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**General Research:
Teacher Recruitment and Retention**

**In Preparation for
Statewide Hearings
on the
Teacher Shortage
October 22-24, 2001**

**House Special Committee on Education
Representative Con Bunde, Chair**

Alaskan Legislative Action

1993-2001

By Senator Leman

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Anchorage Daily News

Shortage of teachers haunts us

Compass*(Published May 9, 2001)*

Teachers are disappearing from Alaska's classrooms in increasing numbers. At the beginning of this school year there were almost 90 teaching vacancies statewide. There are over 300 vacancies for next year. Overcoming this shortage will take new, innovative policies to recruit, hire and retain qualified teachers.

Effective teachers are critical to student learning. Robert Holland, writing in the April/May 2001 issue of Policy Review, chronicles a number of recent studies that reveal, aside from parental involvement, effective teachers are the most important factor in student success, across grade levels and around the country. No other factor -- per pupil expenditures, class size, physical environment, parental income -- is more important to student achievement than well-educated, motivated teachers.

The teacher shortage is a nationwide phenomenon. Illinois public schools had 2,637 unfilled teaching jobs just a few months ago. Tucson Unified School District was short 200 teachers when school began this year. Maryland faces a shortage of 10,350 teachers by fall 2001.

States are reaching beyond their borders to attract qualified teachers to overcome these shortages. A recent University of Alaska Anchorage newspaper contained a large advertisement from the Clark County, Nev., School District. This district came to UAA to recruit last month. Alaska school districts recruited as recently as last week in Kansas, Oklahoma and New Mexico.

Some states are also raising the recruiting stakes by employing cash incentives to attract teachers. Other states are employing signing bonuses, or one-time stipends for teachers who achieve national board certification.

Alaska has limited capacity to provide for its own teaching needs. The best estimates are the University of Alaska graduates less than 30 percent of the new teachers needed in Alaska and not all of these graduates enter the teaching profession. The university graduates well-qualified students to be teachers, but it simply does not produce enough graduates to meet Alaska's need.

Proactive legislation can help alleviate the teacher shortage. We can make it easier to recognize the credentials of teachers certified in other states. We can ease the re-entry of previously certified teachers who want to return to the classroom. We can improve teacher medical coverage. We can create incentives for retired teachers to return to the classroom. I introduced SB 149 to implement these ideas. This bill passed the Legislature.

Retired teachers represent an available pool of experience and teaching talent in Alaska. SB 149 gives them the option to enter the work force again without losing their pension benefit. Testimony from teachers made it clear that this will encourage their return to the classroom.

Innovative solutions can increase the qualified teaching pool. We should allow people who have degrees in fields like math, physics and chemistry to teach those subjects. Music professionals and foreign languages experts should also be able to teach in the classroom. This smart and practical solution is contained in Sen. Pete Kelly's Senate Bill 86. This also passed the Legislature.

This approach is proving its worth around the country. In programs like Teach for America, thousands of college graduates not majoring in education have been placed directly into jobs in some of the toughest schools in the country. The results? Their supervisors rated them well above average across the board in intellect, motivation and classroom management.

I was raised in Ninilchik, on the Kenai Peninsula. One of my favorite high school teachers was Miss McCune. She was tough yet approachable. She challenged and inspired me. I remember her lessons well. I wish every student in Alaska could have the benefit from learning from a teacher like Miss McCune. By attracting good teachers to Alaska, I believe they will.

Sen. Loren Leman is the Senate Majority Leader, vice chairman of the Senate HESS Committee, and a member of the Senate Finance and Senate Labor and Commerce committees. He is the father of three children.

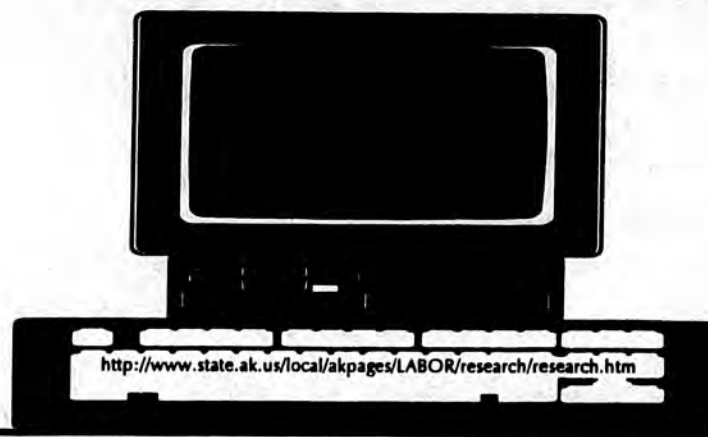
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"Alaska Economic Trends"

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|------------------------|---|
| February 1998: | Public School Education -
A Big Industry |
| September 2000: | The Aging of Alaska's
Workforce |

ALASKA ECONOMIC TRENDS



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Public School Education— a Big Industry

Email: Neal_Fried@labor.state.ak.us

Email: Brigitta_Windisch-Cole@labor.state.ak.us

by Neal Fried and Brigitta Windisch-Cole

Local public education is one of Alaska's largest industries. Alaska's local school districts, combined, represent one of the state's biggest employers. Jobs with local school districts in kindergarten through 12th grade number over 20,000—nearly seven percent of all wage and salary jobs in Alaska. No industry is more ubiquitous. Often local education is the single largest employer in a community. In fact, two of the state's 10 largest employers are school districts. In many communities, one of the few employers is the local school district.

Local education is also a billion-dollar business. In Alaska, unlike nearly anywhere else in the country, local education is a basic sector employer. This anomaly occurs because, with almost 70 percent of all funds for local education coming from the state budget, oil revenues, not local tax dollars, provide the major funding for this industry. (See Figure 1.) As a result, when these education dollars are spent, they represent new economic activity in the state and in all of its communities. Therefore, local education spending in Alaska is not only an investment in education but also has immediate economic impacts. This article will explore these economic effects and will discuss the employment opportunities provided by this industry.

For the purpose of this article, local education represents public education, covering kindergarten through grade 12. Private schools are not within the scope of this analysis.

The ubiquitous industry

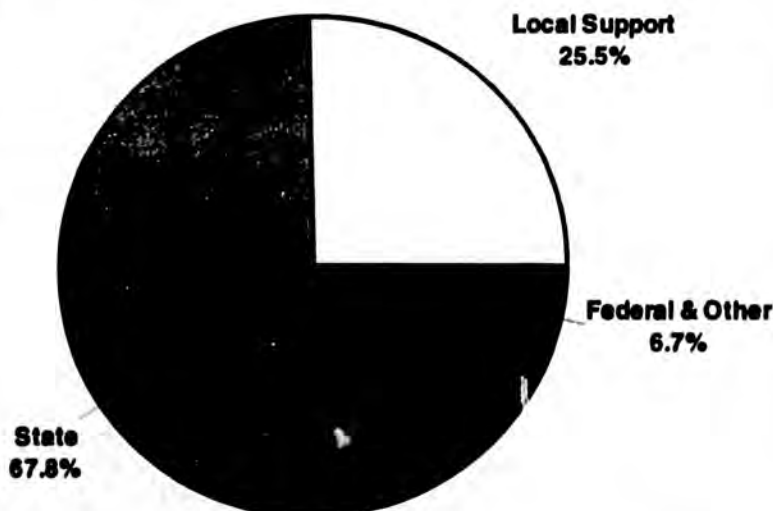
In 1997, over 127,000 children, more than one-fifth of the state's population, attended public school in Alaska. (See Figure 2.) Only Utah had a larger percentage of its population in school. Alaska's high proportion of schoolchildren creates education-related jobs in practically every community. During 1997, on average, more than \$7,500 was spent educating each child.

In many communities, both large and small, the local school district is one of the largest employers, if not the largest. For example, in the Bristol Bay, Anchorage and Mat-Su Boroughs, the Copper Center region, Bethel and many other areas, the local school district is the single largest employer. In some communities, the public schools are one of the few sources of full-time, nonseasonal employment. In the Bethel, Wade Hampton (Yukon Delta area), and the Yukon Koyukuk census areas, more than 20 percent of wage and salary employment comes from school districts. (See Table 1.) In

Neal Fried and Brigitta Windisch-Cole are labor economists with the Research and Analysis Section, Administrative Services Division, Alaska Department of Labor. They are located in Anchorage.

Figure • 1

Sources of the \$910 Million Spent for Local Education in Alaska in 1996

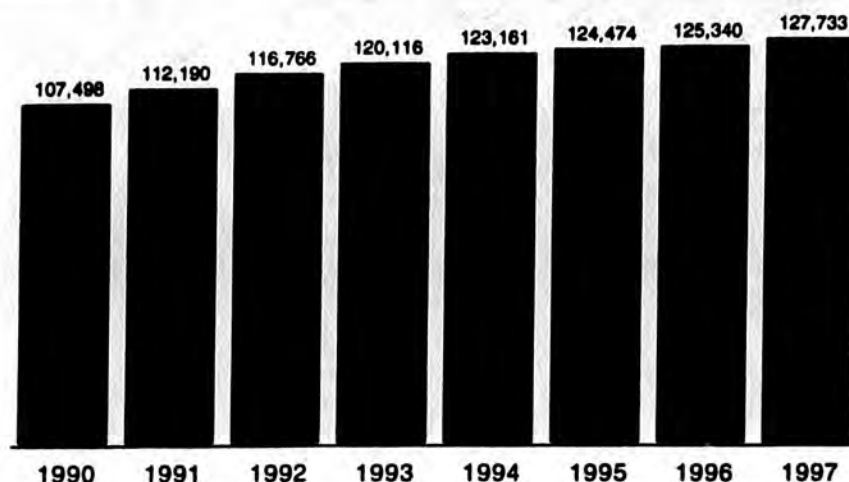


Source: Alaska Department of Education, 1996.

Figure • 2

Alaska's School Enrollment Continues to Climb Kindergarten through Grade 12

Source: Alaska
Department of
Education.

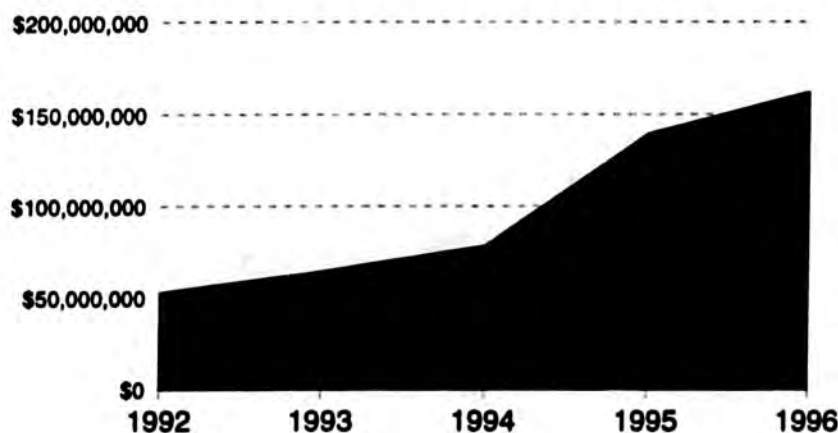


eight other boroughs or census areas, schools provide over 10 percent of wage and salary employment. In addition, these employment numbers do not include all employees connected to, but not employed by, the school district, such as contracted school bus drivers. Neither do they include the hundreds of millions of dollars spent on school construction around the state, (See Figure 3.), nor the employment and income multiplier effects these education jobs create.

Figure • 3

School District Capital Expenditures

Source: Alaska
Department of
Education.



The payroll impact of local education is even greater. (See Table 1.) In 1996, the total payroll for local education was \$641 million. (See Table 2.) This total is nearly equivalent to the payroll of the oil industry. In the economically depressed region of Wade Hampton, in the Yukon Delta area, almost half of the payroll in the region comes from its local school district. In all but two areas of the state, the average wage in education is greater than the overall average wage for that region. The average annual wage for local education in Alaska in 1996 was \$36,557 as compared to Alaska's overall annual average wage of \$32,088. The exceptions were the North Slope Borough and the Valdez-Cordova census area where high oil industry wages pushed average earnings above the norm.

The industry keeps growing

During the 1990s, school enrollment has steadily grown, spurring growth in local education employment. In 1997, employment in public education topped

the 20,000 mark. (See Figure 4.) In recent years, public education has been the impetus for nearly all the growth in local government. Because of its large size, turnover, and recent early retirement incentive programs, local education is providing more employment opportunities than it has since the 1980s.

Discussing employment opportunities in this industry often translates into examining opportunities for teachers. (See Figure 5.) Teaching positions account for nearly half of the jobs in local education. (See Figure 6.) The other half of public education's occupational profile includes various types of professionals, service workers, support and managerial positions. Most of the discussion in this article, however, refers to teachers, since they are largely the backbone of this industry.

Job opportunities for teachers are good

During the past two years, and probably for the next two years, the job outlook for teachers in Alaska is more positive than it has been in a long time. Many factors affect the supply and demand for teachers. On the demand side, there is growth in enrollments, teacher-pupil ratios, funding, legal requirements and the national labor market for teachers. Influencing the supply side are the number of graduates, wages, the national supply of certified teachers and the general condition of the overall job market. In Alaska, there are two distinct labor markets for teachers—school districts that are

Figure • 4

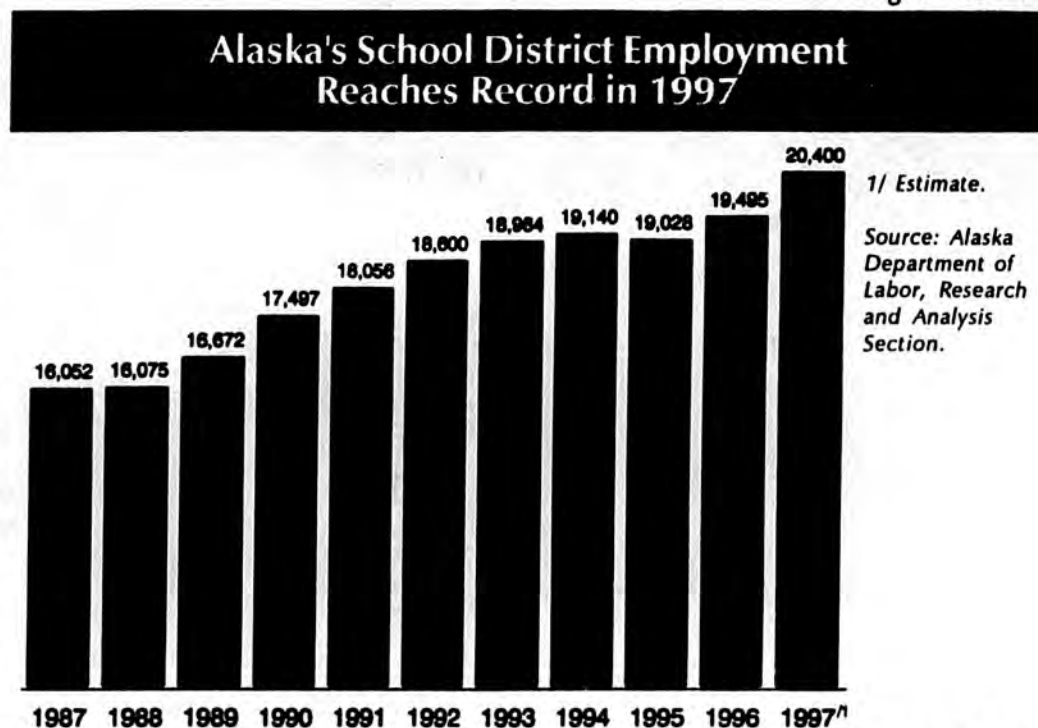


Figure • 5



Table • 1

School Districts Play an Important Role in Alaska's Economy

Source: Alaska Department of Labor, Research and Analysis Section.

Area:	Share of Total Area Employment in 1996	Share of Total Area Payroll in 1996
Statewide	6.7%	7.6%
Aleutians East Borough	5.5	5.9
Aleutians West Borough	3.2	3.6
Municipality of Anchorage	4.4	5.3
Bethel Census Area	21.5	27.5
Bristol Bay Borough and Lake & Pen. Borough	14.1	17.2
Denali Borough	5.3	6.1
Dillingham Census Area	14.1	17.1
Fairbanks North Star Borough	5.5	6.9
Haines Borough	8.1	10.0
Juneau Borough	4.0	5.5
Kenai Peninsula Borough	8.7	10.1
Ketchikan Gateway Borough	5.0	5.0
Kodiak Island Borough	6.0	7.9
Lake & Peninsula Borough	(combined with Bristol Bay Borough)	
Matanuska-Susitna Borough	14.7	21.2
Nome Census Area	16.8	20.6
North Slope Borough	7.4	5.3
Northwest Arctic Borough	15.6	16.4
Prince of Wales/Outer Ketchikan	10.4	12.3
Sitka Borough	6.6	8.2
Skagway-Hoonah-Angoon Census Area	12.7	12.4
Southeast Fairbanks Census Area	14.8	17.2
Valdez-Cordova Census Area	8.4	8.0
Wade Hampton Census Area	29.0	48.5
Wrangell-Petersburg Census Area	8.8	10.4
Yakutat Borough	8.9	9.0
Yukon Koyukuk Census Area	25.8	26.6

urban or on the main road system, and the rural job market.

The urban teacher scene

For the past two decades, a constant flood of applicants chased after a limited number of teaching jobs in urban and on-the-road system school districts. Many of these districts, particularly the larger ones, were often quite passive about re-

cruiting for most teaching positions because the applicant pool was so large. It was not unusual for the school districts of Fairbanks, Anchorage, Mat-Su, Kenai and Juneau to have thousands of applicants on file. During the 1980s, there were years when there were only 10 openings for secondary teachers for the entire Anchorage School District. During this period, the following comment appeared in one of Alaska's newspapers: "to become a school teacher . . . appears almost analogous to becoming a movie star." However, more recently the script has changed.

The year 1997 or 1998 may go down as a record year for new hires in Alaska's public education system. (See Figure 7.) Last year the Alaska Teacher Placement staff predicted that "Alaska's demand for educators would be astronomically high." This demand is partially due to the current local and statewide early retirement incentive programs that began in 1996 and will continue through the year 2000. Although this is the third time an early retirement incentive package has been offered, under present circumstances it is translating into almost unprecedented opportunities for teachers in Alaska. Thus far, 435 teachers have taken early retirement, and the number

will increase significantly. The Anchorage School District alone expects to see more than 220 and possibly as many as 300 teachers retire at the end of the 1997-98 school year. This is in addition to those who took advantage of the package last year. Therefore, demand is high and opportunities are good.

During the first wave of early retirements, many urban districts drew on their large local supply of

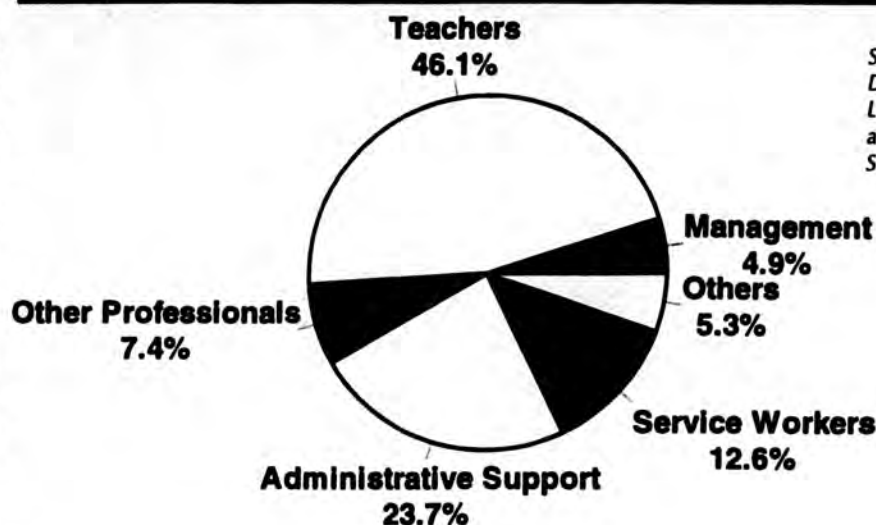
Figure • 6

individuals with teaching credentials. This included a large pool of substitute teachers. As a result the supply of substitutes in many school districts is now stretched thin. Additionally, the supply of students graduating with teaching credentials from Alaska's schools has changed little during the past five years. Their numbers actually fell a bit during the past two years. (See Figure 8.)

A tighter national market further affects this drawdown on Alaska's supply of teachers. Growing enrollments nationwide and some education initiatives, such as California's effort to cut classroom size, have increased the demand for school teachers around much of the country. The median age of teachers nationally is higher than that of the overall workforce; therefore, as older teachers retire, they are creating more opportunities for new teachers. And the hot overall national job market is attracting people with teaching credentials into other professions. Additionally, salaries for Alaska's teachers during the past decade have increased more slowly than they have in much of the rest of the nation. (See Figure 9 and Table 3.) This combination of factors has meant that fewer applicants with teaching credentials from elsewhere in the country are looking for teaching jobs in Alaska.

As a result, many of Alaska's school districts are having to make greater efforts to recruit teachers. For example, during last year's three job fairs put on by the Alaska Teacher Placement, there were fewer candidates to choose from as the year progressed. By the third job fair, there were only 130 registrants for 90 positions compared to a

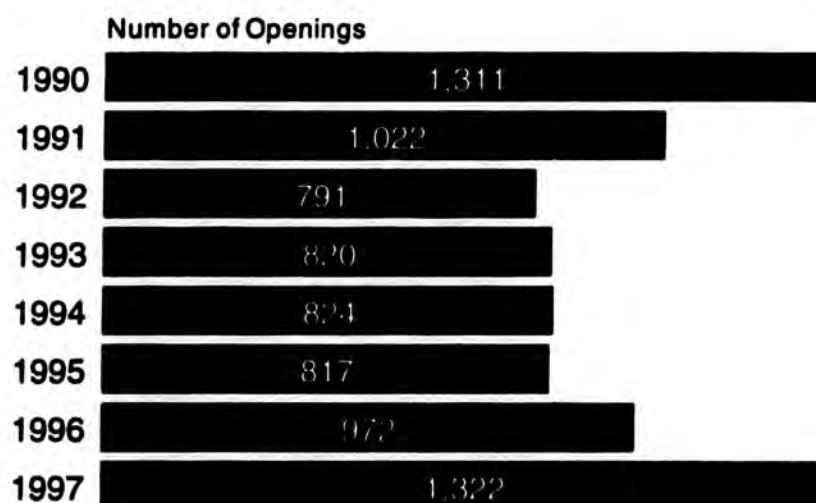
The Job Breakdown in Local Education in Alaska's Schools



Source: Alaska Department of Labor, Research and Analysis Section.

Figure • 7

Openings for Teachers in Alaska's Public Schools



Source: University of Alaska Fairbanks, Alaska Teacher Placement.

3-to-1 ratio of registrants to positions during the first fair. For the first time, students in the 1998 graduating class of the University of Alaska-Anchorage's School of Education are being recruited well before graduation. The Anchorage School District also experienced a first by putting on a job fair in December to recruit teachers in anticipa-

(continued on page 8)

Table • 2

School District Employment and Earnings by Area in 1996

Census Area or Borough	Name of District	Location of Headquarters or District Office	Average Annual Employment	Total Payroll by School District
Statewide			17,532	\$840,910,978
Aleutians East Borough	Aleutians East School District	Sand Point	95	2,484,188
Aleutians West Borough	Pribilof School District	St. Paul	53	1,820,507
	Unalaska City School District	Unalaska	75	2,406,499
	Aleutian Region District School Center	Unalaska	8	285,506
	Adak Region School District ¹	Adak	3	288,743
Municipality of Anchorage	Anchorage School District	Anchorage	5,285	211,481,340
Bethel Census Area	Kuspuk School District	Aniak	136	4,250,179
	Lower Kuskokwim School District	Bethel	946	29,070,874
	Yup'it School District	Akiachak	115	3,170,866
Bristol Bay Borough and Lake & Peninsula Borough	Bristol Bay Borough Schools	Naknek	70	2,139,660
	Lake & Peninsula Borough Schools	King Salmon	159	5,770,963
Denali Borough	Denali Borough Schools	Healy	73	2,408,841
Dillingham Census Area	Dillingham City Schools	Dillingham	97	3,578,251
	Southwest Region Schools	Dillingham	193	6,114,063
Fairbanks North Star Borough	Yukon/Koyukuk School District ²	Fairbanks	28	1,180,902
	Fairbanks N.S. Borough School District	Fairbanks	1,651	60,338,999
Haines Borough	Haines Borough Schools	Haines	71	2,262,465
Juneau Borough	Juneau City Schools	Juneau	654	26,045,011
Kenai Peninsula Borough	Kenai Peninsula Borough	Soldotna	1,408	48,446,078
Ketchikan Gateway Borough	Ketchikan Gateway Borough Schools	Ketchikan	284	10,444,588
	Southeast Island School District	Ketchikan	112	2,369,631
Kodiak Island Borough	Kodiak Island Borough Schools	Kodiak	376	12,359,054
Lake & Peninsula Borough (combined with Bristol Bay Borough)	Lake & Peninsula Borough Schools	King Salmon	(see above)	
Matanuska-Susitna Borough	Mat-Su Borough Schools	Palmer	1,482	59,371,910

(continued on next page)

1/Dissolved in
June 1996.

2/The
headquarters of
the Yukon/
Koyukuk School
District is located
in Fairbanks.

3/School district
boundaries cross
census area or
borough.

Source: Alaska
Department of
Labor, Research
and Analysis
Section.

School District Employment and Earnings by Area in 1996 *(continued)*

Census Area or Borough	Name of District	Location of Headquarters or District Office	Average Annual Employment	Total Payroll by School District
Nome Census Area	Nome Public Schools	Nome	120	4,309,180
	Bering Strait School District	Unalakleet	453	14,437,121
North Slope Borough	North Slope Borough Schools	Barrow	608	26,771,109
Northwest Arctic Borough	Northwest Arctic Borough Schools	Kotzebue	381	14,214,340
Prince of Wales/ Outer Ketchikan Census Area	Annette Island Schools	Metlakatla	78	2,776,553
	Craig City Schools	Craig	73	2,082,824
	Hydaburg City School District	Hydaburg	30	822,262
	Klawock City School District	Klawock	47	1,527,241
Sitka Borough	Mt. Edgecumbe (State government))	Sitka	47	1,575,009
	Sitka Borough School District	Sitka	208	6,971,668
Skagway-Hoonah- Angoon Census Area	Hoonah City School District	Hoonah	60	1,640,886
	Pelican City School District	Pelican	11	368,223
	Chatham School District	Angoon	104	2,494,060
	Skagway City Schools	Skagway	29	857,647
Southeast Fairbanks Census Area	Alaska Gateway Schools	Tok	110	2,973,154
	Delta/Greely School District	Delta Junction	131	4,727,015
Valdez-Cordova Census Area	Copper River School District	Glennallen	126	3,188,080
	Cordova City School District	Cordova	75	2,623,770
	Valdez City School District	Valdez	150	6,009,358
	Chugach School District (Whittier)	Anchorage	33	1,066,391
Wade Hampton Census Area	Kashunamiut School District	Chevak	47	1,712,985
	St. Mary's City Schools	St. Marys	35	801,562
	Lower Yukon School District	Mountain Village	428	13,053,080
Wrangell-Petersburg Census Area	Kake City School District	Kake	51	1,181,662
	Petersburg School District	Petersburg	97	3,450,479
	Wrangell Public Schools	Wrangell	82	2,755,468
Yakutat Borough	Yakutat School District	Yakutat	38	1,196,982
Yukon Koyukuk Census Area	Yukon/Koyukuk School District ¹²	Fairbanks	137	3,795,800
	Galena City School District	Galena	46	1,417,666
	Nenana School District	Nenana	39	1,092,766
	Tanana City School District	Tanana	25	797,013
	Iditarod Area School District ¹³	Mc Grath	129	3,952,039
	Yukon Flats School District	Fort Yukon	130	4,248,468

Table • 3

Average Teacher Salaries by State 1989-90 and 1996-97

1/ Estimated by
the National
Education
Association.

Source: National
Education
Association.

	1989-90	1996-97	Percent of Change	1997 Percent of U.S. Average
United States	\$31,367	\$38,509	22.8%	100.0%
Alabama	24,828 ¹	32,549	31.1	84.5
Alaska	43,153 ¹	50,847	17.8	132.0
Arizona	29,402	33,350	13.4	86.6
Arkansas	22,352	29,975	34.1	77.8
California	37,998	43,474	14.4	112.9
Colorado	30,758	38,175	24.1	99.1
Connecticut	40,461	50,426	24.6	130.9
Delaware	33,377	41,436	24.1	107.6
District of Columbia	38,402	45,012	17.2	116.9
Florida	28,803	33,881	17.6	88.0
Georgia	28,006	36,042	28.7	93.6
Hawaii	32,047	36,842	15.0	95.7
Idaho	23,861	31,818	33.3	82.6
Illinois	32,794	42,679	30.1	110.8
Indiana	30,902	38,575	24.8	100.2
Iowa	26,747	33,275	24.4	86.4
Kansas	28,744	35,837	24.7	93.1
Kentucky	26,292	33,950	29.1	88.2
Louisiana	24,300	28,347	16.7	73.6
Maine	26,881	33,800	25.7	87.8
Maryland	36,319	41,148	13.3	106.9
Massachusetts	34,712 ¹	43,806	26.2	113.8
Michigan	37,072 ¹	44,251	19.4	114.9
Minnesota	32,190	37,875	17.7	98.4
Mississippi	24,292	27,720	14.1	72.0
Missouri	27,094	34,342	26.8	89.2
Montana	25,081	29,950	19.4	77.8
Nebraska	25,522	31,768	24.5	82.5
Nevada	30,590	37,340	22.1	97.0
New Hampshire	28,986	36,867	27.2	95.7
New Jersey	35,676	49,349	38.3	128.1
New Mexico	24,756	29,715	20.0	77.2
New York	38,925	49,560	27.3	128.7
North Carolina	27,883	31,225	12.0	81.1
North Dakota	23,016	27,711	20.4	72.0
Ohio	31,218	38,831	24.4	100.8
Oklahoma	23,070	29,270	26.9	76.0
Oregon	30,640	40,900	33.5	106.2

(continued on next page)

(continued from page 5)

tion of the 1998-99 school year. The Alaska Teacher Placement Spring Annual Fair is anticipating a record number of recruiters in 1998.

Far more opportunities in rural Alaska

In many ways, recruitment of teachers in rural school districts is not different from recruitment in more urban areas; it is simply far more intense. Turnover is much higher in rural Alaska. In 1996, before the most recent early retirement package, rural school districts replaced nearly 21 percent of their staff versus nine percent for urban and on-the-road system districts. In 1997, the first year of the early retirement package, the Yupiit school district, based in Akiachak, replaced 47 percent of its teachers. Some school districts will not be extending the retirement packages next year for fear of losing too many experienced teachers.

