attention to these questions and others.

We will hear from Dr. Joseph Deken, author of the *Electronic Cottage* and assistant professor of computer science at the University of Texas, about the way computers will change students' thinking, computers and socialization and computers of the future. We will hear from former commissioner Marshall Lind about the state of educational technology in Alaskan schools — and how that status developed. Dr. Bill Bramble, director of the office of Educational Technology and Telecommunications, will tell us more about the level of computer development and acceptance in Alaska and Bill McCaughan, director of the Center for Instructional Television will discuss television and telephones for learning.

While the primary questions that guide us will be "Is this electric gadgetry useful to Alaskan students and if it is, how can we best help them use it?" the panel will also respond to our audience's concerns.

Is there any hope for the electronic dolt?

Television: Instructive or destructive?

Technology in the classroom when there's already too much to do?

What level of state commitment is needed to make full use of these tools?

are among the questions that will be raised.

This panel looks forward to exploring with the participants a topic that concerns everyone involved in providing the best and most useful education to Alaskans.

Teacher Training in Alaska, for Alaskans, by Alaskans

Moderator: Alice J. Bosshard
Valdez City Schools

After nearly a hundred years of educating teachers, it is clear to see that teacher training has come a long way. Historically, teachers and schools were extensions of the home and the community. Educational needs were thus met through simple schools staffed modestly by educated people without special training. By the late 1800s normal schools were established by the states to raise the level of education and competence of teachers while still recognizing the rural and community aspects of teaching. Around the turn of the century normal schools became universities and teacher training was formalized as an undergraduate program. Today there are approximately 1400 institutions preparing teachers in the United States.

The customary pattern of teacher education is two years of professional and specialized academic preparation following completion of general education requirements. Within this two year period, future teachers are expected to become competent both in the academic subjects they will teach and in the knowledge and skills of the profession. Usually included in this preparation is a field-based experience in a local school.

Despite the distance teacher training has covered since its rudimentary beginnings, its programs are by no means perfect. Inherent in program growth is the need to analyze vital aspects in order to promote even better results. This is especially true in light of the national call for increased standards that education has experienced lately. To this end, critical areas must be examined to determine what needs to be done to improve teacher training to its most effective level.

In order to comprehensively analyze the issue of

teacher training in Alaska, the scope of this panel's discussion will include the following aspects: college recruitment efforts, school of education admission standards, university teacher training programs and their accreditation, state certification requirements for teachers, district hiring policies, and placement of Alaska teacher graduates in Alaska school systems. Currently in Alaska, many resources and programs necessary for a comprehensive statewide teacher training effort are available:

- undergraduate elementary and secondary teacher training programs at Alaska Pacific University and on all three University of Alaska campuses;
- university teacher training programs accredited by The National Association of State Directors of Teacher Education and Certification;
- a teacher education and certification unit within the Division of Management Law and Finance, Alaska Department of Education;
- the Teacher Placement Program at the University of Alaska that maintains placement files and assists districts in recruiting and placing teachers;
- hiring practices in school districts that address Alaska graduates and provide new hire orientation.

Teacher education is an issue of vital concern to all educators. In order to ensure that beginning teachers are fully prepared for effective classroom practice, educators at all levels of the profession must work collaboratively in setting goals, developing long range plans, and identifying and allocating resources appropriately and efficiently towards this end. The purpose of this panel is to facilitate a better understanding of the components of the teacher training issue and an awareness of the fact that when teacher training is upgraded, the schools are upgraded as well.

ALASKA STATE SENATE

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COMMITTEES
HEALTH EDUCATION & SOCIAL SERVICES (CHAIR)
JUDICIARY (VICE CHAIR)
FINANCE
MAJORITY CAUCUS (CHAIR)

January 9, 1984

Ms. Barbara A. Thompson
Adult Education Coordinator
South East Regional Resource
Center
538 Willoughby Avenue
Juneau, Alaska 99801

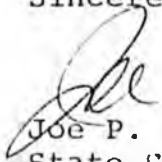
Dear Ms. Thompson:

Videotapes of the Alaska's Schools and Public Policy Conference can be obtained through Beverly Michaels of Learn Alaska. Her mailing address is:

Ms. Beverly Michaels
Learn Alaska Program Manager
VAITS
Center for Instructional Telecommunications
2533 Providence Drive
Building K, Room 217
Anchorage, Alaska 99508

I hope your staff members who attended enjoyed the conference. Any comments your staff members have regarding the conference would be appreciated.

Sincerely,


Joe P. Josephson
State Senator

JPJ:rak



SOUTH EAST REGIONAL RESOURCE CENTER
S.E.R.R.C. INC.

538 Willoughby Avenue, Juneau, Alaska 99801
Phone: (907) 586-6806

January 3, 1984

Senator Joe Josephson
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Senator Josephson:

Several members of our staff attended the Alaska's Schools and Public Policy Conference held in Anchorage, December 15-17, 1983. We are interested in viewing selected videotapes of conference presentations. Would you please supply the necessary information for securing these videotapes? We feel several of these videotapes would benefit our teaching and administrative staff members who were unable to attend the conference.

Thank you for your assistance.

Sincerely,

Barbara A. Thompson
Adult Education Coordinator

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

T0: Senator Joe P. Josephson
Chairman
Senate Committee on Health, Education
and Social Services

Commissioner Harold Reynolds
Department of Education
State of Alaska

1. I am a:
 - a) teacher
 - b) school board member
 - c) school administrator
 - d) legislator
 - e) State DOE official
 - f) concerned parent and citizen
 - g) student

2. I found this conference to be:
 - a) excellent
 - b) good
 - c) fair
 - d) poor

3. I would (would not) recommend a follow-up conference in 1984.

4. If the conference were held, I would like more emphasis to be placed on:
 - a) teaching techniques
 - b) parent and community support
 - c) teacher training, recruitment and retention
 - d) curriculum
 - e) school finance
 - f) computers and related technologies
 - g) other: _____

5. For me, the most positive experience of this conference has been _____

Evaluation Questionnaire
Page Two

6. For me, the most negative aspect of this conference has been _____

7. This conference would have been better if _____

8. I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness:

- a) longer school day
- b) longer school year
- c) recognition of the "master teacher"
- d) "merit pay"
- e) higher pay for all teachers
- f) smaller class size
- g) adoption of "Paideia" curricula reforms
- h) teacher-in-service exposure to presentations like Dr. Wong's
- i) pre-kindergarten education
- j) teacher certification tests or internships
- k) academic "coaches" to help students obtain pre-emminence
- l) increased local tax effort
- m) increased state appropriations
- n) closer ties between school and community
- o) increased requirements for student promotion or graduation
- p) other curricula reforms, specifically, _____

q) changes in teacher recruitment practices, specifically _____

r) administrative reforms, specifically _____

s) other, _____

9. If I could say one thing to Senator Josephson and state legislators about education, it would be _____



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

April 4, 1983

MEMORANDUM

TO: Representative Milo Fritz
Attention: David Schade

FROM: Christine Johnson, Research Staff

RE: Teacher Salaries in Other States
Research Request No. 83-117

David Schade of your staff has requested the following information regarding teacher salaries:

- (1) How do the salaries of Alaska teachers compare to the salaries of teachers in other states?
- (2) How does the schedule for increases in teacher salaries in Alaska compare to schedules in other states?

We have had to rely on 1980-81 data in most instances; more current information about teacher salaries in other states was not readily available.

Teacher Salaries

Average salaries. The following table lists average teacher salaries in the five states (and the District of Columbia) which paid the most in 1980-81 and the five states which paid the least. Alaska ranks first on this list, with average salaries for teachers of \$29,000 in 1980-81. This was 27 percent more than the average salary in Washington, D.C, which ranked second, and 67 percent more than the national average.

A more complete table showing average salaries for teachers in 47 states is attached see Attachment 1.

Table 1
Teacher Salaries
1980-81 School Year

State or Government	Average Salary
<u>Top Five</u>	
Alaska	\$29,000
Washington, D.C.	22,883
Michigan	21,057
Hawaii	20,993
Washington	20,702
<u>National Average</u>	
\$17,413	
<u>Bottom Five</u>	
Maine	\$13,994
South Dakota	13,636
Arkansas	13,269
Vermont	13,235
Mississippi	13,000

Source: Ohio Bureau of Employment Services

Cost-of-living differences. One explanation for higher teacher salaries in Alaska is the higher cost of living compared to other states. Until recently, the federal Bureau of Labor Statistics prepared an annual estimate of the amount of money needed to support an urban family for a year at low, intermediate, and high income levels; estimates were based on surveys of buying habits of various income groups.

The following table shows household budgets for intermediate income families in the fall of 1980 in the five most expensive metropolitan areas and the five least expensive. Anchorage, with an intermediate family budget of \$29,682, was the most expensive place to live of the metropolitan areas listed. The intermediate family budget in Anchorage was 18 percent higher than the budget in Washington, D.C., and 28 percent above the national average for metropolitan areas.

Table 2
 Annual Budget for an Intermediate Income Family
 Fall 1980

Metropolitan Area	Intermediate Income Budget
<u>Five Most Expensive</u>	
Anchorage, Ak.	\$29,682
Boston, Ma.	27,029
New York, N.Y.	26,749
Washington, D.C.	25,203
San Francisco, Ca.	24,704
<u>Urban U.S. Average</u>	<u>\$23,134</u>
<u>Non-metro U.S. Average</u>	<u>\$21,070</u>
<u>Five Least Expensive</u>	
St. Louis, Mo.	22,248
Honolulu, Hi.	21,933
Houston, Tx.	21,572
Atlanta, Ga.	21,131
Dallas, Tx.	20,776

Source: Bureau of Labor Statistics

Salary Increase Schedules

Each Alaska school district has its own salary schedule for teachers. During the 1980-81 school year, salaries for a beginning teacher with a bachelors degree ranged from \$17,400 in the Kake School District to \$23,038 in the Northwest Arctic Regional Educational Attendance Area. Maximum teacher salaries ranged from \$27,265 in Kake to \$42,982 in the North Slope Borough. To earn the maximum salary, teachers must usually have a masters degree with at least 15 semester hours of additional coursework and 11-16 years of teaching experience. In the North Slope Borough, a teacher must have a masters degree plus 36 additional semester hours of coursework and at least 13 years of teaching experience. Attachment 2 lists minimum and maximum salaries in each of Alaska's 52 school districts.

On the following pages, we have listed teacher salaries at various steps for entry-level teachers with bachelors degrees, teachers with

Representative Fritz
April 4, 1983
Page No. 4

masters degrees, and teachers with the maximum amount of education recognized by the district. This data is shown for six Alaska school districts (Anchorage, Kenai Peninsula Borough, Ketchikan Gateway Borough, Fairbanks North Star Borough, Lower Kuskokwim REAA, and Yukon-Koyukuk REAA) and six school districts in other states (Los Angeles, Washington, D.C., Chicago, St. Louis, Albuquerque, and Philadelphia). The six Alaska districts serve roughly two-thirds of the state's students.

In the six out-of-state districts, the average salary for a beginning teacher with a bachelors degree and no previous experience was \$13,160. The average salary for an entry-level teacher in the six Alaska districts was \$20,411, or roughly 55% higher. Maximum salaries paid by the six Alaska districts averaged \$37,620, or 33% more than the average maximum salary of \$28,201 paid in the out-of-state districts.

In the Alaska districts, teachers with five years of experience (at step 5 on the salary schedule) were receiving an average of 23% more than teachers with little or no teaching experience (at step 0 on the salary schedule). In contrast, in the out-of-state districts, teachers at step 5 were receiving approximately 27% more than teachers at step 0.

The data suggests that teachers in the six Alaska school districts start out with much higher salaries than their counterparts in other states; however, they appear to receive slightly lower salary increases as they become more experienced than do teachers in other areas.

If you would like a full teacher salary schedule for 1980-81 for any Alaska school district, please let us know.

* * * * *

Please don't hesitate to contact us if you have any questions about this information or if we can provide further assistance.

CJ/sj

Attachments

Table 3
 Teacher Salary Schedules in Six Alaska School Districts
 and Six Out-of-State Districts¹

Alaska

Teacher Salaries
 Anchorage School District
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$18,613	\$21,217	\$25,126
Step 5 (% increase)	23,824 (28%)	26,243 (24%)	29,780 (19%)
Highest Step	23,824	29,965	37,574

*Bachelors degree plus 90 semester hours with
 masters degree.

Teacher Salaries
 Kenai Peninsula Borough School District
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$18,405	\$20,799	\$23,193
Step 5 (% increase)	24,048 (31%)	25,758 (24%)	27,468 (18%)
Highest Step	27,468	32,597	36,873

*Bachelors degree plus 72 semester hours with
 masters degree.

¹Information on teacher salary schedules in other states is from AFT Research Report: Scheduled Teacher Salaries 1981-82 School Year, Department of Research, American Federation of Teachers, AFL-CIO, Washington, D.C.

Alaska (continued)

Teacher Salaries
 Ketchikan Gateway Borough School District
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$20,297	\$23,036	\$24,862
Step 5 (% increase)	24,862 (22%)	27,601 (20%)	29,427 (18%)
Highest Step	27,601	33,992	35,818

*Masters degree plus 36 semester hours or the degree equivalent.

Teacher Salaries
 Fairbanks North Star Borough
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$20,628	\$23,103	\$25,579
Step 5 (% increase)	26,404 (28%)	28,673 (24%)	30,726 (20%)
Highest Step	26,404	32,799	37,956

*Masters degree plus 36 semester hours.

Alaska (continued)

Teacher Salaries
 Lower Kuskokwim REAA
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$22,645	\$25,200	\$27,770
Step 5 (% increase)	27,515 (22%)	30,365 (21%)	33,220 (20%)
Highest Step	27,515	34,440	38,930

*Masters degree plus 36 semester hours or two Masters degrees.

Teacher Salaries
 Yukon-Koyukuk REAA
 1980-81 School Year

-----Level of Education-----

	BA	MA	Maximum*
Step 0	\$21,877	\$24,573	\$27,293
Step 5 (% increase)	27,681 (27%)	30,404 (24%)	33,121 (21%)
Highest Step	27,681	34,291	38,566

*Masters degree plus 36 semester hours.

Los Angeles, California

Teacher Salaries
 Contract Period 9/80-8/82

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$13,700	\$16,320	\$18,060
Step 5 (% increase)	16,630 (21%)	19,390 (19%)	21,850 (21%)
Highest Step	19,380	23,510	28,800

Washington, D.C.

Teacher Salaries
 Contract Period 1981-1982

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$14,014	\$15,418	\$16,123
Step 5 (% increase)	16,242 (20%)	18,236 (18%)	18,942 (17%)
Highest Step	23,428	27,339	28,058

Chicago, Illinois

Teacher Salaries
 Contract Period 1981-1982

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$13,770	\$14,925	\$16,654
Step 5 (% increase)	18,576 (35%)	19,731 (32%)	21,470 (29%)
Highest Step	26,136	27,375	29,268

St. Louis, Missouri

Teacher Salaries
 Contract Period 7/81-6/83

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$12,600	\$13,500	\$15,600
Step 5 (% increase)	16,600 (32%)	17,600 (29%)	19,600 (26%)
Highest Step	21,000	22,000	24,000

Albuquerque, New Mexico

Teacher Salaries
 Contract Period 1980-1982

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$12,800	\$13,795	\$16,145
Step 5 (% increase)	14,420 (13%)	15,415 (12%)	17,765 (10%)
Highest Step	19,445	21,280	24,890

Philadelphia, Pennsylvania

Teacher Salaries
 Contract Period 9/80-8/82

-----Level of Education-----

	BA	MA	Maximum
Step 0	\$12,074	\$12,482	\$14,082
Step 5 (% increase)	17,916 (48%)	18,559 (49%)	20,974 (49%)
Highest Step	25,960	29,395	34,188

AVERAGE WEEKLY EARNINGS OF CLASSROOM PUBLIC SCHOOL TEACHERS

1980-81^a

JUL 2 1981

RANK AND STATE	\$0	\$50	\$100	\$150	\$200	\$250	\$300	\$350	\$400	\$450	\$500
ALL STATES											3374.38
1. ALASKA											557.69
2. DIST. OF COLUMBIA											440.06
3. MICHIGAN											404.94
4. HAWAII											403.71
5. WASHINGTON											398.12
6. WYOMING											393.04
7. NEW YORK											392.31
8. WISCONSIN ^b											385.81
9. RHODE ISLAND											380.33
10. CALIFORNIA											377.85
11. ILLINOIS											375.35
12. MARYLAND											370.38
13. OREGON											355.77
14. NEW JERSEY											351.32
15. MASSACHUSETTS											351.59
16. DELAWARE											348.63
17. COLORADO											341.04
18. NEVADA											340.38
19. PENNSYLVANIA											340.19
20. CONNECTICUT											335.38
21. MINNESOTA											330.42
22. INDIANA											324.58
23. UTAH											319.46
24. OHIO											311.54
25. IOWA											310.58
26. MONTANA											307.06
27. NORTH CAROLINA											304.96
28. TEXAS											302.21
29. KENTUCKY											299.62
30. FLORIDA											299.29
31. GEORGIA											297.00
32. MISSOURI											296.58
33. KANSAS											293.27
34. IDAHO											291.27
35. WEST VIRGINIA											287.45
36. LOUISIANA											286.54
37. NORTH DAKOTA											286.17
38. NEBRASKA											282.21
39. VIRGINIA											281.71
40. OKLAHOMA											281.54
41. SOUTH CAROLINA											271.31
42. TENNESSEE											270.63
43. MAINE											269.12
44. SOUTH DAKOTA											262.23
45. ARKANSAS											255.19
46. VERMONT											254.52
47. MISSISSIPPI											250.00
48. ALABAMA ^c											
49. ARIZONA ^c											
50. NEW HAMPSHIRE ^c											
51. NEW MEXICO ^c											

^aAverage annual salaries divided by 52. Derived from estimates of National Center for Education Statistics, U.S. Department of Education.

^bIncludes fringe benefit payments.

^cData not available.

ATTACHMENT 2
Minimum and Maximum Teacher Salaries
in Alaska School Districts
1980 - 81 School Year

<u>City and Borough School Districts</u>	<u>Minimum Salary^a</u>	<u>Maximum Salary^b</u>
Anchorage	18,613	37,574
Bristol Bay Borough	22,427	40,472
Cordova	20,400	35,700
Craig	18,350	29,543
Dillingham	20,694	33,188
Fairbanks North Star Borough	20,628	37,956
Galena	21,000	37,800
Haines	19,380	29,880
Hoonan	17,400	33,408
Hydaburg	17,999	31,678
Juneau	20,633	37,145
Kake	17,140	27,265
Ketchikan	18,405	36,873
Ketchikan Gateway Borough	20,297	35,818
King Cove	21,546	36,096
Klawock	18,200	32,344
Kodiak Island Borough ^c	19,366	38,732
Mat-Su	21,091	35,942
Nenana	20,000	34,071
Nome	22,534	42,814
North Slope	22,742	42,982
Pelican	16,500	30,555
Petersburg	20,683	32,610
Sand Point	24,357	39,841
Sitka	20,608	36,410
Swagway	19,625	30,100
St. Mary's	18,848	32,907
Unalaska	21,428	39,927
Valdez	22,905	38,939
Wrangell	17,200	32,680
Yakutat	18,137	29,964
<u>Regional Educational Attendance Areas</u>		
Adak ^c	\$18,211	\$33,872
Alaska Gateway	19,357	36,004
Aleutian	22,159	41,214
Annette Islands	19,300	33,780
Bering Strait	21,525	38,033
Chatham	17,651	34,140
Chugach	19,005	29,455
Copper River	21,280	39,580
Delta/Greely	21,265	36,046
Iditarod	21,877	38,197
Kuspuk ^d	21,206	39,443
Lake & Peninsula	20,550	33,412
Lower Kuskokwim	22,645	38,930
Lower Yukon	26,203	37,578
Northwest Arctic	23,038	41,600
Pribilofs	19,440	33,437
Railbelt	21,189	36,945
Southeast Island	20,056	38,107
Southwest	21,377	35,052
Yukon Flats	20,000	39,000
Yukon Koyukuk	21,877	38,566

^a The minimum salary is earned by beginning teachers who have a bachelors degree and no previous teaching experience.

^b The maximum salary is usually earned by teachers who have masters degrees, at least 15 hours of additional coursework, and 11-16 years of teaching experience.

^c 1979-80 school year

^d Salaries effective 1/81

Source: House Research Agency (4/83)

EVALUATION
ALASKA SCHOOLS AND PUBLIC POLICY
CONFERENCE

DECEMBER 1983



ALASKA DEPARTMENT OF EDUCATION
OFFICE OF PLANNING AND RESEARCH

EVALUATION
ALASKA SCHOOLS AND PUBLIC POLICY
CONFERENCE

DECEMBER 1983

by

Bina Harris, Research Analyst
The Office of Research & Evaluation
Alaska Department of Education
Juneau, Alaska
March, 1984

Harold R. Reynolds, Jr.
Commissioner

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EXECUTIVE SUMMARY

Seven hundred and ninety-three registrants attended the Alaska Schools and Public Policy Conference in December 1983. In addition, an estimated two to three hundred non-registrants attended various sessions. Of these people, 156 filled out evaluation questionnaires, a response rate of 19.6 percent of the registrants. This low response rate should be considered when interpreting these results.

The questionnaire consisted of multiple choice questions on occupation (or affiliation), rating of the conference, topics at a possible follow-up conference, and items that would most likely increase the effectiveness of Alaska's public schools. The majority of the questions, however, were open-ended, asking the respondents to write their opinions on positive and negative aspects of the conference, on ways to improve the conference, and general opinions on education in Alaska. The last were addressed to Senator Josephson and other state legislators, and to the state administration. All the comments for each question appear in the Appendix.

COMPOSITION OF RESPONDENTS

Occupations or affiliations were identified by 155 respondents:

	Number	Percent
Teachers	85	55
School administrators	37	24
School board members	18	12
Parents	10	6

Three Department of Education employees, one legislator, and one student also filled out questionnaires.

CONFERENCE RATING

Almost 90 percent of the respondents rated the conference as good or excellent. No one gave it a poor rating. The responses of the 151 persons who rated the conference were:

<u>Rating</u>	<u>Number</u>	<u>Percent</u>
Excellent	50	33
Good	82	54
Fair	19	13

Roughly a third of all of the main groups (teachers, school board members, and school administrators) gave the conference an excellent rating. A breakdown of conference ratings by occupation is on page 1 of the Appendix.

FOLLOW-UP CONFERENCE

Of the 147 people who expressed a preference as to whether or not a follow-up conference should be held, 93 percent (137 people) recommended a follow-up conference. Only 10 respondents thought it should not be held. In favor of the conference were 97 percent of the teachers, 94 percent of the school board members and 83 percent of the school administrators. A table of responses by occupation is found in the Appendix, page 2.

EMPHASIS OF FOLLOW-UP CONFERENCE

From a list of six topics, respondents were asked to choose one or more which should be emphasized at a follow-up conference, should one be held.

The six topics in order of frequency of selection are listed below. Because the respondents often chose more than one topic from the list, the percentages do not add up to 100.

	Number	Percent
Parent and community support	71	46
Curriculum	65	42
Teaching techniques	60	39
Teacher training & retention	47	30
School finance	39	25
Computers & related technology	33	21
Other	63	40

The three themes most frequently mentioned in the list above were also amongst the most popular with the subgroups, teachers, school administrators, and board members.

Items Chosen Least Frequently

The subject chosen by the smallest percentage of people, computers and related subjects, was chosen by 21 percent of all respondents and by about this same percentage of teachers and school board members (20 and 21 percent respectively). School administrators, however, found computers more interesting, judging by the 30 percent who chose it. In fact, the administrators were more interested in computers than they were in school finance, which was listed by 27 percent of the administrators.. The lists of topics for the various groups are in the Appendix, pages 3 and 4; frequency tables are on page 5.

POSITIVE EXPERIENCES OF THE CONFERENCE

Respondents were asked to answer the question: "For me, the most positive experience of this conference has been..." The featured speakers were popular. Harry Wong was mentioned most frequently, by 60 people (39 percent of the respondents). This is an unusually large response to a general open-ended question, considering the number of possible answers. A breakdown by occupation showed that Wong was listed by 49 percent of administrators, 42 percent of teachers and roughly a third of school board members, parents, and Department of Education officials. Ruth Love's talk was mentioned as the most positive experience by 30 respondents, one-fourth of the teachers and administrators, and one school board member. Mortimer Adler was preferred by fewer respondents: 16 people (10 percent of all respondents), 16 percent of the teachers, five percent of the administrators, and none of the other groups. The speakers in general were listed by about 30 people.

The occurrence of the conference with its mixture of educators, legislators, state boards, etc. was mentioned by 20 people, about 13 percent of the respondents. A lower percentage of administrators mentioned this than other groups. About 13 respondents mentioned meeting with other educators. The enthusiasm or positive attitudes that were shown at the conference were listed by about ten people, as were the sharing of ideas.

All the comments made in response to this question are in the Appendix, pages 13 to 25.

NEGATIVE ASPECTS OF THE CONFERENCE

Respondents were also asked to list the most negative aspects of the conference. Most frequently mentioned was waiting for the sessions, which was listed by 18 people (12 percent of the respondents). Fourteen percent of the teachers, 11 percent of the school administrators and one school board member complained of waiting.

The next most frequent objection was the lack of opportunity for audience participation. This was mentioned by 11 people (seven percent of the respondents): eight percent of the teachers and school administrators and one school board member. The registration procedure was mentioned by 8 respondents (five percent). The composition of the panels caused dissatisfaction. Nine people (all but one, teachers) thought teachers should be better represented. Minorities and parents were also mentioned, each by four people. Respondents (mostly teachers) also complained that some panelists spoke too long or were boring.

Other items which were mentioned by five or more people were crowded rooms, the meals, the timing of the conference, and the large size of the groups.

The answers to this question are all in the Appendix, pages 26 to 38. Also in the Appendix are the responses to a question which asked for suggestions for improving the conference, pages 39 to 49.

INCREASING THE EFFECTIVENESS OF ALASKA'S PUBLIC SCHOOLS

The questionnaire presented a list of 18 items which might increase Alaska public schools' effectiveness and asked respondents to select those which would be most helpful. Teaching in-service exposure to presentations like Dr. Wong's was chosen by 86 percent of all respondents and was the choice most frequently made by all groups. When the items which might increase school effectiveness are ranked according to the frequency of listing, the top four of all respondents fell high on the lists of all groups. The order of preference for these items by different groups is in the Appendix, pages 6 through 9.

<u>The top four choices are:</u>	<u>Number</u>	<u>Percent</u>
Presentations like Dr. Wong's	134	86
Academic coaches to help students obtain preeminence	101	65
Closer school-community ties	92	59
Recognition of the "master teacher"	91	59

Items Chosen Least Frequently

Merit pay and a longer school day were chosen least frequently by every group. Of all the respondents four percent chose merit pay, and six percent chose a longer school day.

Differences Between Groups

Smaller class size was checked frequently by teachers (65 percent) but was checked by a smaller percentage of administrators (38 percent) and an even smaller percentage of school board members (11 percent). Overall 79 respondents (51 percent) checked small class size.

Administrative Reforms

Roughly the same portion of teachers and school administrators (49 percent and 40 percent respectively) were in favor of administrative reforms as a means to increase effectiveness; less than a fourth of school board members chose it. Sixty six people (42 percent) listed administrative reforms.

Teacher Certification Tests

Well over half of the school board members (61 percent) chose teacher certification tests or internships as a way to increase Alaska public schools' effectiveness. A smaller portion, a little over a fourth, of teachers and school administrators thought it would increase effectiveness. This item was listed by 51 (33 percent) of all respondents.

Higher Pay For All Teachers

Not surprisingly higher pay for all teachers was marked by a higher percentage of teachers than of the other groups, but only 30 (35 percent) of the responding teachers marked this item. Seventeen percent of school board members, 14 percent of school administrators, and 26 percent of all survey respondents listed this item.

Frequency counts of responses by the different groups to this question are in the Appendix, pages 10 through 12.

The results of the survey would be significant if more questionnaires had been collected. One way to encourage a higher response would be to shorten the questionnaire and provide more multiple choice questions in relation to open-ended questions. Those who filled out the questionnaires, however, took advantage of the open ended questions, and answered at length, as can be seen in the appendix.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

TO: Senator Joe P. Josephson
Chairman
Senate Committee on Health, Education
and Social Services

Commissioner Harold Raynolds
Department of Education
State of Alaska

1. I am a
 - a) teacher
 - b) school board member
 - c) school administrator
 - d) legislator
 - e) State DOE official
 - f) concerned parent and citizen
 - g) student

2. I found this conference to be:
 - a) excellent
 - b) good
 - c) fair
 - d) poor

3. I would (would not) recommend a follow-up conference in 1984.

4. If the conferences were to be held, I would like more emphasis to be placed on:
 - a) teaching techniques
 - b) parent and community support
 - c) teacher training, recruitment and retention
 - d) curriculum
 - e) school finance
 - f) computers and related technologies
 - g) other: _____

5. For me, the most positive experience of this conference has been:

Evaluation Questionnaire
Page Two

6. For me, the most negative aspect of this conference has been:
7. This conference would have been better if:
8. I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness:
- a) longer school day
 - b) longer school year
 - c) recognition of the "master teacher"
 - d) "merit pay"
 - e) higher pay for all teachers
 - f) smaller class size
 - g) adoption of "Paideia" curricula reforms
 - h) teacher-in-service exposure to presentations like Dr. Wong's
 - i) pre-kindergarten education
 - j) teacher certification tests or internships
 - k) academic "coaches" to help students obtain preeminence
 - l) increased local tax effort
 - m) increased state appropriations
 - n) closer ties between school and community
 - o) increased requirements for student promotion or graduation
 - p) other curricula reforms, specifically:
 - q) changes in teacher recruitment practices, specifically:
 - r) administrative reforms, specifically
 - s) other:
9. If I could say one thing to Senator Josephson and State legislators about education, it would be:

Evaluation Questionnaire
Page Three

10. If I could say one thing to Governor Sheffield,
Commissioner Raynolds and the State School Board, it
would be:

A P P E N D I X

TABLE 1

2. I found this conference to be...

Conference Rating by Groups

OCCUPATION	CONFERENCE RATING						TOTAL	
	EXCELLENT		GOOD		FAIR		NUMBER	PERCENT
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT		
TEACHER	30	37	43	53	8	10	81	100
SCHOOL BOARD MEMBER	5	28	11	61	2	11	18	100
SCHOOL ADMINISTRATOR	11	30	18	49	8	22	37	100
LEGISLATOR	1	100	1	100
DOE	2	67	1	33	.	.	3	100
PARENT	1	10	8	80	1	10	10	100
STUDENT	.	.	1	100	.	.	1	100
TOTAL	50	33	82	54	19	13	151	100

TABLE 2

3. I would recommend a follow-up conference in 1984

Recommendations by Groups

OCCUPATION	RECOMMEND FOLLOWUP CONFERENCE				TOTAL	
	YES		NO		NUMBER	PERCENT
	NUMBER	PERCENT	NUMBER	PERCENT		
TEACHER	80	98	2	2	82	100
SCHOOL BOARD MEMBER	15	94	1	6	16	100
SCHOOL ADMINISTRATOR	29	83	6	17	35	100
LEGISLATOR	1	100	.	.	1	100
DOE	3	100	.	.	3	100
PARENT	8	89	1	11	9	100
STUDENT	1	100	.	.	1	100
TOTAL	137	93	10	7	147	100

Table 3
List of Preference by Groups

4. IF THE CONFERENCE WERE HELD, MORE EMPHASIS SHOULD BE PLACED ON:

All Respondents (156)

	Number	Percent
1. Parent and Community Support	71	45
2. Curriculum	65	42
3. Teaching Techniques	60	39
4. Teacher Training and Retention	47	30
5. School Finance	39	25
6. Computers and Related Technology	33	21
Other	63	40

Teachers (85)

	Number	Percent
1. Parent and Community Support	40	47
2. Teaching Techniques	33	45
3. Curriculum	34	40
4. Teacher Training and Retention	25	29
5. School Finance	13	22
6. Computers and Related Technology	17	20
Other	33	38

Table 3

List of Preference by Groups
(continued)

4. IF THE CONFERENCE WERE HELD, MORE EMPHASIS SHOULD BE PLACED ON:

School Administrators (37)

	Number	Percent
1. Curriculum	16	43
2. Parent and Community Support	14	38
3. Teaching Techniques	11	30
4. Teacher Training and Retention	11	30
5. Computers and Related Technology	11	30
6. School Finance	10	27
Other	20	54

School Boards (18)

	Number	Percent
1. Curriculum	10	56
2. Parent and Community Support	9	50
3. School Finance	8	44
4. Teaching Techniques	7	39
5. Teacher Training and Retention	4	22
6. Computers and Related Technology	4	22
Other	5	27

Table 4

Question 4.

IF THE CONFERENCE WERE HELD, MORE EMPHASIS SHOULD BE PLACED ON:

	Parent and Community Support		Curriculum		Teaching Techniques		Teacher Training and Retention		School Finance		Computers Related Technology		Other	
	num	pct	num	pct	num	pct	num	pct	num	pct	num	pct	num	pct
Teacher	40	47	34	40	38	45	25	29	18	21	17	20	33	39
School Board Member	9	50	10	56	7	39	4	22	8	44	4	22	5	28
School Administrator	14	38	16	43	11	30	11	30	10	27	11	30	20	54
Legislator					1	100			1	100				
Department of Education	1	33	1	33			1	33						
Parent	7	70	3	30	3	30	6	60	2	20	1	10	5	50
Student			1	100										

* Note: The percentages do not add up to 100% across rows because people could choose more than one item.