Often the small size and isolation of rural communities are given as reasons for a much higher turnover rate. Stress related to the meeting of two cultures is also a contributor. Other factors include the absence of a career ladder, housing and weather problems and the lack of amenities. Although starting salaries in most rural school districts are higher than those in urban districts, the cost-of-living differences and high travel costs often cancel out the higher salaries. (See Table 4.)

Table • 3

Most rural school districts generally have little or no pool of local qualified teachers to choose from. Nearly 60 percent of their new recruits come from out-of-state. The average tenure for rural school teachers is far shorter than in urban areas. It is not uncommon for teachers of rural school districts to use their experience as a stepping stone into urban Alaska. Although fewer rural teachers are taking advantage of the early retirement package, these districts are feeling the ripple effect. For example, the Lower Kuskokwim school district, the state's largest rural district, typically experiences a 10 percent turnover rate, but last year that rate climbed to 14 percent. Higher turnover means there are far more opportunities for individuals with teaching credentials to find jobs in rural Alaska.

Always shortages in some areas

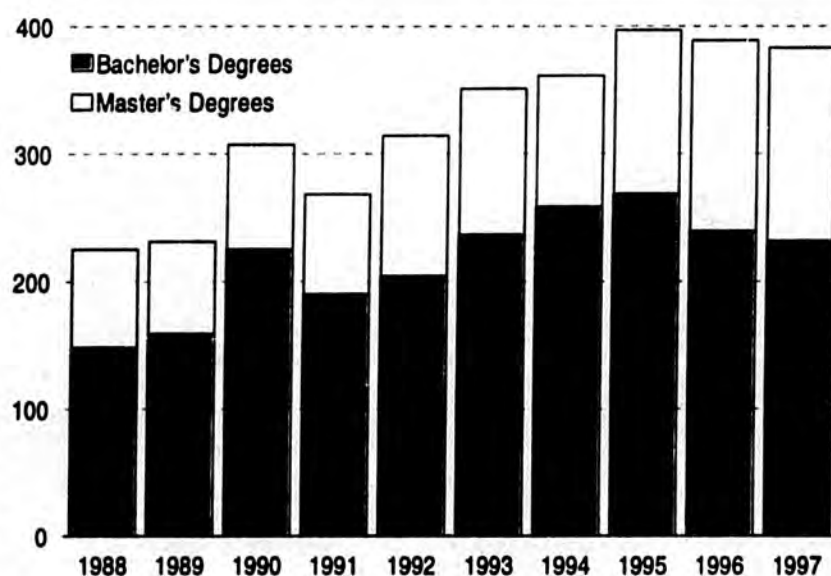
Both urban and rural school districts find certain occupations persistently difficult to fill because there are not enough qualified applicants. (See Table 5.) Special education has topped the shortage list for more than a decade. There are several factors pushing the demand for special education teachers. The number of special-ed students is climbing faster than general enrollments, partially due to federal legislation that continues to expand the coverage of eligible students. The integration of special-ed students into regular classrooms also requires more teachers. There is more turnover and burnout

Average Teacher Salaries by State 1989-90 and 1996-97 (continued)

	1989-90	1996-97	Percent of Change	1997 Percent of U.S. Average
Pennsylvania	33,338 ¹	47,429	42.3%	123.2%
Rhode Island	36,057	43,019	19.3	111.7
South Carolina	27,217	32,659	20.0	84.8
South Dakota	21,300	26,764	25.7	69.5
Tennessee	27,052	33,789	24.9	87.7
Texas	27,496	32,644	18.7	84.8
Utah	23,686	31,750	34.0	82.4
Vermont	29,012	37,200	28.2	96.6
Virginia	30,938	35,837	15.8	93.1
Washington	30,457	37,860	24.3	98.3
West Virginia	22,842	33,169	45.2	86.1
Wisconsin	31,821	38,950	22.4	101.1
Wyoming	28,141	31,721	12.7	82.4

Figure • 8

Education Graduates from University of Alaska Number of Graduates



Source:
University of
Alaska,
Institutional
Research.

Table • 4

Teachers' Base Salary 1996-97

Source:
Association of
Alaska School
Boards.

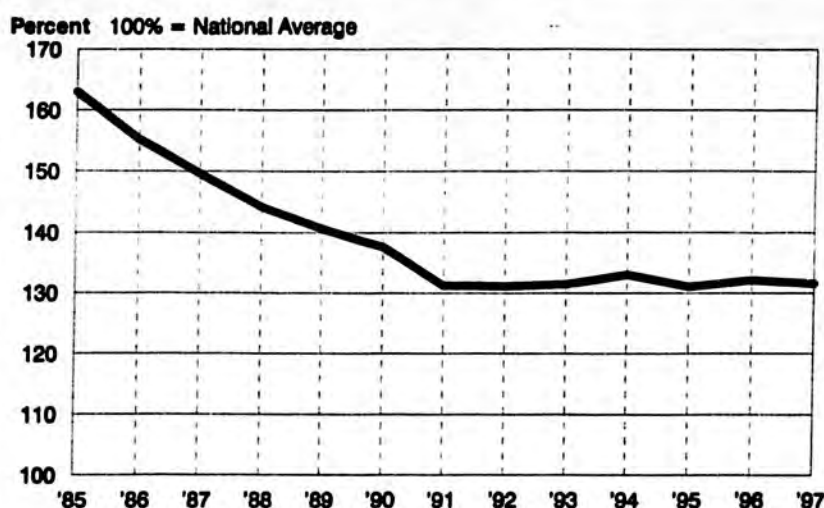
District	Location of District Office	Average Annual Salary
Alaska		\$32,542
Alaska Gateway Schools	Tok	34,329
Aleutian Region District School Center	Unalaska	32,600
Aleutians East School District	Sand Point	36,100
Anchorage School District	Anchorage	30,079
Annette Island Schools	Metlakatla	32,073
Bering Strait School District	Unalakleet	31,939
Bristol Bay Borough Schools	Naknek	33,667
Chatham School District	Angoon	32,285
Chugach School District	Anchorage	29,383
Copper River School District	Glennallen	31,965
Cordova City School District	Cordova	30,414
Craig City Schools	Craig	30,208
Delta/Greely School District	Delta Junction	31,400
Denali Borough Schools	Healy	30,939
Dillingham City Schools	Dillingham	34,244
Fairbanks N.S. Borough School District	Fairbanks	31,931
Galena City School District	Galena	34,500
Haines Borough Schools	Haines	28,209
Hoonah City School District	Hoonah	31,908
Hydaburg City School District	Hydaburg	29,593
Iditarod Area School District	McGrath	32,780
Juneau City Schools	Juneau	31,242
Kake City School District	Kake	32,189
Kashunamiut School District	Chevak	35,500
Kenai Peninsula Borough	Soldotna	29,500
Ketchikan Gateway Borough Schools	Ketchikan	30,544
Klawock City School District	Klawock	29,621
Kodiak Borough Schools	Kodiak	32,482
Kuspuk School District	Aniak	34,070
Lake & Peninsula Borough Schools	King Salmon	31,500
Lower Kuskokwim School District	Bethel	33,947
Lower Yukon School District	Mountain Village	34,039
Mat-Su Borough Schools	Palmer	31,037
Nenana School District	Nenana	32,321
Nome Public Schools	Nome	31,820
North Slope Borough Schools	Barrow	39,474
Northwest Arctic Borough Schools	Kotzebue	33,441
Pelican City School District	Pelican	32,718
Petersburg School District	Petersburg	30,712
Pribilof School District	St. Paul	34,810
Sitka Borough School District	Sitka	30,506
Skagway City Schools	Skagway	29,165
Southeast Island School District	Ketchikan	29,344
Southwest Region Schools	Dillingham	35,560
St. Mary's City Schools	St. Marys	32,596
Tanana City School District	Tanana	33,718
Unalaska City School District	Unalaska	35,700
Valdez City School District	Valdez	34,631
Wrangell Public Schools	Wrangell	28,000
Yakutat School District	Yakutat	28,687
Yukon Flats School District	Fort Yukon	31,520
Yukon/Koyukuk School District	Fairbanks	34,172
Yupik School District	Akiachak	34,500

among special-ed teachers than among other teaching staff. In Alaska, only the University of Alaska-Anchorage offers special-ed teaching credentials. There is a strong demand for special-ed teachers throughout the United States. Therefore, the shortage of teachers specializing in this field will likely remain unchanged for the foreseeable future.

A growing number of school districts are grappling with a shortage of applicants qualified to teach secondary science and math. School districts are also experiencing a shortage of music and art teachers. The rapid introduction of technology and computers into the classroom is causing the demand for teachers endorsed in technology and computers to grow faster than the supply. Districts also are struggling to fill school counselor positions. Because many rural schools are small and one teacher often teaches a variety of subjects, multiple endorsements can be critical; but many rural school districts are finding these positions difficult to fill. In a similar vein, a number of rural districts are finding it harder to locate teaching couples. These teams are sought after because of housing availability. Alaska's school-age population is far more ethnically and racially diverse than the state's overall population, and diversity in this age group is increasing rapidly. Most school districts feel there is a real shortage of minority candidates. The demand for Native Alaskan teachers is so strong that a number of programs exist to increase the supply of

Figure • 9

Average Teacher Salaries in Alaska As Percentage of the National Average



Source: National Education Association.

Native Alaskan teachers. Teachers who can teach English as a second language or are bi-lingual are also in big demand. Recruitment in the area of elementary education seems to be less problematic.

Other staff can also be difficult to recruit. Filling the positions of physical and occupational therapists is a perennial problem. These shortages are likely to persist because they also reflect the national labor market. School districts also note shortages of speech pathologists, school psychologists and librarians.

A good time to find a job in local education

Local education is big business in Alaska. It is often the largest employer in a community. Alaska's public education payroll is nearly as large as that of the oil industry. In rural Alaska it's not unusual for local education to be the primary source of both employment and payroll. Local education employs over 20,000 people in the state and has always been an important source of employment opportunities. During the past year, and over at least the next two years, local education will generate an above average number of job opportunities. An early retirement package, a strong demand for educators nationally, fewer out-of-state applicants and a generally tighter job market have led to better than usual job opportunities for teachers and others associated with local education. Given the industry's size and its diverse needs, opportunities will continue to exist even after the last wave of retirees moves through the system.

Table • 5

A Partial List of Jobs In Local Education Which Are In Strong Demand

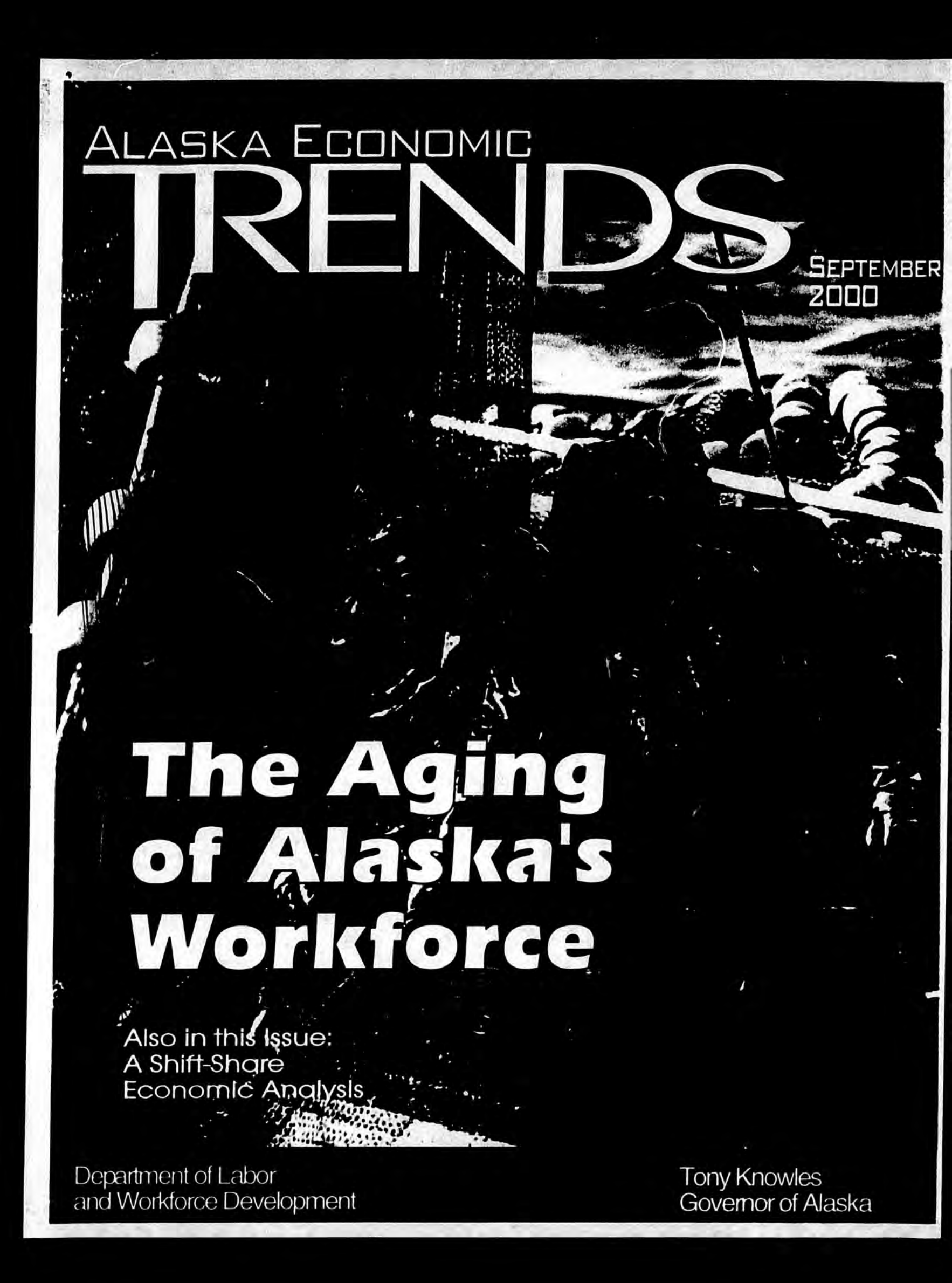
Teaching Staff

Special Education Teachers
Math And Science Teachers
Music Teachers
Art Teachers
Technology and Computer Teachers
Teachers With Multi-Endorsements
Minority and Native Alaskan Teachers
Bi-Lingual Teachers
Teaching Couples

Other Staff

School Counselors
Physical Therapists
Occupational Therapists
School Psychologists
Speech Pathologists
Librarians

Source: Alaska Department of Labor, Research and Analysis Section.



ALASKA ECONOMIC

TRENDS

SEPTEMBER
2000

The Aging of Alaska's Workforce

Also in this Issue:
A Shift-Share
Economic Analysis

Department of Labor
and Workforce Development

Tony Knowles
Governor of Alaska

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**Tony Knowles, Governor of Alaska
Ed Flanagan, Commissioner of Labor
and Workforce Development**

Joanne Erskine, Editor

Email *Trends* authors at:

Jeff_Hadland@labor.state.ak.us

JKenworthy@astf.org

John_Boucher@labor.state.ak.us

Jeff Hadland and John Boucher are staff in the Research and Analysis Section, Administrative Services Division, Department of Labor and Workforce Development in Juneau.

**Subscriptions: Stephanie_Stutler@labor.state.ak.us
(907) 465-4500**

Cover design by Chris Snyder

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The Aging of Alaska's Workforce

by Jeff Hadland, Economist, and
Greg Williams, Demographer

Are labor shortages around the corner?

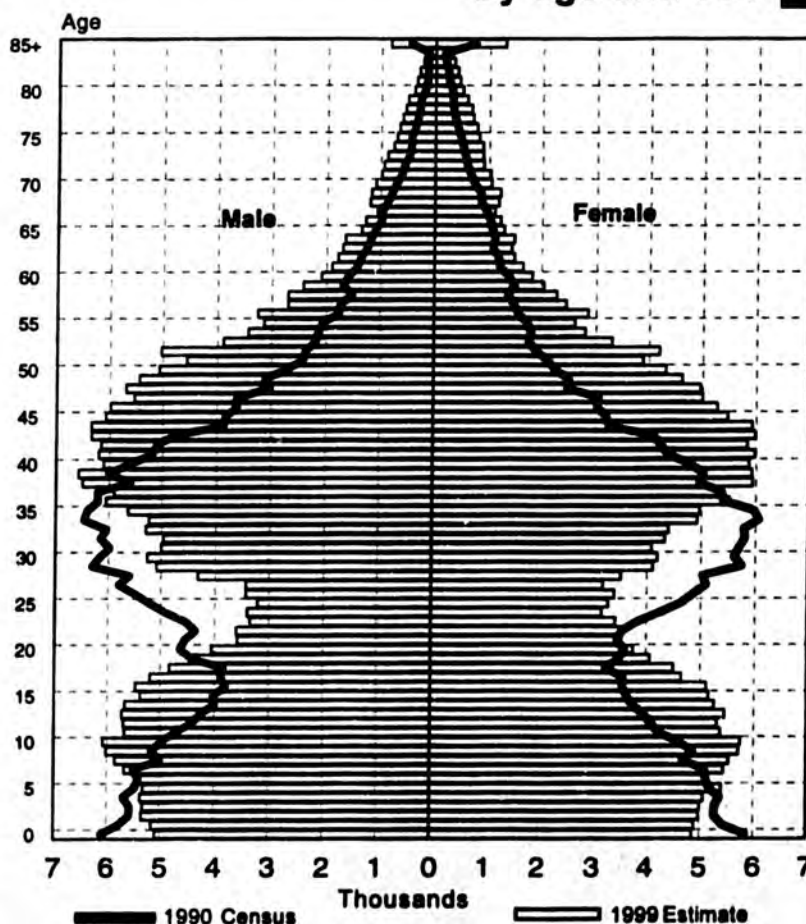
Historically, Alaska has had a relatively young population. Oil pipeline construction in the mid-1970s and the employment boom associated with high oil prices in the early '80s brought a large number of young workers to Alaska. Many of these workers remained in Alaska and have aged in place, resulting in a significant increase in the average age of Alaska's workers. Because of a number of demographic factors, it is not likely there will be enough children of those older workers to fill the anticipated employment needs of Alaska employers over the coming decade. The potential labor shortage presents opportunities for unemployed and underemployed Alaskans. A rise in the average age at retirement may also help reduce the potential shortage. The "graying" of the Alaska worker will place new demands on training institutions. It may push wages higher and is likely to lead to more nonresident workers.

Alaska's demographic profile

Alaska's median age has risen from 29.3 in 1990 to 32.9 in 1999, due in part to a change in migration patterns and long term demographic trends. There has been a continued decline in the number of 18-year-olds migrating to Alaska. In 1998-99, the number of 18-year-olds coming into Alaska was equivalent to about 4 percent of the 18-year-old population. This is about half of the percentage of in-migrants experienced during the first couple of years of the decade. There has not been any general increase in out-migration

of persons of college age, except for that related to military cutbacks. In fact, the percentage of 18-year-olds leaving the state (about 9 percent

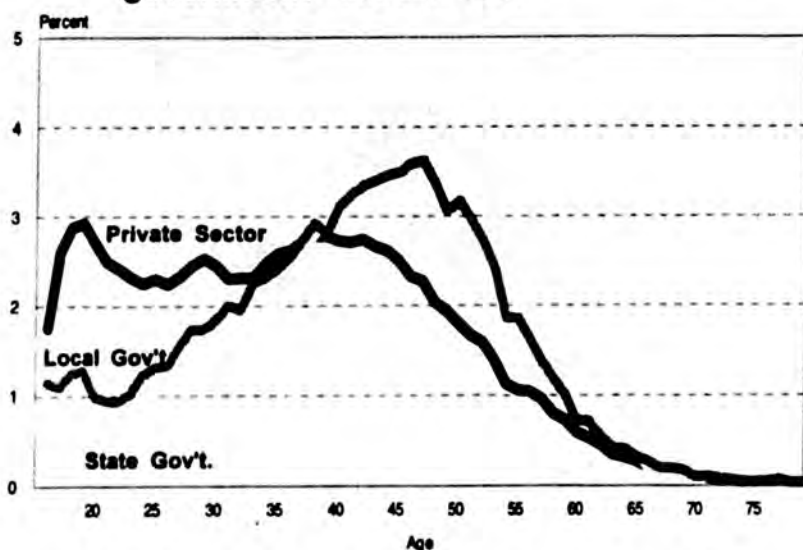
Alaska Population 1990 & 1999 By age and sex



Source: Alaska Department of Labor and Workforce Development,
Research and Analysis Section

2 Percent Distribution by Age

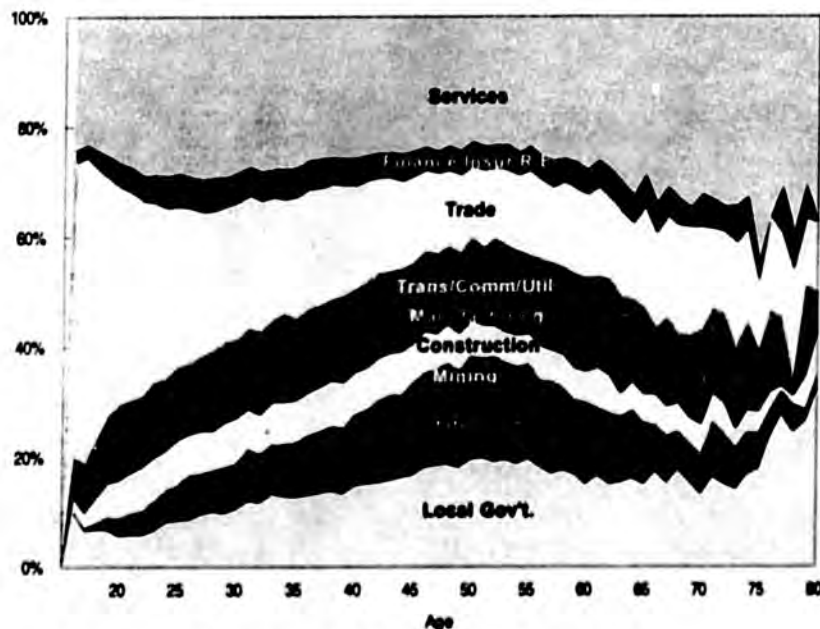
Workers in private sector, state and local government—Alaska 1999



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

3 Workers by Industry and Age

Percent—Alaska 1999



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

annually) is lower than at any time during the 1990s.

The decline of young adults in Alaska is primarily a result of long term demographic trends. The number of Alaskans age 20 to 34 has declined significantly in total numbers (by about 36,000) since the 1990 census. Exhibit 1 shows how the relatively low number of Alaskans that were in their early teens in 1990 is reflected in the low number of Alaskans in their early twenties today. Just as a disproportionately large number of Alaskans approach retirement age there will be relatively few Alaskans that will have completed postsecondary education or training needed to fill the openings created by retiring workers.

Age profile of Alaska workers

Employment openings result from several factors including overall industry growth, normal turnover, retirements, and death. Assuming no significant change in the average retirement age, the quickly increasing average age of workers suggests that retirement (and death) will play a bigger role in the number of Alaska job openings during the next several years.

Although many private sector industries are expecting a significant increase in those eligible to retire, there are major differences in the age profiles of private versus public sector workers in Alaska. (See Exhibit 2.) The average age of private sector wage and salary workers in Alaska in 1999 was 36.1 years, while state and local government workers had an average age of 43.5 and 41.1 respectively. About 29 percent of state government workers and 25 percent of local government workers were age 50 or older in 1999. Although Alaska federal government wage records are not available for analysis, the *Washington Post* reported in their May 7, 2000, issue that based upon Office of Personnel Management data, 30 percent of federal government workers will be eligible to retire in the next five years.

Young Alaska workers are much more likely to work in the wholesale or retail trade industries while middle-age workers are much more heavily represented in state and local government. (See Exhibit 3.) The state and local government sectors have the largest numbers of workers age 50 and over and among the very highest percentages of workers age 50 and over. (See Exhibit 4.) Although there is no significant difference in the age profiles of education and non-education government workers, most teachers are eligible for retirement after 20 years, while most non-education Alaska state and local government workers first hired prior to mid-1986 are eligible for full retirement at age 55. Although many workers continue to work after they are first eligible to retire, there is likely to be a significant need for replacement teachers and other government workers over the next decade.

Industries and occupations facing the highest retirement rates

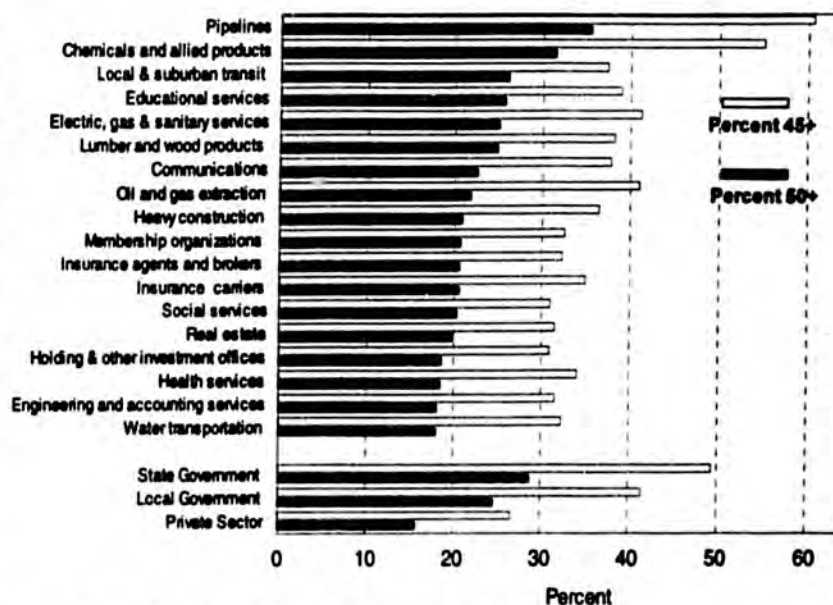
Private sector industries with the largest number of workers age 50 and over include health services, oil and gas extraction, membership organizations, engineering firms, eating and drinking places, social services, and air transportation. (See Exhibit 9.) In 1999 the health services industry, which includes medical services and hospitals, had more than 3,100 workers age 50 and over.

Large industries with high percentages of workers age 50 and over include pipelines, chemicals, educational services, electric utilities, lumber and wood products, communications, oil and gas extraction, and heavy construction. For industries with more than 100 total workers, pipelines had the oldest average age, with the average worker about 47 years of age in 1999. Many of these industries will need to replace workers with skills that can be acquired only through extensive training or education.

The health services industry and the oil industry

Workers Age 50 and Over Industries with high percentages 4

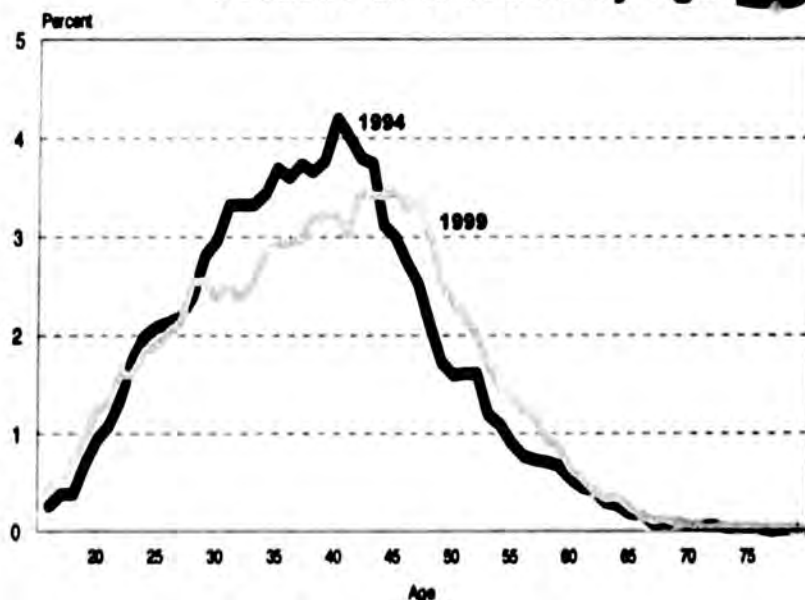
Alaska 1999



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

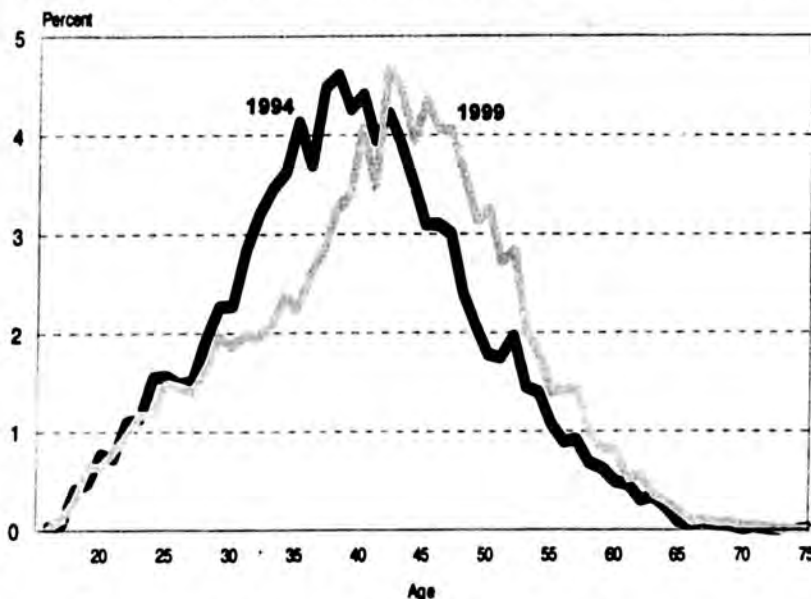
Alaska Health Service Workers 5

Percent distribution by age



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

6 Oil Industry Workers Percent distribution by age—Alaska



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

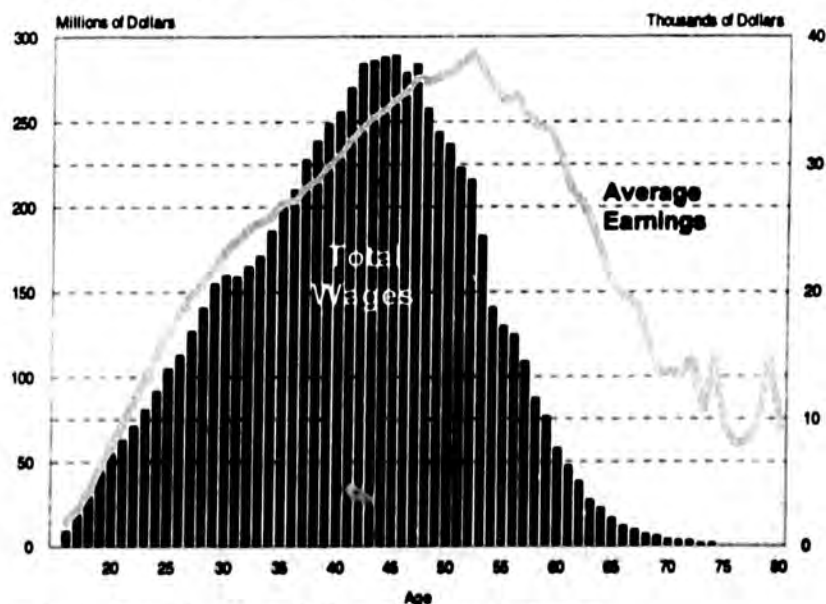
have each had a significant shift in their worker age profile in the five years since 1994, with a much larger number of workers clustered in the 45 to 50 year age group. (See Exhibits 5 and 6.)

A large cluster of older workers is found in state and local government. Alaska's local governments had the highest total number of workers known to be age 50 and over in 1999, nearly 9,900 workers or about one-quarter of total workers employed during the year. State government had more than 6,500 workers age 50 and over and 11,000 workers age 45 and over. Workers age 45 and over comprised nearly 50 percent of total workers (a large increase from the 39.5% of workers age 45 and over in 1994). Only 36.8% of Alaska's private sector workers were age 45 or older.

Occupations

Occupations with the largest number of workers age 50 and over include general office occupations, janitors, elementary school teachers, sales clerks, general managers, bookkeepers, secretaries, and registered nurses. Five of the top 20 occupational categories with the largest number of workers age 50 and over are teaching-related occupations. (See Exhibit 10.)

7 Wage/Salary Earnings by Age Averages and totals—Alaska 1999



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Many occupations are specific to particular industries and are easy to identify and target for training programs. The largest number of workers age 50 and over in the mining industry were petroleum technologists and technicians. There were more than 400 carpenters in the construction industry over age 50. (See Exhibit 8.)

Total and average earnings by age

Workers' average wage and salary earnings change over their lifetime. With additional education, experience, and attachment to the labor force, earnings increase. In 1999, average earnings of Alaska workers peaked at age 52 at \$38,712. (See Exhibit 7.) Earnings decline after

Jobs with Many Workers Over 50 In selected industries—Alaska 1999

8

age 52 as workers quit, retire, or work part-time. As older workers retire, jobs that pay the most and require significant training and education will become available.

Training Alaskans for jobs

The number and percent of workers in Alaska that are nonresident has fallen to its lowest level in over ten years. About 18 percent of all workers employed at some time during the year were estimated to be nonresident in 1999. Alaska's per capita personal income and average earnings are currently hovering at the national average, providing little economic incentive for workers from high wage areas in western states to choose jobs in Alaska. Training Alaska workers may be the best and least expensive solution for many employers. The oil industry, health care industry, and construction industry have begun to develop new training programs to provide skilled workers to meet anticipated hiring needs.

Analysis of demographic trends, employment forecasts, and nonresident hire by occupation can assist in identifying Alaska's unique training needs for the coming decade.

Methodology

Alaska's 1999 and 1994 wage files were matched with historical Permanent Fund Dividend applicant and Alaska voter registration files in order to obtain date of birth information on as many Alaska workers as possible. Age information was available for about 86 percent of workers employed in wage and salary jobs in private sector, state and local government in 1999, with a larger percentage of age information available in those industries with a high percentage of resident workers. Age and worker information was not available for federal government, military, or the self-employed. Each worker employed at any time during the year, whether full-time or part-time, was included in the analysis; however, only workers eligible to vote or eligible for a PFD were matched. The worker population for this analysis consisted primarily of year-round residents.

		Number of Workers Age 50 and Over
Mining		
	Petroleum Technologists & Technicians	133
	Misc. Plant Systems Operators	106
	Electricians	93
	Truck Drivers, Heavy	68
Construction		
	Carpenters	423
	Construction Laborers	281
	Operating Engineers	197
	Electricians	195
	Truck Drivers, Heavy	134
Manufacturing		
	Cannery Workers, incl. Seafood Process	688
	Misc. Hand Working Occupations	80
	Excavating & Loading Machine Operators	49
	Automobile Mechanics	43
Transportation, Communications, Utilities		
	Bus Drivers	374
	Airplane Pilots & Navigators	318
	Reservation Agents & Ticket Clerks	195
	Communications Equipment Repairers	178
Wholesale Trade		
	General Office Occupations	77
	Salespersons NEC	74
	Stock & Inventory Clerks	57
	Freight, Stock, & Material Movers NEC	57
	General Managers & Other Top Executives	52
Retail Trade		
	Sales Clerks	879
	Cashiers	324
	Supervisor; Sales, Retail	242
	Waiters & Waitresses	216
Finance, Insurance, Real Estate		
	General Office Occupations	148
	General Managers & Other Top Executives	137
	Secretaries	87
	Bank Tellers	80
Services		
	General Office Occupations	658
	Registered Nurses	550
	Janitors & Cleaners	496
	Social Workers	413
Local Government		
	Elementary School Teachers	1,207
	Teacher Aides	736
	Secondary School Teachers	613
	Janitors & Cleaners	504
	Teachers, except Postsecondary	449

Notes: Age data from 1994 through 1999 PFD and 1999 Voter Registration File. Employment data preliminary. NEC = Not elsewhere classified.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

9 Industries with Largest Number of Workers 50 and Over

Wage and salary workers employed during 1999—Alaska

	Total Workers	Total with Age Info	Average Age	Percent 45 and Over	Number 45 and Over	Percent 50 and Over	Number 50 and Over
State Government	23,186	22,475	43.5	49.6	11,146	28.9	6,504
Local Government	41,625	39,836	41.1	41.7	16,593	24.8	9,878
Total Private Sector	291,947	237,403	36.1	26.8	63,677	15.9	37,745
Health services	18,333	16,670	39.5	34.3	5,716	18.7	3,125
Membership organizations	9,883	9,238	37.9	32.8	3,028	20.9	1,935
Social services	10,132	9,116	38.0	31.2	2,848	20.5	1,867
Oil and gas extraction	9,804	8,242	41.8	41.2	3,395	22.1	1,818
Eating & drinking places	26,011	20,466	29.7	14.2	2,898	8.5	1,737
Business services	12,669	10,336	36.2	26.0	2,684	16.5	1,703
Engineering, accounting, research, mgmt & services	10,794	9,220	39.0	31.8	2,930	18.3	1,684
Transportation by air	11,301	9,518	38.0	28.9	2,749	17.5	1,666
Construction-special trade contractors	11,494	9,799	36.5	24.4	2,393	13.5	1,323
Food and kindred products	22,991	6,959	36.6	28.5	1,982	17.9	1,249
General merchandise stores	12,430	10,823	32.2	18.4	1,995	11.3	1,226
Communications	5,422	5,139	40.7	38.0	1,955	22.8	1,174
Hotels and other lodging places	10,676	7,504	34.2	23.7	1,782	14.7	1,101
Miscellaneous retail	8,429	7,160	33.3	22.8	1,635	14.6	1,045
Building construction-general contractors	7,875	6,815	36.9	26.2	1,786	13.8	939
Automotive dealers & gasoline service stations	8,042	7,250	34.1	20.2	1,463	12.0	867
Heavy construction other than building	4,730	4,106	40.1	36.7	1,507	21.1	865
Food stores	8,939	8,032	32.0	18.6	1,497	10.5	843
Electric, gas & sanitary services	3,304	3,123	41.6	41.4	1,294	25.3	789
Real estate	4,224	3,845	38.3	31.7	1,218	20.1	772
Wholesale trade-nondurable goods	6,601	5,689	35.4	21.9	1,247	12.2	695
Local & suburban & interurban highway transit	3,009	2,543	39.3	37.6	957	26.3	669
Wholesale trade-durable goods	4,932	4,503	37.5	27.5	1,238	14.7	661
Depository institutions	4,803	4,504	35.7	23.3	1,048	13.7	618
Amusement & recreation services	5,894	4,460	32.3	19.4	865	12.0	533
Motor freight transportation & warehousing	3,646	3,312	37.2	28.0	928	15.8	524
Holding & other investment offices	2,720	2,563	38.0	31.1	797	18.8	482
Lumber and wood products, except furniture	2,578	1,882	40.4	38.4	722	25.1	473
Water transportation	3,181	2,451	37.8	32.5	796	18.2	447
* Educational services	1,739	1,504	41.0	39.1	588	25.9	390
Bldg. materials, hardware, garden supply, mobile home	3,010	2,700	35.4	24.5	662	13.8	373
Personal services	2,486	2,152	34.8	23.4	504	16.4	352
Pipelines, except natural gas	965	936	46.6	60.8	569	35.7	334
Legal services	1,926	1,778	38.6	31.7	563	17.4	309
Printing, publishing and allied industries	2,098	1,896	36.6	25.7	487	14.6	276
Automotive repair, services & parking	3,326	2,916	32.3	16.0	467	9.2	267
Insurance agents, brokers & service	1,133	1,061	39.1	32.5	345	20.8	221
Transportation services	2,270	1,902	34.0	19.9	378	11.0	210
Chemicals and allied products	635	627	45.4	55.3	347	31.7	199
Home furniture, furnishings & equipment stores	1,915	1,652	32.7	20.1	332	11.4	189
Metal mining	1,585	1,325	37.3	26.4	350	13.7	181
Insurance carriers	914	867	40.4	35.2	305	20.8	180
Apparel & accessory stores	1,974	1,670	28.9	15.9	266	10.3	172
Miscellaneous repair services	1,155	965	36.6	25.3	244	15.4	149

Note: Age data from 1994 through 1999 PFD and 1999 Voter Registration File. Employment data preliminary.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Occupations with Largest Number of Workers 50 and Over

Wage and salary workers employed during 1999—Alaska

10

	Total Workers	Total with Age Info	Avg Age	Percent 45 and Over	Number 45 and Over	Percent 50 and Over	Number 50 and Over
General Office Occupations	14,233	13,006	36.3	27.7	3,597	17.2	2,235
Janitors & Cleaners	6,769	5,934	38.3	34.0	2,019	21.3	1,261
* Elementary School Teachers	5,070	4,880	42.4	46.1	2,252	25.4	1,241
Sales Clerks	9,764	8,445	31.7	19.6	1,657	12.6	1,064
General Managers & Other Top Executives	3,056	2,832	45.8	56.5	1,600	35.9	1,018
Bookkeepers & Accounting & Auditing Clerks	5,009	4,747	39.2	32.2	1,528	19.3	917
Secretaries	4,375	4,164	40.1	36.8	1,524	21.9	910
Registered Nurses	3,732	3,260	43.8	48.1	1,567	25.2	823
* Postsecondary Teachers	1,814	1,681	48.3	65.8	1,106	47.8	804
Management Related Occup., NEC, et al	3,827	3,563	39.5	36.6	1,304	21.8	775
* Adult Education & Other Teachers, NEC	2,979	2,692	41.7	41.9	1,127	28.6	771
* Teacher Aides	4,467	4,238	38.6	32.5	1,376	18.0	764
Manual Occupations, NEC	8,800	7,178	32.8	18.5	1,328	10.4	749
Cannery Workers, incl. Seafood Processors	16,520	4,575	34.8	25.0	1,144	16.0	734
Carpenters	5,242	4,538	38.4	29.5	1,337	15.6	708
Social Workers	3,220	3,013	40.3	38.7	1,166	22.3	672
* Secondary School Teachers	2,846	2,667	41.8	43.3	1,154	23.7	632
Bus Drivers	1,786	1,635	45.1	52.4	857	36.0	589
Admin. Support Occup., including Clerical	2,483	2,335	39.5	36.1	844	23.3	545
Officials & Administrators; Other, NEC	1,818	1,736	44.1	51.4	892	30.9	536
Mgr; Administrative Services	1,982	1,888	43.4	46.0	868	27.9	526
Construction Laborers	5,266	4,631	34.5	21.0	974	10.9	506
Maids & Housemen	3,528	2,734	35.6	28.7	786	18.0	492
Guards & Police, except Public Service	1,957	1,717	40.7	38.6	663	27.7	475
Cashiers	5,339	4,750	31.5	16.9	802	9.9	470
Receptionists	3,488	3,161	34.6	23.9	756	13.9	439
Truck Drivers, Heavy	1,890	1,744	42.0	41.2	718	24.9	435
Maintenance Repairs, General Utility	2,194	1,909	39.5	35.1	671	21.5	410
Administrative Assistants & Officers	2,061	1,899	38.9	33.4	635	21.2	402
Operating Engineers	1,859	1,649	42.1	42.4	699	24.0	395
Electricians	2,128	1,858	40.0	34.1	634	21.2	393
Airplane Pilots & Navigators	2,042	1,458	42.3	40.0	583	26.3	383
Cooks, Institution & Cafeteria	1,484	1,265	43.9	46.5	588	30.2	382
Mechanics & Repairers, NEC	1,625	1,516	40.9	38.9	589	23.9	362
Supervisory Mechanics & Repairers	1,373	1,294	44.2	49.8	645	27.7	358
Sheriffs, Bailiffs, & Other Law Officers	1,476	1,455	41.6	42.4	617	24.5	356
Kitchen Workers, Food Preparation	3,304	2,698	32.0	21.3	576	13.0	351
Misc. Food & Beverage Preparation Occup.	3,952	3,067	31.4	18.1	554	11.4	351
Waiters & Waitresses	5,911	4,528	31.7	13.7	622	7.7	348
Salespersons NEC	2,628	2,335	33.9	21.9	511	14.0	328
Nursing Aides, Orderlies, & Attendants	2,333	2,124	37.5	27.4	582	15.3	325
Accountants & Auditors	1,696	1,616	40.6	34.3	555	19.0	307
Bartenders	2,014	1,725	38.7	29.5	509	17.2	297
Supervisor; Sales, Retail	1,905	1,776	38.8	27.8	493	16.6	295
Record Clerks NEC	785	762	45.8	52.5	400	37.1	283
Stock & Inventory Clerks	1,921	1,783	36.1	26.6	475	15.6	279
Misc. Plant Systems Operators	902	852	45.6	58.3	497	31.8	271
Heavy Equipment Mechanics	1,289	1,100	42.5	42.6	469	24.2	266
Teachers, Except Postsecondary	1,075	1,006	41.8	43.2	435	26.1	263
Teachers, Special Education	1,038	974	43.5	50.6	493	26.2	255
Administrators, Elementary & Secondary Ed.	553	531	48.4	71.9	382	47.6	253
Inspectors & Compliance Officers	980	845	43.4	47.6	402	28.8	243
Freight, Stock, & Material Movers, NEC	3,348	2,991	32.9	15.7	470	8.0	240
Personnel, Training, & Labor Relations Spec.	770	753	44.3	51.5	388	31.5	237
Civil Engineers	1,045	981	42.2	41.2	404	24.1	236
Supervisory Food & Beverage Preparation	1,602	1,384	36.8	27.7	384	17.1	236
Automobile Mechanics	2,078	1,891	36.3	22.2	419	12.4	234
Purchasing Agents & Buyers, NEC	1,221	1,142	40.9	35.2	402	20.0	228
Engineers, NEC	928	829	43.0	44.8	371	27.4	227
Truck Drivers, Light	2,323	2,092	35.1	19.9	416	10.6	221
Reservation Agents & Ticket Clerks	1,800	1,630	34.7	23.2	378	13.6	221
Technicians, NEC	1,048	993	40.5	38.3	380	22.1	219
Health Aides, Except Nursing	1,318	1,255	37.9	29.0	364	16.4	206
Plumbers, Pipefitters & Steamfitters	1,542	1,393	38.5	29.4	409	14.5	202
Lawyers	947	900	42.0	40.7	366	18.3	165

Note: Age data from 1994 through 1999 PFD and 1999 Voter Registration Files. Employment data preliminary. NEC = not elsewhere classified

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

**Selected Research on Teacher Recruitment
and Retention**

from

Education Commission of the States

Education of the States Resources Teacher Quality - Recruitment and Retention

The Education Commission of the States (ECS) provides a wealth of information regarding Teacher Recruitment and Retention. It can be found under the Issue of Teaching Quality. There are also a number of Sub-Issues that provide interesting information.

The following topics may be found at <http://www.ecs.org/html/issue.asp?issueid=129&subIssueID=65>. Those titles highlighted in bold print are included in this packet.

- Certification/Licensure
- **Compensation**
- Evaluation
- **Hard-to-Staff Schools**
- Induction/Mentoring
- **Preparation/Education**
- Professional Development
- Overview
- **What States Are Doing**
- Pros & Cons
- Selected Research & Readings
- The ECS View
- ECS News
- **Other Web Sites**
- Tenure

From ECS Website

Teacher Quality: Compensation

What States Are Doing

<http://www.ecs.org/html/IssueSection.asp?issueid=129&subissueid=78&s=What+States+Are+Doing&alldocs=yes>

"How the Single Salary Schedule Works" - A detailed description of the single salary schedule used in most school districts in the country, with a model showing the incremental increases based on additional earned credits or experience. From *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools* (Allan Odden and Carolyn Kennedy, Consortium for Policy Research in Education, 1997) ...

Iowa Approves Performance Pay for its Teachers MS Word - This Education Week article describes the new teacher compensation system approved by legislators in Iowa. The new plan will pay educators based on their performance in the classroom and student achievement, rather than the number of years spent teaching. Expected to cost upwards of \$40 million the first year, the plan will articulate standards for educators, reinvent the evaluation system and outline a teacher-bonus plan. Critics question how it will be financed in future years. (Julie Blair, Education Week, May 16, 2001)...

Kansas' Performance-Based Teacher Licensure Policy - A performance-based method for licensing teachers, approved by the state board of education in 2000, will allow new teachers two years to demonstrate their ability to teach before being fully licensed. In addition, the state's teacher preparation programs will be approved in part on the basis on how well their graduates perform. The regulations are designed to align with the state's school improvement standards and move toward performance-based accountability. They take effect in 2003. ...

Legislative Language MS Word - **Multistate compilation of legislation on teacher compensation - incentive/merit pay.** (Education Commission of the States, 2000)...

National Board for Professional Teaching Standards MS Word - Twenty-one states provide financial rewards to teachers who attain certification from the National Board for Professional Teaching Standards. In some states, the reward is a one-time bonus, in others, an ongoing percentage of salary. In the 1999-2000 legislative sessions, Georgia joined this list of states with a salary increase of 10% for National Board certification. Likewise, Virginia now provides annual awards of \$5,000 to teachers achieving and maintaining national certification. ...

Recent State Legislation: Teacher Compensation: Collections from the ECS state policy database

- Teacher Compensation--Benefits
- Teacher Compensation--Incentive/Merit Pay/Career Ladders
- Teacher Compensation--Retirement
- Teacher Compensation--Salaries
- Teacher Compensation--Salary Schedules

What States Are Doing Archives

Recent State Legislation

Teacher Recruitment/Retention--Incentives

Education Commission of the States • 707 17th Street, Suite 2700 • Denver, CO 80202-3427 • 303-299-3600 • fax 303-296-8332 • www.ecs.org

The following summary includes policies enacted since 1998. Summaries are collected from *StateNet*, *Lexis-Nexis*, state Web sites and state newsletters. *StateNet* and *Lexis-Nexis* descriptions reflect the content of bills as introduced and may not reflect changes made during the legislative process. To assure that this information reaches you in a timely manner, minimal attention has been paid to style (capitalization, punctuation) or format.

State	Status/Date	Level	Summary
HI	Signed by governor 05/2001	pre-K-12 Postsec.	Establishes the Hawaii education loan program and special fund for the purpose of providing financial support to students who graduate with a bachelor's degree in education and who agree to teach in the Hawaii public school system. Title: H.B. 1667 Source: Lexis-Nexis/StateNet
HI	Signed by governor 05/2001	pre-K-12	Offers an incentive to state teachers to take professional development course work by allowing them a 100% state tax deduction on tuition costs. Title: S.B. 1315 Source: Lexis-Nexis/StateNet
KS	Signed by governor 05/2001	pre-K-12 Postsec.	Relates to professional service scholarships for teachers and ethnic minorities; requires recipients to teach in under-served areas and in hard-to-staff disciplines; provides for repayment of scholarships if teaching agreements are not met; also provides service scholarships for other professions. Title: H.B. 2014 Source: Lexis-Nexis/StateNet
LA	Signed by governor 05/2001	pre-K-12 Postsec.	Creates the Critical Teacher Shortage Incentive Program. The program provides newly certified teachers who agree to practice in their profession as a classroom teacher in elementary or secondary schools in the area of mathematics, biology, chemistry, physics or special education, three thousand dollars per year for the first four consecutive years for which they practice. Title: H.B. 651 Source: Lexis-Nexis/StateNet
MS	Signed by governor 05/2001	pre-K-12	Deletes the automatic repealer on the State Employer Assisted Housing Loan Program for teachers in critical teacher shortage areas. Title: S.B. 2181 Source: Lexis-Nexis/StateNet
GA	Signed by governor 03/2000	pre-K-12	In schools and school systems where there is an insufficient supply of qualified teachers in mathematics, science, special education, or foreign language, teachers may be advanced an additional step on the salary schedule if they agree to teach in these areas. The Office of Educational Accountability shall decide whether a school or a system is experiencing

a shortage. This program is dependent on funding from the General Assembly.

Title: H.B. 1187

Source: Georgia Department of Education

MO Signed by governor
07/99

pre-K-12 Metropolitan school districts participating in volunteer tutoring program and with 5% shortage of certified teachers may apply for a waiver allowing retired teachers to teach in district for up to two years without losing retirement benefits. District to place emphasis on hiring retired teachers including but not limited to reading, math, science and special education.

Title: H.B. 889

Source:

MO Signed by governor
07/99

pre-K-12 Missouri Critical Teacher Shortage Forgivable Loan Program established, making undergraduate and graduate forgivable loans available, subject to appropriation, to eligible students entering programs of study leading to a degree in a teaching program in a critical teacher shortage area. Eligible candidates must be, among other stipulations, full-time ed. students, have declared intent to teach in a state-board-identified shortage area, and have minimum 2.5 GPA if undergraduate or 3.0 GPA if graduate student.

Credit for repayment of a forgivable loan shall be in an amount not to exceed \$4,000 in loan principal plus applicable accrued interest for each full year of teaching service, with maximum credit of \$8,000 in principal plus applicable accrued interest for each full year of teaching service in a high population density, low-economic condition urban school or at a low population density, low-economic condition rural school.

Title: H.B. 889

Source:

MS Signed by governor
04/99

pre-K-12 Increases the salaries of public school teachers; requires the payment of an annual salary supplement and a 1-time process reimbursement to school district counselors acquiring the Nation Board for Certified Counselors' endorsement as a National Certified School Counselor and to speech-language pathologists and audiologists acquiring the certificate of clinical competence from the American Speech-Language-Hearing Association.

Title: H.B. 471

Source: Lexis-Nexis/StateNet

From ECS Website

Teaching Quality: Other Web Sites

<http://www.ecs.org/html/IssueSection.asp?issueid=129&subissueid=0&s=Other+Web+Sites&alldocs=yes>

Other Web Sites

American Federation of Teachers (AFT) - AFT is a professional union representing one million teachers, school support staff, higher education faculty and staff, health care professionals, and state and municipal employees. Featured links on this Web site include publications and press releases, AFT on the Issues and the teacher quality main page.

Center for Educational Renewal - The Center for Educational Renewal (CER) was founded in 1985 to advance the simultaneous renewal of P-12 schools and the education of educators within the larger context of education in a democracy. On this Web site, co-sponsored with the Institute for Educational Inquiry and the National Network for Educational Renewal, organization initiatives, programs and publications are presented on how a school and teaching renewal agenda can be implemented.

Center for the Study of Teaching and Policy (CTP) - Founded in 1997, CTP is a consortium of five universities, which has been created to investigate the relation between excellent teaching and policymaking at national, state and local levels. CTP's mission is to investigate the relation between excellent teaching and policymaking.

Consortium for Policy Research in Education (CPRE) - CPRE, a consortium of researchers from five of the nation's leading universities, provides a range of publications - from policy briefs to full-scale research reports - on the impact of new accountability policies on students, teachers and schools.

Milken Family Foundation - The Milken Family Foundation supports education issues in various ways, including strengthening the profession by recognizing and rewarding outstanding educators; expanding professional leadership and policy influence; and attracting, retaining and motivating the best talent to the teaching profession. Various links to different education initiatives and programs can be found on this Web site.

National Commission on Teaching and America's Future - NCTAF's goal is to transform teacher development in ways that will dramatically enhance student academic achievement and has created a reform agenda for how teachers are prepared, recruited, selected, inducted, and supported, and how schools support, assess, and reward their work.

National Education Association (NEA) - The Web site of NEA, America's largest teacher organization, offers information on a multitude of education issues.

National Teacher Policy Institute - A project of the Teachers Network, this institute was established to bring teachers' voices to educational policymaking.

NCSL Teacher Quality Web Site - Provides information on teacher quality issues, such as research, recruitment and compensation, preparation, licensure and certification, induction and professional development.

Teacher Quality Clearinghouse - The Teacher Quality Clearinghouse is a guide to the latest news, analysis and research on teacher quality policies. Resources available on this Web site include: links to education organizations; research; information about school and educator accountability, teacher pay and incentives, and school staffing.

The Holmes Partnership - The Holmes Partnership is a network of universities, schools, community agencies and national professional organizations working to create high-quality professional development and school renewal to improve teaching and learning. Its work is centered around six goals, which the Web site outlines: high-quality professional preparation; simultaneous renewal; equity, diversity, cultural competence; scholarly inquiry and research; school and university-based faculty development; and policy initiation.

Thomas B. Fordham Foundation - This foundation supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio and vicinity.

West Ed - WestEd seeks ways to combine traditional and innovative assessment methods into coherent, affordable and valid systems that provide the feedback desired for all levels of accountability. The Assessment and Standards Development Services (ASDS) program found on this Web site is involved extensively at the local, state and national levels in planning, developing, implementing and evaluating standards and assessment tools, methods and systems. Among others, project areas include teacher professional development and assessment.

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Teaching Quality — Hard-to-Staff Schools

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Quality Induction is Crucial	Leading Hard-to-Staff Schools
Filling Hard-to-Staff Schools in Pennsylvania	Where Are the Data: Issues of Educator Supply and Demand
Recruitment: ■ Los Angeles Unified School District Intern Program (LAUSD) ■ Virginia's Teaching Scholarship Loan Program	High-Stakes Accountability and Hard-to-Staff Schools
Induction: ■ Connecticut's Beginning Educator Support and Training (BEST) Program	A Rural Perspective
Preparation: ■ Pathways to Teaching Careers	Hard-to-Staff Schools: An Urban Teacher's Experience

Focusing Policy on Hard-to-Staff Schools

By Michael Allen

Our country faces a teacher crisis — the product of multiple factors. There is a growing student population in many parts of the country. A significant percentage of teacher preparation programs are plagued by high attrition and the failure of many of their graduates to enter the teaching profession. Teachers who do enter the profession often don't stay very long; one-third of new teachers leave the profession within five years. Moreover, in certain subject areas — most commonly mathematics, physical science, bilingual education and special education — many schools have trouble finding adequately trained teachers.

In addition to problems with teacher supply, there are concerns about teacher effectiveness. While the majority of teachers are competent and caring, too many are not successful in helping their students reach the high achievement levels that today's complex society and workforce require of them. In some cases, teachers simply lack the skill or temperament to be effective with the students they have. In other cases, the school culture may not support learning and teaching or may lack adequate physical facilities, including instructional technology. In still other cases, however, teachers lack sufficient subject-matter knowledge or the ability to teach it well.

Problems Exacerbated

In schools considered "hard-to-staff," these problems are exacerbated and can have disastrous consequences for the students who attend them.

What, exactly, is a "hard-to-staff" school? The designation is not a precise technical term but merely denotes those schools that have a particularly difficult time finding and retaining adequately trained teachers who are effective with their student populations. Commonly, such schools have a high percentage of relatively new teachers because more experienced teachers, whose seniority gives them greater choice over their teaching assignment, tend to go elsewhere.

Many hard-to-staff schools are inner-city schools with a high percentage of students living in poverty. There are also a significant number of hard-to-staff rural schools because they are located in economically depressed or isolated districts that offer very low salaries or lack the amenities that more cosmopolitan or prosperous regions have to attract teachers.

Student Success Depends on Teachers

Recent research by William Sanders of the University of Tennessee, Ronald Ferguson of Harvard University and others has demonstrated that the most powerful school factor in students' educational success is their teachers. Indeed, research convincingly shows that repeated effective teaching can overcome much of the negative impact of socioeconomic disadvantage.

A study by Richard Ingersoll of the University of Georgia, however, has found significant disparities in the background of teachers at high-poverty vs. low-poverty secondary schools. For example, while 27% of mathematics and 51% of physical science teachers at low-poverty schools nationally lack a major or minor in their teaching field, those numbers rise to 43% and 65% in poor schools. Within specific states, both rural and urban, students in high-poverty schools may be as much as four times more likely to have teachers without a major in their teaching field than students at wealthier schools. Other studies confirm that poor and minority students tend to have inferior teachers.

Predictably, the consequences for students in hard-to-staff schools of not having adequately trained or effective teachers are profoundly negative. According to the National Center for Education Statistics, 86% of the students in low-poverty schools who graduate in the top quarter of their high school class go on to four-year colleges. This compares to 58% of the top graduates at high-poverty schools. When college graduation is considered, according to the Education Trust, 48% of young people from high-income families graduate college by age 24, compared to only 7% of young people from low-income families.

Better Staffing Essential

Clearly, if the nation is to guarantee an adequate education and solid career opportunities for all children, we must put an effective teacher in every classroom and focus particularly on recruiting, preparing and retaining teachers for hard-to-staff schools. How do we do this?

There is no definitive answer to the problem posed by hard-to-staff schools, and the ultimate solutions to the various issues involved will vary from state to state. Nevertheless, there are some clear factors to consider, some general approaches that have strong expert consensus behind them, and some individual programs and strategies that have demonstrated success or promise in specific, limited implementation.

First, policymakers must understand as completely and precisely as possible the specific problems and challenges their hard-to-staff schools face and identify the avenues of solution most likely to succeed in their state. Several articles in this issue of *State Education Leader* seek to give policymakers an indication of the kind of information they need to address the problem successfully, or show how policymakers have tailored their approaches to the realities of their states. These include the article on "Where Are the Data? Issues of Educator Supply and Demand" by Sabrina Laine; the article on "A Rural Education Perspective," by Steven Street; the practitioner articles by Susan Brown and Randy Hillstead that describe, respectively, an urban teacher's and a rural superintendent's experiences; and the articles by Delaine Eastin and Eugene Hickok that discuss how two different states are approaching teacher-shortage problems.

Recruitment Strategies Important

One of the key issues policymakers must address is teacher recruitment. Hard-to-staff schools pose their own set of challenges. For high-minority schools, the recruitment of minority teachers, who are woefully underrepresented in the teaching force, may be a promising solution; well-qualified minority teachers may be particularly effective with these students.

For isolated rural schools, the recruitment of "home-grown" teachers who already live in the area may be an effective strategy. The article on "Issues and Strategies in Teacher Recruitment" by Janice Poda discusses the teacher recruitment issue and notes some of the strategies tried by the South Carolina Center for Teacher Recruitment.