TABLE 5

Lists of Preference by Groups

8. ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

All Respondents (156)

	Number	Percent
1. Presentations like Dr. Wong's	134	86
2. Academic Coaches	101	65
3. Closer Community Ties	92	59
4. Recognition of Master Teacher	91	59
5. Smaller Class Size	79	51
6. Other Curricula Reforms	75	48
7. Administrative reforms	66	43
8. Increased State Appropriations	57	37
9. Other	52	34
10. Teacher Certification Tests	51	33
11. Teacher Recruitment Changes	49	32
12. Increased Graduation Requirements	47	30
13. Increased Local Tax Effort	42	27
14. Higher Pay for All Teachers	41	26
15. Pre-Kindergarten Education	35	23
16. Adopt Paideia Reforms	27	17
17. Longer School Year	20	13
18. Longer School Day	10	5
19. Merit Pay	6	4

TABLE 5

Lists of Preference by Groups
(continued)8. ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC
SCHOOL'S EFFECTIVENESS:

Teachers (85)

	Number	Percent
1. Presentations like Dr. Wong's	76	89
2. Smaller class size	55	65
3. Closer school-community ties	55	65
4. Academic coaches	52	61
5. Recognition of master teacher	43	51
6. Administrative reforms	42	49
7. Other curricula reforms	41	48
8. Increased State appropriations	35	41
9. Higher pay for all teachers	30	35
10. Teacher recruitment changes	30	35
11. Other	30	35
12. Increased graduation requirements	26	31
13. Teacher certification tests	24	28
14. Increased local tax effort	24	28
15. Adopt Paideia reforms	16	19
16. Pre-Kindergarten education	14	16
17. Longer school year	9	11
18. Longer school day	3	4
19. Merit pay	2	2

TABLE 5

Lists of Preference by Groups
(continued)

8. ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

Administrators (37)

	Number	Percent
1. Presentations like Dr. Wong's	23	75
2. Recognition of master teachers	27	73
3. Academic coaches	27	73
4. Other curricula reforms	19	51
5. Closer school-community ties	18	49
6. Administrative reforms	15	41
7. Increased State appropriations	14	38
8. Smaller class size	14	38
9. Pre-Kindergarten educa	12	32
10. Other	12	32
11. Increased graduation requirements	11	30
12. Teacher recruitment changes	10	27
13. Increased local tax effort	10	27
14. Teacher certification tests	10	27
15. Adopt Paideia reforms	3	22
16. Longer school year	6	16
17. Higher pay for all teachers	5	14
18. Longer school day	4	11
19. Merit pay	2	5

TABLE 5

Lists of Preference by Groups
(continued)

8. ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

School Board Members (18)

	Number	Percent
1. Presentations like Dr. Wong's	18	100
2. Teacher certification tests	11	61
3. Academic coaches	11	61
4. Recognition of master teacher	10	56
5. Closer school-community ties	8	44
6. Other curricula reforms	7	39
7. Increased graduation requirements	5	28
8. Increased State appropriations	5	28
9. Increased local tax effort	4	22
10. Teacher recruitment changes	4	22
11. Administrative reforms	4	22
12. Other	4	22
13. Longer school year	3	17
14. Higher pay for all teachers	3	17
15. Smaller class size	2	11
16. Adopt Paideia reforms	2	11
17. Pre-Kindergarten education	2	11
18. Longer school day	1	6
19. Merit Pay	0	0

Table 6

Question 8

ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

	Presentations like Dr. Wong's		Academic Coaches		Closer School- Community Ties		Recognition of Master Teacher		Smaller Class Size		Other Curricula Reforms		Administrative Reforms	
	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	num/pct	
Teacher	76	89	52	61	55	65	43	51	55	65	41	48	42	49
School Board Member	18	100	11	61	8	44	10	56	2	11	7	39	4	22
School Administrator	28	76	27	73	18	49	27	73	14	38	19	51	15	41
Legislator	1	100	1	100			1	100	1	100				
Department of Education	3	100	3	100	1	33	2	67	1	33				
Parent	7	70	7	70	9	90	7	70	5	50	7	70	5	50
Student	1	100			1	100	1	100	1	100	1	100		

Table 6

(Continued)
Question 8

ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

	Increased State Appropriation		Teacher Certification Tests		Teacher Recruitment Changes		Increased Graduation Requirements		Increased Local Tax Effort		Higher Pay for all Teachers		Pre-Kindergarten Education	
	num	pct	num	pct	num	pct	num	pct	num	pct	num	pct	num	pct
Teacher	35	41	24	28	30	35	26	31	24	28	30	35	14	16
School Board Member	5	28	11	61	4	22	5	28	4	22	3	17	2	11
School Administrator	14	38	10	27	10	27	11	30	10	27	5	14	12	32
Legislator	1	100	1	100					1	100			1	100
Department of Education			1	33	1	33	2	67	1	33			2	67
Parent	2	20	3	30	4	40	3	30	2	20	2	20	4	40
Student			1	100							1	100		

Question 8
(Continued)

ITEMS WHICH WOULD HELP MOST TO INCREASE ALASKA PUBLIC SCHOOL'S EFFECTIVENESS:

	Adopt Paideia Reforms		Longer School Year		Longer School Day		Merit Pay		Other		Total Number*
	num/pct		num/pct		num/pct		num/pct		num/pct		
Teacher	16	19	9	11	3	4	2	2	30	35	85
School Board Member	2	11	3	17	1	6			4	22	18
School Administrator	8	22	6	16	4	11	2	5	12	32	37
Legislator			1	100							1
Department of Education					1	33			1	33	3
Parent	1	10	1	10			2	20	5	50	10
Student					1	100					1

* Note: The percentages do not add up to 100% across rows because people could choose more than one item.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"5. For me, the most positive experience of this conference has been:"

TEACHERS

That the HESS and state are willing to attempt to create a forum to discuss educational considerations. I believe that, for this session, this attempt has largely failed.

Harry Wong & students.

1. The sharing of ideas and activities; 2, that a significant number of people still care about our future--the youth; 3, focus on the real problem of high (political) government control of funds and varying degrees of somewhat-less-than full and enthusiastic support for our basic industry. At least we are still "in search of excellence."

Contact with a broad spectrum of people concerned with education.

The chance to hear and participate in the discussion and the exchanging of ideas--particularly in teacher retaining the brightest and the best.

Seeing such a diverse group of people.

Hearing and sharing ideas with the people who make education policy.

Attending the main sessions--Wong, Adler, Love. etc. The speakers and their ideas were excellent.

Meeting with others in my field, hearing up to date information.

Contact with other professionals and politicians who affect education in Alaska.

Speakers from outside Alaska and their expertise.

Enthusiasm--that there are great people like Dr. Love, H. Wong in our profession.

"5. For me, the most positive experience of this conference has been:"

=====

The chance to meet with educators from all over the state and to react to presentations and gain feedback. Enjoyed hearing Harry Wong--although he seems to be a bit taken with himself--he was nevertheless--DYNAMIC.

The inspiration I received from Harry Wong.

Practical applications of teaching techniques.
Information as to the statewide assessment of education.

The fact that it was held--an opportunity for people from different areas of expertise to get together and discuss issues--teachers, administrators, legislators. Noreen Thomson--terrific speakers, excellent ideas--more of local people as dynamic as Ms. Thompson.!!!

Harry Wong--He spent two days in my school district recently but it was good to hear him again.

Listening to recognized experts from around the country and Alaska as well as seeing the real collegiality of educators, parents, students, politicians, etc., discussing excellence in education. I also felt the student panel was excellent and the singer--great.

The interchange of ideas--hearing from other people--Ruth Love, Shirley McCune and Harry Wong were terrific! Also the fact that most of the people emphasized the good job we are doing but that there is always room for improvement. We often overlook the positive and concentrate only on the negative. I appreciated the fact that all the "blame" [was not] on teachers. We must all work together to improve.

The speeches/comments by Dr. Love and Dr. Wong.

The chance to attend. Listening to Mr. Wong's positive talk.

Being exposed to the stimulating ideas and enthusiasm of the keynote speakers (Adler, Love and Wong).

[Did not respond]

Exposure to new ideas and an opportunity to discuss issues with colleges.

Hearing keynote speakers (especially Ruth Love).

"5. For me, the most positive experience of this conference has been:"

=====

The positive approach and encouragement for teachers/administrators. Session with students was interesting.

Two in number: I found the guest speakers to be very stimulating. I was intrigued by all, while not in agreement with the philosophies of all. Secondly, I was a member of a panel on Friday which was a very positive experience. We had time to meet and plan, received many comments on the high quality of the panel and came away feeling as if our views (rather divergent in some cases) had found a receptive audience.

Hearing that my views as a parent who wishes [to] see her kids obtain excellence in education are not that unique, since other educators and politicians share those views too.

Contact with experts and excellent speakers. Good discussion of important topics. Wide representation of educators from all over Alaska.

The interaction between other educators. Harry Wong. Dr. Love.

Presentation by Dr. Love--hearing the philosophy of Dr. Adler--enjoying Harry Wong's enthusiasm for our profession--Keeping our Teachers, i.e. teacher problems. Most important, to experience the dialogue with my peers--and see people coming together in common concern.

Hearing the keynote addresses of our distinguished visitors: Dr. Adler, Dr. Love, Mr. Wong! We need more exposure to such educational leaders! We need opportunities for dialogue with them.

Student panel--because I hope teacher/administrators listened to the "care about us and show it" message. Harry Wong, because he reiterated same message. Sondra Dexter, excellent teacher.

Harry Wong's presentation with (Dr. Adler had negatives only) concrete examples and suggestions.

Seeing the concern and dedication of the participants in all of these aspects of education.

The steak at lunch on Thursday was very tasty. I also enjoyed Dr. Adler.

"5. For me, the most positive experience of this conference has been:"

=====

Dr. Adler, Susan Stitham, all state people, district people in Alaska together--communication was superb and efficient for me for first time.

Hearing Alder restate what he's been saying for decades. Hearing Wong tell us what the Best and Brightest do.

Mr. Wong:

The opportunity to hear the outstanding keynote speakers--Dr. Adler, Dr. Love, Harry Wong. They were excellent.

Keynote speakers. Good interchange of positive things as well as needed reforms.

Listening to the keynote speakers and some of the positive remarks by the speakers about education.

Dr. Harry Wong; Dr. Ruth B. Love.

Combination of Harry Wong and Ruth Love.

Being able to listen to a diversity of opinion recognizing common problems and making realistic recommendations for solutions. I've also gained some valuable insights into how and why our state government functions as it does..

Harry Wong and Dr. Love.

Quality of speakers and state participants.

The very fact that it was held. This is a step in the right direction to raise the level of awareness in the state of Alaska in the area of educational needs which must be addressed on the statewide level as well as local.

Harry Wong's inspirational speeches. "Here's Looking at You Kid" panel and responses of the students.

Listening to the classroom teachers expert opinions (i.e., Harry Wong, Susan Stitham).

The chance to be inspired by dynamic educational leaders such as Dr. Love and Harry Wong.

Dr. Adler/Harry Wong--their emphasis on excellence and how to achieve excellence within the context of our system.

"5. For me, the most positive experience of this conference has been:"

=====

Speakers basing their comments/ideas on research rather than personal bias.

The positive attitude I have seen between educators around the state and the political leaders working together to work for education.

Harry Wong--the student's panel discussion--Noreen Thompson.

The opening of my eyes to my own potential as a teacher. Secondly, the realization of so many other problems and aspects of education throughout the state.

Harry Wong and the students who spoke. The panel on December 16th--"Retaining Alaskan Teachers" was an excellent panel. The members were very well prepared and involved the audience quite well.

There were many excellent speakers Harry Wong, Dr. Love, Dr. Adler.

Hearing Dr. Ruth Love.

Exchange of ideas with professionals from all over the state at all levels of education.

Informal discussion with the key actors from all over the state; the pulling together of a dynamic potential for significant change.

Seeing and talking to so many people concerned with education and responsible for education in Alaska. Second would be the quality of the conference guest speakers.

A chance to listen to Harry Wong, Dr. Love, McCune and Dr. Adler also to mix with other educators and legislators.

The excellent presenters. 2. Combining teachers, school board members, administrators and legislators. The good thing about this conference is that school board members, administrators and teachers are mingled. I know these topics have been explored at State level meeting of teachers, school boards and administrators--uniting these groups is excellent!

Hearing encouraging words from leaders across the state and nation.

The speeches and ideas of Harry Wong and Ruth Love.

"5. For me, the most positive experience of this conference has been:"

=====
Harry Wong, Mortimer Adler, Arts Panel!

Seeing and listening to enthusiastic people. Feeling the enthusiasm and taking it back to my job.

Enthusiasm, quality of our systems, willingness and desire of all involved to work together for better education of the students of Alaska.

The students input, which reflected much of the theory presented previously.

The exposure to such a large and diversified group of Alaskan educators. The enthusiasm generated by Harry Wong and Dr. Adler.

Listening to Harry Wong--also to sense of the entire state community joining together on educational issues--parents, students, all facets of education community.

Attitude towards Alaska's teachers. The time allowed to the Visual Arts--which are often the first to go in a budget crunch. Thank you Senator Josephson.

Meeting and actually having the time to TALK TO non-teacher educators (i.e.: superintendents from other districts, principals, PTA members, board members--A BROAD SPECTRUM of people interested in education.

The presentation of Harry Wong and Dr. Love.

The presentations of Harry Wong and Dr. Love also Kathy Schwartz of the Arts in the Schools Presentation.

Harry Wong and Dr. Love without question. Harry Wong as a classroom teacher we can all identify with, if not be. His enthusiasm, caring and honesty is refreshing and catching. Dr. Love was a very impressive person. Being a Superintendent of such a large school district whose problems were certainly many, but on the road to solution, is impressive enough but her perception and wit (as well as her intelligence) was refreshing and encouraging.

The opportunity to see all aspects of education working together--see individuals personally I haven't seen in years! Spirited discussion in a non-negotiating setting. Seeing school boards--PTA groups etc. was a true delight!

"5. For me, the most positive experience of this conference has been:"

=====

Seeing some of our legislators in action. Helps me understand why they behave as they do in the legislature. Dr. Adler is a great ivory tower educator and we need them. Dr. Love, a lady who sees what needs to be done and tells how she does it, gives a useful type of leadership. Harry Wong, and inspiration, is something we all need.

The opportunity for educators, legislators, school board members and students to assemble in one conference to explore issues of import all with the goal of solving problems together.

Learning from Harry Wong and Ruth Love.

Listening to knowledgeable professionals and discovering that Alaska education is doing a good job.

Harry Wong's presentation first, Dr. Adler's presentation second.

Good speakers--knowledgeable.

So many eager people addressing the issues of education reform and improvement.

"5. For me, the most positive experience of this conference has been:"

=====

SCHOOL ADMINISTRATORS

Harry Wong and Dr. Love--specific people who prove with results.

Harry Wong.

The schedule was nice.

Hearing Harry Wong.

Harry Wong and other excellent speakers and educators willing to share their professional expertise.

To update me on current educational trends in general and on specific educational needs found in Alaska...valuable particularly because I've spent the last 8 years overseas in Saudi Arabia.

Featured speakers and the overall excitement that the individuals attending demonstrated. We (people of Alaska) are ready for changes, positive and progressive changes in education, economy, politics and government.

Dialogue with the student's panel.

Exchange of information. Looking at new solutions to old problems.

Presentations by Harry Wong and Dr. Love; the fact that legislators were willing to sponsor.

Dr. Love's speech/student participation.

A broader awareness of the educational problems faced in Alaska.

Wong, Adler, Love. Interaction with administrators, politicians, etc. from throughout the state.

Listening to Harry Wong and Dr. Love and interaction with peers.

Harry Wong.

Sharing between participants.

Speaking with other concerned educators about solutions rather than problems.

"5. For me, the most positive experience of this conference has been:"

=====

The ideas by Love re: revitalizing high schools.

The keynote speakers were not only dynamic; they presented information that was of substance and could realistically be put into operation within our present education structure.

Hearing national leaders and local reactions.

Opportunity for expression (limited).

Openness of discussions; reflections of those being most affected by system--students.

To meet with and talk to the legislative people concerning Alaska's educational problems.

Hearing Harry Wong and Ruth Love.

The opportunities to ask questions and share concerns with the panels.

The opportunity for educators from around the state to come together and examine issues.

Harry Wong's and Dr. Love's presentation--new ideas to explore.

Having REA educators speak about their operations and seeing natives involved in the mainstream.

Speakers--and interaction with other educators.

Speakers at Saturday luncheon.

Listening to the variety of ideas and speakers. No one seems to be selling one view point.

Sharing of concerns--statewide--important to breakdown competition for educational financing by individual district to the realization that we share in the education of all young Alaskan citizens equitably.

Listening to Harry Wong.

Harry Wong.

Dr. Adler's speech and the chance to talk with him. Both Ruth Love and Harry Wong had good comments also.

"5. For me, the most positive experience of this
conferenca has been:"

=====

Learning that politicians are educable and that issues are
being both considered and addressed.

Harry Wong!

"5. For me, the most positive experience of this conference has been:"

=====

SCHOOL BOARD MEMBERS

The ideas of enthusiasm and [?.] expressed by students and speakers.

Either stay all the time at the hotel or come early--like 6:00 am to get a parking space.

Harry Wong.

A chance to meet board members from throughout the state.

[Did not respond]

[Did not respond]

Workshops.

Bringing together people from all over the state to discuss common concerns and solutions.

Opportunity to hear active discussion from a wide variety of state and national education and political leaders. Also the opportunity to hold discussions with individuals from all over the state.

The best and the brightest.

Harry Wong's presentation.

The ability to meet together with law makers, teachers, administrators, students and school board members was great. I received great insights into other views than my own.

Listening to quality speakers on national level.

Harry Wong's presentation.

The speeches of Harry Wong and Dr. Love and the presentation of Senator Jan Faiks.

Harry Wong's address--positive--up.

Harry Wong.

The ideas that have come forth.

"5. For me, the most positive experience of this conference has been:"

=====

PARENTS

Harry Wong.

To meet with many other people to exchange ideas, discuss issues...fellowship that works toward the improvement of education in Alaska for all.

Exposure to Harry Wong's personality and ideas.

Harry Wong's participation and financial workshop "Alaska's Program for School Finances" the opportunity to discuss with administrators, politicians and teachers their concerns and process.

Enthusiasm and encouragement. Realization of how stagnant our school is in many areas. Hope.

Discussions with Shirley McCure seeing a more workable unity among people.

Upbeat positive feeling that someone in the current legislature is taking a serious look at improving the quality of education in Alaska and not just talking dollars.

The fact that it happened and, although it is only a beginning, the potential that the event and the dialogue will continue.

Hearing the different points of view.

The guest speakers and the discussion on the Paideia Proposal.

Opportunity for the group to communicate.

"5. For me, the most positive experience of this conference has been:"

=====

STATE DEPARTMENT OF EDUCATION

Harry Wong and Ruth Love.

The opportunity for me to witness dialogue among many facets of our state/nation.

The mixture of a variety of groups interested in education. So often I meet only with administrators.

LEGISLATOR

Dr. Love's talk (I missed Dr. Adler); contact with people concerned with education from all over the state.

STUDENT

Getting information on what administration is looking at when the[y] hire.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"6. For me, the most negative aspect of this conference has been:"

TEACHERS

The fact that teachers were absent from so many panels. Panelist presentations were too long and lists of history that everyone knows rather than ideas--possible solutions.