Few recruitment efforts are likely to be effective by themselves, however. Effective preparation is essential, but preparation specifically to enable new teachers to succeed in hard-to-staff schools is the exception rather than the rule. Denise Littleton's article on "Preparing Teachers for Hard-to-Staff Schools" discusses the specific preparation needs of persons who teach in hard-to-staff schools and offers suggestions for how both teacher preparation programs and state policymakers can address them.

Induction the Next Step

Yet no matter how good their preparation program, new teachers are not finished products. They require continuous mentoring and good support to develop into committed and successful teachers, especially at hard-to-staff schools. Without such support, they are likely to be overwhelmed and frustrated and to leave the schools in which they work (as Susan Brown did) or the teaching profession, altogether. In his article, "Quality Induction for Beginning Teachers Is Crucial," Willis Hawley discusses the contribution a good induction program can make to the effectiveness and longevity of a new teacher, the important features of such a program and its potential cost.

Leadership Essential

Beyond preparation and induction, the quality of school leadership is becoming recognized as another essential factor in recruiting and retaining teachers in hard-to-staff schools and in enabling them to be effective. The study by Richard Ingersoll mentioned earlier also found that teachers nationwide cite inadequate administrative support as one of the major factors in their decisions to change schools or leave the profession. In his article on "Leading Hard-to-Staff Schools," John Gardner discusses the personal characteristics and the kind of actions principals need to undertake to be effective leaders and to create an environment in which teachers can truly teach.

Policy Impact

In addition to these core strategies, an issue of interest to many educators and policymakers is the impact of several increasingly popular policies on hard-to-staff schools. In her article "High-Stakes Accountability and Hard-to-Staff Schools," Catherine Anthes examines a number of important concerns and questions.

Finally, a number of program profiles written by Mary Fulton, ECS policy analyst, give readers a sampling of the diverse array of strategies that have been developed and implemented to address the issues faced by hard-to-staff schools. While ECS does not recommend or endorse these particular programs, the staff does believe they are worthy of serious consideration.

ECS Actions

For the past year, ECS has been looking at ways to increase the quality and effectiveness of the nation's teachers through the "Quality Teachers for the 21st Century" initiative under the leadership of 1999-2000 ECS Chairman, Wyoming Governor Jim Geringer. Recommendations from that initiative can be found in a separate ECS publication entitled *In Pursuit of Quality Teaching: Five Key Strategies for Policymakers*.

Concurrently, ECS is in the midst of a three-year project, generously supported by the Wallace-Reader's Digest Funds, to help states improve the quality of their teacher workforce, with a particular view toward the problems of hard-to-staff schools.

This publication is one of the first fruits of the Wallace Funds project and is meant to give state policymakers examples of what states and districts have done to address the problem of securing

teachers for hard-to-staff schools. The publication also is designed to stimulate further discussion of the critical issues involved. A more in-depth study on the issues of hard-to-staff schools is scheduled for publication this fall.

Allen is director of ECS' teaching quality initiative.

Preparing Teachers for Hard-to-Staff Schools

By Denise Littleton

Theoretically, preparing teachers for hard-to-staff schools should be no different than preparing teachers for any school. Yet, nearly one-third of all new teachers leave during the first five years of teaching, with higher attrition rates in urban, rural and disadvantaged school districts. Teacher shortages are reported nationally with large numbers of uncertified and unqualified teachers hired annually to work in hard-to-staff schools. This situation suggests a revolving door of new and inexperienced teachers are filling slots to teach children who generally need the most experienced and well-trained teachers.

Research is clear that student learning is affected by teachers' qualifications and experience. In addition, a major contributor to educational inequality and inequity is the exposure of urban students to less-trained and -experienced teachers. A well-prepared and well-qualified teacher workforce is critically needed to meet the instructional needs of children attending hard-to-staff schools.

What Can Education Schools, Departments and Colleges Do?

To ensure all children have competent teachers, education schools, departments and colleges should continually evaluate their programs to determine if graduates are meeting local, state and national standards in teacher preparation. This translates into a teacher who is trained in the following areas.

- **Content.** A teacher should be thoroughly knowledgeable in the major or the content he or she intends to teach.
- **Pedagogy.** Knowledge of pedagogy and a repertoire of teaching methods are crucial.
- **Teaching strategies.** A teacher should be creative and able to demonstrate various teaching strategies.
- **Learning theories.** Knowing how to design and implement instruction based upon accepted and established learning theories is critical for teaching effectiveness.
- **Technology.** Use of instructional technology is widely accepted as a useful tool and, according to some research, enhances student achievement.
- **Child and adolescent development.** As a child grows and develops, many areas such as cognition, language, socioemotional development and others affect and are interdependent with learning. A teacher who is aware of how each child functions in these areas can design instruction to maximize learning.
- **Curriculum development.** Knowledge about the content and how it is best presented for sequential or higher-level thinking, for example, accentuates learning.
- **Classroom management procedures.** Effective strategies to manage the classroom promote Learning.
- **Behavior and motivation.** Knowledge of motivational behavior and techniques can be used to optimize learning
- **Human relation skills.** Teachers have to be effective in working with students, parents, colleagues and community representatives.
- **Exceptional students.** With the inclusion of many special-needs students in the regular classroom, teachers need training to meet these students' needs.
- **Assessment.** Teachers should be able to assess and interpret results for effective instruction.

- **Programs that work.** Knowledge of programs that work provides the basis for replication, adaptation and modification in the classroom. It provides the knowledge base to develop new programs that work.
- **Diversity and multicultural education.** With projected increases in the numbers of minority students, all teachers need knowledge of their students' different languages, cultures, socioeconomic status, races and developmental backgrounds. Such knowledge can be used to develop effective instruction, select appropriate instructional materials, manage classroom behavior and select effective motivational techniques, as well as develop a positive rapport with students, parents and community representatives.

Diverse Experiences Needed

Prospective teachers need not only a curriculum to promote mastery of their content but also a variety and continuum of teaching and other field experiences in diverse settings. Such experiences should occur early and continue throughout the professional education sequence with clear feedback for professional growth and development.

Opportunities should be provided for prospective teachers to challenge, evaluate and understand their own belief systems and develop successful interpersonal skills to work in hard-to-staff schools. Believing that all students can learn, as well as being resilient, resourceful, persistent, industrious, reliable, caring, cooperative and creative, are just some of the attributes successful teachers in hard-to-staff schools need to acquire.

What Else Can Be Done?

By working together, there is much that states and school districts can do to assist education schools, departments and colleges in preparing teachers for hard-to-staff schools. Here are some ideas:

1. **Provide funding support and/or competitive grants to help colleges and schools develop or expand teacher education programs to increase the number of teachers certified in high-need areas and for hard-to-staff schools.** Programs could be developed at both the undergraduate and graduate levels geared toward the National Board for Professional Teaching Standards.
2. **Provide scholarship support to participants enrolled in such programs or forgivable loans to graduates who teach in hard-to-staff schools.** There are several national models such as the DeWitt Wallace-Reader's Digest Pathways to Teaching Careers programs and the Ford Foundation projects that have demonstrated success in producing teachers committed to working in hard-to-staff schools. Participants are recruited from nontraditional pools, such as teacher aides, substitute teachers and other school paraprofessionals. These teacher candidates are older, have valuable life experiences and are familiar with the schools, students and communities in urban areas. Graduates tend to be committed and have remained in urban schools for at least three years.
3. **Provide incentives and funding to develop new programs for first-year teachers.** There are several possibilities that could be initiated based upon teacher and school district needs:
 - Develop a mentoring or induction program in which all first-year teachers are assigned a mentor, who is well-trained, capable, and given the time and support to assist a beginning teacher.
 - Implement a first-year teaching internship in which the employee is full-salaried but still provided supervisory support from the university. A well-trained cadre of university clinical faculty would be needed to support this initiative. Such a program would foster a school/university collaboration, which could spawn other school/university programs that would be mutually beneficial.
4. **Develop policies and support systems to retain teachers in hard-to-staff schools.** This includes providing better salaries, adequate resources, supportive leadership, a collegial atmosphere, and encouraging teacher input in curriculum and other school decisions.
5. **Develop flexible certification and licensing procedures without compromising standards and teacher quality.** In too many instances, passing state licensure examinations is the sole criterion for teacher certification without regard to teaching effectiveness. In other words, no matter how many other criteria a teacher may have met, if he or she does not pass the test, the teaching position may

be lost. Often the question is asked: How can teachers be effective if they don't pass such examinations? Yet, many school districts report they are dismissing excellent teachers they wish to retain. In these situations, guidelines or other policies should be developed to retain teachers who are making a difference.

Overall, a variety of innovations can be used to prepare and retain excellent and experienced teachers in hard-to-staff schools. If student achievement is a priority, then teachers must be qualified; prepared to meet local, state and national standards; and given the resources and support to do their jobs well. Retaining them should be no less a priority.

Littleton is a professor in the Department of Early Childhood, and director of the teacher recruitment program at Norfolk State University, Virginia.

Issues and Strategies in Teacher Recruitment

By Janice Poda

Teachers wanted! That's the cry heard from coast to coast as school districts scramble to find teachers to fill vacancies created by baby boomers retiring, smaller class sizes, higher graduation requirements and gaps left by teacher education graduates who never enter the classroom. Rural and inner-city schools are the hardest hit by this teacher shortage, which includes those teaching out of field — that is, a subject in which they have neither a major nor a minor.

As more evidence points to the positive impact quality teaching has on student achievement, school districts are taking additional measures to ensure that every child has a caring, competent teacher.

Short-term Solutions

When an adequate supply of well-qualified teachers is hard to come by, both short- and long-term solutions are needed. Here are some ideas for the short run:

- **Fringe benefits for part-time teachers:** Currently, most part-time teachers do not qualify for health and dental insurance and other benefits afforded full-time teachers.
- **Job sharing:** Because a number of teachers leave the profession to raise their children, job sharing may be one way to encourage former teachers to return to the profession.
- **Signing bonuses or moving expenses:** Many states and school districts have resorted to these and other incentives to attract teachers. Unfortunately, most of these incentives cause morale problems among the faithful employees who have served the school district for a long time.
- **Speedy application process:** Teachers often become frustrated with hiring processes that delay their ability to finalize a commitment. Communication between the applicants and the school districts often is limited, and teachers are expected to complete an application for each district where they apply.

One means of streamlining the application process is to make Web-based applications available. This past year, South Carolina implemented a statewide online application system that only requires one application for all 86 school districts in the state (www.winthrop.edu/scteach). School district personnel can access the applicant information as frequently as they like.

Of course, such incentives as the above can be offered only by school districts with sufficient resources, which rural and inner-city schools often lack. One alternative may be for the state or school districts to offer bonuses or salary increases for longevity with the amount of the bonus or salary higher in school districts that have the most difficulty attracting and retaining teachers.

Long-term Strategies

Long-term strategies for recruiting teachers must not be forgotten during this period of a teacher shortage. Young people have many career choices and educational opportunities today. They often eliminate teaching as a career choice because of negative images of teaching and discouragement by adults, frequently teachers and parents.

The South Carolina Center for Teacher Recruitment, created and funded by the General Assembly in 1986, has focused on strategies to pique the interest of middle and high school students by giving them firsthand experiences in teacher-like activities. Seventh and 8th graders participate in ProTeam, where they learn study skills, decisionmaking, goal setting, communication skills and teaching methods. The students read stories to younger students, tutor, teach mini-lessons and learn what it is like to be a teacher.

High school students, mostly seniors and some juniors, participate in the Teacher Cadet Program. Offered as a high school course to academically able students (3.0 grade point average and five teacher recommendations), the programs include three units: "The Learner," "The School" and "The Teacher and Teaching." The keystone portion is the field experience where students work in classrooms actually teaching lessons, tutoring students, working with small groups, etc.

Teacher Cadets frequently engage in self-reflection and analyses of their goals, strengths and weaknesses so they can make better-informed decisions about their career choices. Approximately 35% of the 25,000 students who have participated in the program have become teachers or are enrolled in teacher education programs.

"Grow-your-own" programs such as ProTeam and Teacher Cadet can be the most cost-effective and time-efficient methods of recruiting teachers. Even though it takes four or five years to move students from a precollegiate program through a teacher education program, the participants are more likely to return home and stay. By knowing the culture of the area, the acclimation and induction of these teachers is more likely to be successful. (For more information about the ProTeam or Teacher Cadet Programs, contact the South Carolina Center for Teacher Recruitment, <http://www.scctr.org>.)

Other suggestions for recruiting teachers

- Participate in recruitment fairs/career days
- Make direct contact with individual college career counseling and placement offices
- Share information about housing, community life, social, civic, fraternal and religious organizations, and activities
- Offer scholarships for candidates to pursue teacher education.

Poda served for 10 years as director of the South Carolina Center for Teacher Recruitment. She now directs the South Carolina Department of Education's new Division of Teacher Quality.

Quality Induction Is Crucial

By Willis D. Hawley

Of all the initiatives to improve the quality of teaching in America's schools, the most significant are those that seek to ensure beginning teachers start their careers with substantial professional support and opportunities to enhance what they know and are able to do. There are two main reasons why this investment is productive: to improve student achievement and to reduce teacher attrition, especially among teachers with the greatest promise.

First, no matter how good their teacher preparation programs have been, beginning teachers have much to learn. Indeed, without adequate professional support, novice teachers often narrow their repertoire of competencies and focus on less sophisticated and less effective instructional strategies. The lives of beginning teachers are full of questions about what needs to be done, given the situation and the children they have.

They are ready to learn, and what they learn will shape their perceptions of what good teaching is and what it means to be a teacher. The absence of opportunities for professional development focused on

particular challenges new teachers face means that the students of new teachers, as well as those they will teach throughout their careers, suffer accordingly.

Reducing Attrition

Second, excellent induction programs can substantially reduce teacher attrition, probably by 50% or more. This is important for several reasons:

- Research shows that novice teachers (those in their first three or four years), like workers in virtually all fields, are markedly less effective than their more experienced colleagues. Reducing the attrition of new teachers will increase the number of experienced teachers.
- Those persons most likely to leave teaching tend to be those with the greatest promise because they perceive that they cannot realize the high goals they set for themselves and their students. Reducing the number of new teachers that districts must hire will mean the district will be able to select beginning teachers who, on average, are better educated and better prepared to teach.
- Reducing attrition also means that states and districts will have to invest less in teacher recruitment and provide induction programs for fewer novices.

Attributes of an Effective Program

Ensuring that beginning teachers have a quality induction experience would seem to be a "no-brainer." Most successful companies, the military and many other government agencies invest more in their new employees than do schools. Many other nations treat their beginning teachers with more respect than the United States does. Why, then, don't more teachers have better induction experiences?

The answer to this question may lie in what the elements of an effective induction program are. While no one program will fit the needs or resources of all districts, those who have studied induction have identified several characteristics that are found in the most effective programs:

- Mentoring by senior colleagues who are trained and compensated for this role and who, in turn, are supported by a school-based team. Most highly regarded programs assign mentor teachers to the role full time for two or three years. Ideally, mentors are based in the novice teacher's school and have experience teaching the same grades and subjects.
- Time provided for professional development targeted on improvement needs that are identified by continuing evaluation of the novice's performance. This will require (1) that beginning teachers have fewer classes to teach or have meaningful time away from their students during the year, and (2) a rigorous system for evaluating the performance of beginning teachers that is essentially formative but can result in denial of full licensure.
- Teaching assignments that minimize different preparations and match the content the teacher has been prepared to teach.
- Placement in schools with good leaders where good teaching and student learning can be witnessed and learned from.
- Continuation of assistance for a second year, usually at a much reduced level of investment, with program elements tailored to each new teacher's developmental progress.
- Partnerships between the district administration and the teachers' organization. In some cases, institutions of higher education are also involved.

Induction Program Costs

Some of these policies and practices will have significant financial and political costs. Financial cost will vary, of course, with teacher salaries and program elements. The widely regarded induction programs in Santa Cruz, California, for example, cost about \$5,000 per teacher during the first year and much less in the second.

Implementing good programs also requires dealing with issues of senior teachers' rights, teacher assignment policies and parents who resent "losing" outstanding teachers to mentoring or who want their children taught by more experienced teachers.

But the costs of inadequate induction programs for novice teachers are high. The high rates of attrition common in many districts, the unnecessarily slow professional development of new teachers, and the inability to retain those teachers with the greatest promise and to screen out those unsuited to the challenges undermine the learning opportunities of almost all students.

And, the assignment of inexperienced and underqualified instructors to teach students with the greatest needs for high-quality teaching is nothing less than education malpractice.

Hawley is professor of education policy and leadership at the University of Maryland. He formerly served as executive director of the National Partnership for Excellence and Accountability in Teaching.

Filling Hard-to-Staff Schools in Pennsylvania

By Eugene W. Hickok

In communities across America, school leaders have a difficult time attracting teachers to work in their schools. Whether it is because of a community's geographic location or a school or school district's reputation, prospective teachers are not lining up to fill critical positions. The result: classroom sizes are larger, teachers are working double-duty, and critical programs are being cut or eliminated because there is no one to teach them.

The urban and rural districts seem to have the most difficult time filling teaching positions. Safety issues in inner-city schools cause many prospective teachers to seek employment elsewhere, and rural districts often have a hard time attracting teachers because of the remoteness of their locations.

Pennsylvania is working hard to provide new options and assistance to districts experiencing staffing shortages.

Alternative Certification

In 1999, we introduced an alternative certification program that allows professionals who do not hold teaching degrees to teach in a Pennsylvania classroom while pursuing certification. This program allows experts in certain curricular fields to share their expertise and commitment to educating the state's children. Persons who choose this path to teaching must hold a bachelor's degree and have earned a 3.0 grade-point average or have 10 years of practical experience in their field.

After a rigorous local screening, candidates for alternative certification will receive intensive instruction in classroom management and pedagogy before they enter the classroom. Once there, they will be paired with a mentor teacher and required to take any additional coursework they need to become great teachers.

Recruitment and Retention

In addition to the alternative certification program, Pennsylvania school districts are taking various steps to recruit and retain quality teachers in their hard-to-staff schools. They are working with current high school students to encourage them to enter the teaching profession. Local schools also are providing a more nurturing support system within their district to retain current teachers and eliminate turnovers. And, school districts are intensifying efforts to recruit teachers early in their senior years of college.

School administrators are starting early to attract potential teachers by partnering with local education colleges. They are inviting college students into their classrooms sooner in their collegiate careers, beginning the process of marketing their schools and showing future teachers potential positions.

Other districts are attempting to "grow their own" teachers by encouraging high school students to enter the teaching profession and return to their hometowns to teach. This option is especially helpful in rural areas, where it often is difficult to attract the number and quality of candidates they need.

Finally, school administrators are working hard to provide a strong support system for the teachers they already have to ensure minimal turnover. Creating a family or team atmosphere appeals to teaching candidates looking for a supportive environment in which to teach.

State leaders working with their local school districts can ensure that every child in every school has the benefit of a well-prepared, committed individual teaching in their schools.

Hickok is secretary of education for the Commonwealth of Pennsylvania and an ECS commissioner.

Recruitment

Los Angeles Unified School District Intern Program (LAUSD)

Background: The LAUSD Intern Program originated from 1984 legislation that created a teacher trainee program as part of a comprehensive reform package, the Hughes-Hart Education Reform Bill. This legislation allowed districts experiencing teacher shortages to hire uncertified individuals and offer training through which they could become certified. In 1987, the legislature expanded the program and renamed it the District Intern Program. Since its inception, the LAUSD program has recruited and trained 1,100 novice teachers.

Objective/Goal: The LAUSD District Intern Program is designed to recruit academically competent individuals for hard-to-staff schools and subject areas experiencing teacher shortages. The program recruits secondary English, mathematics and science teachers, as well as elementary and bilingual teachers.

Description/Components: Potential participants must have a baccalaureate degree with 20 units in a subject-matter major, pass a state-approved exam in the subject area to be taught, and pass the California Basic Educational Skills Test.

Mentoring support is provided for two years from a mentor teacher and focuses on (1) procedural knowledge of LAUSD, (2) subject-matter content prescribed by the state and district, (3) the district's approach to organizing and planning instruction, and (4) survival skills.

Interns participate in a year-round, two-year program that consists of regular training sessions and a strong focus on multicultural education.

Contact Information: Mary Lewis, director, LAUSD District Intern Program, 323-932-2055
<http://certificated.lausd.k12.ca.us/cert/index2.htm>

Virginia's Teaching Scholarship Loan Program

Background: During the 2000 session, the Virginia Legislature consolidated several proposals to revise and expand the Teaching Scholarship Loan Program, which has been in place for several years. The measure increases the number of and amount for the scholarships and targets certain teaching disciplines, high-poverty rural and urban schools and minority students.

Objective/Goal: The scholarship program is intended to recruit more individuals into the teaching field, as well as into disciplines and geographical areas with teacher shortages.

Description/Components: The purposes of the Virginia Teaching Scholarship Loan Program are to accomplish the following:

- Increase the number of students pursuing careers in teaching

- Increase the number of teachers in the critical teacher shortage disciplines as established by the board of education
- Help paraprofessionals enrolled as full- or part-time students in an approved teacher education program complete the program to become fully licensed teachers
- Expand eligibility to sophomores, juniors, seniors and graduate students enrolled full- or part-time in an approved teacher education program
- Increase the diversity of persons pursuing careers in teaching through the Diversity in Teaching Initiative.

Before a teaching scholarship is awarded, the recipient must agree to attend an approved teacher education or graduate education program in an accredited four-year institution of higher education in Virginia. Upon graduation, he or she must teach in a Virginia public school in a critical teaching shortage discipline, in a school with a high concentration of students eligible for free or reduced lunch, or in a rural or urban region with a teacher shortage.

Scholarship recipients must begin teaching in the first full academic year after graduating from college, satisfy the eligibility requirements for a teaching license, and teach continuously in Virginia for the same number of years that they received the scholarship. The Board of Education is empowered to recover funds awarded as a scholarship if a recipient fails to meet the obligations.

The Diversity in Teaching Initiative created five pilot programs, geographically distributed across the commonwealth, to attract and encourage elementary and secondary school students to pursue a career in teaching. Outreach activities for students of diverse backgrounds include mentor programs, collaboration between public schools and higher education institutions, and other programs to generate interest in the teaching profession.

Contact Information: <http://leg1.state.va.us/cgi-bin/legp504.exe?001+ful+SB737ER> (legislation)
<http://leg1.state.va.us/cgi-bin/legp504.exe?001+ful+CHAP0570> (statute)

Induction

Connecticut's Beginning Educator Support and Training (BEST) Program

Background: First implemented in 1989, Connecticut's BEST Program is a comprehensive support and assessment program for beginning teachers. The teacher-induction program was part of recommendations from the Governor's Commission on Equity and Excellence and included in the 1986 Education Enhancement Act.

Objective/Goal: The BEST Program is designed to help beginning teachers strengthen their knowledge of subject-matter and instructional strategies, enhance their understanding of students as learners, and begin a career of lifelong learning and professional growth.

Description/Components: New teachers must successfully complete the program within three years of beginning their first jobs to move beyond Connecticut's initial teaching license. Teachers who have not met the assessment standard by year two receive more individualized feedback and must resubmit a teaching portfolio. The program consists of the following requirements:

■ Year One:

Districts are required to assign mentors or mentor teams to new teachers to develop essential skills related to classroom management, instruction and student assessment.

Teachers' essential skills are measured through the Connecticut Competency Instrument (CCI).

Teachers are encouraged to participate in CCI clinics and content-focused support seminars.

■ **Year Two:**

- Beginning teachers focus on developing skills to foster active student participation in their own learning.
- Teachers prepare and submit a teaching portfolio that documents planning, teaching and student learning.
- Teachers continue to participate in CCI clinics and content-focused support seminars.

Contact Information: Beverly Hartstone, BEST Program Manager, Connecticut State Department of Education, 806-566-2098; <http://www.state.ct.us/sde/btra/index.htm>

Preparation

Pathways to Teaching Careers

Background: The Dewitt Wallace-Reader's Digest Fund (now Wallace-Reader's Digest Funds) established the Pathways to Teaching Careers program in 1989 in New York City. The teacher recruitment and preparation program is operating in 42 colleges and universities nationwide and has served 2,140 participants. The program targets paraprofessionals (classroom aides), noncertified teachers and returned Peace Corps volunteers.

Objective/Goal: The primary goal of the Pathways program is to increase and diversify the supply of well-trained public school teachers willing to work in hard-to-staff, low-income schools.

Description/Components: School districts typically play the lead role in recruiting candidates for the Pathways program.

- A committee representing a broad range of K-12 and higher education personnel and community representatives usually handles selection of candidates.
- Individual programs develop their own selection criteria, but most require acceptance into the teacher education program. In addition, test scores, grade point averages, letters of recommendation, interviews and writing samples are used for selection.
- Participants receive scholarship support for up to 80% of their tuition, and some programs provide stipends for books and other expenses.
- Most programs offer a wide range of support services, including orientation, academic advisement, tutoring, assistance with study and test-taking skills, monitoring of student progress, child care, cohort support networks, family support programs, supervised teaching experiences and mentoring.
- Participants typically must complete the same course requirements expected of other teaching candidates. Revisions might include a greater emphasis on hands-on activities, the application of theory, topics of interest to urban teachers and multicultural aspects of pedagogy.

Outcomes and Evaluation: The Urban Institute concluded a four-year evaluation of the Pathways program and found the following preliminary outcomes:

- Program participation goals were exceeded by 20%, or by 115 participants.
- Seventy-five percent of participants were from racial/ethnic minority groups compared to the national representation of 13% minorities in the teaching force.
- Eighty percent of participants completed their teacher education program, compared with a national average of 60%.

The Urban Institute is conducting a long-term evaluation of the Pathways program and will look at the following measures: (1) completion of certification requirements, (2) placement in teaching, (3) teaching effectiveness and (4) retention. Initial work as part of this study indicated that principals rated 427 Pathways teachers fairly high on effectiveness, assigning an average of 4.3 on a 5-point scale, where the average would be 3.0.

Contact Information: Nathaniel Jackson, Southern Education Foundation, 404-523-0001,
<http://www.wallacefunds.org> (see Programs section)

Leadership

Bank Street Principals Institute

Background: Established in 1989 by Bank Street College, the Principals Institute is a competitive master's program leading to New York State administrative certification. Since its inception, the institute has served about 400 students. Recently, Bank Street began a district-based program in which cohorts of candidates are selected from among teachers in one district.

Objective/Goal: The Principals Institute was established to recruit and prepare leaders for New York City's schools, including women and minorities.

Description/Components: Applicants must be New York City teachers and complete a rigorous selection process.

- Academic faculty and practicing New York City administrators serve as instructors.
- Program includes (1) site visits to diverse schools, (2) an intensive internship under the guidance of selected mentor principals, (3) seminars on timely issues and (4) speaker sessions with leaders from government, education and the private sector.
- As a final project, candidates design their own schools.
- Participants earn a master's degree in supervision and administration and fulfill eligibility requirements for administrative certification.
- In exchange for free tuition, participants commit to work in city schools under regents' reviews for low performance.

Outcomes and Evaluation: According to Bank Street College:

- Eighty percent of the institute's students are placed in supervisory administrative positions in the city's public schools.
- Fourteen of the 15 students in the district-based program were offered administrative positions prior to receiving their degrees.
- Based upon the blueprints, some of the participants' final projects have led to the creation of new schools.

Contact Information: Bank Street College Principals Institute, 212-875-4404
<http://www.bnkst.edu/html/leadershipcenter/html/principal.html>

It's Tough to Find Teachers in Rural Wyoming

By Randy Hillstead

In Wyoming, it is not as easy to get good teachers as it used to be. During the 1980s, oil prices were high, and teachers' salaries were, too. Now, oil prices are going back up, but teachers' salaries are still low.

In the mid '80s, Wyoming was among the top five states in teacher salaries; 15 years later, it is close to the bottom. To keep up with inflation, the starting salary should now be \$30,000, but in 1999, it was approximately \$22,000. Finding good teachers has become much harder.

For example, in 1999, Uinta County School District #6, a rural community in southwest Wyoming, had firsthand experience in the difficulty of finding teachers. Late in the year, the district had a special education teacher and a math teacher move to areas where they could make more money. The district

immediately began searching for replacements, both in hard areas to find quality applicants. For the math teacher position, the superintendent requested a list of all math graduates from surrounding universities. He personally called every one of them.

Of more than 100 graduates, not one expressed an interest in coming to southwest Wyoming. Finally, one certified math teacher who had family in the community and was interested in coming "back home" applied for the job — which left a nearby district in a similar bind. Just one applicant for such a critical position. The story was much the same for the special education teacher — just two applicants. Other districts haven't been as lucky.

Hillstead is superintendent of schools for Uinta County School District #6 in southwestern Wyoming.

California Strives To End Teacher Flux

By Delaine Eastin

In California, the need for new teachers is especially acute. Approximately 100,000 additional students from extremely diverse backgrounds enter the state's schools annually. Last year, California added more students than Wyoming teaches. Furthermore, the state has implemented a massive class-size reduction program in kindergarten through 3rd grade, which has necessitated hiring thousands of additional teachers. As a result, one in every 10 California classrooms, many of them in poor and urban areas, has a teacher on an emergency credential or waiver.

Compounding the problem, newly hired teachers frequently are assigned to hard-to-staff schools and classrooms. The connection between teachers and students is in constant flux as teachers rotate in and out of the classrooms.

To avoid such problems, California must recruit new teachers in record numbers, retain teachers already in the classroom and retrain those who are now serving a changing student population with new challenges not common a couple of decades ago. Meeting these challenges will require the state to undertake a collaborative strategy, beginning with teacher recruitment.

Recruitment Efforts

For hard-to-staff schools, one of the most promising programs is the California School Paraprofessional Teacher Training Program, which recruits and trains prospective teachers from the ranks of classroom aides. It is crucial for students to have role models from their own communities, and aides are likely to be from the surrounding communities. This program allows California to tap a pool of talented, caring, prospective teachers who may not be reached otherwise.

Additional promising recruitment practices include expanding credentialing opportunities for second-career teaching candidates and supporting distance learning, such as CalStateTEACH, an online, multiple-subject credential program. Furthermore, credential reciprocity for National Board-certified and other out-of-state teachers is being expanded. Coordinating with community colleges and four-year institutions to encourage prospective teachers and recruiting candidates with math, science and technology expertise are also high priorities.

Retaining Current Teachers

Once teachers have been recruited and prepared, the next step is to keep them in the profession. Our experience shows that support — financial, intellectual and human — helps retain new teachers.

California's Beginning Teacher Support and Assessment (BTSA) program offers new teachers intensive training and mentoring in methods of teaching diverse students. Overall, teachers participating in BTSA leave the profession at a far lower rate than those who do not participate.

Some new initiatives being considered include low-cost housing loans that would be forgiven after five years of teaching. A scholarship- and loan-forgiveness program is proposed for persons who agree to teach in schools with a high percentage of emergency permit teachers, in rural schools or in designated

subject-matter shortage areas for four years. A financial incentive for National Board-certified teachers to teach in low-performing schools also is being proposed.

California recognizes the need to make the teaching profession more attractive. The state's booming economy, with unemployment under 5%, provides many increasingly lucrative opportunities for college graduates. Competition is particularly intense for graduates with expertise in science, mathematics and technology. To make matters worse, home prices, the highest in the nation in certain California areas, are out of reach for most new teachers.

The challenges will not get easier in the foreseeable future. Fifty percent of the state's teachers will be retiring over the next 10 years, and the state's college and universities will not be able to prepare enough new teachers to meet this demand. Additional paths into teaching must be investigated, incentives to teach in hard-to-staff schools provided and roadblocks removed.

Raising Salaries

Teacher salaries are the elephant in the room. Not only are teachers California's lowest-paid professionals, but they also are entrusted with its most valued resource. Teachers should be paid more generously, with the school year lengthened to 200 days and teachers paid accordingly. Summer school and after school should be paid on the same salary schedule as regular classroom teaching time. All teachers should be paid according to the salary schedule for staff development time and should have 10 days of these opportunities.

Recognizing Hard Work

While we can build a system that draws people to the profession, we have to be increasingly sensitive to the fact that teaching is hard work. California cannot expect to retain high-quality teachers if we do not respect their need for professional places to work, professional development, and financial and human support.

Leaders in the education community must approach this task with their full commitment. To do less — to ignore the vital role that teachers play — will sabotage all other efforts to raise student achievement.

Eastin is California superintendent of public instruction and an ECS Steering Committee member.

Leading Hard-to-Staff Schools

By John Gardner

Most schools in which teachers do not want to teach are also schools that parents don't want for their children, that children don't want to attend and in which leaders don't understand their jobs.

Thousands of years ago, the Athenian general Xenophon pointed out that Greek mercenary soldiers marching home from distant, hostile Syria learned the hard way that leadership comes in different varieties, and that not all kinds work in every circumstance. Xenophon compared the methodical diligence of generals required to keep troops marching forward with the exhortative mania that served against impossible odds — say, 20,000 unexpected Assyrians not happy to meet Greek troops going anywhere.

That's pretty much what some schools look like to their principals or the principals sent to do something about them. Milwaukee Public Schools (MPS), for example, has had more than its share of experience with such schools.

Succeeding in Spite of the Odds

Fortunately, MPS also has had success. One of the most problematic schools, for instance, this spring led the district in test, proficiency and accountability improvements. Ten others that were formally closed five years ago have demonstrated extraordinary results in parent preference, academic achievement and student behavior.

The magic recipe always includes leadership. Strong, committed, effective leaders do not, by themselves, guarantee success, but the lack of such leadership absolutely ensures continuing failure.

"Turn-around" principals come in a bewildering variety of styles and backgrounds. But they have all shared qualities too often overlooked by superintendents or administrators identifying leaders to do the job. In MPS's experience, successful principals share the following characteristics:

- They don't need everyone to like them. Turning around failing schools requires principals willing to be very unpopular with many, sometimes most, faculty members for extended periods of time.
- They involve faculty in a long-range plan. Few schools turn around in one year; three is a minimum, and four to six is generally what is required. Teachers need the reassurance and framework of a three-to-six-year plan, and they need to be part of making it — selecting the curriculum, defining the measurements of improvement, evaluating one another and the school's progress, and correcting course as they go.
- They get rid of teachers who do not, or cannot, get with the plan. A long-range plan isn't a plan unless the team is executing it. No one likes giving a bad evaluation, involuntarily transferring out or terminating a teacher who can't teach or help the plan succeed. But nothing is accomplished by carrying nonproducers.
- They benchmark progress. Like everyone else, teachers need interim measurements on the long road forward. A semester of specific improvements in what students learn can keep people trying and engender a culture of confident commitment.
- They celebrate success. Teachers need more than plans and accountability. They need to know not just that they're succeeding, but that leaders recognize and appreciate their accomplishment.
- They coach, not command. Good principals are not afraid to get in front of a teacher's students and show them how to do it. Their directions are based on a clear consensus and record of achievement.
- They have the courage to fail. All schools turning around fail in their efforts at least some of the time. Effective principals acknowledge failure calmly and encouragingly, and appreciate teachers for trying something new and difficult.

Making Teaching Successful

The prescription for generating schools that parents choose and in which students stay is to create environments where teachers successfully teach — an environment of consensual collegiality framed by professional standards, enlivened by inspired commitment. It's the principal's job to create this environment.

None of this, however, is possible unless school boards give principals the autonomy and authority to do their jobs. Unless principals can control school budgets, effectively hire and fire staff, define and implement curriculum, and conduct their own staff training, they are little more than building caretakers in the juvenile warehousing business.

This requires school boards and superintendents that are confident, in turn, that principals are senior managers worthy of the assets, budgets, staff and students entrusted to them.

Gardner is the at-large board member of the Milwaukee Public Schools and a veteran political organizer.

Where Are the Data? Issues of Educator Supply and Demand

By Sabrina W.M. Laine

A wave of recent research efforts make the case that the quality of the teacher is the single most important contributor to students' school success. In addition, implementing standards-based reform in K-12 education and an increasing emphasis on performance-based accountability systems have led state and federal policymakers to focus more heavily on recruitment, preparation, retention and qualifications of

current and future teachers and administrators. But in most states, the lack of good data on teacher quality and quantity is hampering policymakers' ability to make data-driven decisions.

In response to the growing requests for more and better data, Congress reauthorized the Higher Education Act in 1998 with new accountability and reporting provisions. These provisions spur teacher preparation programs to begin addressing how to collect and report information about their graduates that previously was not available to the public. In a separate but related effort, the National Commission on Teaching and America's Future (NCTAF) began working with its 15 partner states to identify indicators of success in improving teacher quality as a result of reforms around teacher preparation and professional development, recruitment and higher standards for teachers. Some NCTAF partner states have begun working together in regional groups such as the Southeast and Midwest to help one another respond to new demands for teacher data.

Increasing Data Burdens

All of these efforts have placed new burdens on existing state systems for collecting and reporting teacher-quality data. While there are existing state, national and regional sources of educator supply and demand data, such as the National Center on Education Statistics, the American Association for Employment in Education and occasional studies conducted by the Southern Regional Education Board and individual states, most data are too broadly defined to be useful.

More helpful to policymakers would be data that focus less on absolute numbers and more on identifying areas of uneven distribution of educators. To make informed decisions, policymakers need data on educator shortages according to location, different populations and academic fields.

Midwest Study

To better understand the issue of educator supply and demand in the Midwest, the North Central Regional Educational Laboratory (NCREL) commissioned a study (1) to begin to identify the availability of accurate and timely data on the quantity of teachers being prepared and those already in the pipeline, and (2) to highlight existing identifiable gaps in the supply of teachers in the Midwest. NCREL convened teams of state education agency, higher education and union officials from Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin and asked them to select the highest priority indicators of teacher supply and demand.

Researchers from the Center for School Change at the University of Minnesota then analyzed the information to identify data being collected nationally and in each state relating to the key indicators. They came to the following conclusions:

- Teachers shortages exist in some but not all curriculum areas.
- The changing demographics of the region have increased the need for teachers of color.
- Special education is a unique area of concern because of high rates of attrition.
- The region produces enough elementary teachers to meet its needs, and some states produce a large surplus.
- Effectiveness of attempts to better train, attract and retain educators across the region and nation is in many cases unknown.

The study illustrated that efforts to understand how teacher mobility affects an entire region such as the Midwest have been limited, but that there is an enormous desire among states to move beyond the current situation of inadequate data collection and to learn from one another. Having comparable data to support policy decisions that address issues of teacher quality and quantity will come only when educators and researchers agree on what data are important and how the data can be used to improve student learning.

Laine is director of the Evaluation & Policy Information Center of the North Central Regional Educational Laboratory.

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High-Stakes Accountability and Hard-to Staff Schools

By Catherine Anthes

In the early 1970s, the National Assessment of Educational Progress began measuring student performance against content standards. Since then, states and the federal government have introduced a variety of measures to respond to public pressures to improve schools and increase student achievement. The latest of these is "high-stakes" testing and accountability systems, where student promotion and retention, and often school accreditation, depend on results.

In many urban and many rural districts, where the challenges are greater, state leaders are becoming concerned about the impact on teachers and teaching in hard-to-staff schools.

Some of those concerns and fears include the following:

- Recruitment of teachers for hard-to-staff schools may become even more difficult if teachers are required to "turn around" failure rates of low-performing schools. John Wilson, president of the North Carolina Association of Educators says, "High-stakes testing has made low-performing schools a negative place to work." The turnover rate for teachers in North Carolina's lowest-performing schools is more than double the state's average rate, and fears are that it will get even worse if high-stakes testing is implemented.
- Teachers might migrate from low-performing schools to middle-class, suburban schools where students are more likely to come from more affluent, better-educated families and therefore perform better on tests.
- Teachers in low-performing schools might "teach to the tests," compromising student learning and driving away teachers who may no longer see the teaching profession as stimulating, creative and flexible.
- Some teachers worry that high-stakes standardized testing harms instruction and does not give teachers the information they need to improve their skills or assist students.
- In some places, there has been a high-stakes test backlash — students refusing to take the test, teachers refusing to hand out the tests and parents protesting the tests. With tensions and stakes already high in low-performing schools, there is a high potential for revolt against the high-stakes movement.

On the Other Hand, Praise

Proponents of high-stakes testing, however, believe it can benefit students, including those already disadvantaged by being in hard-to-staff schools. They say:

- Students understand what is expected from them, enabling them to achieve at higher levels and encouraging them to work harder to achieve those standards.
- High-stakes systems highlight achievement gaps that exist between rich and poor districts and among ethnic and cultural groups, forcing educators to address this problem.
- Such tests improve performance for all students and achieve continuity in instruction.
- Schools can use data from high-stakes accountability systems to reallocate resources to areas of weakness.
- The public can track student gains and losses from year to year.
- With the proper incentives and support, teachers welcome the opportunity to make a difference by teaching at a low-performing school in a high-stakes system.

Policymaker Considerations

Policymakers need to take individual district and school circumstances into account when considering high-stakes testing systems, particularly in hard-to-staff areas. Some of these considerations include:

- **Proper preparation and support for the high-stakes systems:** In many cases, states have underestimated the costs, time and resources it takes to develop an acceptable high-stakes education system. Teachers need training and professional development relating to the new tests, administrators must learn how to analyze and properly use test data, and schools need extra funding for myriad activities, not the least of which is remediation programs for students. In hard-to-staff schools, it is even more important to pay attention to the issues of cost and time since these schools usually have fewer resources to begin with.
- **Sufficient attention to professional development:** Despite teachers' role in making any assessment system successful, they typically have only rudimentary knowledge about the purposes, content and implementation plan of new high-stakes tests. Policymakers need to ensure that funds are provided for teachers to learn about the tests.
- **Teacher support:** Since teachers are the backbone of the education system, it is vital that they play a role in creating and implementing high-stakes systems. It is especially important in hard-to-staff schools to allow teachers to have ownership of the accountability system. If teachers are not a part of the process and do not support the system, hard-to-staff districts will have even more difficulty attracting and retaining good teachers.
- **High-stakes for everyone:** "The stakes should be as high for policymakers as they are for the high school students required to take the tests and for the teachers who may be evaluated on the basis of student performance. Those who promote high-stakes testing should be held accountable for providing proper analysis as well as the necessary educational opportunities to ensure student success," says Professor Gary Natriello at Columbia University. Students, teachers, schools and districts that face harsh consequences for poor test performance should be assured that policymakers understand and support the work it takes to make such changes successful. The New Ohio Institute has taken this principle to heart and developed an assessment of policymaker support for Ohio's education accountability system (www.newohio.org).
- **Consideration of both high achievement and progress:** While the ultimate goal of high-stakes accountability is high levels of achievement for all students, that goal is much more difficult for students who are already underachieving and who face the kinds of socioeconomic barriers often encountered at hard-to-staff schools. Thus, particularly in hard-to-staff and low-performing schools, it is important to give students, schools and teachers some credit for significant progress and acknowledge that it may take these students more time to demonstrate high levels of achievement.

Anthes is an ECS research assistant.

A Rural Perspective

Hiring quality teachers in rural schools is a formidable challenge today for a variety of reasons.

Traditionally, concerns related to finding teachers for rural schools tended to emphasize extreme physical environments such as mountains and deserts, great distances between communities, unpredictable weather conditions, sparse populations and scattered, limited social support resources. Improvements in rural school systems have addressed some of these areas of concern, but these circumstances continue to have a negative effect on rural schools' ability to hire and retain teachers.

Recent rural education studies identify even more challenges. Many rural communities throughout America are in decline. Recent socioeconomic studies of rural America indicate the poverty rates in many rural American communities are second only to urban centers — 16.3% and 19% respectively. Despite the current and anticipated growth of minority populations in some rural communities, other communities lose school-age populations as the number of family farms continues to dwindle.

For example, in a school district that serves the rural communities of McVie and Lakota, North Dakota, only one infant was born during the past year. No other future students live in this rural prairie community, and no new families are expected to move here. The community's two elementary schools most likely will consolidate in the near future, resulting in teachers being dismissed.

In addition, "edge cities" are a growing phenomenon as more and more people move into areas outside of traditional suburbia that once were rural — especially in Nevada, Arizona and California. Many inhabitants of these "edge cities" are non-English-speaking, low-income, single-parent families that often lack adequate social structures to support their children's learning effectively. Since many of these children attend rural schools, rural education increasingly faces the same challenges of economic and ethnic diversity among its students that are common to urban schools.

Attitude Change Needed

In addition to ensuring that their teachers have adequate knowledge and skill to handle an increasingly challenging student population, rural schools need to ensure that their teachers have the attitude they need to succeed and help rural schools keep pace with new trends and developments in education. A recent study conducted in Nevada's rural schools showed that while newer teachers were somewhat less "traditional" than their veteran colleagues — i.e., less rigid and controlling, less inclined to teach to the class as a whole and less opposed to professional development — none of the 290 educators interviewed was truly "transformational" — i.e., highly supportive of flexible teaching, individualized learning and professional development. Yet, such a "transformational" attitude is important, many experts say, if teachers are to help their students learn what they need to learn to be successful in today's society.

Students with Disabilities

Such an attitude is also critical if rural teachers are to meet the challenge of special education. The 1997 reauthorization of the Individuals with Disabilities Education Act makes it clear that the individualized needs of special education students are to be served in the least restrictive environment, typically the general education classroom. Thus, rural teachers need to incorporate additional flexibility and individualized student focus into their teaching.

This will require a professional development program for teachers and administrators and the retooling of current preservice teacher and administrator education programs. The teaching practice of "collaborative partnerships" is fast becoming a useful teaching model in rural schools and elsewhere. In this model, the special education teacher may teach alongside the classroom teacher or provide other in-classroom support. This change requires a great deal of planning, knowledge and skill development for all teachers and the school administrator.

Focus on Rural Needed

Recruitment of new teachers to rural areas must be better coordinated between the rural school districts and the teacher education programs that serve them. Teacher education and public school professional development programs must be aligned and linked to bridge the gap between apprentice teachers and mentor professionals. Good teacher education programs focused on rural teachers will yield well-trained educators who understand the diverse needs of rural students. The development of a comprehensive system of professional development that links preservice and inservice programs will provide and support new and mentor educators throughout their teaching careers.

Street is assistant professor in the Department of Teaching and Learning in the College of Education and Human Development at the University of North Dakota.

Hard-to-Staff Schools: An Urban Teacher's Experience

By Susan Brown

After graduating college, I intended to teach in a hard-to-staff school. I felt an obligation and a need to teach children in an area that has difficulty keeping talented teachers. I felt I had a responsibility to teach children in lower socioeconomic brackets — in particular, children of color. I was excited and enthusiastic.

During my first year, I was given the "top track" of 2nd graders — children considered to be achievers both behaviorally and academically. I repeatedly was told I would have no problem because these children were the best. Looking back, that was true; I had no problem with the children.

My biggest problem was not having support from my colleagues, in particular, the administration. Other teachers were facing many of the same problems I was facing, and they were veterans. Colleagues who had the slower tracks faced many difficulties in achieving academic success, but I believed they were doing the best they could, given the lack of support.

Downhill from There

In my second year, I had the "lower-track," children. Along with being labeled academic failures, many were in the bottom track because of behavioral issues.

Seeing children break out into fistfights throughout the day took its toll. When I called for help from the administration, the children were taken out of my class, yelled at and then returned to the classroom where the same thing would happen again.

I went home crying, day after day, over what I thought was my inability to help these children see their potential and to meet the challenge of becoming a community of learners. I cried because of the lack of support from the administration. I cried because I often felt I had no control over my class. The lack of respect the children had for one another and themselves was apparent.

Finally, I decided not to return the next year and began to search for a different job in a different district.

Administrative Support Crucial

My third year as a teacher is in a progressive school where the philosophy of teaching is more closely aligned to my own, and the administration supports my efforts. The problems that I faced in my first years of teaching are almost nonexistent by comparison, although I am still in a hard-to-staff district. My colleagues are supportive; I receive great advice and great feedback, and I feel a real sense of achievement. I am "making a difference."

Brown is in her third year of teaching in a kindergarten/1st-grade classroom in the New York City Public School System and is a member of The Teacher's Network: Impact II.

The **State Education Leader** examines the hottest issues from top to bottom. It will keep you on the forefront of what's happening in K-12 and higher education, and what that means for you.

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State Meeting Summaries

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Focusing State Policy on High-Quality Teachers for Hard-to-Staff Schools

April 2001

Funded by the Wallace-Reader's Digest Funds

This is a three-year project, currently finishing its second year. The goal of the project is to deepen policymakers' understanding in a number of states about the policy issues that need to be addressed and the policy changes that might be made in order to improve the supply, distribution and quality of teachers in the states, particularly for hard-to-staff schools. The project has sponsored the writing of several policy pieces, including ECS' comprehensive statement on teaching quality, *In Pursuit of Quality Teaching: Five Key Strategies for Policymakers*, and an issue of the *ECS State Education Leader* dedicated to hard-to-staff schools. In addition, the project calls for ECS to plan and convene policy meetings in up to 25 states that bring together key state policymakers and education and business leaders to assess the states' current efforts to improve their teacher workforce and discuss additional strategies. ECS has convened meetings in eight states to date, co-hosted by the governor and other key state officials, and has initiated follow-up efforts in several of them.

States that have held policy meetings:

- Hawaii (March 2000)
- Illinois (March 2001)
- Minnesota (December 2000)
- Nevada (September 2000)
- New Hampshire (October 2000)
- New Mexico (September 2000)
- Oklahoma (January 2001)
- Rhode Island (January 2001)

States that have indicated their interest in hosting a meeting in the future:

- | | | |
|------------------|----------------|---------------|
| • Alabama | Maryland | Vermont |
| • American Samoa | Mississippi | West Virginia |
| • Arkansas | New Jersey | Wyoming |
| • California | North Carolina | |
| • Indiana | Ohio | |
| • Kansas | South Carolina | |

Meeting Summary: Hawaii

Between March 8-10, 1999, ECS staff held five meetings in Honolulu with different constituencies to provide information about what other states are doing to improve teaching quality and to respond to the specific concerns of Hawaii. Those meetings were as follows:

March 8 – Meeting with state education superintendent Paul LeMahieu and the DOE leadership team. Teacher quality themes identified included beginning teacher support and ongoing professional development.

March 9 – Meeting with the Hawaii Business Roundtable. The primary theme discussed was Hawaii's teacher shortage.

March 9 – Meeting with the faculty of the University of Hawaii College of Education. There was a wide-ranging discussion that touched on teacher accountability and alternative preparation, among other themes.

March 9 – Public forum — Issues discussed at this event included teacher accountability, professional standards, the teacher shortage, teacher recruitment, beginning teacher support, out-of-field teaching and teacher certification.

March 10 – Information briefing for a joint meeting of the House and Senate education committees. ECS staff gave a broad presentation of strategies that states were employing to improve teaching quality highlighting specific recommendations that might make sense for Hawaii to consider. These recommendations included the following:

- Promote effective alternative preparation strategies
- Increase completion and placement rates for teacher preparation programs
- Address the problem of hard-to-staff subjects and schools
- Offer scholarships/loan forgiveness for teacher preparation
- Design targeted recruitment strategies, especially for local populations
- Increase career advancement opportunities, such as national board certification or master/mentor teacher designation
- Provide supportive working conditions, including well-trained education leadership
- Hold schools and teachers accountable for student learning.

Outcomes/Next Steps:

It was clear that one of the critical issues Hawaii needs to address is its teacher shortage. ECS suggested that Hawaii consider implementing a *Troops to Teachers* program as one strategy to address the shortage, particularly since Hawaii has a large retired military population. While there was initially a great deal of enthusiasm about this idea, the proposal was eventually rejected.

In addition, an effort will be made — with ECS' cooperation — to produce a study that addresses Hawaii's difficulty in retaining teachers and to address the issue of teacher recruitment and retention.

Meeting Summary: Illinois

Illinois held two separate meetings - one on March 13, 2001, and one on March 16.

The Deputy Governor for Education and Workforce Development, Hazel Loucks, convened the March 13 meeting in cooperation with ECS. The meeting, held in Springfield, brought together 30 Illinois legislators to discuss the ways in which the legislature might take leadership in improving the supply, quality and effectiveness of Illinois' teacher workforce. Dr. Steven Tozer, professor of education at the University of Illinois-Chicago, kicked off the meeting with a review of some of the key research information about teaching quality and a summary of several promising initiatives that have been implemented nationally to improve the quality of teaching. California Secretary of Education Kerry Mazzoni, formerly the chairman of California's Senate Education Committee, and Iowa Representative Danny Carrol, a member of the state's education committee, talked about the history of education reform and the progress of efforts to improve teaching quality in their respective states and the role the legislature played in those efforts. Dr. Calvin Frazier, ECS Distinguished Senior Fellow, moderated the question and answer session that followed the presentations.

Deputy Governor Loucks also convened the March 16 meeting, in cooperation with ECS and the North Central Regional Education Laboratory. The meeting's focus was on professional development, and 125 district and regional superintendents, teacher educators, and state department officials attended it. Featured presenters included Dr. Shirley Hord, of the Southwest Educational Development Laboratory; Dr. Judy Sargent, of the Standards and Assessment Center at CESA#7, in Wisconsin; and a panel of Illinois district administrators and teacher educators.

The meeting began with a discussion of the elements of high-quality professional development, including the revised standards for professional development recently released by the National Staff Development Council. The discussion included some of the barriers to the implementation of high-quality professional development at the building and district levels. That same theme was carried through in the next part of the discussion, which included observations by district administrators and teacher educators about high-quality professional development and a specific example of the challenges successfully faced by one district in Illinois in implementing high-quality professional development throughout the district.

The last part of the meeting focused on the opportunities for the state department of education, and especially regional agencies, to provide support to districts for improving professional development. This discussion emphasized the importance of using good data to assess the current need and opportunities for professional development, and aligning professional development with the specific needs of teachers to improve the performance of their students.

Outcomes/Next Steps:

As a result of the March 16 meeting, Illinois will begin to examine new ways in which its regional agencies can assist district efforts to improve the quality of professional development and to ground their professional development in solid data about student achievement and teachers' skills. A second meeting, similar to the March 16 meeting, is being planned to accommodate a number of district superintendents who were unable to attend the first meeting because of limited space.

Meeting Summary: Minnesota

On December 1, 2000, the Department of Children, Families & Learning (CFL) and the Office of the Governor co-hosted a statewide Teacher Quality Policy Forum in St. Paul in cooperation with ECS. Co-sponsoring the event were the Minnesota Academic Excellence Foundation and the College of Education and Human Development at the University of Minnesota. Seventy people from around the state attended, including state legislators, the commissioner of CFL, the lieutenant governor, deans and faculty members from several schools of education, members of the business community, leaders of the teacher unions, district superintendents, school principals and teachers, and parent representatives.

The first half of the forum focused on the issue of pay for performance. Rob Weil, president of the Douglas County (CO) Federation of Teachers talked about the Douglas County Pay-for-Performance Program. His presentation was followed by a panel discussion that included a number of state education leaders. Following the panel discussion, breakout groups were formed to discuss the pay-for-performance issue and make suggestions for state policy on the issue.

At lunch, a group of new teachers talked about their experiences in the classroom, about what has helped them cope with challenging assignments and about the frustrations they continue to experience. Following the panel of teachers, CFL Commissioner Christine Jax unveiled her proposal to implement an incentive plan, with a per-pupil allocation, to encourage districts to develop a pay-for-performance program for their teachers.

The afternoon focused on the issue of teacher recruitment and retention, and the keynote speaker was David Haselkorn, of Recruiting New Teachers, who gave a national profile of the teacher shortage issue and a summary of some of the more effective strategies that other states have employed to recruit teachers. His presentation was followed by a panel discussion that included several state education leaders. Following the panel discussion, breakout groups discussed teacher recruitment strategies Minnesota might employ.

Outcomes/Next Steps:

A number of suggestions came out of the meeting. There was strong support for a good statewide induction program, for extending teachers' contracts for more than nine months (on a voluntary basis), for the alignment of staff development with state learning standards and school goals, for allowing retired teachers back in the classroom, for increasing teacher pay (including, perhaps, a voluntary pay-for-performance system), and for loan forgiveness or scholarships for people willing to become teachers. Many other strategies were suggested, as well. A number of the issues discussed at the meeting will be the focus of legislative action during the current session.

Meeting Summary: Nevada

On September 27, 2000, ECS facilitated a meeting in Carson City of 20 selected Nevada legislators and education leaders. The purpose was to arrive at a consensus on the highest-leverage strategies Governor Guinn could support to improve Nevada's quality of K-12 education generally, and the quality of teaching, in particular. After giving initial direction to the participants, Governor Guinn retired from the meeting and returned at the end of the day to hear and discuss their report.

Jim Guthrie, of Vanderbilt University, served as a special consultant at the meeting and helped identify the relative costs and benefits of various strategies the participants might propose.

After a lengthy and very rich discussion, the group identified four priority areas, listed below in their identified order of importance:

- Staff development, especially related to instructional standards, technology and educational leadership. It should be of high quality, supported by effective incentives, and aligned with district and school performance goals and expectations. An induction and mentoring program is likely to be a particularly effective staff development strategy.
- Extending time for at-risk students by extending the school day and year and providing pre-school for at-risk students.
- Enhancing the technology capacity in school classrooms, including increased computerization, distance learning and more teacher training in technology.
- Support for teacher recruitment and retention, including national board certification, financial incentives to attract teachers to high-need subjects and schools, and rethinking the pay structure so that it would reward teachers more for demonstrated skill and effectiveness.

In addition to the four priorities, there were recommendations that the state increase its capacity to collect and effectively utilize data, and that programs initiated at the state level allow a high degree of local flexibility.

Outcomes/Next Steps:

The concern about the state's capacity to collect and utilize data led to a discussion with State Senator Bill Raggio and Governor Guinn about strengthening Nevada's accountability system in order to manage and assess its education reform efforts more effectively. Subsequent to the September 27 meeting, ECS conducted a gap analysis of Nevada's current accountability system and shared it with Senator Raggio and Governor Guinn.

Meeting Summary: New Hampshire

On October 20, 2000, the New Hampshire State Board of Education presented a statewide symposium on "Attracting and Retaining Quality Educators" in cooperation with ECS. Over 150 people, including state legislators and other state policymakers, state education leaders, and local educators and education leaders, and several students attended the meeting. The meeting was motivated by the growing concern over the increasing shortage of well-qualified teachers in New Hampshire and a desire to address the issue before it became more severe.

Ted Sanders, ECS president, provided the keynote address for the symposium and gave his assessment of developments around the country to improve the quality of teaching.

Following the keynote address, participants were divided into eight discussion groups, each guided by a pre-trained facilitator. The discussion groups lasted the rest of the day, interrupted by lunch. The groups began by identifying things that attract individuals to a career in education, and then participants were asked to share their own beliefs and assumptions about the following issues:

- Recruitment and retention
- Pre-service education
- Certification and professional development
- Support for new teachers
- Administrator quality
- School culture, climate and organization
- Compensation
- Public perceptions of education and educators.

Working from these beliefs and assumptions, participants engaged in a discussion of the role each of the eight issues plays in shaping the ability of New Hampshire's schools to recruit and retain quality educators. Then participants were asked to consider how to enhance the state's ability to recruit and retain teachers and to identify key leverage points for statewide action.

The following were significant points of consensus to come out of the discussion groups:

- While money is important, other factors attract people to careers in education
- Lack of career advancement opportunities and a negative perception of teacher preparation programs are deterrents to going into education
- Teacher preparation is often poor, and more field-based experience is needed
- The teacher certification process needs to be re-examined
- Standardized tests are not a valid way to measure teacher competence
- Opening access into teaching through alternative approaches has pluses and minuses
- Mentoring and induction programs for beginning teachers are very important
- Quality administrators are needed to provide good leadership and teacher support
- The public does not adequately respect and value educators and education
- Schools must support teaching and learning and be conducive to job satisfaction.

Outcomes/Next Steps:

As a result of the meeting, the State Board of Education will constitute a steering committee of 10-15 people to oversee and coordinate the work of four subcommittees, each studying a key issue area, and to maintain communication with the various constituencies in the state. The subcommittees address the following areas:

1. New teacher development
2. Recruitment and retention
3. Educational leadership
4. Public perceptions

The subcommittees will be asked to gather and analyze data and information regarding present conditions and practices in New Hampshire, review the relevant research, and develop a set of recommended goals and actions in its assigned issue area.

Meeting Summary: New Mexico

On September 20-21, 2000, the New Mexico Commission on Higher Education, and the New Mexico State Department of Education sponsored a statewide workshop in Albuquerque on "K-16 Partnerships to Promote Quality Learning in Our Schools" in cooperation with ECS. About 65 people, including several state legislators, principals, teachers and superintendents from around the state, teacher education faculty and members of the business community attended the meeting.

The conference opened with a report from Dr. Calvin Frazier, senior consultant for ECS, describing a survey of 31 state leaders in New Mexico from business, government and education. The survey indicated a general consensus that New Mexico had made progress in increasing the quality of its teacher workforce, but that much remained to be done, especially in recruiting and retaining quality teachers, increasing teacher salaries and improving teachers' skills.

At the next morning's session, Jo Ann Norris, from the Public School Forum of North Carolina, presented a history of the formation of that state's statewide coalition for educational change. Next, I.B. Hoover, co-chair of New Mexico's Education Initiatives and Accountability Task Force, described the efforts and preliminary recommendations of that group. Recommendations related to teaching quality included giving more autonomy to local districts and doing a better job of preparing, recruiting and retaining teachers. Michael Allen, project manager of ECS, gave a presentation on K-16 teaching quality initiatives in Georgia, Maryland and Ohio. Peter Winograd, dean of education at the University of New Mexico, discussed how K-16 partnerships, greater public involvement and legislative support and funding could lead to increased teaching quality in New Mexico.