The "loaded agendas." The many presenters had a monopoly on the amount of time available. As a consequence, the vast pool of audience expertise and questions was silenced. I found this to be the case in the smaller sessions as well.

When Adams avoided rural issues.

The focus was too broad. The frustration of wanting to be at all workshops and having to choose one is discouraging, but I'm a professional.

Overheated rooms, speakers trying to out-talk the noise of people eating dinner, sessions were too long in the afternoon--sitting in the same place for 3 hours is too long.

Presenters in panels tended to speak too long, therefore there wasn't much time for audience participation.

Lack of discussion related specifically to the needs of small rural schools.

The school finances session.

[Did not respond.]

The way the panel discussions allowed time for the viewpoints of the speakers with little audience input.

6. "For me, the most negative aspect of this conference has been: "

=====

Waiting for clearing of ballroom. If other rooms could have been set up and used to shorten waiting time.

What we already know--specifics rather than generalities.

Several of the speakers--specifically Rita Strachan and Jan Faiks.

Some of the panelists who gave irrelevant information, or who could not speak well.

Some panel sessions weren't that interesting. More practical ideas needed.

The time--before Christmas--extremely bad. Lack of elementary teacher involvement. Art presentation was too low keyed, should be earlier perhaps, in the conference. Need really dynamic presentations for last day.

Lag time between sessions, standing around waiting.

Registration lines--long waits between sessions--parking--I think some of the panelists went way too long--dates; cost of meals. Don't need Jan Faiks again! Teachers should have been on panel re: teacher training.

Standing in the halls waiting to get into room and Rita Strachan. Also, would like to see more classroom teachers and high school students as participants.
AND JAN FAIKS!!!

The registration process.

Dr. Adler's put down to each person that asked a question on Thursday.

Some of the workshop speakers were very dull (mainly Workshop D).

6. "For me, the most negative aspect of this conference has been: "

=====

The emphasis on the weaknesses of classroom teachers while excluding those who are making policy decisions--such as administrators, school board members, DOE, legislators, etc.

The lack of members of the Senate and House. HESS committee being member of the panel workshops. Also, a teacher representative should be present on every panel.

The poor organization.

Microphones, at times. Participants who conducted private conversations during speeches and smokers nearby.

The timing. It was very difficult to be absent from school on the days just prior to the winter vacation.

Having to run from one program to another (Art to AERAA).

[Did not respond]

The cutting off of discussion on many panels, not all minorities included on panels, needed more successful teachers presenting successful programs to show our effective programs. What other aspects of education other than classroom?

No elementary teachers were involved in panels or professional dialogue. Sen. Faiks' comment: "I was promoted from junior high to high school" (typical attitude).

The political tackiness present at Saturday's brunch panel by a certain legislator...

The workshop on keeping the best and brightest--because the panelists droned on with their answers. It should have been a workshop for give and take. Each table discuss, then report back.

6. "For me, the most negative aspect of this conference has been: "

=====

Panelists that assume we know nothing or that do not care if they are redundant and boring. Waiting to start presentations for those who were late: requiring preregistration the night before.

Moderators allowing their panelists to speak much longer than allotted time and on subjects not pertinent to their specific subject.

[Did not respond]

Elementary teachers not represented on panels.

[Did not respond]

Governor Sheffield's speech.

The poorly presented panels--boring presentations with lack of organization in some cases. Speakers on panels must be limited to 5-10 minutes. Four or five 30 minute speeches are too much. The audience turns off or leaves. Presenters need to be told clearly what to do and for how long. Long presentations by poor speakers are counterproductive.

Seminars were too large for discussion. Panelists spoke too long--should have short presentation then discussion and teachers on the panels.

The workshops: (1) length of speeches; (2) lack of teachers on the panels.

Not enough general information to use in the classroom setting. The panel discussions were not cohesive in their talks!

Dr. Adler's address. His ideas are OK but someone else ought to present them.

Fear that what has been said here will not really be acted on, and that more "everyday ordinary" classroom teachers weren't heard from.

6. "For me, the most negative aspect of this conference has been: "

=====

Poor food and hotel arrangements.

Some of physical aspects. Small rooms for size of audience; waiting time.

[Did not respond]

Some speeches were very dry and boring.

The food; and listening to Paul Fisher (workshop B) who tried to relate Alaskan education to the Amish.

A few speakers rehashed obvious generalities about education--we need new ideas.

Long wait for rooms to be prepared for sectional; crowded sessions.

Organization--lack of planning.

Length of wait between sessions. There was not enough emphasis on elementary education. Not enough teachers on panels.

Standing in halls waiting, days of conference, Rita Strachan, registration, price of meals, parking, Jan Faiks and her "putdowns." Her whole speech was negative.

The lack of more panel/group discussion.

Speakers not keeping to their time limit (i.e. Rita Strachan). This became quite boring and prevented panel and audience information.

Many topics dealt mainly with larger schools and would be hard to adopt to rural Alaskan teaching.

6. "For me, the most negative aspect of this conference has been: "

=====

Standing!

Meal service.

(1). The lack of visibility for teachers particularly elementary and [?.] teachers on the panels; NEA/AK should have been represented, specifically on the final panel.

(2) The total lack of a process for participants to come to some kind of conclusions to impact the Legislature, et al. The outcomes of the conference do not seem to be, or have been clearly thought out in advance.

The quality of the workshops. Panelists were not carefully selected or balanced in terms of teachers representation, elementary secondary balance, rural, urban, etc. Also the general panels--for example the one on teacher training--didn't include a teacher.

Lack of designated conclusions and recommendations for the next step.

Registration organization--one hour wait the first morning--waiting for meals--more oxygen needed in waiting areas.

Too little discussion of solutions.

The facilities. Too small, causing too much useless standing around while staff cleaned up and converted the facilities from lunch room to conference room.

The dates of the conference interfered with the pre-made plans of many teachers, administrators, etc. for Christmas vacation.

Not enough seating space in the small seminars.

Inadequate bathroom breaks.

A more visible showing of the parent's viewpoint.

6. "For me, the most negative aspect of this conference has been: "

=====

[Did not respond]

I can't think of one except that everyone needs a name tag (I usually hate them, but found myself looking for specific participants).

The length of time between sessions. I understand the reason, however I felt that my time was wasted. There was not enough time for audience participation. If I could have heard Dr. Adler I would have felt better about that luncheon.

Missing the last two days of school before Christmas break.

The largest majority minority group (black) students were not represented among the student panelists.

The waste of time--the long waits between sessions and the lack of Black students on the student panel. There was not enough time for audience participation and questions.

I'm not sure that I have run across a negative aspect unless it would be too few teachers on the panels, although I understand the intended focus.

[Did not respond]

The lack of classroom teachers on the majority of panels.

Some of the panelists. Presentations were at times not germane to the stated topic. Panels should not be a series of 15-30 minute lectures. A 5-minute presentation from each followed by extensive interaction with the audience would be preferable.

Registration--what a mess.

Lack of closure--workshops need the ability to leave participants with something they can use.

6. "For me, the most negative aspect of this conference has been: "

=====
Finding a parking space. Registration process was terrible.

Crowded conditions.

Lack of any actual direction. The finance section, for instance, was nothing more than a rehash of the old issues and review of the questionable survey (study) being conducted.

How rural and urban people do not understand each other.

Inadequate interaction between audience and legislators. Insufficient number of legislators, principals and administrators present to LEARN! Teachers in plenty, but no one to teach.

Insufficient time for question and answers to the panels.

Too large--100 to 200 individuals cannot interact effectively with 4 to 5 panelists.

Some of the workshop presentations were so general--presentation of old topics--nothing new.

There should be more opportunity for student involvement--participants and observers.

Waiting. Crowded conditions.

[Did not respond]

Lines--inadequate conference facilities.

Quality of presentations quite inconsistent. The presenters were winging it. Could have had some "keynote" presenters on law and extra-curricular.

Poor acoustics.

Mortimer Adler. Why was a newcomer REAA Superintendent selected to speak on behalf of the REAA's?

The afternoon sessions were long. Having to eat during the luncheons was distracting.

That education outside the classroom was not addressed.

6. "For me, the most negative aspect of this conference has been: "

=====

1. Lost time between sessions waiting for setup. 2. Poor workshops. Back to Basic--Paul Fischer is functionally illiterate--a poor representative for HESS; Keeping Our Teachers--too much panel not enough audience interaction. 3. Mortimer Adler and Dr. Love having to present while audience was eating--background clinking of food poor! Adler should not have presented at lunch; put me to sleep. Wong would have been better.

SCHOOL BOARD MEMBERS

Dr. Adler and over-crowded rooms not only in ballroom but in program areas. Do not need Jan Faiks ever again.

Unorganization--too many people.

Thursdays Workshop A.

All concerned groups were not represented at each workshop.

[Did not respond]

Long waits and delays in the start of sessions and the crowded conditions.

Dr. Adler--Alaska education can do without his ideas--mainly rural Alaska.

[Did not respond]

[Did not respond]

The presentations that were long and drawn out even before it got to the question and answer session.

It is hard to take notes and really concentrate on a speaker when one is eating lunch.

Lack of audience participation.

The poor sound during Dr. Adler's presentation. A number of poorly prepared workshops.

The ideas of Dr. Adler, although an interesting person, his ideas sound like Big Brother in 1984.

Pre-registration mess.

Time scheduling problems (although understandable).

There were few tangible thoughts on how to institute the thoughts that came out.

6. "For me, the most negative aspect of this conference has been: "

=====

PARENTS

Lack of minority representation. Where were the parents and the general public?

Not having planned workshop/small group sessions during the period hotel staff were setting up for lunch then again for formal afternoon presentation. Registration on the first day was frustrating--need to be planned and executed in a more efficient way.

Poor food.

Not enough resource sharing. I would like to have had opportunity to participate in more of the afternoon sessions.

Smoking was allowed in the conference. Not one panel person I recall spoke as a parent! Not enough emphasis on public support and parent education as to the schools. We are your support people and people create change and more educated people are in the state each year.

Legislative.

Limited focus on, or representation by people who can speak for rural schools and school districts.

The (usual) pontificating and patronizing that tells us hanging onto the classroom "plow handle" in a loving, dedicated and progressively UNREWARDING but PRODUCTIVE MANNER is somehow dignified and professional.

Not enough rural community representation.

The time schedule causing guest speakers to talk while everyone was eating lunch.

[Did not respond]

6. "For me, the most negative aspect of this conference has been: "

=====

DEPARTMENT OF EDUCATION

Some panelists made long speeches instead of dealing with the topic. Most negative--almost no teachers on panels.

No video coverage of some of the exciting sessions; Harry Wong. Not enough blacks and other participants and not enough minority issues and concerns were covered.

At times the size of the group made for difficulties in logistics. I could not hear Dr. Adler.

LEGISLATOR

[Did not respond]

STUDENT

Listening to speakers who just ramble on!

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
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"7. This conference would have been better if:"

TEACHERS

Problems [were] defined and solutions were suggested.
Ruth Love suggested some solutions.

Expert testimony as to opinions had been limited or had been compiled as position papers. Did the Senator wish input from those in the field, or from the "experts?"

You had some P/T's on some panels.

(1) The focus had been narrower; (2) it had not been called to try to alleviate a national "crisis" (this is my third national crisis in public education).

It had been better organized--I waited in the hallways several hours during the three-day conference for section rooms to be set up and made ready.

You had more representation of rural teachers on panels.

There were more educational materials exhibits.

Sessions had been shorter and a few more session options.

Schedules were better observed. Accommodations for the number of people present need to be improved.

The expertise in the audience had been "tapped" and the panelists were not allowed to "grind their private axes."

More commercial exhibits had been added to shorten waiting time.

Great idea, great organization and an opportunity for educators to gather. Not really able to comment.

There had been more practicing teacher input. Question and answer periods were good but the times set aside to "rest" to a key speaker's speech could have been eliminated.

"7. This conference would have been better if:"

=====
It was discussed how can we remove roadblocks in front of teachers, which are inhibiting their effectiveness. How can we involve the community and parents in education more? Let's cover all curriculum, not only Art.

Practical working scheme to develop better teacher training/student services [?]. More legislators "not pro-education" could have been asked to participate. More teachers on general session panels, also school board members.

More elementary teacher involvement and beginning education level discussions--the foundation of all education. Perhaps more direct involvement by more people; too much passive participation. If more speakers had been brief and specific a la Dr. Patricia Kwatchka.

Better summations at the end of each session indicating possible trends or legislative/board recommendations.

Different dates--the last week before Christmas is very difficult to leave schools. Elementary teachers--more time for dialogue after panel.

(1) It occurred at a time other than the last two days of school before Christmas vacation; (2) there was a little more dealing with elementary education; (3) more time in workshops was allotted for dialogue; (4) nametags for everyone; (5) they weren't serving and clearing tables during presentations--very distracting.

The scheduling/time frames would have been more structured.

The waiting in halls could have been eliminated.

There were more workshops.

More classroom teachers had been included on panels for general sessions and workshops.

A teacher representative was a member of every workshop panel.

The format had been adjusted to the crowd.

I enjoyed the full schedule!

More practicing teachers had been placed on panels; the facility had been better able to accommodate our numbers without lengthy delays to set up rooms.

"7. This conference would have been better if:"

=====

N/A since the conference will be shared state wide.

Not only public school and university educators were involved, but adult basic and literacy educators and adult and continuing educators. We must look at education, not just for children, but as a process of lifelong learning.

The cutting off of discussion on many panels, not all minorities included on panels, needed more successful teachers presenting successful programs to show our effective programs. What other aspects of education other than classroom? [Same response as Question #6]

Every school could have sent an example of the best and brightest teacher to participate.

Even more teachers had been granted professional leave to attend. Timing prior to a holiday could be avoided!

They (moderators, panelists) would have elicited more response from participants. A short "these are the facts" presentation followed by discussion among small groups to generate ideas, then a reporting back and a consensus-seeking from the group would have helped.

Harry Wong had been the principal speaker, and Dr. Adler had stayed home.

There had been time for working sessions within workshops for participants to propose recommendations that they see would improve their existing situation in the area with which the workshop is concerned.

[Did not respond]

One teacher in each school in Alaska attended and questioned the state officials and vice versa.

Attendance had been anticipated. Agenda had been available prior to conference and had been followed--disappointing not to have Adler conduct Socratic dialogue as announced.

More sparkplugs like Harry Wong.

More small group discussions were provided for individual interaction. I'd rather eat and interact with people over lunch, than hear a keynote speaker cutting time from the afternoon sessions.

"7. This conference would have been better if:"

Small discussion groups, need teachers on panel; more discussion; not the week before Christmas vacation.

The workshops had been more of a give and take experience rather than a series of fairly long lectures by the panelists.

There was "hands-on" information.

There had been more school board members and concerned citizens and fewer superintendents. There were too many people to get input from those of us attending. Maybe several conventions, regionally, might help. Another possibility might be to have more identical sessions so we wouldn't have to miss any of them.

There had been a great many more "ordinary teachers," people in the trenches heard from--to get their perceptions of the problems and responses for solutions.

Better organized; registration was unacceptable.

[Did not respond]

[Did not respond]

The workshops had been less conflicting. The most interesting sounding workshops were all on Thursday.

Focus on topics was more definitive and less ambiguous.

The topic had been narrowed so that generalities could have been avoided.

[Did not respond]

There had been fewer breaks. There was too much waiting time with poor displays to view. My time would have been spent more profitably at a workshop session than standing in the hall for an hour!

Held at a different time. As a classroom teacher I had to leave my 4th graders the last two days before vacation, a time we would like to have been together.

There had been elementary teachers on panels as speakers, etc. Also I think pre-registration of workshops rather than first come basis would have improved the congestion in the halls. Name tags for all participants, not just the panelists.

"7. This conference would have been better if:"

=====
Meetings were more prompt and more interactions could occur. Also I feel more students should have been involved, if only as part of the audience. One panel (should?) have consisted of the classroom teacher.

Moderators had held tighter rein on speakers.

It was a very good conference. I would have gotten more out of it if there were more hands on workshops. I do realize with the number of people it would be very hard to set that up.

Things were on time.

Things had started on time! Also, workshops were too long and too few. No one can concentrate for 3 hours at a stretch.

(1) Outcomes were clear and a process for consensus established; (2) more participation in conference planning by NEA/Alaska for teachers.

It had had a clearer focus. If there had been evaluations at the end of each workshop and panel. If participants had an opportunity or process whereby they could draw and share conclusions. If the panel leaders had been better chosen.

[Did not respond]

Name tags (instead of buttons) were entree to the conference-knowing where people are from is a good conversation starter during those inevitable "empty" times.

I had seen more decision-makers and sensed a commitment for positive changes.

I had been able to have more contact with Harry Wong; if Harry Wong and Dr. Love had been able to get together earlier with panelists to have a more integrated presentation.

If it had been on a different date.

[Did not respond]

If more legislators had been present. (Same response as Question 6.)

The discussions could continue in workshop fashion rather than panel discussion. We talked a lot.

"7. This conference would have been better if:"

=====

More time were allotted to discussion of rural issues--perhaps more workshops with native leaders and "experts" heading the panels.

If there had been some way for districts to advertise an invitation to S.D. staff.

The timing had been bad. Many interested people had to fly outside. Also for teachers to have to leave their classes on the last two days before vacation was difficult.

If we had (1) name tags; (2) been held at a different time; (3) didn't always run out of coffee (a hotel problem). NO MAJOR DISAPPOINTMENTS/JUST TRIVIA.

If speakers had addressed specific topics as printed, and also if the conference had been scheduled at a time other than the last week of school.

If it had been planned at a better time of year for those who work in schools.

[Did not respond.]

If it would have contained more student participation--possibly one student on each panel.

If Jan Faiks hadn't been present--a disgrace to teachers and women.

If more teachers had been involved both in planning and on panels.