The balance of the meeting was devoted to small-group discussions. Recommendations emerging from the groups — thought not necessarily reflective of a consensus — include the following:

- Build a career path within the teaching profession
- Target money for new teachers and induction programs
- Build a coalition between colleges, communities and the state
- Strengthen and promote alternative licensure programs
- Develop a strong K-16 pipeline
- Improve accountability for teacher education programs
- Make greater use of data in the classroom and in creating policy
- Connect compensation with teacher performance
- Increase salaries for high-need teaching areas
- Step up teacher recruitment efforts, especially targeting second career professionals
- Provide financial incentives for teachers, e.g., loan forgiveness, tax exemptions
- Reduce class size
- Focus professional development efforts on the curriculum
- Fund and create a statewide teacher database
- Provide externships for teachers to work with business.

Outcomes/Next Steps:

The information gathered during this meeting is to be communicated at an upcoming meeting of the New Mexico Teacher Education Advisory Council (TEAC). It may inform a bill — or bills — to be drafted jointly by the Commission on Higher Education and the Department of Education. It is hoped that the various New Mexico groups who are planning to sponsor legislation in the upcoming session can meet together before that session begins to identify common ground and perhaps consolidate their proposed bills into several that are broadly supported.

Meeting Summary: Oklahoma

On January 25, 2001, Governor Frank Keating, Chancellor Hans Brisch and Secretary of Education Floyd Coppedge hosted a statewide "Governor's Conference on Teacher Preparation and Supply in Oklahoma," co-sponsored by ECS. About 90 people from across the state attended, including the governor, chancellor, secretary of education, superintendent of public instruction, state legislators, heads of the teachers unions, leaders of the business community, school of education deans and faculty, district superintendents, and heads of various education associations. Serving as moderators and primary resource people were Barnett Berry, of the National Commission on Teaching and America's Future; Calvin Frazier, ECS Distinguished Senior Fellow; and Michael Allen, project manager from ECS.

The meeting focused on three issues: teacher preparation, teacher supply and demand in Oklahoma, and an assessment of Oklahoma's strengths and weaknesses in improving the quality of the teaching workforce. For each focus, a panel of Oklahoma educators and education leaders provided information and assessments, and there was significant audience participation.

In response to a charge from Governor Keating, the participants listed a number of critical policy strategies they would like the governor and legislature to support. The areas included in these recommendations are alternative routes to certification, mentoring and induction, tracking student and teacher performance, teacher recruitment, professional development, the involvement of higher education and P-16 partnerships, and teacher compensation.

Outcomes/Next Steps:

Governor Keating expressed his hope that many of the recommendations made at the meeting could be brought before the legislature in the upcoming session. In addition, the creation of a broad-based, high-level task force to articulate a plan for improving teaching quality in Oklahoma and monitoring progress was suggested. A follow-up meeting in several months was discussed as a possibility to assess progress and discuss the need for additional action.

Meeting Summary: Rhode Island

On January 12, 2000, the Rhode Island Department of Elementary and Secondary Education and the Rhode Island Office of Higher-Education co-hosted a statewide Conference on Quality Teaching, in Providence, in cooperation with the Rhode Island Governor's Office and ECS. About 100 people from across the state attended, including state policymakers, higher education and K-12 faculty, and state and local education leaders. The workshop focused on teacher preparation, induction and mentoring, paying particular attention to the role of K-12 teachers in the teacher training process.

Nicholas Michelli, dean for teacher education for the City University of New York, was the keynote speaker. He shared six principles of teacher education and drew upon his experience in helping to link teacher education with arts and sciences and K-12 schools throughout the country and in setting up New York City's alternative route preparation program.

For the balance of the morning, participants divided up into breakout sessions to discuss the current challenges faced by teacher preparation and mentoring programs in involving K-12 teachers, as well as the challenges faced by professional development schools. Rhode Island educators involved in these efforts served as presenters for the breakout sessions.

Governor Lincoln Almond addressed the conference at lunch and unveiled his proposal to create a Master Teacher Program for Rhode Island and to increase state support for new teacher mentoring.

The balance of the meeting involved a panel discussion of current state initiatives and challenges relating to teacher education and mentoring in Rhode Island. William Holland, Rhode Island Commissioner of Higher Education, and Susan Lusi, Rhode Island Assistant Commissioner of Elementary and Secondary Education joined Nicholas Michelli on the panel.

Outcomes/Next Steps:

The meeting provided Rhode Island policymakers and education leaders the opportunity to come together to discuss the state's needs to improve teacher education and mentoring. Many of the issues discussed at the meeting will be the focus of legislative action in the current session.

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From ECS Website

Teacher Quality: Preparation/Education

Selected Research & Readings

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Some people may be born to teach, but almost all good teachers are "made." What it takes to make a good new teacher -- what combination of knowledge, skill, attitudes and personal characteristics are necessary and how best to impart these -- are critical education and policy issues.

Most educators and policymakers believe that current teacher education programs are inadequate. Thus, many have sought to strengthen and transform them. Others have advocated the creation of alternatives to traditional teacher preparation that are more focused on "real-world" experience and better serve the needs of the growing population of non-traditional teacher candidates.

This issue site explores a number of policy issues related to teacher preparation and education.

A Talented, Dedicated and Well-Prepared Teacher in Every Classroom - This information kit about teachers and professional development is designed to help raise awareness of the challenges the nation faces in ensuring excellent teaching. It provides the most current national data regarding teacher quality. (U.S. Department of Education, September 1999)...

Changing Demands on Teacher Education and Professional Development PDF - Teacher education has to change. The ways we have recruited, prepared and supported teachers in the past -- and too often in the present -- no longer are sufficient. Society has changed, schools have changed, and so must teacher preparation and professional development. (From Briefing Papers - Transforming Postsecondary Education for the 21st Century, Governor James B. Hunt Jr. and Molly Corbett Broad, Education Commission of the States, June 1999)...

Ensuring Teacher Quantity and Quality: A State and Regional Approach - This brief takes a regional approach to problems related to teacher quality, supply and demand, and proposes five recommendations groups of states should consider in addressing these issues. Areas covered include establishing regional licensure reciprocity, creating higher standards for teacher preparation institutions and pooling regional resources for teacher recruitment. The report may be ordered from the National Association of State Boards of Education. (NASBE, 1999)...

Guaranteeing the Quality of Future Educators: Report of a Survey on Teacher Warranty Programs - Some states and university systems have established quality assurance guarantees or warranties as part of more extensive P-16 education reform efforts. AACTE conducted a survey of its 735 member institutions to determine how many offered warranty or quality assurance guarantees for the teachers who graduate from their programs. Eighty-four institutions responded that they offered warranty or quality assistance programs. Most institutions, however, reported that they had relatively few requests from school districts to provide warranty-type assistance to their graduates (Penelope M. Early, American Association of Colleges of Teacher Education, February 2000). ...

Investing in Teaching - This new report by a consortium of business groups puts forth a number of recommendations to improve teacher quality, including the development of pay-for-performance systems, the expansion of alternative routes into the profession and the elimination of seniority. The report was prepared by the Business Roundtable, the National Alliance of Business, the National Association of Manufacturers and the U.S. Chamber of Commerce. (Julia E. Koppich, National Association of Business, 2001)...

Preparing Quality Teachers: Issues and Trends in the States MS Word - This document provides an overview of the key issues and concerns driving teacher preparation reform in the states based on an examination of selected national and state studies and initiatives. Because current education reform activities focus heavily on mathematics and science achievement, the paper highlights national and state efforts directed at these areas. Particular effort was made to target examples of collaborative activities involving state higher education coordinating and governing boards and state departments of education in order to identify good practice and encourage greater cooperation at the state level. The document is intended for state and national education leaders to use in initiating discussions on strategies using collaboration and coordination in the development of highly qualified K-12 educators. (State Higher Education Executive Officers, 1998) ...

Resources on Teacher Preparation & Induction MS Word - Additional resources on teacher quality, some of which may not be available through the internet. (Education Commission of the States, 2000)...

Service-Learning and Preservice Teacher Education MS Word - Describes the reasons service-learning is used in preservice teacher education, examines challenges to its use and strategies for success, and presents examples of successful programs. Also offers suggestions and resources to assist P-12 school systems and education leaders in making policy decisions that will maximize service-learning's impact. (Jeffrey B. Anderson, Learning in Deed, Compact for Learning and Citizenship, Education Commission of the States, May 2000)...

Teacher Preparation and Professional Development: A View from the Corporate Sector MS Word - Does education have anything to learn from the private sector about the preparation and continuing education of teachers? In March 1999, 25 key leaders from around the country joined to address this issue. Participants included corporate executives, private-sector training consultants, education researchers, state policy advisors and several members of the ECS staff. This document offers several private sector recommendations that were developed at this conference. (Michael Allen, Education Commission of the States, July 1999)...

Teacher Quality and P-16 Reform: The State Policy Context - This policy brief examines state-level strategies aimed at incorporating quality teacher education and professional development programs as part of new state K-16 or P-16 systems. The brief begins with a review of state-level initiatives in three states - Georgia, Maryland and Ohio. It includes analyses of critical components that contribute to the success of the initiatives. The brief concludes with suggestions of what more could be done to strengthen the preparation and development of quality teachers within states' P-16 paradigms. (Nancy L. Zimpher, State Higher Education Executive Officers, December 1999) ...

Testing Teaching Candidates: The Role of Licensure Tests in Improving Teacher Quality - Teacher-licensure exams provide important clues about the knowledge and skills of prospective precollegiate educators, but such tests should never be used as the sole measure of an aspiring teacher's abilities, argues a report released by the National Research Council. Yet 42 states and the federal government not only rely heavily on test scores to judge the quality of teachers and their teacher-preparation programs, but they also link those results directly and indirectly to funding, the study found. The report was sponsored by the U.S. Department of Education and prepared by the National Research Council, and is available from The National Academy Press. (Karen J. Mitchell, David Z. Robinson, Barbara S. Plake and Kaeli T. Knowles, editors, National Academy Press, 2001)....

The Progress of Education Reform 1999-2001: Teacher Preparation and Induction MS Word PDF - The growing shortage of well-qualified teachers nationwide requires teacher preparation programs to increase teacher candidates' rate of completion and entry into the profession, train candidates specifically to teach in the subjects and schools in greatest need, and help stem the troubling

exodus of young teachers from the profession. This issue of ECS' series on education reform looks at what the research shows about these topics. (Michael Allen, Education Commission of the States, Vol. 2, No. 3, October-November 2000)...

To Touch the Future: Transforming the Way Teachers Are Taught (1999) - This report addresses what college and university presidents can do, in their roles as academic and institutional leaders, to transform the quality of teachers serving the nation's classrooms, and why presidential leadership is so crucial to the success of this venture. The first and most important action for college and university presidents, demonstrated in this study, is to move the education of teachers to the center of their professional and institutional agendas. (American Council on Education, 1999) ...

Selected Research & Readings Archives



ECS StateNotes

Teacher Recruitment/Retention

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Teacher Recruitment/Retention

Information Clearinghouse

December 2000

States are creating a variety of policies focused on recruiting quality teacher candidates from both traditional and innovative sources. State solutions include: recruitment of students at the high school and college levels; scholarships and loan-forgiveness programs; recruitment of minority candidates; recruitment of at-risk and disadvantaged students; recruitment of mid-career professionals from other fields; and the creation of programs and agencies to manage recruitment efforts. The following table offers brief descriptions of recruitment legislation and programs in several states.

State	Program Description	Purposes	Citation
AR	Establishes Minority Teacher Recruitment and Training Program.	To recruit minority candidates to teaching	ARK. CODE ANNOTATED § 6-17-1801
	Creates unified effort among school districts, higher education institutions and state education departments (K-12 and higher education) to increase number of minorities choosing to prepare for teaching careers.	To increase number of minorities choosing teaching as a profession	ARK. CODE ANNOTATED § 6-17-1802
AZ	Instructs universities under the jurisdiction of the Board of Regents to establish comprehensive plan to initiate new programs and expand existing student recruitment and retention programs directed at minority, economically disadvantaged and underrepresented student populations, including high school students.	To recruit economically disadvantaged, minority and under-represented student populations through special recruitment and retention program	ARIZ. REV. STATUTE § 15-1639
CA	Requires that existing assumption of loans program for education students who intend to acquire teaching credentials not include references to teaching in self-contained classrooms or in a multiple subject credential.	To make school loan assumption program more accessible for education students	CAL. EDUC. CODE § 69613.7 (enacted 2000)

CA	Relates to Personal Income Tax Law, authorizing and clarifying a credit to credentialed teachers.	To establish amount for tax credits for teachers	CAL. EDUC. CODE § 17052.2 (enacted 2000)
	Eliminates requirements of existing law, which mandates out-of-state applicants to meet prescribed requirements for teaching credentials, and establishes new ones.	To alter requirements for out-of-state teachers to obtain teaching credentials	CAL. EDUC. CODE § 44274-§ 44274.4 (enacted 2000)
	Eliminates post-retirement earnings limitation until 2008 for retirees who return to work after retirement and meet certain specifications. Increases that limitation for other specified members of the State Teachers' Retirement System.	To recruit retired workers by increasing their ability to go back to work	CAL. EDUC. CODE § 24214 (enacted 2000)
	Distributes warrants for out-of-state teachers who hold credentials in their own states.	To recruit out-of-state teachers	CAL. EDUC. CODE § 69613.5
FL	Instructs Department of Education to develop teacher recruitment and retention services office to advertise positions in targeted states, provide information related to alternative certification, and develop and sponsor Florida Future Educator Program, among other responsibilities.	To encourage more individuals to teach To recruit qualified teachers to the state To emphasize alternative certification to increase numbers of persons entering teaching	FLA. STAT. ANN. § 231.625
	Creates Florida Teacher Scholarship and Forgivable Loan Program administered by the Department of Education.	To encourage traditional and nontraditional students to enter teaching	FLA. STAT. ANN. § 240.4063
GA	Creates Promise Teachers' Scholarships in teacher education for paraprofessionals and instructional aides employed in a public school in Georgia throughout the 1999-2000 school year.	To recruit active paraprofessionals and teacher aides to teacher education	2000 Ga. Laws 685

	Establishes Promise Teachers' Scholarships for juniors and seniors in postsecondary institutions who have been accepted into a teacher education program in Georgia and who agree to teach one year for each scholarship year in Georgia schools.	To recruit college juniors and seniors into teaching	GA. CODE ANN. § 20-3-519.7
IA	Establishes education excellence program made up of three phases: recruitment of quality teachers, retention of quality teachers and enhancement of quality teaching through the use of performance pay.	To recruit and retain quality teachers through the use of performance pay	IOWA CODE § 294A.1
IL	Directs Human Services to create and operate Great Start (Strategy To Attract and Retain Teachers) Program to improve children's educational outcomes in child care by encouraging increased professional preparation and staff retention.	To attract and retain teachers to child-care field	2000 Ill. Laws 91-831
	Establishes Minority Teachers of Illinois scholarship program to recruit eligible minority undergraduate students to teacher certification programs. Pays tuition, room and board, maximum \$5,000 annually. Requires recipients to teach at least one year for each scholarship year in an Illinois school with at least 30% minority students.	To recruit minorities to teaching To recruit minorities to teach in schools with significant minority populations	110 ILL. COMP. STAT. § 947/50
KY	Establishes teacher scholarships, loan cancellation or loan repayment program for eligible persons who agree to teach in Kentucky. Failure to complete program or teaching service results in individual responsibility for repayment.	To recruit qualified individuals to become certified Kentucky teachers by offering financial assistance through loan cancellation and repayment	KY. REV. STAT. ANN. § 164.769
LA	Directs Department of Education to establish Teacher Recruitment Clearinghouse to serve as depository for personnel files of former school employees. Availability lists regularly published and circulated to school systems.	To aid local school systems in their teacher recruitment efforts by establishing a Teacher Recruitment Clearinghouse	LA. REV. STAT. ANN. § 17:1252

MA	Provides \$20,000 signing bonuses to recruit the "best-and-brightest" candidates to Massachusetts to teach. Aimed at recruiting high achieving individuals who would not otherwise teach.	To recruit quality candidates to teaching through bonuses	MASS. GEN. LAWS Ch. 15A § 19
MA	Creates scholarship program, Tomorrow's Teachers, to encourage outstanding high school students to teach in the public schools by providing scholarships for tuition and fees for a four-year bachelor's degree program at a public college or university in the commonwealth.	To encourage high-quality high school students to enter the field of teaching by providing financial assistance	MASS. GEN. LAWS Ch. 15A—§ 19
MD	Directs the Department of Housing and Community Development to develop a program to promote home-ownership opportunities for teachers in consultation with the State Board of Education and local boards of education.	To recruit teachers to Maryland by creating home-ownership opportunities	MD—SB 206 (enacted 2000)
	Offers signing bonus of \$1,000 to teachers who graduate from an accredited institution in top 10% of their class and teach in a Maryland district for minimum of three consecutive years. Provides stipends of up to \$2,000 to teachers who hold standard or advanced professional certificate and National Board for Professional Teaching Standards (NBPTS) certificate. Provides \$1,500 state income-tax credit to offset tuition costs for teachers who take graduate courses to maintain their certification.	To attract high-quality individuals to teaching To recruit and reward teachers who have completed NBPTS certification To recruit and retain highly educated teachers by offering tax credit for graduate education	MD. CODE. ANN. EDUC. § 6-306 and § 10-712
ME	Establishes commission to study teacher recruitment and retention.	To improve teaching through Commission on Teacher Recruitment and Retention	2000 Me. Acts 130
MN	Establishes New Teacher Project in the Department of Children, Families and Learning to retain new teachers in the profession and provide models for professional development. School districts with approved new teacher plans are eligible to receive \$3,000 of state money for each new teacher participant. Districts must contribute \$2,000 for each participant.	To promote retention and recruitment	MN—HB 3800 (enacted 2000)

MN	Enacts grant program for scholarships and loans to assist American Indians in becoming teachers and to provide additional education for current American Indian teachers. One-fourth of loan amounts forgiven for each year of teaching service.	To recruit American Indians to teaching To offer student loan forgiveness To establish student scholarships and loans	MINN. STAT. ANN. § 122A.63
	Establishes professional development programs to recruit and educate people of color in the field of education. School districts collaborating with teacher education programs receive stipends to cover tuition, fees, supplies and books for students of color. Participating students must agree to teach in grantee school district for at least two years.	To recruit and retain people of color in the field of education To make grants available to help districts recruit people of color To help minority students attend college in the field of education by making stipends available	MINN. STAT. ANN. § 122A.64
MO	Legislates Missouri Teacher Corps program to improve student achievement. Fifty college seniors or graduates recruited each year for two-year teaching contracts in designated schools. Recruits must have bachelor's degree in English, foreign language, math, science, social studies or history, not in education, as well as eight-week training program prior to service.	To recruit noneducation majors into the field of teaching	MO—HB 889 (enacted 1999)
	Requires school districts to develop recruitment and retention plans. Requires State Department of Education to report annually to General Assembly on recruitment of teachers, numbers of persons entering and leaving teaching, issues affecting recruitment, recruitment of males and minorities, and financial aid needs.	To recruit prospective teachers, males, minorities and potential teachers with financial needs	MO. REV. STAT. § 161.098
MS	Charges Mississippi Teacher Center at the State Department of Education with creating a professional teacher recruiter position. Creates special fund for higher education collaboration with the teacher center.	To focus on recruitment of high school and college students into teaching, as well as in- and out-of-state recruitment	MISS. CODE. ANN. § 37-149-1, § 37-149-7 and § 37-159-9

	Establishes Center for Education Analysis, an advisory group to create a structure to systematically collect, compile and coordinate data for decisionmaking purposes.	To collect, compile and coordinate data related to teacher recruitment	MISS CODE. ANN. § 37-151-10
	Establishes William F. Winter Teacher Scholar Loan Program and Critical Needs Teacher Scholarship Program to attract students to teaching.	To enlist students to pursue teacher education and teach in a geographical area where there is a critical shortage	MISS. CODE ANN. § 37-143-11 and § 37-159-3
	Reimburses teachers for interviewing and moving expenses incurred in order to teach in a geographical area where there is a critical teacher shortage. Establishes Mississippi Employer-Assisted Housing Teacher Program, a special home loan program for licensed teachers who serve in shortage areas.	To encourage teachers to work and live in shortage areas	MISS. CODE ANN. § 37-159-5, § 37-159-7 and § 37-159-11
NC	Directs State Board of Education and Board of Governors of the University of North Carolina to develop proposal for a lateral entry teacher licensure program. The proposal includes: (i) Active recruitment of mid-career college graduates into teaching (ii) Intensive summer preservice preparation (iii) Coaching, support and continued professional preparation.	To recruit mid-career college graduates to teaching To start lateral entry recruitment program	N.C. GEN. STAT. § 115C-296.1 (enacted 1999)
NE	Creates task force to study teachers' salaries along with issue of state control of education processes and facilities. Authorizes Nebraska Volunteer Services Commission to apply for funding to provide incentives to college graduates to establish their teaching careers and help established teachers pursue graduate degrees.	To encourage college graduates to enter teaching by authorizing Nebraska Volunteer Services Commission to seek funding	NE—LB 1399 (Attracting Excellence to Teaching Act, Sec. 15 to Sec. 23) (enacted 2000)
NY	Creates Teachers of Tomorrow Teacher Recruitment and Retention Program and provides for grants to school districts and new teachers. Permits grants to be used for continuing education and professional development.	To begin state recruitment and retention program To provide grants for new teachers	N.Y. EDUC. LAW § 3612 (enacted 2000)

OH	Appropriates funds to establish programs to recruit under-represented populations into teaching. Appropriates funds for alternative teacher licensure program and targeting of qualified candidates available as a result of downsizing of the military and business sectors. Emphasizes recruitment of minority teachers for schools that have a high percentage of minority students.	To recruit into teaching minorities, mid-career candidates and professionals downsized from fields other than teaching	OH—HB 770 (Am. Sub. H. B. No. 770, Section 7) (enacted 1998)
OK	Recreates Minority Teacher Recruitment Advisory Committee and Minority Teacher Recruitment Center. Recruitment efforts include funding of grants for campus-based recruitment, as well as retention and placement programs for minority students who wish to teach. Focus on minority high school juniors and seniors.	To recruit minority high school and college students into teaching and retain minority teachers	OKLA. STAT. tit. 70, § 6-129.1 and § 6-130
OR	Mandates State Board of Higher Education to require public teacher education programs to create plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.	To address minority student recruitment To make teacher education programs responsible for minority recruitment	OR. REV. STAT. § 342.447
SC	Directs South Carolina Center for Teacher Recruitment to establish program to expand number of high-achieving minority students entering teacher education programs. Program shall include, but not be limited to, identification of minority high school students who have an interest in teaching, recruitment of those students into the teacher cadet program, and personal counseling of participating minority students about high-demand certification areas and college opportunities.	To recruit minority high school students into teaching To create Teacher Cadet Program	S.C. CODE ANN. § 59-25-55
TN	Allows retired teaches to resume teaching without loss of benefits under certain conditions.	To recruit retired teachers back to field	TENN. CODE ANN. § 8-36-8 (enacted 2000)

	Directs commissioner of education to recommend, and the State Board of Education to adopt, rules urging each local board of education to establish incremental goals for the recruitment, retention and employment of African-American teachers, reflecting at least the percentage of African Americans within the community served.	To recruit African-American teachers	TENN. CODE ANN. § 49-1-302
TX	Directs Texas Education Agency to develop and implement program to recruit talented students into the teaching profession. Encourages commissioner to identify need for teachers in specific areas, encourage underrepresented groups to enter teaching, consider existing minority recruitment programs, and work with business and surrounding community to develop recruiting programs and provide summer employment for teachers. Directs high school principals to appoint volunteer teacher as a teacher-recruiting officer.	To recruit high school students To encourage minority student recruitment To require commissioner to identify state teacher recruitment needs	TEX. EDUC. CODE ANN. § 21.004
VI	Includes in bilingual education program the recruiting and training of persons to participate in bilingual education as teachers, teachers' aides or other ancillary education personnel.	To recruit bilingual teachers	V.I. CODE ANN. § 41a
VA	Revises provisions of the Virginia Teaching Scholarship Loan Program. Allows support through gifts, donations, grants, bequests and other funds. Creates the Virginia Teaching Scholarship Loan Fund. Recipients must commit to teaching in the Commonwealth's public schools in a critical need area or high concentration of free and reduced lunch students, at grade level(s) with shortages or rural/urban area where there is a teacher shortage. Must teach there for as long as the scholarship was received.	To increase the number of students pursuing careers in teaching To increase number of teachers in critical shortage disciplines To assist paraprofessionals in becoming fully-licensed teachers To expand eligibility	VA. CODE ANN. 22.1-212.2:1 (enacted 2000)

VA	Part of the Virginia Teaching Scholarship Loan Program, but this component focuses solely on increasing diversity by providing incentives for students of diverse backgrounds to pursue careers in teaching. Known as the Diversity in Teaching Initiative. Awards scholarships.	To increase diversity	VA. CODE ANN. 22.1-212.2:1 (enacted 2000)
VT	Permits eligible teachers to be employed and compensated up to 60% instead of 50% of the average teachers' compensation, while still receiving full retirement allowance from the system.	To recruit retired teachers back into the field	VT. STAT. ANN. tit. 16, § 1939 (enacted 1999)
WA	Creates "future teachers" conditional scholarship program to recruit students who have distinguished themselves through outstanding academic achievement and who can act as role models, including students from targeted ethnic minorities.	To encourage recruitment of academically successful students To increase recruitment of ethnic minorities	WASH. REV. CODE § 28B.102.010
WI	Establishes teacher-loan program for minority college students enrolled in programs leading to teaching. Students must agree to teach in districts with at least 29% minority students. One-fourth of loans and interest forgiven for each year recipient teaches in designated districts.	To increase minority recruitment through incentives of student loans and loan forgiveness	WIS. STAT. ANN. § 39.40

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Teaching Quality: Other Web Sites

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Other Web Sites

American Federation of Teachers (AFT) - AFT is a professional union representing one million teachers, school support staff, higher education faculty and staff, health care professionals, and state and municipal employees. Featured links on this Web site include publications and press releases, AFT on the Issues and the teacher quality main page.

Center for Educational Renewal - The Center for Educational Renewal (CER) was founded in 1985 to advance the simultaneous renewal of P-12 schools and the education of educators within the larger context of education in a democracy. On this Web site, co-sponsored with the Institute for Educational Inquiry and the National Network for Educational Renewal, organization initiatives, programs and publications are presented on how a school and teaching renewal agenda can be implemented.

Center for the Study of Teaching and Policy (CTP) - Founded in 1997, CTP is a consortium of five universities, which has been created to investigate the relation between excellent teaching and policymaking at national, state and local levels. CTP's mission is to investigate the relation between excellent teaching and policymaking.

Consortium for Policy Research in Education (CPRE) - CPRE, a consortium of researchers from five of the nation's leading universities, provides a range of publications - from policy briefs to full-scale research reports - on the impact of new accountability policies on students, teachers and schools.

Milken Family Foundation - The Milken Family Foundation supports education issues in various ways, including strengthening the profession by recognizing and rewarding outstanding educators; expanding professional leadership and policy influence; and attracting, retaining and motivating the best talent to the teaching profession. Various links to different education initiatives and programs can be found on this Web site.

National Commission on Teaching and America's Future - NCTAF's goal is to transform teacher development in ways that will dramatically enhance student academic achievement and has created a reform agenda for how teachers are prepared, recruited, selected, inducted, and supported, and how schools support, assess, and reward their work.

National Education Association (NEA) - The Web site of NEA, America's largest teacher organization, offers information on a multitude of education issues.

National Teacher Policy Institute - A project of the Teachers Network, this institute was established to bring teachers' voices to educational policymaking.

NCSL Teacher Quality Web Site - Provides information on teacher quality issues, such as research, recruitment and compensation, preparation, licensure and certification, induction and professional development.

Teacher Quality Clearinghouse - The Teacher Quality Clearinghouse is a guide to the latest news, analysis and research on teacher quality policies. Resources available on this Web site include: links to education organizations; research; information about school and educator accountability, teacher pay and incentives, and school staffing.

The Holmes Partnership - The Holmes Partnership is a network of universities, schools, community agencies and national professional organizations working to create high-quality professional development and school renewal to improve teaching and learning. Its work is centered around six goals, which the Web site outlines: high-quality professional preparation; simultaneous renewal; equity, diversity, cultural competence; scholarly inquiry and research; school and university-based faculty development; and policy initiation.

Thomas B. Fordham Foundation - This foundation supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio and vicinity.

West Ed - WestEd seeks ways to combine traditional and innovative assessment methods into coherent, affordable and valid systems that provide the feedback desired for all levels of accountability. The Assessment and Standards Development Services (ASDS) program found on this Web site is involved extensively at the local, state and national levels in planning, developing, implementing and evaluating standards and assessment tools, methods and systems. Among others, project areas include teacher professional development and assessment.

Preventing Teacher Attrition and Turnover

**The Project on the Next Generation of
Teachers, Harvard Graduate School on
Education**

**Reduce Your Losses: Help New Teachers
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Clever incentives may attract new teachers, but only improving the culture and working conditions of schools will keep them

[Forum Feature](#)

By Susan Moore Johnson, Sarah Birkeland, Susan M. Kardos, David Kauffman, Edward Liu, and Heather G. Peske of The Project on the Next Generation of Teachers at the Harvard Graduate School of Education

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Throughout the United States, school officials are either anticipating or already experiencing a teacher shortage. The projected need to fill 2.2 million vacancies by 2010 will be intensely felt in high-poverty schools and in certain subjects (math, science, and foreign languages) and programs (bilingual and special education). Recognizing this, policymakers are devising ways to make teaching more attractive, and the competition for high-quality teachers is fierce. Recruiters in various districts can now waive preservice training, offer signing bonuses, forgive student loans, and even provide mortgage subsidies or health club memberships. While such strategies may well increase the supply of new teachers to schools, they provide no assurance of keeping them there, for they are but short-term responses to long-term challenges.

The challenge of attracting and retaining quality teachers is heightened by increased pressure for district and school accountability, often in the form of high-stakes testing and mandated curricular standards. In response to these mandates, districts are introducing reforms and initiatives at a frenetic pace. As a result, new teachers are struggling to learn their craft in dynamic and frequently chaotic environments.

At the Project on the Next Generation of Teachers, our research suggests that the key to addressing shortages lies not in attractive recruitment policies but in support and training for new teachers at the school site. For it is in schools and classrooms where teachers must find success and satisfaction. It is there they will decide whether or not to continue to teach.

As Richard Ingersoll at the University of Pennsylvania has found, the "revolving door" of teacher attrition and turnover is a primary contributor to school staffing shortages, particularly in urban schools. Poor working conditions and lack of significant on-the-job training and support are major reasons why many new teachers leave the profession within five years. Our interviews with 50 first- and second-year Massachusetts teachers working in a wide range of schools revealed that many who are eager to become teachers find that they need much more encouragement and direction than their schools currently provide.