[Did not respond]

[Did not respond]

If speakers were more carefully selected.

If cultural differences in villages could be addressed. Perhaps some sessions on rural problems.

If speakers had stayed on the topics and limited their speeches to the time allotted. They often went over and left little or no time for questions from the audience.

"7. This conference would have been better if:"

=====

SCHOOL ADMINISTRATORS

If more parents had been involved--more emphasis how to make the good better.

Fewer panels, more expert speakers.

[Did not respond]

If there were sub-divisions within the sectionals so that persons who might not speak out before a large group might interact more.

[Did not respond]

Direct interaction between legislators, educators, and leading business men of Alaska.

If registration handled better (but that's expensive!). (Wouldn't have minded opening and closing programs.) More examples of Excellence in Education in Alaska--district exhibits!

[Did not respond]

If workshops rotated so could attend more. Workshops smaller for exchange. Panelists held to topic and timelines.

If different formats had been used, such as smaller groups for panels, and a wider selection of topics were covered in the smaller groups. You needed more options and to have covered more topics in depth.

More time for discussing solutions to some of the problems we have identified.

If held in November.

If held another time of year--January, February.

If more teachers could attend.

If the Commissioner of Education could have made at least a token appearance (I'm ill and I came to the sessions anyway).

[Did not respond]

"7. This conference would have been better if:"

=====
Registration materials were mailed to districts or five times the people were available for opening morning registration.

A panel of parents, urban, REA, village, etc., should have been used to show what parent expect and how they would change schools.

During the student input session we should have had representation from four major racial groupings of students, i.e., Asian, Native, Black and white, rather than two white and two Native.

Needed better advance information to educators.

It looked at potential solutions to existing problems.

Some local school boards could have been included.

A means of communication could be set up so rural and urban people could understand each other and develop a workable educational plan for all Alaskans.

(1) Harry Wong had spoken daily; (2) more attention to the conference goal of coming up with options--alternatives; (3) more interacting and less lecturing; (4) more comments from the structured classroom--not administrators.

There was more time for questions and answers to the panels.

It were smaller so that solutions/directions could be more easily discussed.

It had been better organized--every session started late--workshop rooms not labeled--start on time.

[Did not respond]

It could have been at a slightly different time--I realize it was timely due to rural educators passing through Anchorage.

[Did not respond]

More sectionals were offered.

Name tags--some recognition of districts represented....

Better handling of initial registration.

"7. This conference would have been better if:"

=====
If the discussion groups hadn't been so dominated by the moderators.

If there had been more, therefore smaller, group sessions in the afternoon. More input from students and teachers. Please include the colleges in Alaska and public education beyond the high school.

If more legislators attended.

If it would have had fewer panelists and more collaborative planning towards some agreed-to goal.

SCHOOL BOARD MEMBERS

If the classes were offered twice--so that if you wanted to attend two things at the same time--you could go to one and get in the other later.

(Considering the number of people--went well.) Should have included someone from each REAA--why concentrate on just specific areas.

If it had been more prompt in starting meetings.

If more members of the Senate and House were present at each workshop.

[Did not respond]

If there had been more participation from the persons in attendance.

If a panel in rural Alaskan education.

If the panelists and panels had been better organized and more clearly charged with their responsibility.

If more organization up front (e.g. pre-registration).

[Did not respond]

If the panelists were kept to a time limit on their presentation.

When possible, presenters should use visual aids. Not only was Mr. Wong's presentation great, he used visual aids. There is a need for name tags for all. It would make introductions easier.

"7. This conference would have been better if:"

=====

Better use had been made of audience by involving them in discussion of issues beyond asking questions of speakers. Was impressed with the high quality and the broad base of the audience.

If there was better preparation together with the workshop presenters of each workshop.

If the research for the new funding formula had been better explained.

If all the speakers showed up. Speakers stick to the subject on hand.

If it had been held at some time other than the week before Xmas.

If it were more organized.

PARENTS

Much more student input. Not just the brightest students. There should have been at least one brain scientist on the panel. What takes place in the brain of a child is what education is all about.

[Did not respond]

If some panel sessions had been a bit shorter. How about more visual aids with the panel discussions instead of just DIDACTIC sessions? A respite from three days of talking.

If sessions were shorter and rotating. More statewide services and expertise were being shared and a product sampling--new books and teaching tools.

If (1) not scheduled during last two days before Christmas break. It made it difficult on a local level for people to leave their districts. (2) Water on tables and not run out of tea and coffee. (3) Longer panel session at breakfast Saturday. Much longer. Plus Saturday lunch panel excellent!! and long.

If more parents, business, student participation. Break-up into groups.

[Did not respond]

"7. This conference would have been better if:"

=====

If workshop physical environment/logistics and management could be greatly improved (acoustics, room arrangement, format, etc.).

If more rural issues had been discussed.

More student and teacher involvement.

If after pre-registration the material could have been picked up or mailed ahead of time in order to facilitate check in.

LEGISLATOR

[Did not respond]

STUDENT

A. It had focused in on one area of the teacher training which is absent from the program, i.e., Industrial Arts, Education Teacher Training.

B. Items Analysis and Test Construction skills for classroom teachers.

We need an interdisciplinary discussion workshop for integrating Art Philosophy into all programs in the school. Especially important is integration of this philosophy into industrial arts and Vocational Education areas. We need to address the total person, not simply train them to perform.

DEPARTMENT OF EDUCATION

If it had a panel of teachers telling the kind of support they needed from the Board, Administration and Legislature and teachers (1 or 2 years in the Bush) told the kind of preparation they need.

[Did not respond]

[Did not respond]

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"8p: I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness: p. other curricula reforms, specifically:"

TEACHERS

Quit breaking up the school day - basketball, sports, travel in June???

Development/Research in suitable curricula for remote, multi-grade schools.

Paideia-core reforms must be tried wherever feasible.

More state guidelines as to content of required courses for graduation.

Simplicity and fewer options.

Development and implementation of more teacher-facilitated courses that are complete in themselves, i.e., Ken Cook.

More science courses and use in elementary school.

Making sure that art, PE and music are taught by resource people regularly in elementary school.

Give teachers/specialists time to develop better curriculum.

More teacher input as it affects curriculum. Teacher centers.

Emphasis on providing quality planning time for all teachers.

Higher standards - few elective choices of no substance.

Statewide minimum competency tests for graduation.

Require high school students to take additional science, mathematics, language classes.

Depends on district.

"8p: other curricula reforms, specifically:"

=====

More broad curricula - rather than overly specialized.

Reduce "pull out" programs, especially at the elementary level, to increase contact time between the classroom teacher and students.

Additional work preparing excellent, relevant to Alaska, curricula.

Teacher promotional ladder - use of teachers as instructional leaders.

Foreign language required of high school students, math taught effectively. Teach teachers how to do this!

Provide aides for secondary classrooms. Forget requiring teachers to state "plan for improvement."

In some manner ascertaining that students have indeed been educated before they receive a diploma.

Beginning to own the responsibility for the spectrum of human development.

Budget for teachers to spend on classroom.

Trigonometry rather than three years of math.

Less emphasis on P.C. requirements.

Require computer literacy for graduation requirements.

A state framework for subject areas (science, social studies) rather than the "follow the textbook" determination of subject matter now followed.

Library/informational research skills as an integrated part of curriculum - not segregated to one period per week per class to provide teacher planning time.

Competency tests for students to help teachers decide what areas to be taught in which grades.

Movement toward a core curriculum, restructuring of time in school day, eliminating arbitrary departmental divisions.

Changing the 50 minute period in high schools to flexible or modular scheduling, allowing time for elementary teachers to prepare. More time for all teachers to prepare.

"8p: other curricula reforms, specifically:"
=====

Addition of fine arts (visual, music) as a required course.

Increased vocational funding based on standards and accountability.

Revising of requirements to meet student needs.

Content more specified.

Required one credit in fine arts.

Required one credit in Fine Arts.

Development of optional programs - alternative schools.

PE Curriculum change with #1 emphasis on the importance of daily physical activity in everyone's life even though the discipline is sometimes difficult.

"Coaches" to help teachers learn how to teach better.
Coaches should be master teachers, not college professors.

One week workshops made available to teachers statewide in each discipline to ensure educational commonality.

Tougher requirements for high school diplomas.

SCHOOL ADMINISTRATORS

Teaching specific skills, e.g., note taking, budgeting time, study skills, speed reading, goal setting, etc.

A more-detailed, up-to-date, performance focussed elementary curriculum.

Restrictive (rather than "reform") - We need to consider a "new recipe" not simply to turn the vegetables in the stew!

Tie the direction of education to Alaska's projected growth direction, in economy, etc, as well as "world directions."

Strong emphasis on time on task and effective teaching.

Better resource provided by the DOE in the form of strong content area specialists available to assist districts in their local curriculum effort.

Need time, money to reward excellence to accomplish.

"8p: other curricula reforms, specifically:"

=====

Better program evaluation.

Exploration courses in elective areas and foreign language for junior high school students.

Plan for better use of the school day.

More back to basics - remove some of the obvious frills.

Develop a rural school curriculum that is workable with a very few number of teachers.

Students teaching students in the classroom, ie, teacher for a day.

Increased standards in terms of time allotments for major objectives.

More emphasis on curriculum - So often it takes a back seat to management, construction, and other nitty-gritty types of things.

State minimums - more support from DOE.

More emphasis on reading, writing, and math.

Art in education, specifically, native arts.

Evaluating needs of students in 1990's - 2201 and developing skills to prepare them to live in those times. Thinking skills, information skills, personal/societal skills, human relational skills.

SCHOOL BOARD MEMBERS

We need more requirements in our language and mathematics programs.

Remedial English and math.

Adopting one standard textbook and teaching strictly from that.

Looking closer at content and the way it is taught. Adjusting time to fit subject - block time for some subject.

Incorporate today's technology into our curriculum K-12.

"8p: other curricula reforms, specifically:"

=====

Exposing high school students to more complex, detailed
"difficult" material in required courses for graduation.

More to the point - quit wasting time - teach.

PARENTS

Add comprehensive Health education as a graduation
requirement - guidelines for curricula are in the D.O.E.

I support mandatory arts education for teacher
certification.

Inservices once a year for teachers on their self-image
and positive attitudes.

Training of principals - a more alertness other than the
middle of the sandwich.

Current events in Alaska - ANCSA, ANILCA, land claims
issues, Native regional corporations, languages and
cultures in Alaska.

High School graduation requirements and standards upgrade
(as is presently occurring).

Larger blocks of time for uninterrupted instruction.

STUDENT

More emphasis on vocational programs. In addition to
having general courses, have courses which lead to entry
level employment.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"8q: I am checking on the following list all items which I believe would help most to increase Alaska public schools effectiveness: q) changes in teacher recruitment practices, specifically:"

TEACHERS

Interview teams - teacher involvement.

Development of reciprocal licensing agreements with other states.

Build a tool to identify good bush teachers.

In Fairbanks and Anchorage - possibly Juneau teachers should be trained by University instructors who are close to and in constant touch with the "trenches."

Let principals do more screening and have more input in the selection of teachers.

Requirements - good teachers at the university level.

Increase over the 4 year period, take some approaches as they have used for years in the former "teachers" colleges in the East, e.g., "Sophomore Professional Experience" - "Junior Practicum" etc.

Teacher involvement at school level.

Allowance for financially feasible sabbatical leave.

Teachers should major in liberal arts - 5th year, for education methods.

Look for teachers, not A students. Identify characteristics of good teachers and encourage those who have them.

Requiring that those teachers classified as Administrators/DOE types have extensive and recent classroom experience.

Require cross cultural training as a condition for certification.

"8q: ...changes in teacher recruitment practices,
specifically:"

=====

Looking at more than grades and degrees - recruitment officers being trained.

Scholarships for Alaskans who want to become teachers and are willing to work in rural Alaska for at least 3 years.

Hiring qualified local Alaskans instead of outside teachers where possible.

I was dismayed to realize that the present new teachers are from the low 25% of graduation. What to do? Higher beginning pay, active recruitment?

In the Anchorage school district, there should be a general screening by the personnel Dept. of all teacher applicants. This screening should include 2 parts:

- a. basic academic competency testing. Can the teacher read, write and compute? Perhaps teachers scoring very high should get a special designation. Those scoring too low would get a "failing" mark and would not be considered for hire.
- b. basic attitude testing. The Kent School District in Washington State uses a test to assess teacher attitude. Teachers who fail are not hired. There is a high correlation between high marks on this test and excellent teaching. The "best" teachers (as chosen by other teachers, kids, parents, etc.) score highest.

After the teachers have been tested, then those who score highest should be sent to principals for interviews. I feel and I've been told I'm one of the best and brightest and am not currently teaching in the ASD, mostly because of their inefficient/ineffective hiring practices. (Knock on doors of all 51 principals to seek a job.)

Hire local graduates who are committed to Alaska. Forget outside recruiting/hiring.

Utilize Performance Based Teacher Education modules such as those developed by Ohio State.

Pre-practicum field experiences must increase in public respect and status - perception of educators.

Recruit more from Alaskan sources.

"8q: ...changes in teacher recruitment practices, specifically:"

=====

Non-discrimination of single female teachers, especially in bush communities.

Try to eliminate "automatic tenure" after one year by making it easier to fire people who prove to be ineffective.

Recruit for academic quality not coaching ability.

University of Fairbanks has an excellent program.

Hiring through University Placement - early requirement of some sort of Alaska studies program.

Having taught in rural Alaska (log camps in SE) better preparation for teachers going to those areas and better support from the camp supers, Village leaders, etc., even to the point, if it has to be, that if the problems that are often caused by the local people - situations, are not solved or reduced a great deal, the school may be closed and the children be sent to boarding schools (I doubt that this would actually have to be done if they knew you were willing to).

To me the opportunity to teach in a small, one room type school is ideal in many ways. I started school that way myself. But the problems that exist seem almost unsolvable to many teachers in small rural areas. The school I taught in SE had 10 teachers in 7 years, think of the impact on the children!

Many of these problems are normal ones that have to be faced, but the severity of some of them, in practice, make them unsolvable under present conditions. I have several ideas about this but in the space I have just let me say this: part of the problem is that teachers are not prepared ahead by the school districts, for the problems that he or she will face. The other major part may be best described, at this point, as inertia. The problems have been going on for some time, people will tend to be suspicious, defensive, etc. (both the local people and the teachers). They are used to having problems, and expect them, and until this is dealt with, progress will not be what it should be.

Use of talents in specific areas.

The idea of permanent certification after 2 years of teaching in state is good. I would like to see an experienced Alaskan Teacher be assigned to each new teacher to help bridge any adjustments that are necessary.

"8q: ...changes in teacher recruitment practices,
specifically:"

=====

SCHOOL ADMINISTRATORS

Greater coordination among districts so that applicants might know of positions in districts to which they had not originally applied.

Let's get on REAA Supers to hire AK trained educators.

Districts should permit building principals to recruit and interview teachers.

Let principals and department heads recommend hire.

Increase requirement for tenure other than reduce same as is present discussion of State Bd.

Teachers should honor the contracts they sign - not look for a "better" position.

Level of energy, rapport with young people.

Looking for healthy teachers with examples of recent teaching innovation and professional development.

Hire Alaskans.

Encourage AK school boards to hire trained Alaskans familiar with the state.

Higher requirements for specific curricula to be taught. Do not allow ill-prepared to teach.

SCHOOL BOARD MEMBERS

Attempt to obtain teachers who are truly interested in teaching in rural Alaska and not just because they can get a higher salary in AK than they can in the lower 48.

Competency testing before hire.

Creating a more positive image of the profession of teaching with the high school.

PARENTS

Stop circulating poor teachers!

View video demonstration before hiring.

Orientation to Alaska for teachers from outside, but more teachers from Alaska.

More teachers from within Alaska.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"8r: I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness: r) administrative reforms, specifically:"

TEACHERS

Evaluation by teachers.

Better financial accountability for REAA district offices.

More autonomy for principals, get rid of the "good old boy" superintendents who predominate in this state.

Let teachers teach, give teachers authority along with responsibility and avenues of advancement.

Reciprocity in teacher certification especially with veteran proven teachers.

More cooperation with teachers, listen to them.

Administration has to remove roadblocks in the way of teachers, large classes, overcrowdedness.

More teacher involvement, more administration mandated to return to classroom to teach on a revolving basis.

Opportunity to discipline, laws that permit this.

Recruit administrators who are sensitive to the welfare/contentment, needs of the teaching staff.

Need to learn what good instruction really is - spend much more time in classroom.

Hopefully, administrators have heard all the people who have said teachers must be included in planning for change. If we don't work together, all our efforts will probably be wasted.

We teachers need support by our principals. We're on the same team or should be.

"8r: ...administrative reforms, specifically:"

=====

Evaluate the need for the exceptionally large number of administrators in REAAs.

Replace school boards with a consortium of decision makers, including classroom teachers and students. The local control argument based on school board "decision making" is a farce since nearly all school board members, in my experience, take the direction recommended by the superintendent/administration and/or the association of Ak school boards.

Require all administrators to have the equivalent of a masters degree in an area other than education.

Possible return to regular classroom periodically by each administrator - minimum of one semester.

Involve parents more at the Jr High school level.

Keep working on doing a better job with the limited resources we have available.

Require that administrators spend time as a teacher in the classroom on a regular basis to keep in touch with the teachers.

Include teachers in planning and developing the reforms and practices they will be required to do.

Require principals to be aware of the research on effective teaching.

Require administrators to have been successful classroom teachers. Allow building teachers to select principals.

Why they are allowed to hire resource and or bilingual teachers with the classes of six while other teachers of content and lab classes have classes of 30-37. Real inequities in class sizes within Anchorage SD - terrifically unfair to both the teachers and students in those classes.

Training administrators as instructional leaders.

Making the principal of the school the head teacher or instructor rather than strictly an administrator.