July/August 2001

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For instance, we found that new teachers had few of the traditional supports that one might expect would be routine. They reported receiving little guidance about what to teach or how to teach it. Instead, most described struggling on their own each day to cobble together content and materials, often with no coherent, long-term plan for meeting specific learning objectives. Although virtually all of the new teachers we interviewed had official mentors assigned by their districts, those mentors frequently taught in different schools, levels, or subjects, and meetings with them were intermittent and brief at best. Our respondents yearned for ongoing observations and feedback, but classroom visits by colleagues and administrators were rare.

Learning to teach well is slow, difficult work. Managing a classroom, choosing or creating curriculum, developing sound instructional strategies, accurately assessing student understanding, and adjusting to student needs are complex tasks, and new teachers need time and support to develop the necessary knowledge and skills. However, few of the new teachers in our study said their schools were organized to help them cope with difficulties and become better teachers. As novices, they were eager to watch the experts and develop their craft under guidance, but only a small number of our respondents had access to the wisdom of experienced colleagues.

Neither the structures nor the cultures of their schools seemed to be geared toward their needs as novice teachers. Schedules rarely provided regular time for joint planning and observation, nor was such collaboration expected or encouraged. Meetings were designed to dispense information to individuals, rather than to share struggles and strategies, which is necessary to fulfill a collective responsibility for educating the school's students. Mentoring and other induction programs were limited because they were not embedded within a professional culture that valued and supported these relationships and activities. In the worst cases, school leaders played no role in creating a culture that was welcoming and supportive to new teachers.

The new teachers who reported feeling the most supported described their schools as having what we called "integrated professional cultures." There, new teachers could expect frequent and meaningful interaction among faculty members across all experience levels, and an appropriate novice status that accounted for their developmental needs while not underestimating their potential contributions. In addition, responsibility for the school and its students was shared among all colleagues within the school. In contrast, many new teachers found themselves subtly excluded from professional contact with veterans. Others, particularly those in charter schools that were staffed mostly with novices, found that there were no senior teachers to whom they could turn for advice or expertise.

While states and districts can assume responsibility for increasing pay, reducing or altering entry requirements, or creating career ladders, such initiatives will ultimately make little difference if a teacher is dissatisfied with teaching. And it is at the school site, rather than at the district, where key factors influencing new teachers' experiences converge; it is there that induction efforts should be centered. Well-matched mentors, curriculum guidance, collaborative lesson planning, peer observation, and inspired leadership all support new teachers in ways that recruitment incentives never can.

The success of school-based induction programs hinges on how teachers work together, and the principal can play a central role in establishing faculty norms and facilitating interaction among teachers with various levels of experience. Successful induction may also be promoted by having teachers and principals play greater roles in the hiring process and in selecting their future colleagues. School-based hiring can be an important tool for shaping professional culture and building school capacity.

Establishing support programs at the school would benefit not only new teachers, but all teachers in schools striving to improve instructional practice for students. For example, novices and veterans both benefit from frequent and meaningful interaction with colleagues. Veteran teachers may well learn from and with their novice colleagues about standards-based instruction, the latest approaches to literacy, or strategies for integrating technology into the classroom. Therefore, the benefits of these school-based efforts are not limited to novice teacher induction, for they provide renewal for experienced teachers and the foundation for school-wide improvement.

Improving working conditions and restructuring schools to support individual, group, and organizational learning is a big task. While teachers and principals must do most of the heavy lifting, fostering integrated professional cultures and creating truly supportive school-based induction programs will require time and money, resources often in short supply in public schools. As policymakers direct new resources into recruitment, they would be wise to direct a good portion of those resources toward the schools, for it is at the individual school site where the potential to address the teacher shortage truly rests.

Susan Moore Johnson is the Carl H. Pforzheimer, Jr. Professor of Teaching and Learning at the Harvard Graduate School of Education and directs the Project on the Next Generation of Teachers. Sarah Birkeland, Susan M. Kardos, David Kauffman, Edward Liu, and Heather G. Peske are advanced doctoral students at the Harvard Graduate School of Education.

For Further Information

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Other useful resources:

National Commission on Teaching & America's Future, Teachers College, Columbia University, 525 W. 120th St., Box 117, New York, NY 10027; 212-678-4153; fax: 212-678-4039. www.nctaf.org

National Council on Teacher Quality. Online at www.nctq.org

Education Week. "Quality Counts 2000: Who Should Teach?" Available online at www.edweek.org/sreports/qc00/

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SREB

Reduce Your Losses:

Help New Teachers

Become Veteran Teachers

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This report was prepared by Anjanette M. Bolich, SREB research assistant for Educational Policies.

Reduce Your Losses:

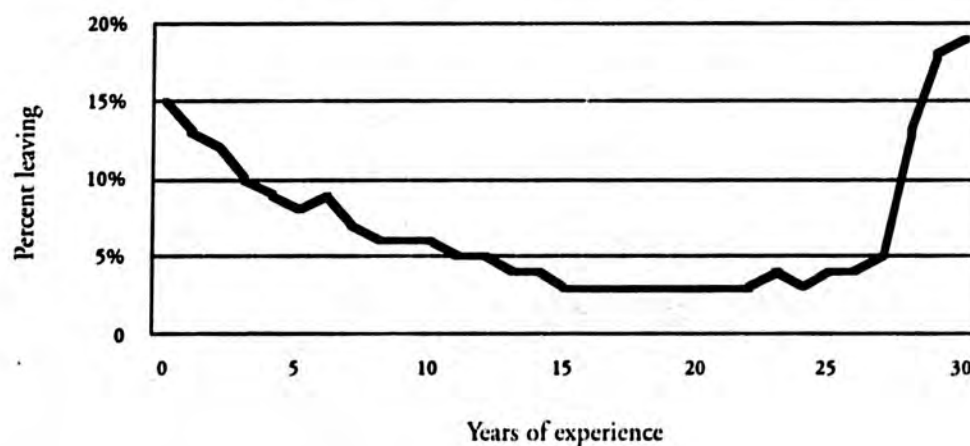
Help New Teachers Become Veteran Teachers

Helping new teachers become veteran teachers is an important step in addressing teacher shortages.

After five years, nearly half of new teachers left teaching in the state where they began teaching, according to SREB supply and demand studies. Nationally, more than 30 percent of new teachers leave the classroom by the end of their fifth year. Helping new teachers become veteran teachers is an important step in addressing teacher shortages. The graph below shows that after about the seventh year, as teachers gain experience, the rate at which they leave the classroom starts to level off. It does not rise again until teachers near retirement.

In recent years, SREB states have made efforts to recruit and retain quality teachers. Teacher recruitment efforts are important; however, the retention of beginning teachers is critical to maintaining an adequate supply of teachers. It is essential to understand the experiences and situations that cause many new teachers to abandon the profession early in their careers.

When Teachers Leave the Classroom



What makes new teachers decide to leave? _____

According to a study by the National Center for Education Statistics, 25 percent of new teachers quit the profession within their first five years of teaching in order to pursue other careers. Another 25 percent said they were leaving because they either no longer were interested in teaching or were dissatisfied with teaching. Of those who quit teaching, 40 percent said they would not teach again.

National and state research studies and reports find several key factors that can influence a beginning teacher's decision to leave:

- inadequate preparation;
- conditions in the school and classroom; and
- salaries and benefits.

Inadequate preparation of new teachers _____

National studies find that about 46 percent of newly hired teachers in public schools are first-time teachers. Most are recent graduates of state colleges and universities. In the SREB states, about one-third to one-half of those who earned bachelor's degrees were employed immediately after graduation. Many graduates of teacher education programs feel that, in spite of their formal training, they did not receive adequate preparation in areas such as classroom management or student discipline.

- A Public Agenda survey sampled K-12 public school teachers throughout the nation who had no more than five years of experience. Sixty-two percent of these new teachers said that their preparation program did a "fair" or "poor" job of preparing them to deal with the pressures and stress of teaching.
- A Florida study found that 43 percent of first-year teachers felt that they were "minimally prepared" or "not prepared" to manage their classrooms.
- Student teaching experiences before taking over classrooms are important. Studies from the National Center of Education Statistics found that 29 percent of college graduates who had no student teaching experience left the profession within five years. In comparison, only 15 percent of those who had student taught left the profession after five years.

Workplace conditions

Once teacher education graduates begin teaching in classrooms, their responsibilities can be quite overwhelming. Two important factors that influence whether beginning teachers will remain in the classroom are the amount of support and guidance they receive and the assignments they are given.

Lack of support and guidance

Beginning teachers' confidence about teaching depends greatly on the support they receive from their schools. Without adequate guidance and support from fellow teachers, school principals and administrators, many new teachers feel they are left to "sink or swim" early in their careers.

- According to national studies, 16 percent of the teachers who said they left the profession because of "dissatisfaction with teaching" listed inadequate support from administrators as the primary reason. Thirteen percent listed the primary reason as lack of respect from administrators.
- Education Week reported that beginning teachers with less than five years of experience who reported dissatisfaction with the school environment and student discipline were twice as likely to leave the classroom as were those who were not dissatisfied.
- National studies show that 67 percent of recent college graduates who started teaching and whose schools did not offer them support related to student discipline expected to remain teachers for two more years. Of teachers who did receive such assistance, 79 percent expected to stay at least that long.
- In a recent study of novice teachers in Texas, nearly 20 percent reported that they left teaching after their first year because of a lack of professional support.
- A study of teacher supply and demand in North Carolina revealed that almost two-thirds (63 percent) of teachers who quit teaching said that a lack of administrative support was a factor.

Placement in difficult assignments

Beginning teachers often are assigned to teach the most difficult students or subjects in which they lack adequate preparation. These situations frustrate the new teachers and cause many of them to leave the profession after only a few years.

- Teachers with three years of teaching experience or less are twice as likely to be assigned to schools with high percentages of minority students and students living in poverty, according to national studies.
- The National Association of State Directors of Teacher Education and Certification (NASDTEC) reports that only 14 states nationwide require student teaching experiences to include working in multicultural settings.
- A sample of teachers with less than five years' experience who were teaching in schools participating in the SREB Middle Grades Initiative revealed about one-third of English, science and mathematics teachers reported having no content preparation (a subject major in education or a subject major/minor at the undergraduate and/or graduate level) in these subjects.
- A recent study of Texas teachers found that 25 percent of new teachers hired were not fully certified in the subject area they were hired to teach.

Money not at the top of the list _____

While making teacher salaries competitive is one way to attract and retain more teachers, salary issues are not the primary cause of new teacher departures. National studies show that only 10 percent of teachers who left teaching after five years cited dissatisfaction with salary and benefits as the primary reason.

- A study of former teachers in Florida revealed that 7 percent left for better salaries and 7 percent left for better benefits. However, 28 percent left because they were "dissatisfied with the teaching profession" or because they wanted to pursue another career.
- While 70 percent of graduates of a North Carolina teacher-preparation scholarship program reported dissatisfaction with their salaries, only 6 percent of those who were dissatisfied said that they would not teach again because of their salaries.
- A Public Agenda study found that, if given a choice between two schools in otherwise identical districts, 82 percent of survey participants would prefer to teach in a school with strong support for teachers by administrators. Only 17 percent said they would choose a school with significantly higher salaries.

What are SREB states doing to keep new teachers from leaving classrooms?

Support for new teachers

Quality mentoring or induction programs are the greatest tools that states can give new teachers. Induction programs usually provide a master teacher or mentor teacher to provide professional support that beginning teachers need once they begin managing their own classrooms. Nationally, about 65 percent of teachers with less than three years of experience participate in induction programs. Studies show that teachers with less than five years of experience who have not participated in induction programs are nearly twice as likely to leave teaching. Eleven SREB states (Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Oklahoma, South Carolina, Texas, Virginia and West Virginia) have — or are starting — state-funded induction programs for new teachers. Districts in Maryland, Mississippi and Tennessee receive state money for mentoring or induction programs.

Mentor teachers are assigned to beginning teachers in 10 SREB states (Delaware, Florida, Kentucky, Louisiana, Maryland, North Carolina, Oklahoma, Texas, Virginia and West Virginia). Some states — Delaware, Kentucky, Louisiana, North Carolina, Oklahoma, Virginia and West Virginia — have established formal training for those who will serve as mentor teachers. Several SREB states are beginning to increase efforts to support teachers in their first few years in classrooms. Arkansas' Beginning Teacher Support Program will provide all new teachers with mentors and other assistance. Georgia plans to provide all beginning and newly hired teachers with trained mentors during their first two years of teaching. Florida's Mentor Teacher Pilot Program trains mentor teachers to assist inexperienced teachers. TxBESS (Texas Beginning Educator Support System), which is being implemented over a three-year period, will provide first- and second-year teachers statewide with local support teams. Each support team will consist of an experienced mentor teacher, the principal at the beginning teacher's school and representatives from teacher preparation entities.

Kentucky, Louisiana, Oklahoma and South Carolina are among a handful of states nationwide to provide beginning teachers with support teams, which provide beginning teachers with valuable feedback and support.

The Oklahoma Residency Program provides each new teacher with a three-member team that consists of a representative from a college or university, a school administrator and a mentor teacher. The team observes the beginning teacher three

Support for Beg

	Is there a state mandate for an induction or mentoring program for beginning teachers?	Does the state or mento
Alabama	No	Local school distr
Arkansas* – <i>Beginning Teacher Support Program</i>	Currently being pilot-tested	Currently b
Delaware – <i>New Teacher Mentoring Program</i>	Not mandated but state-supported	Local school distr
Florida*	Not mandated but state-supported	
Georgia*	Planned for 2002	Local school distr
Kentucky – <i>Teacher Internship Program</i>	Yes	
Louisiana – <i>Teacher Assistance and Assessment Program</i>	Yes	
Maryland	Not mandated but state-supported	Local school distr
Mississippi	Not mandated but state-supported	
North Carolina – <i>Beginning Teacher Induction Program</i>	Yes	
Oklahoma – <i>Residency Program</i>	Yes	
South Carolina – <i>Assisting, Developing and Evaluating Professional Teaching</i>	Yes	
Tennessee	Not mandated but state-supported	Local school distr
Texas* – <i>Beginning Educator Support System</i>	Yes	
Virginia – <i>Mentor Teacher Program for Beginning Teachers</i>	Yes	
West Virginia – <i>Beginning Mentor/Teacher Program</i>	Yes	

¹ Performance assessments for beginning teachers can include classroom observation, portfolio development, or other types of testing.

* New program to support new teachers in development stages

Sources: SREB state departments of education

Compiled by Anjanette Bolich, April 2001

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times a year and provides him or her with guidance and support during the first year and, if needed, second year of teaching. Since 1980, nearly 40,000 new teachers in Oklahoma have participated in the program.

Kentucky's Teacher Internship Program mandates that every new teacher be assessed by a trained three-member team. This team — which consists of a faculty member from a teacher preparation institution, a school principal and a resource teacher — observes the intern teacher and provides him or her with feedback. The resource teacher spends at least 70 hours per year working with a teacher in the classroom and conducts professional-development activities outside of the classroom. Recent legislation in Kentucky created the Teacher's Professional Growth Fund, which will provide additional compensation for mentor teachers.

In Louisiana, each new teacher in the public school system is assigned a trained mentor. The Teacher Assessment and Assistance Program provides teachers with support and assistance for two semesters and assess their performance. Mentor teachers must complete the Louisiana Teacher Assessor and Mentor Training Program. A two-member team, which consists of the school principal and an external assessor (usually a university faculty member), observes the new teacher and provides him or her with feedback. In the second year, the new teacher is monitored and evaluated locally.

South Carolina's ADEPT (Assisting, Developing and Evaluating Professional Teaching) program requires all new teachers to participate for one year, during which they receive assistance from mentor teachers. The second year consists of formal evaluation by a three-member team. The team consists of a trained external evaluator, a peer evaluator and the school principal. Efforts are under way to strengthen training for mentor teachers.

While mentoring and induction programs help "ease" teachers into teaching students, other steps should be taken to ensure that beginning teachers have every chance for success. North Carolina mandates how districts assign first-year teachers. First-year teachers cannot be assigned to extracurricular or noninstructional activities; second- and third-year teachers in North Carolina can receive an extra three days to develop their portfolios, which are required for the state's performance-based licensure. Arkansas and Texas limit the number of consecutive days that teachers may teach grade levels or subjects for which they are not certified.

Salaries and incentives

Over the last 10 years, teachers in SREB states have accounted for nearly half the growth in the number of teachers nationwide. SREB states are creating financial incentives to recruit and retain new teachers. In Maryland, teacher education graduates who are in the top 10 percent of their classes can receive \$1,000 signing bonuses in exchange for three-year commitments to teach in Maryland schools. Recent Alabama legislation calls for a 1 percent salary increase for all new teachers; that state's salaries for beginning teachers are among the highest in the nation. In Delaware, beginning salaries for teachers will increase by up to 10 percent in the next three years. A pilot program in Arkansas designates up to \$1,500 for support and professional-development activities for novice teachers. Florida's state budget allows school districts to use funds for retention bonuses or recruitment bonuses for first-time teachers.

Student loans and scholarships

Most SREB states provide scholarships and forgivable loans to attract and retain teachers. For each year of assistance that a student receives, he or she typically must commit to teaching a certain number of years — often in a subject or geographic area in which there is a critical shortage — in order to have the loan forgiven. If this commitment is not kept, the scholarship or loan usually must be paid back in full. In Georgia, the PROMISE scholarship provides college juniors and seniors with \$3,000 for living expenses. The PROMISE II scholarship assists instructional aides and paraprofessionals in completing their bachelor's degrees in education by awarding up to \$3,000 per year for tuition and books. Louisiana has a similar program for paraprofessionals. Maryland's HOPE scholarship provides eligible students at two-year colleges with \$2,000 annually and students at four-year colleges with \$5,000 annually. Virginia's Teaching Scholarship Loan Program forgives a \$3,000 loan for a student who teaches for three semesters in one of Virginia's critical shortage fields. The Mississippi Employer-Assisted Housing Teacher Program provides up to \$6,000 in forgivable loans in exchange for commitments of at least three years of teaching in critical shortage areas. Scholarships and forgivable loans are available to those who commit to teaching in Florida, Kentucky, North Carolina, Oklahoma, South Carolina and Texas.

Ways for states to keep beginning teachers in the classrooms

- **Know who is in the "pipeline."**
 - ✓ Determine how many students enter and exit teacher preparation programs at state colleges and universities. How many graduates enter classrooms? How long do they remain? Why do they leave?
- **Provide prospective teachers with quality teaching for content and classroom-management experiences in teacher preparation programs.**
 - ✓ Ensure that teacher preparation programs prepare graduates to teach *all* children.
 - ✓ Provide exposure to real-life classroom situations through student teaching experiences.
 - ✓ Establish partnerships and coordination between colleges and universities and schools to provide quality experiences for student teachers.
- **Provide work conditions that will help beginning teachers succeed.**
 - ✓ Ensure that beginning teachers cannot be assigned to teach students or subjects for whom or for which they are not prepared. States and districts should track the placement of new teachers.
 - ✓ Assess the performance of beginning teachers and share feedback with them. Observation and feedback are key parts of new teachers' continued learning in the first few years of teaching.
 - ✓ Train mentor teachers and assessors to observe and support beginning teachers. Provide incentives to encourage veteran teachers to become mentors.
- **Collect information on the effectiveness of approaches and programs that support beginning teachers.**
 - ✓ Determine "what works" in programs to reduce the turnover of newly hired teachers.

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(01S05)

Other Research

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE:
September 10, 2001

Contact: Lindsey Kozberg
(202) 401-3026

Hansen Announces Star School Grants to Western Governors University

SALT LAKE CITY, Sept. 10—U.S. Deputy Secretary of Education William Hansen today announced the award of a \$10 million Star Schools grant to help Western Governors University (WGU) launch its Teachers College, a national telecommunications network that will provide accredited, online degrees and certificates to K-12 teachers and prospective teachers.

Hansen, joined by Utah Gov. Michael O. Leavitt, made the announcement during a visit to Washington Elementary School, where they participated in President Bush's *Putting Reading First* campaign, which focuses on the importance of researched-based reading instruction for America's children.

"Our schools need more well-trained teachers who have the benefit of instruction in training methods that have proven to be effective in helping children to learn," Hansen said. "WGU Teachers College will be unique in that it will serve working adults who are already teaching in K-12 schools but who are seeking additional instruction to help their students."

The Star Schools Program supports the use of technology—via telecommunications networks—to improve teaching of literacy and job skills, as well as various subjects such as math, science and foreign languages. The program also assists underserved populations such as disadvantaged, limited-English-proficient, and disabled students. Further, the grants help produce educational projects that transmit course work and curriculum modules via satellite and other telecommunication systems.

The grant announced today will award WGU \$2 million a year for five years to help develop and acquire educational programming for preservice and in-service teacher education programs and to operate and maintain the existing Internet telecommunications system of WGU.

WGU is a consortium of 19 western states and about 40 universities. WGU Teachers College will provide teacher certification and advanced degrees in reading, math, science, technology, and English as a Second Language (ESL). A professional development portal will also be established for the ongoing training and development of existing teachers.

Through the Star Schools Program, the department has awarded more than \$125 million to telecommunications partnerships since the program was authorized in 1988. The program has provided services to more than 6,000 schools in every state, the District of Columbia, and several territories. Approximately 1,600,000 learners have participated in the student, staff development, parental, and community-based activities produced under the Star Schools Program.

The Star Schools Program is authorized by Title III part B of the Elementary and Secondary Education Act, as amended in 1994 and is administered by the Office of Educational Research and Improvement.

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Research Report
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Survey & Analysis of Teacher Salary Trends 2000

Produced By:
The Research & Information Services Department
American Federation of Teachers, AFL-CIO

Survey & Analysis of Teacher Salary Trends 2000

F. Howard Nelson
Rachel Drown
Jewell C. Gould

American Federation of Teachers, AFL-CIO
555 New Jersey Avenue, N.W.
Washington, DC 20001-2079

Sandra Feldman, PRESIDENT
Edward J. McElroy, SECRETARY-TREASURER
Nat LaCour, EXECUTIVE VICE PRESIDENT

AFT Research & Information Services Department

Jewell C. Gould, Director
F. Howard Nelson, Senior Associate Director
John Abraham, Senior Associate Director
Ed Muir, Senior Associate
Rachel Drown, Associate
Helen Nemorin, Research Staff
Bernadette Bailey, Research Staff
Pat Cochran, Research Staff
Jackie Morson, Research Staff

Copy editing by Laura Baker, Senior Associate, Editorial Department
Manuscript prepared by Pat Cochran

Survey and Analysis of Teacher Salary Trends 2000

Foreword

This report serves as an important reference for AFT state federations and locals in developing salary comparisons and formulating policy. AFT affiliates use the various tables to consider trends, establish the position of members relative to other professionals and make comparisons among states. In addition to reporting the results of our annual survey of state departments of education, we are including teacher salary data on city school districts prepared for the Department of Defense survey by the Civilian Personnel Management Service, Wage and Salary Division.

The first section of this report focuses on state comparisons. The second section highlights trends in national averages over the past two or three decades. The third section looks at beginning teachers. The fourth and final section features salary data for school districts serving the 100 largest cities.

We are grateful to the various agencies and AFT affiliates that have provided information and suggestions for this report. For the most part, data are reported as received, but all figures are verified against past trends and confirmed by telephone. Qualifications to the data, if any, are in the table notes. Changes to past data reported by states or localities have been incorporated in the report.

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I. State Comparisons

Introduction

The first section of this report highlights findings from our annual survey of state departments of education. We have ranked states according to a variety of criteria. Figures and tables follow the highlights below.

Although teacher pay varies widely among states, the major trends hold true across states. In general, states that do not provide a legal framework for teachers to collectively bargain have the lowest teacher salaries.

Highlights

- The average teacher salary for 1999-2000 of \$41,820 represents a 3.2 percent increase over the previous year's average salary of \$40,540. See Figure I-1.
- States in the New England, Mideast and Far West regions reported the highest salaries. States in the Southwest and Southeast regions reported the lowest salaries. See Table I-2.
- The average teacher salary increases reported in 1998-99 and 1999-2000 are among the smallest in the 40 years of data reported by the AFT. See Figure I-5.
- Connecticut reported the highest average salary at \$52,410 or 125 percent of the national average. South Dakota reported the lowest average salary at \$29,072 or just 69.5 percent of the national average. See Table I-1.
- Texas reported the highest average salary increase for 1999-2000, at 9.4 percent, rising from a rank of 37 to 27. Mississippi, North Carolina and Washington reported salary increases exceeding 6 percent. Pennsylvania and New Jersey experienced declines in average salary, primarily due to the retirement of experienced teachers. Thirteen states reported increases of less than 2 percent. See Table I-3.
- The U.S. average for teacher salaries in 1999-2000 was 33.5 percent higher than 1989-90. During this period, the average teacher salary increased the most in West Virginia (53.3 percent). It increased the least in Alaska (7.8 percent). See Table I-4.
- The average teacher salary in Rhode Island and Pennsylvania compared most favorably to the average wage for all private sector employees. This comparison was lowest in Texas and the District of Columbia. See Table I-5.
- Teacher income fell as a percentage of per-capita personal income, continuing a downward trend from past years. See Table I-6.

- After adjusting for cost-of-living differences between states, the average teacher in Michigan had the highest purchasing power of \$52,711, compared to an adjusted salary of \$30,851 in Hawaii, where teachers have the lowest purchasing power. See Table I-7.

Technical Notes

Teacher Salaries Compared to the Average Annual Earnings of Private Sector Workers. States vary considerably according to their economic condition and the cost of living. Table I-5 compares the average teacher salary to the average annual earnings of all workers in the private sector. The annual pay data apply to workers covered by state and federal unemployment insurance programs and are compiled from reports submitted by employers for more than 93 million workers. Generally excluded from unemployment insurance are most agriculture workers on small farms, railroad workers, most domestic employees, student workers and the self-employed. This comparison serves only as an index to adjust for unique conditions within each state and to facilitate interstate comparisons. It is not presented as a standard by which to judge what teachers should be paid relative to the average worker.

Teacher Salaries Compared to Per-Capita Personal Income. Table I-6 is constructed similarly to Table I-5, except that teacher salaries are compared to per-capita personal income in the state. Personal income is a combination of earnings in the workplace minus contributions for social insurance, plus dividends, interest, rent and transfer payments. Per-capita income varies among states because of cost-of-living differences, differing concentrations of poor people and demographic factors (e.g., families are large in Utah, thus driving down per-capita income). Again, the comparison to personal income is only an index designed to enhance interstate comparison, not a standard by which to judge how much teachers should be paid.

Teacher Salaries Adjusted by the AFT Cost-of-Living Index. While the greatest variation in cost of living occurs between rural and urban locations within a state, a cost-of-living adjustment among states makes sense when states serve as the basis of comparing earnings. Cost-of-living variations among states are considered in adjusting and re-ranking the average teacher salary displayed in Table I-7.

The interstate cost-of-living index was developed by the AFT Research & Information Services department using existing data on the cost-of-living in a majority of the nation's Standard Metropolitan Statistical Areas (SMSAs) to develop a cost-of-living index for each state. Using regression techniques, models for each of four regions were developed to explain differences in the cost of living between SMSAs. The coefficients were then used as weights and combined with comparable state-level data to establish the state cost-of-living index. The state cost-of-living index was normalized so that 1.00 represents the national average for all states weighted by their population.

Details of the index and the methodology are in, "An Interstate Cost-of-Living Index," *Educational Evaluation and Policy Analysis* (Spring 1991). This AFT index is a revision of the index presented in editions of this report published since 1988. The 1987 version of this report contained a similar cost-of-living index developed by Walter W. McMahon and Carrol Melton ("Measuring Cost-of-Living Variation," *Industrial Relations*, Vol. 17, No. 3, 1978, p. 331).

McMahon and Shao-Chung Chang completed more work on this topic in 1991 (Geographical Cost-of-Living Differences, Interstate and Intrastate, Update 1991, Normal, Ill.: Center for the Study of Educational Finance.)