To recruit more from Alaskan sources and send administrators "outside" to "keep up" - not always hire from outside.

"8r: ...administrative reforms, specifically:"

=====
The administrators have to start listening to the teachers on matters of education.

Decision making at level of operation rather than for political expediency; less emphasis on "management"; more on instructional leadership.

I like the idea of principal as an "instructional leader" as he/she sets the tone of education in a building.

Principals being "educational leaders."

Reduce overload at administrative building.

Systematic training of principals in an effort to help them with their job. Principals and administrators should teach regularly. Teachers should be carefully recruited into administration.

Principal or some person established as and given opportunity to be an education leader.

Administrators should return to the classroom every 5 to 7 years.

Open channels of communication and strengthen the open forum - administrators in classrooms.

A requirement for all school administrators to spend 30% of their time in classrooms and playground activities.

Provision for releasing teachers to both give and receive inservice education.

More horizontal administration.

Making administrators accountable to improving education/teaching, rather than functioning more as a business manager.

SCHOOL ADMINISTRATORS

Management support - cooperation and sharing.

Improved management practices.

Administrative internship program for rural Alaska.

Require administrators to spend some time on face to face contact with their students.

"8r: ...administrative reforms, specifically:"

=====

More opportunity to participate in the "academy" approach to training for supervisory responsibility; stronger administrative training in UAA, UAJ, and UAF programs.

Establish a credible statewide testing program.

Lessen the principal's administrative load in order for him/her to be a more effective educational coach.

Expect good teacher evaluations and good management.
Expect curriculum qualifications.

Supers should see that all rural high schools have a minimum of three teachers.

Improving methods of evaluating teachers abilities, motivating students.

Total state collective bargaining.

More "Theory Z" and Quality Circles - We need to incorporate "Search for Excellence" principles.

Spread out "titles" to more people.

Teacher coaching through out the year as a method of inservicing - Model developed by Bruce Joyce.

Administrators to spend more time in the classroom.

SCHOOL BOARD

Administrators need stronger academic training.

Provide some reasonable comparison assessments among districts on state test scores.

DOE being in a more supportive rather than adversarial role with local districts.

PARENTS

Continuing to provide for school principals, opportunities to become the kind of team leader they need to be for a successful school program.

More involvement of principals and administrators in helping teachers to become more efficient (reduce paperwork and interruption). Provide stimulating inservice program.

"8r: ...administrative reforms, specifically:"

=====

Better wiser boards.

Elimination of the present upward mobility farce in
"career" teaching where success, reward, recognition and
professional growth are measured by the degree to which
you have "escaped" from the actual craft and the classroom.

More instructional leadership rather than management.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"8s: I am checking on the following list all items which I believe would help most to increase Alaska public schools' effectiveness: s) other:"

TEACHERS

State "master" administrators working with administrators for 2 or 3 weeks and reporting to the board.

Using computers to handle administrative duties.

Vice principal for community education and community affairs (PR) at every school over 100 pupils.

Less paperwork as principal/teacher.

Cooperation and communication between administration staff, school boards, community.

New teachers or Jr. Sr. years education majors used as paid aides in classroom.

More opportunities to recognize "good teachers" i.e., conferences, chances for advanced study, leave, etc, things other than "just" pay.

Insurance that highest spending priority is instructional.

Require school districts to use all 10 state inservice days.

Land reform (the opportunity to buy land in a village to build a home.)

Increase emphasis on academic achievement - currently extra-curricular activities (especially sports) have many extrinsic rewards to attract and maintain student interest that academics do not.

Reinstate statewide teacher transfer without loss of salary.

Utilization of recognized master teachers to train pre-service teachers as well as those initiating a career, perhaps as an "intern" or other beginning practitioner.

"8s ...items which I believe would help most to increase Alaska public schools' effectiveness: s) other:"
=====

Reduce the amount of electives. 16 semesters of electives is too much.

To learn to better use the technology available.

Find some way to get rid of the BAD teachers. The Unions should not fight for the rights of the poor teachers.

Treat evaluations as learning experiences not threats.

Unless a pre-kindergarten educational program can be established, school age entrance date should be pulled back to June 1.

Effort put into positive PR for schools and education. Improve public perception of education.

In rural Alaska - a program to educate community leaders and citizens for need for education (other than gymnasium).

More support for correspondence study.

Guarantee that each school of 250 students have a library staffed with a certified librarian.

Strong bonds with parents and community; providing uninterrupted time for instruction and teacher autonomy.

"Coaches" to help teachers obtain preeminence.

Coaches for teachers to help make them better teachers. Master teachers may fill that role. Idea varies from place to place.

Coordinated staff development practices (i.e., a long range plan for individual staff members).

Revamped improved teacher training programs developed with the help of practicing "master teachers."

I had one "average" 3rd grade student who could not correctly write his own name. He is learning but how can he compete on 3rd grade CTBS?

SCHOOL ADMINISTRATORS

Program standards.

Interactive audio/visual systems available for more creative curriculum offerings.

"8s ... items which I believe would help most to increase Alaska public schools' effectiveness: s) other:"

=====

De-emphasis on extra-curricular during school time - sponsored by private sector instead.

Simply emphasis on excellence.

Better use of available hours in school to increase academic engaged time.

Make it possible to eliminate dead wood.

More dedication to excellent performance of job and to student. Less to individual benefits and gains.

Teacher and student energizing and motivation.

Establishment of professional development (training centers) to inservice teachers and administrators.

Alternative forms of education made available for all Alaskan students.

Actually doing demonstration teaching.

SCHOOL BOARDS

More emphasis and support for bilingual and bicultural education programs in rural Alaska. Proved ways to all interested rural Alaskans.

Competency tests for teachers.

A stable, dependable consistent method of foundation funding and formula for capital improvement funding so school districts can budget with some degree of accurate revenue projective.

PARENTS

Teachers should be required to have some course work in cross cultural awareness.

Parents are educators too and they set a big example for their children. Better home situations and either mothers watching her children or at least maintenance of family life. Also use parent volunteers.

Inclusion of pre-school experiences in every school district.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

"9 If I could say one thing to Senator Josephson and state legislators about education, it would be:"

TEACHERS

Look at the state writing project. Why are teachers flocking to this program? It offers inservice and incentive answers.

Please come to English Bay EL/High school and observe day to day problems for an idea of the challenges rural educators face.

Come and visit a bush school. Walk in my shoes for ONE DAY!

Change the constitution to allow long-range funding for capitol improvements and ops to facilitate non-crisis type planning.

Toughen up state requirements for graduation in terms of quality, not quantity.

Keep in touch with the schools - spend some time in the classroom. Continue with conferences such as this.

Please insure that all students, both urban and rural, receive an equitable allocation of the state's education resources. Do not allow partisan politics to allow the most powerful to accumulate all the resources for their constituents.

In addition to K-12 funding - funding for Adult Education programs needs to increase. Currently 35% of Alaskan H.S. diplomas are being issued through adult education programs (to adults). These programs are cost effective and needed!

Go into a GOOD teacher's classroom for one week. You should take time to learn what it takes to teach/rur a school. You speak with authority, but not with knowledge.

Come to English Bay School and "see" what it is like - stay more than one hour - talk to the students.

Excellent conference - well organized - top talent and excellent diverse speakers.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

I have to wait and see how he carries out his promises.

To insure passage of the binding arbitration bill and to follow through with proper foundation funding for the schools. Thanks for your concern!

Need to reduce classroom size of the tuned out, dropped out type of student so that we can give academic coaching, and not lose them.

We need to work together - it is complex.

Watch mandating "merit pay" - cooperation of teachers, sharing, is an extremely important part of the education process/network, and this would certainly be threatened in many instances.

Rural needs are very different than urban. Please consider that carefully when planning funding.

Thank you - this has been fantastic. Please continue to listen to us - we do know what we are talking about - we do want excellence!

Ensure that education is sufficiently funded!!

Thank you for getting this together. I truly enjoyed it.

Our students are our greatest natural resource and you need to continue your strong support of education.

Give classroom teachers a greater voice in policy decisions regarding education from building to local to state levels.

Work for a 11% increase in the Foundation Program. Also, I would request him to improve the Foundation Program by making the program "fairer."

Education is important and should receive prime consideration on its merits, not as a political wheeling/dealing area.

Encourage all schools to find ways to keep teachers who enjoy "teaching" in the classroom - rather than those people leaving the classroom for "administration" in order to increase income levels.

Teachers do not consider Jan Faiks to be "one of us." She is extremely abrasive, self-serving and probably did more to alienate people at the conference than to persuade them.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be."

=====
Instead of lowering graduation standards (Four years ago students in Anchorage were required to take 6 semester hours of Math and Science; now they only have to take 4), raise them. What's wrong with 4 years of math, even if it has to be remedial?

Reiterate the importance of education in Alaska at all levels (children and adults).

Whenever funding questions arise during their job of law making, they should keep in mind that tomorrow's future depends on the educated youth of today - \$ in funding, teacher-student-parent rights should all be considered whenever education is the focus.

Thank you for making this possible - please continue it and please allow for expansion. As long as we are talking - there will be avenues opened for some of the needs to be met.

He is trying to create an atmosphere whereby Alaska's citizens can share in developing a truly responsible, sound educational program. Bravo!

Don't involve yourself directly in setting specific requirements such as accountability. Principals and teachers need flexibility and room for innovation. Any specific requirements should be local decisions.

Forget merit pay. Look at unsuccessful attempts in other states. Tenure should be an earned status, not automatic with time.

There needs to be more accountability of funds both at district and state levels, not more money. For instance, why should state or districts pay for the mistakes of architects or builders of Greuning Jr. High. The families of Chugiak, Eagle River have been more than inconvenienced by someone else's incompetence.

Academically, Alaskan schools are in trouble!

Help us utilize the current cultural interest in educational reform stimulated by Commissioner's report. Help us direct revisioned energies to make real changes for kids and culture.

Budget schools for maximum of 30 students per teacher for academic classes.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

Fund schools fully and in a timely manner.

A commitment to finality in bargaining.

A commitment to binding arbitration and smaller class size.

Back to basics.

You are open and interested - how can we get your colleagues who are not in attendance to be the same?

ACT on the suggestions and recommendations stemming from this conference.

They spend more on ideas than procedure. I reject the idea of professors telling and teaching about rural teaching when they've never spent an hour there themselves. I've been doing it for 11 years. I should be teaching them. Broad Education Not Broad Degrees!!

Go out to village schools (less than 50) and see what it is like.

Thank you for beginning to listen - please don't stop now!

Support your educators: financially, recognition (individual and professional).

Increase the funding for city school districts so that Alaskan education can be "the best it can be."

Establish a definition of "basics" that includes Mortimer Adler's Paideia; then get "back to the basics" instead of back to bare bones of skills required to address the basics - education for preeminence, not minimal competence.

Please give equal financial support for the education of all Alaskan students.

Make education a top priority - act on educational issues and bills first so districts can set a budget and make effective plans.

I want to wish Sen. Josephson good luck in the coming session; I do hope it is short, I personally don't think I could stand to listen to Jan Faiks into June.

Please support us fully. We can not teach well without supplies and adequate space.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

Good job - keep it up.

Education costs money especially a good educational program.

Education is an ongoing concern and needs constant help and effort and all portions of a society both public and private.

Please help us with collective bargaining.

Please be more equitable in the funding of various districts. Please support forward funding.

Give us forward funding which includes an inflation increment - on a geographically equitable basis.

Provide adequate equitable funding and forward funding. Amend the law to provide binding arbitration and a way to deal with unfair labor practices.

This is the first short step. Each year an event congruent to this year's event would provide the next step up the ladder.

Give us full funding - so we can work for excellence in education.

Support binding arbitration bill.

Thank you for the opportunity to participate in this excellent conference.

I'm sorry more of you didn't hear more of this.

The weak link in the education chain is in teacher training at the college level. The greatest effort should be made to upgrade at that level.

This should become an annual event. It's focus should narrow and become more specific in the future.

Let's give students a "whole" brain education. Look at the implications of PROJECT ZERO out of the Howard University.

Involve more teachers in conferences such as these.

Thank you for this conference - don't forget Voc-Ed in any reform plan.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

While it is important to push for items of one's own district, it is also important not to short change another's to the point of weakening the total school program.

Keep education in the forefront - continue the efforts for public involvement.

In discussing funding always keep in mind the "core" of the education apple: the teacher-student relationship.

Remember the whole child. The best and the brightest will be that only if there is a balance between the "basics" and the creative needs of human beings.

Continue to focus on education and thank you for this conference.

Appropriate and fund more money to education.

There should be a balance between the "basics" and those "creative" classes that develop the whole child.

It's going pretty well, heading in the right direction (as this conference indicates). Keep going. Perhaps involve more concerned teachers in some of the input - proposals - decisions.

I appreciate your efforts in conducting this conference. Please do this again - and involve more mediocre teachers. Broaden the effect of the conference. Maybe let teachers decide who they want to send to the conference rather than administration. Send the shy 1st teacher, rather than one in education for 20 years.

Listen to us. We are "where the action is."

Dollars spent on education pay dividends for the state, the nation, and the world. The cornerstone of a democracy is a highly educated citizenry. We therefore safeguard our future more by ensuring quality education than missiles could ever do.

More financial support for upgrading teaching skills, i.e., more conferences like this, Master teacher teams to coach other teachers in rural areas.

Ensure that we have the best and brightest - proper facilities so we can be the model for the world.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"
=====

Work on PR. We have the best education system in the world. Convince parents of that and encourage them to support schools and teachers in the areas of day to day work such as discipline, student requirements, etc.

How can we motivate the kids when the adults do not feel school is important?

If we want to attract new and good teachers we need to offer them salaries that are comparable to the industrial market.

SCHOOL ADMINISTRATORS

Spend our money in a way that maximizes the potential of each individual.

Increase appropriation to lower class size.

Give the school districts at least one year to catch up to all the new demands.

Eliminate the politics in capitol projects funding, support the effective schooling concept. The conference was excellent; thanks for the opportunity to grow and improve professionally.

I realize our high schools face more severe concerns than any generation ever has, but I still feel that attitudes of learning and individual study habits and self concepts are formed at early ages.

Consideration might be given to a public supported AA program (grades 13 and 14) as found in California.

Forward funding guarantees - increased funding for the University system - reestablish the Educational Resource Center. Even the idea of Teacher Centers would be great advantage to many districts.

To develop and work from Alaska's own research base, not an adopted or "bastardized" study by some other "famous" group, persons or state.

Be willing to make major decisions even if unpopular because we are not playing with a "pork barrel" popularity game but the future of Alaska and literally the world.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

Recognize the fact that some very good things are happening in our schools; be cautious about generalizing all deficiencies which are identified nationwide to all schools in Alaska. Do we really have a good data base in Alaska?

Be careful about legislating improvements in our state system. We have vast differences across the state and the system must remain flexible and be controlled locally.

Try to minimize the pork - allocate the education dollars more equitably.

Senator Faiks needs to be enlightened. It is hard to believe she was a teacher.

Determine and relate to constituents your legislative priorities - re: education. Senator Faiks needs to be reeducated - she is misinformed and dangerous!

You folks need to be much more aware of the timeliness of appropriating education monies for following school year. Much money is wasted because of the way the legislature deals with the money situation. Education as with other things is nothing but a political "joke" because of your idiotic and senseless waste of legislative time and efforts.

Great.

Keep working with educators and parents - the schools are good but can get better.

Work toward establishing forward funding. Work toward replacing the "pork barrel" approach to funding projects.

Education is our most important investment - fund it accordingly!

Continue to focus positive emphasis on education - and improvement of education.

Do not relate rural Alaska to Chicago or Sunnydale. Evaluate the schools - not to find fault, but to examine all that is happening good as well as bad. We have some tremendous programs under adverse conditions.

Your intentions seem to be properly directed. You are, of course, dependent upon the educational "professionals" for many answers and you should expect straightforward, truthful answers without the educational jargon.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

To see that the legislature be more aware of what is happening in rural schools.

Spend a month in the classroom - talk to teachers about teaching - not money.

That the legislature needs to investigate the teacher training model presently being used by the U of A (all campuses) and establish a task force to force change via the Board of Regents. Everyone talks but no one acts!!

Fight for quality education even if NEA provides opposition.

For teacher certification: State applicants will not apply if they must gamble \$75 per certification area. Leave fee structure as it is!

Lower class size. Provide for more interchange between rural and urban educators.

Support education - it is critical to our lives.

Small rural school districts are very expensive. Particularly when we have to meet other legislative goals for educating our children (i.e., Special Education, Bilingual/Bicultural, Voc Ed, Inservices, conferences.)

Consistent and equitable funding for instruction, maintenance and building. Five year (10 year) planning of facilities - get building of schools out of "pork barrel" appropriations.

Insist on better discipline - school is a place to learn. If a student is not there for that purpose, he should be out.

Get it out of the political arena and keep Mt. Edgecumbe closed.

To fund adequately at all levels - public K-12, Adult Basic Education, and University of Alaska statewide systems.

The need for increased state appropriation to maintain quality of education and delivery of educational services statewide.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====
Change state priorities from capital improvements to fund education 100%. Request information from sources most aware of education - students, teachers, curriculum specialists. Not administrators and legislative assistants with no recent experience with curriculum - teaching.

SCHOOL BOARD MEMBERS

Alaska is very clear on funding for public schools. Now do your job and put up the funds and do it in advance so good budgets can be drawn up.

I appreciate your efforts - please consider the parts of the state with no organized government when considering the foundation money.

Thanks for a sensitivity to the need. Please keep the grass root parents in mind when making decisions. The children are theirs.

We need to return to the foundation program. Thank you for your efforts in setting up and promoting this symposium.

The education provided in Alaska is good when you take into consideration the size of the state, the varieties of cultures, difficulties with communication and transportation, etc. As a parent with two children who attend a rural Alaska school of 25 students, I feel my children are receiving a good solid education in the basics (reading, math, writing) they need to aid them in their lives. However, they do not receive all the education they should have because of lack of facilities. Many of the rural schools are in the same situation. Many rural schools are in crowded, substandard facilities. Funding should be provided for new facilities and multi-purpose rooms to all schools in rural Alaska.

We need H.S. alternative educational options for students from small rural high schools. The legislators need to set up a task force or committee to set this up.

Thank you for putting together this conference which will have, I believe, a lasting impact on education in Alaska.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"
=====

Establish a K-12 through secondary education plan for the state and get the funding out of the "political football" arena. Funding must be guaranteed at a level for two years with a plan for level for the third year. This would allow the local districts to make long term budget plans and would allow for improved fiscal responsibility and less waste through short term expenditure decisions.

Be more aware of the needs of rural Alaska. Because I know of needs in the small villages that are affecting the education of the students.

Thank you so much for your concern and for making possible the opportunity for all those involved in education to get together to discuss concerns and ideas. Keep in mind that I, as a board member, give my time freely and I do so because I am concerned.

Work on removing the guesswork from school finance by guaranteed forward funding. Also need a method of funding capitol projects that would allow long range planning.

Thanks for allowing this cross section of the educational community to get together and discuss our education needs without heavy emphasis on defending what we are doing in each of our individual school district, but look at our larger needs..

Provide forward funding so districts can do better planning.

Give rural education and local control a chance. Seems to be a lack of confidence in local control decisions. School boards are coming of age in rural Alaska.

Visit our schools, listen to our administrators and teachers concerns at the local level.

Thank you for this effort to bring it all together. This is a start of something good; please have follow ups to this. You promoted good ideas and the setting was perfect for discussion to take place statewide on a personal basis.

PARENTS

Please do not pass legislation that takes away local decision making - analyze very carefully what is currently in place, statutes and regulations, which ones are being implemented, which ones are being ignored before any further legislation is passed.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====
Spend education monies wisely where they can be most productive in realizing a quality education for each student.

Consider the young nation, consider excellence...Make the state better and people will stay or return. I congratulate [you] on your idea of this conference but I am impressed and awed at our fortune, that it became a reality. Thank you.

More openness, self expression, strong stands and working relationships with students.

Work with and support the U of A, and DOE for innovative efforts to provide education in this diverse, culturally rich, geographically separated state. Support programs that students, parents, and communities request. Encourage NEA, teachers, principals, superintendents and school boards to lobby parents and communities - to sell their new programs and innovations there first, before they lobby DOE and the legislature for the funds.

Alaska in general and specifically its education structure (public school education, teacher and technician training, and education research/reform) could do a great service to its own citizens and become exemplary on a national and international scale if:

1. One chief per school/district were established as sufficient and practical.
2. The primary (entrance level) "master teacher" were established as the most important career achievement in professional education (The hardest to earn, the best paid, the most thoroughly supported). (i.e., the traditional "elementary teacher" in "grades" 1-3)
3. All education technician jobs (assistant principal, deputy superintendent, consultant, education specialist, pupil services director, coach, athletic director, various therapists, resource person, grant administrator, curriculum "designer," etc.) be considered alternate career/vocational choices or options for persons not suited for "classroom" responsibility. These jobs must be eliminated as escape hatches from teaching for people who are 1. incompetent teachers and 2. forced into the only path of upward mobility and professional growth for competent teachers who should be in the classroom.

"9. If I could say one thing to Senator Josephson and state legislators about education, it would be:"

=====

Develop a better knowledge on issues unique to Alaska.

We need more appropriations but at the same time I believe the public would be willing to be held more accountable.

Don't do line item budgeting for the schools. Let them put the money where it is needed.

LEGISLATOR

[Did not respond]

STUDENT

Let's round out teacher training by adding the Industrial Arts Education program at University level or helping Alaskans with reciprocity tuition (pay resident tuition) so they can reasonably attend a four year institution outside. I appreciate the forgiveness plan on tuition, but that's only about 1/3 the cost of going.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
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"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State School Board, it would be:"

TEACHERS

Actions speak louder than words. The best and the brightest will not be interested in becoming teachers until teachers are allowed to speak for themselves.

There should have been a teacher on every panel.

As a board member, I felt parents and board members were not adequately represented. I do not feel that the executive director of AASB is a substitute for board members. Senate staff was not speaking for the Senate.

That you need more information from the bush schools.

The state DOE needs to recognize that no certificate can prepare an educator for a system that has two subsystems of teachers, i.e., the conventional teacher and the teacher in remote schools. That teacher turnover will be high in rural Alaska until the state, the REAA/Boroughs and local administrations stop sending such messages as:

1. "We know you are here for the money and soon will leave..."
2. "You are transient in your positions and we can find many others to replace you."
3. "Teacher's personal and family comfort is not of importance." (for the above reasons): housing, travel, food costs, intellectual growth and development.

PS. The last two sessions 12/17 were worthwhile!
Thank you.

You have the funds, the manpower and a cooperative public to build a school system that is based on the needs of Alaskans. Let's build that system for Alaska. Let's quit trying to copy the cancerous school systems of the Lower 48. They are trying to rebuild. We can build.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Go to the grassroots, the people, not school board members. Note the lack of information or misconceptions about the system. This is widespread not just an educational-industry problem. The answer - a better prepared (educated) electorate. Schools are a fine place to start helping the public know more - especially about economics and politics.

What I said to Senator Josephson. Also toughen up requirements for teachers especially the Native teacher training program XCED. These people are being short changed by allowing illiterate people [to] believe they are capable of teaching students.

Look upon education as an investment that will yield high returns.

The state should not use the valuable resources of the state to provide duplicate education services. Rural schools are becoming stronger, more effective, and needed with each year. The funding of Mt. Edgecumbe will do a great deal to inhibit the continued strengthening of our rural educational programs. We have worked very hard to develop solid effective programs. Please do not deny us the resources that we need. All of the state money comes from the same pocket. The funding for Mt. Edgecumbe will come from what might be spent on rural schools no matter where we are told those funds will come from. Mt. Edgecumbe has served its purpose, let it die an honorable death, and let our new schools live without continuing to pay the bills of its spiritual parent.

Support at least the 105% Education Budget. (It's too late, but should have happened.)

Let us know what we can count on and let us do our work. Give education your #1 support.

They need more insight from people on the field rather than the "experts" most of whom have political viewpoints to expound.

The last 2 sessions were the best, thanks.

Please help us in collective bargaining or binding arbitration.

Need to make sabbaticals or exchange teacher or study internships for teachers after ten years of teaching to prevent teacher burnout and gather new ideas and skills.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
=====

Need for teachers to observe others teachers in action and schools in action.

I have to wait and see how he carries out his promises.

Watch the seeming emphasis on testing/test scores/comparisons among schools and/or districts.

Governor Sheffield - fulfill your stated commitments to work for and with teachers.

Put funds into developing a teaching program that can measure what is being taught in our schools.

Reduce class size in classes of tuned out students (potential drop-outs).

Unless teachers have a say or more control over what is being taught, we will continue to muddle through curriculums that are "packaged" and bought by administrators for us. Teachers aren't given a say in what is happening and neither are kids - a need for a bottom up approach instead of top down. This of course will change the whole face of administrators. We possibly could do without many, given added responsibilities to teachers with PAY.

Steps for change:

1. Assess what should be taught in relationship to the end product. Look at community in relationship to city, state, national level, trends, research studies.
2. Revise curriculum with feedback from assessment, with input from teachers, parents, administration, students, etc.
3. Set up teacher training classes/centers to adopt new curriculum. Extensive training with administration, etc.
4. A need for an on-going feedback system of test scores, teacher evaluations, and curriculum revision.
5. All changes should be implemented by local teachers after thorough study of original and on going assessments.

Note: Assessment of important curriculums such as Paitia, can't always be measured. However, this is more relevant for success in life than test scores.

Involve teachers in "grassroots" planning! If the teachers believe in an issue via taking part in the planning, the chances of success are better; give us a chance to learn technology that is used in our schools, i.e., computer education in order to teach computer usage, etc.

"10. If I could say one thing to Governor Sheffield, Commissioner Raynolds and the State Board, it would be:"
=====

Be responsive to, communicative with teachers.

Long range look at foundation funding.

Do not adopt merit pay - work with local boards to raise expectations. Get rid of garbage electives. Get binding arbitration so we can concentrate on excellence not adversary relations and power struggles.

Try to grit your teeth and bear with Jan Faiks and her running monologue! She does not represent education, just her own ego.

We need to follow up on the need to develop close working relationship needed between University(ies) of Alaska and high requirements.

Maybe small groups could have been utilized to break up the different panels - to allow interchange of ideas.

Thank you so much - I agree with Rep. Zharoff - the "high level mental confusion" is exhilarating - we must go beyond the status quo and work toward excellence.

Help local school districts to do a better job - as they define it!! Don't dictate too much to locals - don't dictate course content. Do listen to what districts need and support that.

This conference was wonderful. Thank you for giving people a chance to show how important education is. I hope this is the first of an ongoing series of conferences in the next few years dealing with education. As society is in a constant state of change, so should education be constantly reviewed and adjusted to meet the challenge of the present and the future. Two years and ten years from now the answers to the questions asked here at the conference may be different.

One possible agenda change for next time might be to have some small group sessions on the 2nd or 3rd day with no panel presentations, but an exchange of ideas, reactions to all present actions which have gone before. The workshops were good, but each one I attended had to cut off dialogue, exchange, questions because of time. I think many participants (attendees) felt frustrated by this. I don't know if it's possible, but might be worth a try. The resources you brought in presented many good ideas, but the communication was mostly one-way. As many presenters stated, two-way communication, inclusion of the people affected, is an important part of getting it to work.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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Support binding arbitration. I don't want the right to strike but I do want an end to the negotiation process.

To be more visible. As a rural school teacher I am barely aware of your existence and your role in our system.

Give classroom teachers a greater voice in policy decisions regarding education from building to local to state levels.

They are tinkering with a system they really know very little about.

Continue efforts to improve the efficiency and effectiveness of education, and to continue giving education priority support.

- Support education and educators.

Education has been taken for granted for too long - it is time to reassess, plan and carry out planning, review, and continue the process. This effort must arrive to our state and even federal from the grass roots level, students, teachers, administrators, school boards, etc. It is vital that there be decisions made at each level and that each deal with the issues which affect those decisions makers. It is then vital that the decisions be honored - whether financially or non-financially. Education is a dynamic process, we will never BE there but should always be on the road!

Keep computers in perspective. We need to let everyone, including parents, have an opportunity to handle a computer, but until a person needs to know everything about the equipment the computer does not need to have an extra slot in the curriculum. It is not an isolated "course" but should be used as a tool to work on/or with the basic curriculum.

In the job situation:

1. Bush living should be realistic - but the teacher who is trying to do an outstanding job - does not have time to do daily survival tasks of the villager who spends a day hunting, cutting wood or gathering drift. The housing must become a non interfering portion of the day. It's non supportive for the legislature and districts to simply say, "we are not in the housing business." That does not SOLVE housing problems.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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2. Job conditions: The new facilities in many districts are terrific. Don't stop capital projects until the last run-down, inefficient facility is replaced. Please remember that storage space in a room is essential - and should be added on to the number of square feet allocated per student.

It's time to become accountable for educating our state's youth while divesting our schools of the non-academic roles which society has come to expect of us.

There are too many electives for high school students. My son, Mike Grant, a senior at Service High, was surprised when he transferred here last February. He had studied 2 1/2 years of both physics and chemistry. Here only one year is offered at the high school level. He was able to continue his math studies and is now enrolled in calculus (ONE section for a student population of 3400 - Jr/Sr combined). His SAT scores are high even in English which is not our native language (540 verbal, 520 math).

I withdrew my Jr. High daughter from the public school system because I didn't want her to waste her time picking easy electives. The peer pressure is very strong during the teenage years. If most of her classmates are opting for easy electives it's difficult for her to understand why it is better to pick harder courses. She is now attending a private school where the administration backs the belief of the importance of academic excellence. In this school electives are kept to a minimum. It's almost a "Paideia" school, and it works.

Recognize those things we are doing which are successful and excellent and find creative ways to encourage quality and creative solutions to Alaska's diverse and challenging educational needs.

I'm proud to be a teacher in Alaska. Most of us are committed educators of children - salaries, working conditions, rights and protection - all play an important part in keeping committed. I feel that it is your job to keep the above items paramount in your decisions. May your decisions be well researched with input from those of us whose job and avocation depend on your WISE choices.

Remain interested and aware of educational needs - communicate things that the general public needs to hear - Involve teachers in this communication.

Continue to make education a high priority investment for all Alaskans.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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Please support (financially) math training for current and would-be teachers. I've substituted in most Anchorage elementary schools and saw an outrageous lack of understanding and inability to teach math. My husband is going back to school to get his math degree, at considerable expense and loss of time to us, his family. He has taught in the bush but is currently a businessman. He would be one of your "best and brightest" - he will be - but it'll take two years to get his degree. These excellent teachers are badly needed. Please offer grants!

Institute an intern program for teachers. Make tenure more difficult to obtain, help administrators get rid of incompetent teachers and prevent their reaching tenure.

We need besides academics education an increased emphasis in students learning basic living skills of parenting, family relations, child development, nutritional, consumerism, housing choices along with decisions making, goal setting, value judgments and careers. What a job! Perhaps we teachers can enlist the aid of parents, community, business and even legislators as good role models in these areas.

Please please take the document "A Nation at Risk" seriously. It states THE TRUTH as I have found from my fifteen (15) years of teaching, five (5) years in Alaska and ten (10) years in the lower 48.

As per "Paedeia" principle, we must rethink the traditional modes of delivery of instruction. We must rethink box-like age categorizations. Some learners will take, not 11, as Adler suggests, but perhaps only 8 or 9 years to complete the curriculum which educates toward basics, vocational choices, and the means/motivations toward lifetime learning. Others will need 12-15 years. We must remove from the perception of educators, students, parents and the society as a whole the notion that once a "grade" has been "accomplished," that one is "finished." We must teach our learners that one is never finished.

Budget schools for a maximum of 30 students per teacher.

Continue supporting Alaska Writing Project and look for other programs to enhance curriculum, but not commissions - practical, effective programs for teachers and administration.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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Senator Josephson: Thank you very much for sponsoring this conference. Focusing on the concerns of education may be the best way to spend our time and energy. This was a marvelous idea. Congratulations.

Look at your young child - many enter school too young, and end up having learning problems, social problems, maturity problems. Please look at the entrance date for kindergarten; instead of November 1 change to June 1. Maturity of child will answer some of your problems as a school. Let a child be a child for as long as possible.

To change the entrance date for children from November to June 1.

Education in the state will improve as teachers achieve status. Since status in our society is so closely tied with money, find a way to get the money to the teachers!

Governor should have stayed in the hotel business.

Find out what villagers expect of schools.

That we are trying out here in the classrooms and it's nice to know you are. Please continue the efforts for communication and increased levels of awareness.

Rural - bush schools need more money support, psychological and emotional support than urban schools, as we do not have the tax base and outside resources that urban centers have.

Remember that the teachers are the experts in the classroom. Listen to their concern; trust their judgment; do not denigrate them. To the State School Board I say the following: For some reason, lately you seem to be in favor of pitting local school boards against the teachers. This stance is very detrimental to the cause of education. Please remember that we are all in this quest for excellence together. When teachers and school boards work together, high morale results. When they are at loggerheads, the unhappiness that ensues cannot advance the cause of education. Please think about this and then solve the problem.

The recognition of information processing as the basic skill required of successful individuals in the future should mandate recognition of information specialists as key persons with a specialized role in every school, K-12. Librarians should be sought, trained and recognized for their role; it should not be possible

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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to subvert their vital function to other purposes (giving planning time to other teachers, for example) nor to place untrained people in these positions. Interaction among school librarians, and further training for them in the special problems and possibilities in the state of Alaska, should be encouraged, and provided as it is possible to do so, by the state through the state library system and in other ways. Libraries, with their infinite possibilities for expanding human learning, are a vital key for achieving excellence; their personnel must be encouraged and supported in a leadership role. Please make an active effort to bring the importance of information access before the legislature, and to support the library system, elementary through college, with specific goals for providing the best in library services.

If we are to produce students who are prepared to cope with our rapidly changing world, we must give them the skills necessary to research, evaluate and solve problems. Central to these skills is familiarity with centers of learning that they will have access to the rest of their lives - the library. Our students must realize that learning continues throughout their lives. The school library provides an opportunity for students to develop skills of independent research and problem solving that can continue throughout their lives. It is essential that schools be provided with facilities that contain quality information materials and trained professionals if students are to learn self-reliant problem solving skills. It is not enough to provide libraries for only the larger schools and access to them only at a prescribed time on a prescribed day. All students should have access to information centers when they have a need to learn more about a topic. And all students should have a trained librarian available to guide them in their search for knowledge at the time they need help.

Please help assure that adequate funding is available for collection development, incorporation of new technology in the information field, and adequate staffing. Please insist that school districts put not just a good teacher in the library, but also a good (professionally trained) librarian. Please encourage school districts to use librarians as the information specialists, technology utilizers, reading guiders, collection developers that they were trained to be; not the clerks, secretaries and babysitters they too often become.

Teachers need finality in bargaining.

"10. If I could say one thing to Governor Sheffield,
Commissioner Reynolds and the State Board, it would be:"
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Remember the students we serve in our schools today are the adults who run our country tomorrow. In order to educate them properly, we must have full support, both financially and publicity.

I am really glad and proud that our legislature felt strongly enough about education to bring this conference together. It was the first one so I'm sure things will go better (smoother) next time.

Alaskan teachers are highly dedicated to students in Alaska but need your continued support both financial and emotional.

Education is on-going and needs constant monitoring and help if it's going to improve.

Please help with collective bargaining.

Provide more opportunities for teachers, legislators and administrators to communicate. There were not enough legislators here to provide for a significant exchange of ideas.

Involve teachers, through NEA/Alaska, in all aspects of the decisions making process in education.

Involve NEA/Alaska in decision-making. Emphasize flexibility in training programs and practices to improve schools - not rigidity and excessive rule making or standard settings.

Don't let what you have started with this conference slowly drift into oblivion.

Alaska has excellent teachers and administrators. Let us concentrate on excellence in education by giving adequate funding without diverting energy into an annual funding fight.

Let's not stop with just talk, but move on to act.

The weak link in education now is at the college level. Teacher training is woefully poor. Don't make the classroom a learning lab for teachers. The kids are too precious to use as training fodder. A teacher should enter the classroom fully prepared to teach, not to grope and learn by trial and error at student expense.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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The Fine Arts should be a requirement in the high school curriculum. It needs to be put in effect by Commissioner Reynolds. For more info contact: Art Dept., Anchorage School District, Anchorage.

Continue to monitor what is happening. Let creative ideas come forward. Continue to finance loans for college students to return to the state.

This conference is only a beginning of the kind of communication that needs to take place between educators, legislators and the public at large.

Alaskans' future will depend on today's education! Not just preparation for college but preparation for life's WORK. That means also Vocational Training. And that means Vocational training at the secondary level.

But Yes! Voc Ed does cost more money but please look at how many of our students go on to the university as compared to those that enter the job market. And last, vocational youth organizations are an integral part of vocation training and must be included.

Please give and stick to a well thought-out long term direction for education. In addition, if you can lobby for funds to make sure this program can be implemented.

Support gatherings of this type. In setting requirements and specific curriculum, set high standards - we must believe our students can and will reach high levels.

Let's put increasing emphasis on cooperation among DOE, Alaska administration, School Boards, administrators, parents and students so we're all working together on that apple core mentioned above.

Remember the whole child. The Best and the Brightest will be that only if there is a balance between the "basics" and the creative needs of human beings.

Money is important. You do get what you pay for in facilities, equipment and teachers.

Let's stop the in-fighting in education and strive to WORK TOGETHER - we are all here for the same reason - to educate Alaska's children. Why do we teachers always have to fight administrators and boards for excellence? So - to the men and women on top - look for the "best and the brightest" administrators who will actively support teachers, who will encourage school boards to be involved in the local school decisions (not be "yes" men) and who are in school administration because they desire good education, not good pay.

"10. If I could say one thing to Governor Sheffield,
Commissioner Raynolds and the State Board, it would be:"
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Actively solicit and appoint minority representation on
key committees and on the State School Boards.

Support and fund education.

There should be a balance between the "basics" and those
"creative" classes that develop the whole child.

The reminder that money is important in securing and
keeping the greatest and the best.

Be careful of pushing so many requirements and leaving so
few electives that you do not allow our students much if
any of the Industrial Arts, Drivers Ed, Home Ec, PE,
Music, and etc. These things are important to a well
rounded citizen and I think just as important to the
survival as many of the other courses we are pushing.

I think perhaps too many decisions are made only by
specialists. I have had a high school and college
background in music, debate, speech, phys ed and
athletics. (In college for example I first majored in
music, and finally graduated with a physical ed major and
a speech minor and was on the track team.) So I feel that
all areas are important and I wouldn't trade the
experiences and learning from all those areas for anything!

Keep moving ahead and don't look back!

Listen to us. We are "where the action is."

That we all need to work together to ensure continued
movement toward excellence. The teaching staff is the
most crucial element in the pursuit of excellence.
Well-trained teachers properly supported are needed.
Resolution of contract disputes as expeditiously as
possible is an important part of this support. Binding
arbitration is the best means available to do this.

More financial support for upgrading teaching skills,
i.e., more conferences like this, master teacher teams to
coach other teachers in rural areas. Would suggest you
use a model used between 1972 and 1979, University of
Southern Colorado, Title I ESEA Migrant Education Mobile
Unit. The use of master teachers and teacher growth kits
to upgrade rural ed was a documented success. Contact the
Colorado Dept. of Ed. and Frank Ricotta, or Karl Lund,
Hooper Bay.

Presentations at next year's conference by MASTER TEACHERS
from RURAL ALASKA who are culturally sensitive.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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Involve more teachers and students in policy and legislative decisions.

(Al Poindexter, Homer High: If you need any help in the area of Health or Physical Education please ask. I am eager.)

Sell our system to the public as the excellent one it is. Good PR. Work on support for the actual work of proven teaching methods and not frills, over stuffed central administration, etc.

Everyone in government say the natives just want to work. Not true - they just want government handout - how can we help them become independent and not dependent?

That we need to recognize teachers and improve their status perhaps by setting aside one day in the year as "Teacher Day." Also, there should be state-wide standards or curriculum similar to the ones found in New York State. The autonomy of each district as it stands seems a poor and unpredictable status.

SCHOOL ADMINISTRATORS

Get off the defensive and negative - Go on with the Cooperation - Examine all issues, not those that are limited to press exposure. The basics are the foundation, the programs are essential.

Increase appropriation to lower class size.

Do not reopen Mt. Edgecumbe! but do continue the Effective Schooling Program. Effective schooling priorities and support is extremely important. Eliminate the politics and lobbying in capitol projects funding, base decisions on need and not who is the best politician.

Keep up the good work.

Remain aware of the need for increased land control in spite of state funding of schools.

Our state, nation and the world are involved in a transformational change process, now. Toffler (The Third Wave) gives us the parallels between the Agricultural, Industrial and now the Technological Age. Our efforts, obviously, are geared toward the future and that future is here today.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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Personal commitment to educational excellence is the basis for greater growth and participation by the population. I commend the legislators, DOE and the governor's office for the efforts in putting this program together.

Marilyn Ferguson's The Aquarian Conspiracy gives us a clear and wonderful picture of the potential that we each possess. Please, if you have or will purchase this book, read the two chapters dealing with (1) Right Power and (2) Flying and Seeing.

Be careful not to allow the local control espoused by them to be taken away from local school boards.

Keep emphasis on effective schooling and equity.

Be willing to solve regional differences and look at new ideas such as year round schooling.

We need stability in funding, equity in access to resources with consideration not just for REAA's but also for the high growth areas. We need to be able to operate our schools without having to get into politics. We don't have time for that and should not be forced to fight for funds for construction, etc.

It amazed those of us who work with testing and who are responsible for the correct use of test results, that Jan Faiks appears to know so little yet thinks she knows so much. How pathetic.

Be careful about legislating improvements in our state system. We have vast differences across the state and the system must remain flexible and be controlled locally.

Provide leadership and assistance and monitor what is happening but do not over regulate and control to the point that local control is lost.

Give better guidance, information and facts to legislature regarding education.

Continue to believe education of our children is #1 priority - create a solid funding foundation that can be depended on.

We need more conferences such as these and more support (financial and verbal) of education.

"10. If I could say one thing to Governor Sheffield, Commissioner Raynolds and the State Board, it would be:"

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More direct attention needs to be paid by you to the more isolated areas of the state, the educational needs and problems, and the various unique situations that the urban areas do not have to deal with. Only then can you make rational, realistic, necessary and innovative decisions and recommendations. Until you show direct interest, your credibility and opinions are in question and will be subject to criticism, skepticism, and disinterest.

Stop looking for new structure. Let the REEA's prove themselves - need to support their efforts.

The funding is absolutely required as an investment in the future of Alaska. Do not increase the schools expectations with another program without removing an existing expectation. We are working hard with our current tasks. Recognize that!

Work toward establishing a priority system of funding for capital projects.

Minority citizens in Alaska need to see role models representing minority groups in top level visible state government positions in education and other key positions.

Are there any minority members in the State School Board? Asian, Native, Black?

Does the new Commissioner have any minority members in key slots in his department to represent minority views and as role models?

Fight for additional adequate funding tied to genuine improvement particularly in secondary education.

Examine the teacher tenure law. It is next to impossible to remove a teacher who "lets up" after two years.

Encourage professionalism at all levels.

Provide a method for all administrators to be evaluated - and make the evaluation mean something.

Provide for finality in negotiations. (reasons too numerous to state.)

Conduct evaluations of positive aspects of rural (meaning bush) education. Do not depend on nationwide norms. Do not be critical without taking a real look. Sending a team from Stanford, or Harvard, or even Anchorage, will not give a true look at bush education.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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The primary concern with respect to all actions should be the education of boys and girls, not individuals or groups. Serious attention should be given to all aspects of education and the responsibilities inherent in each office. Adoption of regulations affecting or promising to affect the educational program should be given careful attention. More attention should be given to such areas as tenure, negotiations, retention, promotion, and , yes, termination. I subscribe to the premise that good classroom teachers are the backbone of the educational system; however, the weak, non-caring, incompetent teacher is the greatest danger to that system. It seems as if these types are protected by many regulations and, often times, at the expense of the good teachers and the system. Weak, ineffective administrators fall in this same category.

We continue to talk about, in some of the best educational "jargon," improving our programs and teaching methods. We admit, with all types of excuses, that our students are not achieving at desirable levels, yet there appears to be little dedication to change same.

A commitment from the state to see that the villages that took over BIA schools receive financial assistance and upgrading of the elementary teachers that were transferred from the BIA. Mt. Edgecumbe should be used as a post secondary educational facility, between high school and college.

Where were you!! How could you consider yourself informed when you weren't here, and your representatives visit the workshops which deal with money, funding and laws, something they already are knowledgeable about. Try and establish a state wide forum for common interest teacher inservice. High powered educational leaders are being independently brought into the state by individual districts. It would be terrific to communicate this information via the DOE newsletter in order to involve more districts.

NEA must be brought into the plan of reform and be accountable along with management for what is occurring in school districts across the state - DON'T LET NEA BUY LEGISLATION!

Do not spend money to keep Mt. Edgecumbe open. Improve local opportunities. Provide for residential educational options for students who are emotionally disturbed.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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Support educational programs that provide for quality liberal education, that expose students to academic expectations, that relate to life skills and the joy of learning.

Continue to stress the importance of curriculum - support teachers and finally continue to "humanize" education.

In response to the question proposed in the final session: as a secondary school/urban conference my comment is, excellent. To speak to the issue of information regarding the status of all levels of education, there is a need to convene another symposium on elementary and rural education.

Agree or disagree with me, support me if you think I'm right, tell me if you think I'm wrong, but don't ignore me!

Keep up your support. Also DOE should be a resource to districts and not a bunch of policemen. The two roles need to be separate.

Stable funding - unnecessary stress and work created by never knowing funding for following year. Can't plan for level of student funding (instruction)/number of teachers/programs, etc.

Encourage and demand excellence in teaching and excellence in pupil performance.

Listen to the concerns from the school districts, i.e., Mt. Edgecumbe and after asking for feedback, don't foist an unpopular idea down our throats, keep your credibility, don't sell it as a political issue and redress it inappropriately as an educational one.

Please provide funds for the statewide adult basic education programs in order for them to provide basic education, pre-employment skills, basic computer literacy, and high school completion programs for adults in Alaska who need these services.

The importance of the arts within the educational system and that the arts provide enrichment and education outside the classroom, therefore having an impact on the schools in the state.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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Requirements are necessary. State support must include specialists in subject areas, that are required, available for schools. Continued funding of education should be this state's #1 priority. If we want our children to remain in Alaska, higher education offerings must be expanded, loans continued for in state.

If legislators are involved in panels (3 of 6 in final panel) - political "power plays" should not be allowed. Enough of the garbage republican vs democrat...how about collaboration on an issue that we all can work together on - improving our education in Alaska!

SCHOOL BOARD MEMBERS

If Senator Josephson could use the services of Bob Greene AASB - for coordination it would help. Also ask why not right before the Superintendent's Conference or the School Board Conference. It would save lots of money as most of the people who were here were also at those conferences. Think of the money spent in just transportation alone. Start now for next year's conference. Invite more legislators, they need the education also. Use more classroom teachers as presenters, less administrators.

Please don't let personal gains and legislative hassles cause you to cut capital improvements - it hurts particularly Gov. Sheffield.

The government (education) is for the people (parents and children) by the people. The grass roots (parents) are important.

We need full funding for the Foundation Program. In order to end the conflict of collective bargaining, we need some method of bringing negotiations to a conclusion.

The education provided in Alaska is good when you take into consideration the size of the state, the varieties of cultures, difficulties with communications and transportation, e:c.

As a parent with two children who attend a rural Alaska school of 25 students, I feel my children are receiving a good solid education in the basics - (reading, math, writing) - they need to aid them in their lives. However, they do not receive all the education they should have because of lack of facilities.

Many of the rural schools are in the same situation. Many rural schools are in crowded substandard facilities. Funding should be provided for new facilities and multi-purpose rooms to all schools in rural Alaska.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"
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We need high school alternative educational options for students from small rural high schools. The legislators need to set up a task force or committee to set this up. We need to set up an advisory board comprised of REEA Board members to set up the mechanism to do this. This advisory REEA Board should take over the responsibility the State Board have over Mt. Edgecumbe type of options. Keep the State Board of Education out of this. We need to preserve local control with the REAAs.

To the State Board: base your decisions solidly on knowledge. Governor Sheffield: education funding is state government's MOST important obligation. Commissioner: heal and be with us next year! Continue to do the superb job you've begun.

Make the graduation requirements higher. Challenge our students, the teachers and schools. Don't underestimate our children's abilities.

As far as Capital Construction goes, he should be aware of the needs of rural Alaska. Because I know of a school that had K-12 grades, and three teachers jammed into a small classroom that was built in the early 60's. We are in bad need of a new school. This crowded situation has a negating affect on the education of the children. And we can't get funds, because of the state's priorities.

Education comes first, before social and recreational concerns.

Local boards need your support. Thank you for all the support in the past.

Need to develop public policy re: education. How will we treat education when funds decline? Clarify role of Dept. of Ed. For instance, does the dept. role in capital project prioritizing mean anything when most successful route is to go direct to the legislature.

Please look deep into the problems and successes of education in Alaska and don't make surface/superficial evaluations and base decisions on that.

Push for Forward Funding and possibly allow school districts to tax property or sales to provide increased funding for schools, if the local people so desire.

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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Continue commitment to rural education. Don't let one bad apple (supt) imply that we're railroaded by our superintendents. There are good things happening out there. Support us. Encourage us. Have extensive statewide hearings before you institute regulations or laws that affect all districts when one or two maybe are at fault.

Take a good look at what the roles and responsibilities of the State Board of Education are. Does it need to be redefined? Does it conflict with local School Board control?

Support financially and use your influence with the legislature to implement the concept of FORWARD FUNDING in the foundation program.

This is where it's at when it comes to education. Not in a stuffy meeting with the same old people. The educators of Alaska have many diverse ideas some good some not. But they deserve to be listened to. It would profit anyone to attend a conference like this especially when you write curriculum or decide who is to receive what funding.

PARENTS

Analyze carefully and thoroughly the graduation requirements - students must be given the opportunity to learn about the most important person in their life - themselves. I start with me and I need to know as much as possible about me, how this unique gift of my body functions, how it reacts when abused, how it responds to the variety of environments etc, etc. Then how do I live in harmony with my fellow traveler on this planet...how do I arrive at a meaningful value system for me, when these needs have been minimally met, then I am ready mentally to learn.

Know what you are doing!! Act with more knowledge of the consequences of where and how you spend funds.

Encourage best utilization of funds, a huge part of our problem. Keep only the best teachers, especially administrators and utilize programs after they are purchased for schools. Keep from getting taken on local levels, by poor architects, contractors, etc. It costs districts money. What a waste of funds I see by poor local management and human error or lack of any enthusiasm. District mismanagement and an impotent, "uneducated as to schools' why and wherefores" Board of Education. Many school are still paying for poor

"10. If I could say one thing to Governor Sheffield, Commissioner Reynolds and the State Board, it would be:"

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administrative decisions - we can see this in how many poor or average tenured teachers we carry and administrators. Also I would say - Did you watch, listen and digest the tapes to the conference?

More involvement with parent groups - student groups.
More grass roots activities and participation.

The DOE has had a very poor record of efforts to encourage, enhance or support pre-school education. The controversy that surrounds the proposed revision of the DOE pre-school regulations is an unfortunate side-tracking of everyone's time and effort.

I wish the Dept. of Ed. would go back to the recommendation made two years ago that the DHSS be responsible for the licensing of all pre-school as well as child care programs for basic health and safety requirements.

The Department of Education would then develop criteria for excellence - several levels - that pre-school programs could choose to apply for recognition. No pre-school - private or public - would be required to participate; however, any program that wanted recognition for operating a program that had trained staff, sufficient equipment and materials, adequate staff for the ages of the children, adequate space for the ages of the children, and a planned educational program could get a meaningful certification of their program from DOE.

To demand that the education profession reform itself to reflect the expectation and image that society holds of education; and then for the governor (et al) to support that reform.

Revise state teacher and administration certification requirements to make sure educators are able to work effectively in the Alaskan setting.

What is more important limited funds for education or ignorance.

Let the schools know how much money they will receive and then let them decide how to spend it, with guidelines from the state DOE.

"10. If I could say one thing to Governor Sheffield,
Commissioner Reynolds and the State Board, it would be:"
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STATE DOE

Establish program standards, establish recommended curriculum, add people to DOE with recent bush experience to help with these activities. Find out the kind of support rural teachers needs and if and how DOE can provide it.

Let this be the catalyst that encourages state, local and federal factions to work more from cooperation rather than from confrontation.

Recognize the good things that are already going on then look at the places where changes need occur. Recommend a plan that uses in a systematic way those who are successful to help those areas and people who need to make improvements.

LEGISLATOR

[Did not respond]

STUDENT

Support the lead to have business work with Voc. Ed to create and improve jobs for Alaskans.