Figure I-1
Average Teacher Salary 1999-2000

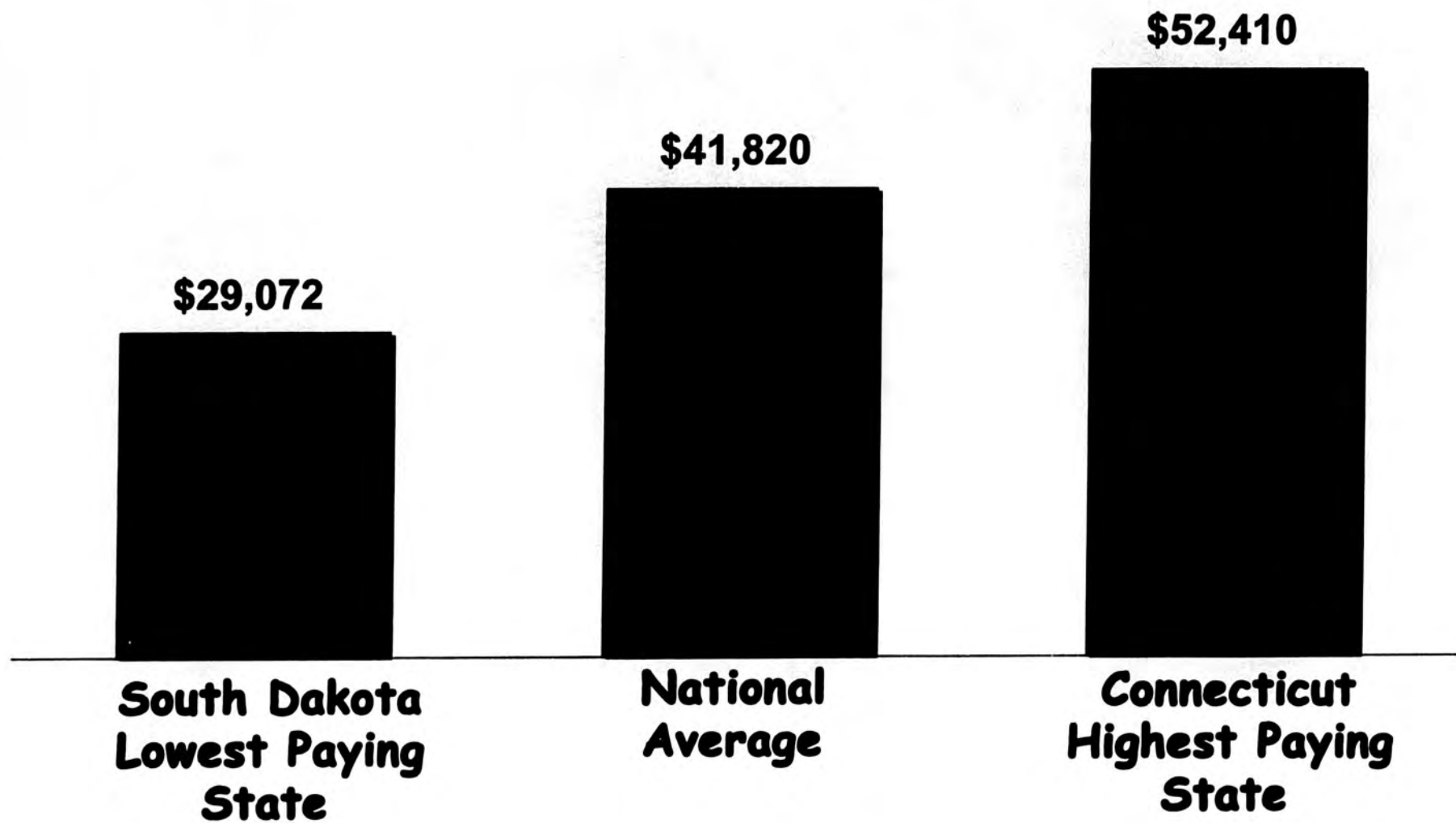


Figure I-2
Average Beginning Teacher Salary 1999-2000

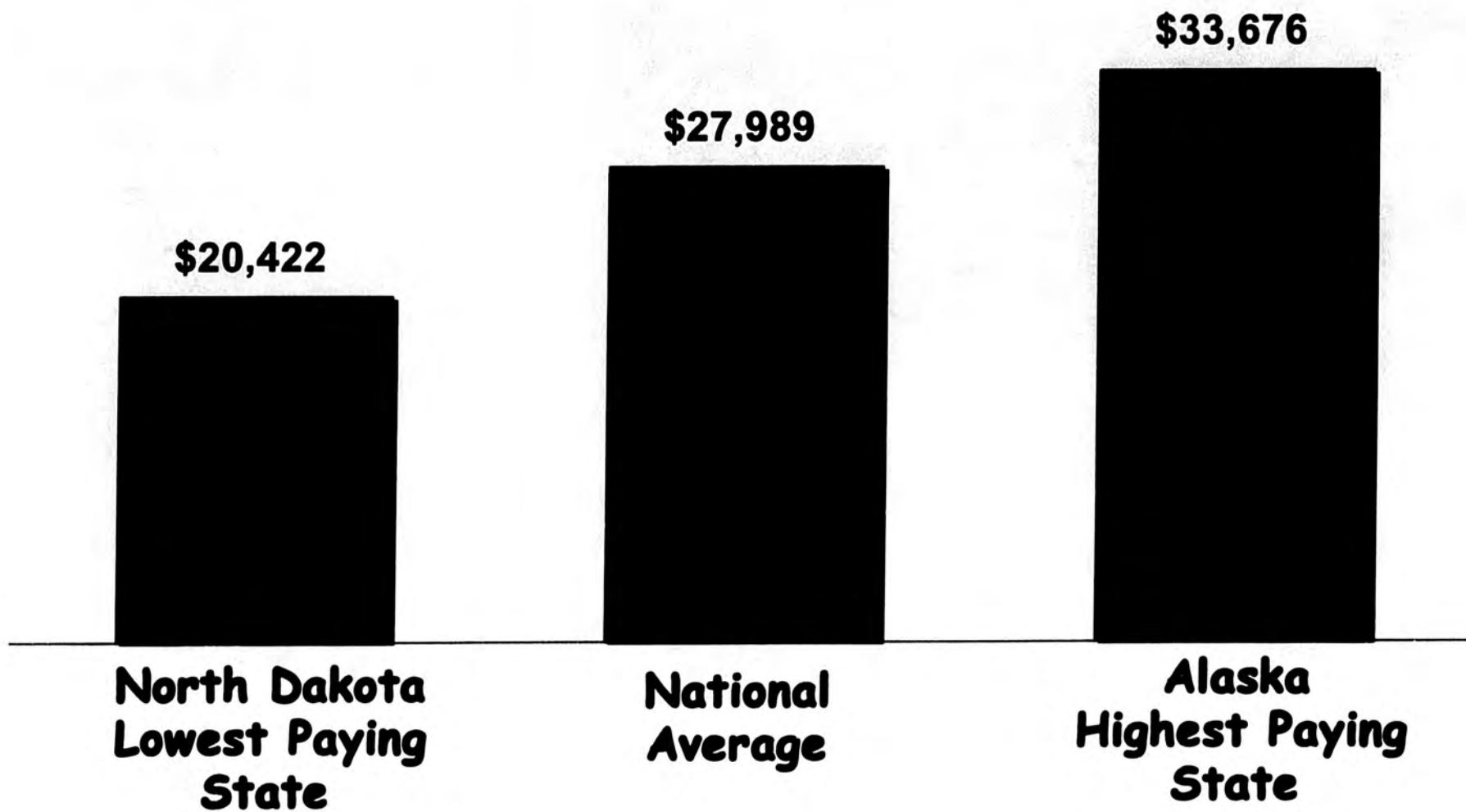


Figure I-3
Teacher Salaries Generally Outpace Inflation

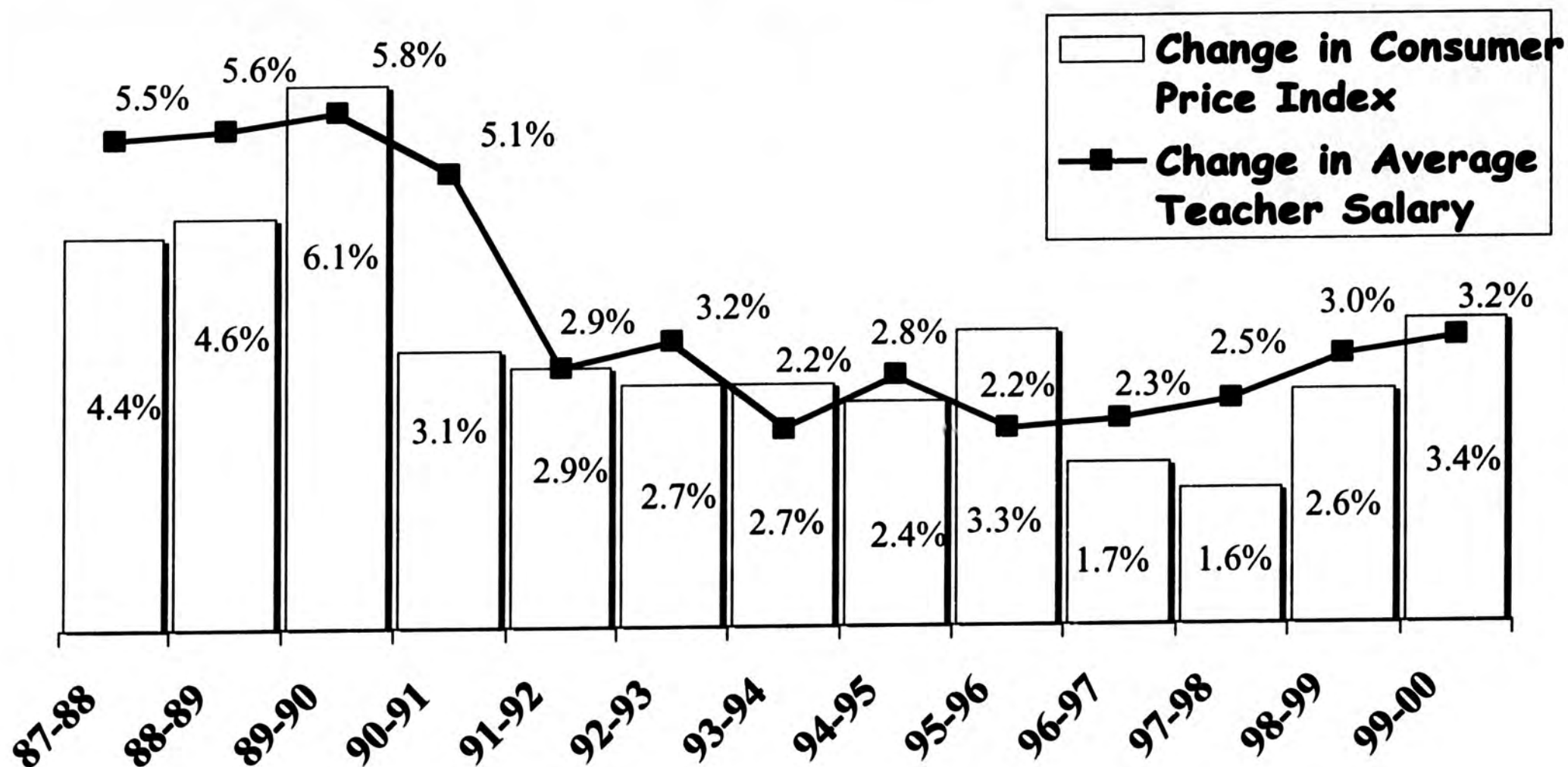
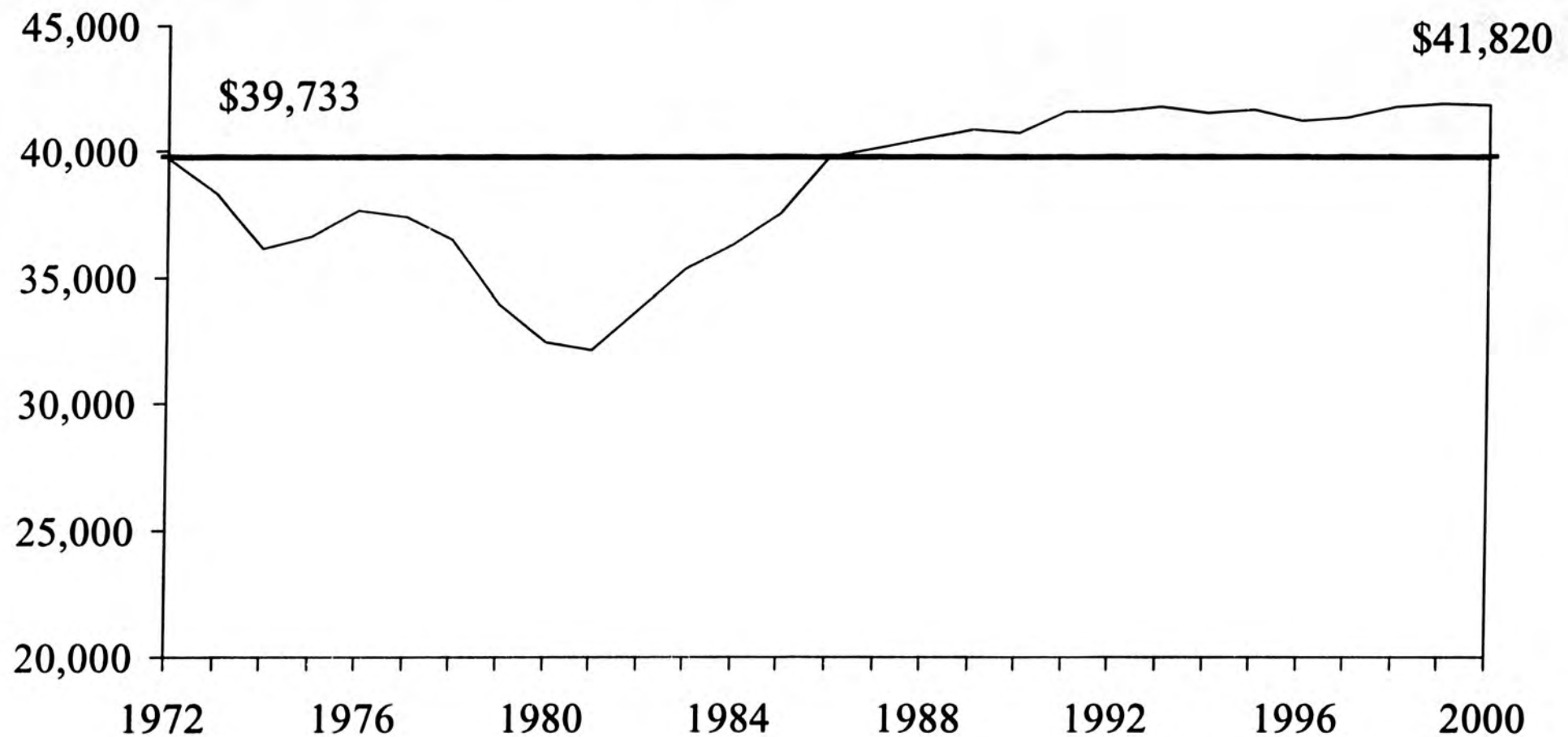


Figure I-4
Inflation Adjusted 1999-2000 Average Teacher
Salary Exceeds 1971-72 Level



Inflation-adjusted dollars

Figure I-5
Average Teacher Salary Increase
Among Smallest in 40 Years

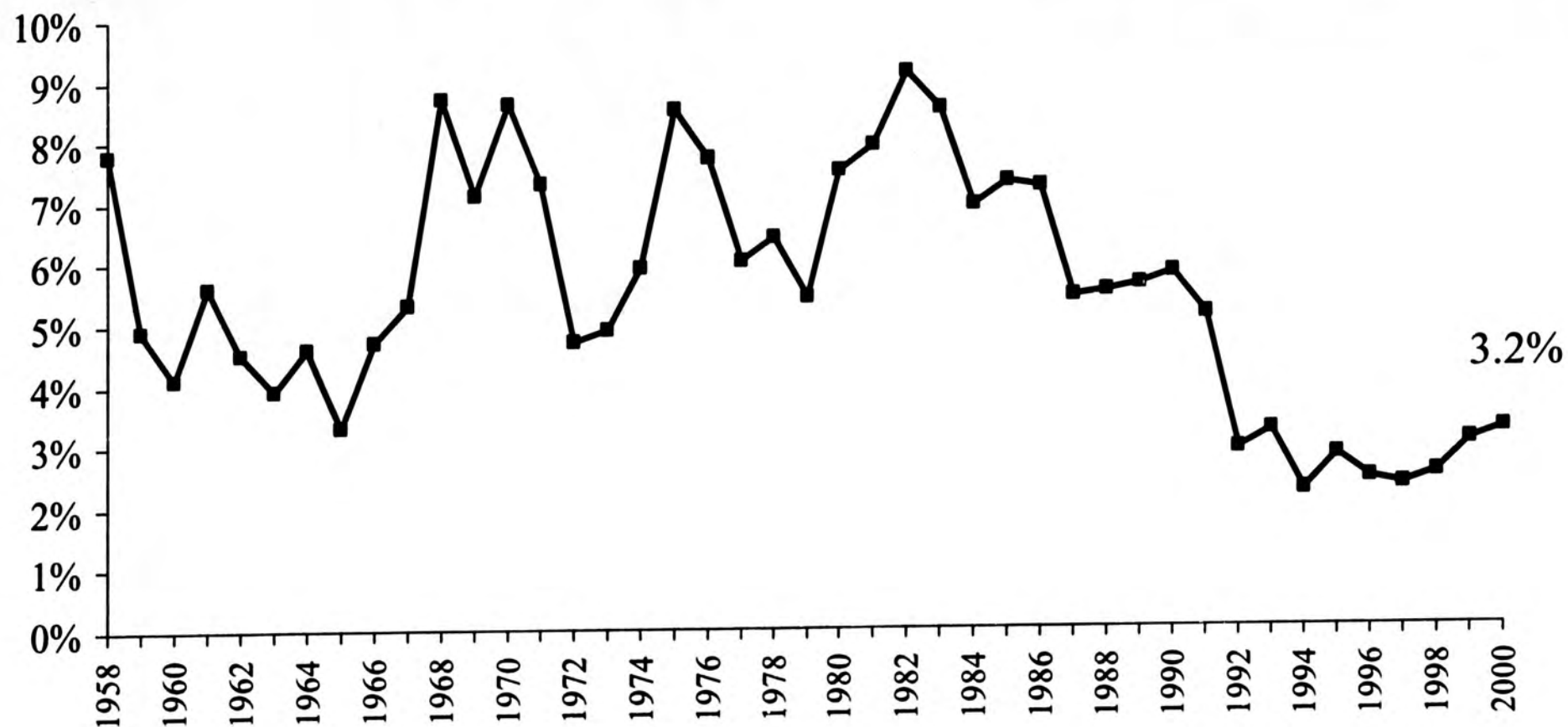


Figure I-6
Teachers' Relative Standard of Living
Is Lowest in 40 Years

Ratio of Teacher Salary to
Per-Capita GDP

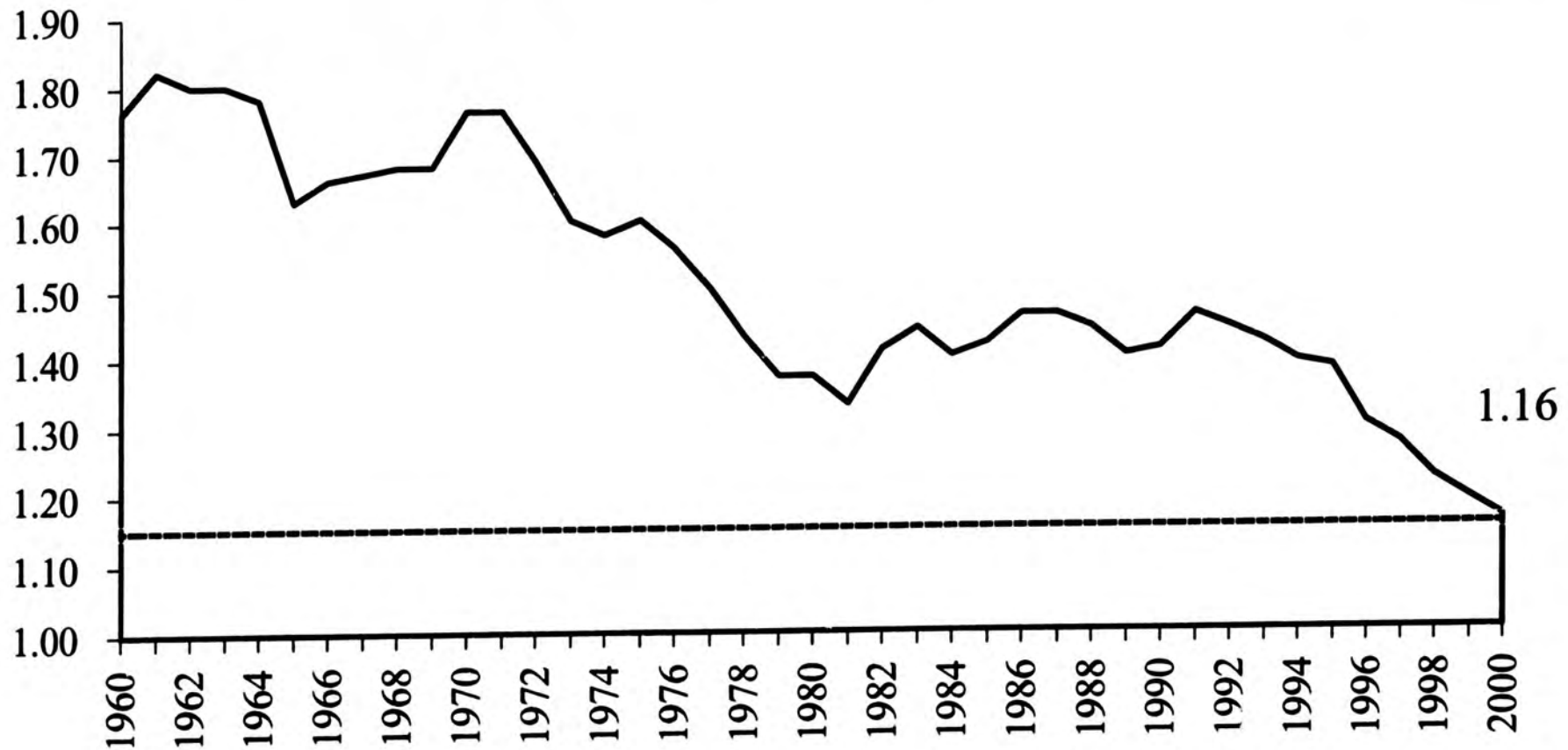


TABLE I-1

AVERAGE TEACHER SALARY IN 1999-2000, STATE RANKINGS

Rank	State	Total Teachers	Average Salary	Percent of U.S. Average
1	Connecticut	39,918	\$52,410	125.3%
2	New York	206,000	51,020 g	122.0%
3	New Jersey	95,223	50,878 g	121.7%
4	Michigan	93,100	48,729 a	116.5%
5	Pennsylvania	111,250	48,321 a	115.5%
6	District of Columbia	5,192	48,304 a	115.5%
7	Rhode Island	11,235	48,138 a	115.1%
8	California	292,455	47,680 a,c	114.0%
9	Massachusetts	71,922	46,955 a	112.3%
10	Alaska	7,992	46,481	111.1%
11	Illinois	127,216	46,480 a,e	111.1%
12	Oregon	30,086	45,103 b	107.8%
13	Delaware	7,311	44,435	106.3%
14	Maryland	50,801	43,720	104.5%
15	Nevada	17,486	43,083 b	103.0%
16	Indiana	58,843	41,855	100.1%
17	Ohio	114,600	41,713	99.7%
18	Hawaii	10,510	41,292	98.7%
19	Georgia	90,286	41,122 c	98.3%
20	Washington	50,009	41,047	98.2%
21	Minnesota	53,747	40,678 a	97.3%
22	Wisconsin	57,670	39,897 c	95.4%
23	North Carolina	79,498	39,404	94.2%
24	Colorado	41,104	39,073 a	93.4%
25	Virginia	81,751	38,992 e	93.2%
26	New Hampshire	13,559	37,734	90.2%
27	Texas	266,878	37,567	89.8%
28	Florida	131,249	36,722	87.8%
29	Alabama	48,269	36,689	87.7%
30	Vermont	8,549	36,402	87.0%
31	Tennessee	60,474	36,328	86.9%
32	Kansas	32,240	36,282 c,f	86.8%
33	Kentucky	39,813	36,255 c	86.7%
34	South Carolina	43,870	36,081	86.3%
35	Iowa	33,744	35,678 c	85.3%
36	Missouri	63,500	35,660 c	85.3%
37	Maine	17,170	35,561	85.0%
38	Idaho	14,600	35,155	84.1%
39	West Virginia	20,316	35,011 c	83.7%
40	Utah	21,400	34,946	83.6%
41	Arizona	45,540	34,824	83.3%
42	Wyoming	6,600	34,188	81.8%
43	Arkansas	26,836	33,691 c	80.6%
44	Nebraska	20,609	33,237	79.5%
45	Louisiana	47,363	33,109 c	79.2%
46	New Mexico	19,802	32,713	78.2%
47	Montana	10,200	32,121 c	76.8%
48	Mississippi	30,736	31,897	76.3%
49	North Dakota	7,904	29,863	71.4%
50	Oklahoma	41,557	29,525	70.6%
51	South Dakota	9,250	29,072	69.5%
	U.S. Average	2,887,233	\$41,820	100.0%
	Guam		34,947	84.1%
	Puerto Rico		24,980 d	60.1%
	Virgin Islands		34,784	80.2%

a. AFT estimate; b. includes employer pick-up of employee pension contribution where applicable; c. includes extra-duty pay; d. includes health care contributions where applicable; e. includes pension and extra-duty pay where applicable; f. estimated to exclude fringe benefits at 8 percent; g. median. Source: American Federation of Teachers, annual survey of state departments of education. *Early Estimates of Public Elementary and Secondary Education Statistics, 1999-2000*. U.S. Department of Education, May 2000, <http://nces.ed.gov/pubs2000/2000364.pdf>.

TABLE I-2

**BEGINNING AND AVERAGE TEACHER SALARY IN 1999-2000
RANKED BY AVERAGE SALARY WITHIN REGION**

State	Average Salary	Beginning Salary	State	Average Salary	Beginning Salary
NEW ENGLAND			SOUTHEAST		
Connecticut	\$52,410	\$30,466	Georgia	\$41,122	\$30,402
Rhode Island	48,138	27,286	North Carolina	39,404	27,968
Massachusetts	46,955	30,330	Virginia	38,992	26,783
New Hampshire	37,734	24,650	Florida	36,722	25,132
Vermont	36,402	25,791	Alabama	36,689	29,790
Maine	35,561	22,942	Tennessee	36,328	27,228
			Kentucky	36,255	24,753
MIDEAST			South Carolina	36,081	25,215
New York	\$51,020	\$31,910	West Virginia	35,011	23,829
New Jersey	50,878	30,480	Arkansas	33,691	22,599
Pennsylvania	48,321	30,185	Louisiana	33,109	25,738
District of Columbia	48,304	30,850	Mississippi	31,897	23,040
Delaware	44,435	30,945			
Maryland	43,720	28,612	ROCKY MOUNTAINS		
			Colorado	\$39,073	\$24,875
GREAT LAKES			Idaho	35,155	20,915
Michigan	\$48,729	\$28,545	Utah	34,946	23,273
Illinois	46,480	30,151	Wyoming	34,188	24,168
Indiana	41,855	26,553	Montana	32,121	20,969
Ohio	41,713	23,597			
Minnesota	40,678	25,666	FAR WEST		
Wisconsin	39,897	25,344	California	\$47,680	\$32,190
			Alaska	46,481	33,676
PLAINS			Oregon	45,103	29,733
Kansas	\$36,282	\$25,252	Nevada	43,083	28,734
Iowa	35,678	25,275	Hawaii	41,292	29,204
Missouri	35,660	25,977	Washington	41,047	26,514
Nebraska	33,237	22,923			
North Dakota	29,863	20,422	OUTLYING AREAS		
South Dakota	29,072	21,889	Guam	\$34,947	\$26,917
			Virgin Islands	34,784	22,751
SOUTHWEST			Puerto Rico	24,980	18,700
Texas	\$37,567	\$28,400			
Arizona	34,824	25,613	U.S. AVERAGE		
New Mexico	32,713	25,042		\$41,820	\$27,989
Oklahoma	29,525	24,025			

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-3

TRENDS IN THE AVERAGE TEACHER SALARY, 1997-98 TO 1999-2000

State	Average Salary						Percent Change		
	1997-98	Rank	1998-99	Rank	1999-00	Rank	1997-98 to 1998-99	1998-99 to 1999-00	1997-98 to 1999-00
Connecticut	\$49,733	2	\$52,070	1	\$52,410	1	4.7%	0.7%	5.4%
New York	48,712	3	49,490	3	51,020	2	1.6%	3.1%	4.7%
New Jersey	51,080	1	51,475	2	50,878	3	0.8%	-1.2%	-0.4%
Michigan	47,384	5	47,448	5	48,729	4	0.1%	2.7%	2.8%
Pennsylvania	47,542	4	48,457	4	48,321	5	1.9%	-0.3%	1.6%
District of Columbia	44,746	7	46,536	6	48,304	6	4.0%	3.8%	8.0%
Rhode Island	44,506	9	46,286	8	48,138	7	4.0%	4.0%	8.2%
California	44,585	8	46,129	9	47,680	8	3.5%	3.4%	6.9%
Massachusetts	42,874	12	45,149	11	46,955	9	5.3%	4.0%	9.5%
Alaska	47,161	6	46,312	7	46,481	10	-1.8%	0.4%	-1.4%
Illinois	43,707	10	45,286	10	46,480	11	3.6%	2.6%	6.3%
Oregon	43,245	11	43,789	12	45,103	12	1.3%	3.0%	4.3%
Delaware	42,439	13	43,164	13	44,435	13	1.7%	2.9%	4.7%
Maryland	41,404	14	42,557	14	43,720	14	2.8%	2.7%	5.6%
Nevada	40,572	15	42,528	15	43,083	15	4.8%	1.3%	6.2%
Indiana	39,749	16	41,165	16	41,855	16	3.6%	1.7%	5.3%
Ohio	39,714	17	40,746	17	41,713	17	2.6%	2.4%	5.0%
Hawaii	38,460	19	40,416	18	41,292	18	5.1%	2.2%	7.4%
Georgia	37,314	22	39,776	19	41,122	19	6.6%	3.4%	10.2%
Washington	38,761	18	38,693	22	41,047	20	-0.2%	6.1%	5.9%
Minnesota	38,159	21	39,493	20	40,678	21	3.5%	3.0%	6.6%
Wisconsin	38,179	20	39,374	21	39,897	22	3.1%	1.3%	4.5%
North Carolina	33,129	37	36,883	26	39,404	23	11.3%	6.8%	18.9%
Colorado	37,240	23	38,157	23	39,073	24	2.5%	2.4%	4.9%
Virginia	37,024	24	37,527	24	38,992	25	1.4%	3.9%	5.3%
New Hampshire	36,663	25	37,405	25	37,734	26	2.0%	0.9%	2.9%
Texas	33,602	35	34,336	37	37,567	27	2.2%	9.4%	11.8%
Florida	34,475	28	35,916	27	36,722	28	4.2%	2.2%	6.5%
Alabama	32,818	39	35,820	29	36,689	29	9.1%	2.4%	11.8%
Vermont	36,299	26	35,896	28	36,402	30	-1.1%	1.4%	0.3%
Tennessee	34,584	27	35,490	30	36,328	31	2.6%	2.4%	5.0%
Kansas	33,800	33	35,383	31	36,282	32	4.7%	2.5%	7.3%
Kentucky	34,453	29	35,383	32	36,255	33	2.7%	2.5%	5.2%
South Carolina	33,697	34	34,506	36	36,081	34	2.4%	4.6%	7.1%
Iowa	34,084	31	35,007	33	35,678	35	2.7%	1.9%	4.7%
Missouri	33,891	32	34,806	35	35,660	36	2.7%	2.5%	5.2%
Maine	34,349	30	34,906	34	35,561	37	1.6%	1.9%	3.5%
Idaho	32,830	38	34,062	40	35,155	38	3.8%	3.2%	7.1%
West Virginia	33,396	36	34,248	38	35,011	39	2.6%	2.2%	4.8%
Utah	32,398	42	34,079	39	34,946	40	5.2%	2.5%	7.9%
Arizona	32,699	40	33,197	42	34,824	41	1.5%	4.9%	6.5%
Wyoming	31,977	44	33,500	41	34,188	42	4.8%	2.1%	6.9%
Arkansas	32,119	43	32,819	44	33,691	43	2.2%	2.7%	4.9%
Nebraska	32,668	41	32,880	43	33,237	44	0.6%	1.1%	1.7%
Louisiana	31,131	45	32,384	45	33,109	45	4.0%	2.2%	6.4%
New Mexico	30,042	47	31,838	46	32,713	46	6.0%	2.7%	8.9%
Montana	30,617	46	31,356	47	32,121	47	2.4%	2.4%	4.9%
Mississippi	28,691	49	29,550	48	31,897	48	3.0%	7.9%	11.2%
North Dakota	28,213	50	29,002	50	29,863	49	2.8%	3.0%	5.8%
Oklahoma	29,032	48	29,444	49	29,525	50	1.4%	0.3%	1.7%
South Dakota	27,875	51	28,386	51	29,072	51	1.8%	2.4%	4.3%
U.S. Average	\$39,360		\$40,540		\$41,820		3.0%	3.2%	6.3%
Guam	34,124		34,217		34,947		0.3%	2.1%	2.4%
Puerto Rico	24,000		24,000		24,980		0.0%	4.1%	4.1%
Virgin Islands	33,310		34,784		34,784		4.4%	0.0%	0.0%

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-4

AVERAGE TEACHER SALARIES FOR 1989-90 AND 1999-2000

State	Average Salary		Rank		Percent of U.S. Average		Change from	Rank
	1989-90	1999-00	1989-90	1999-00	1989-90	1999-00	1989-90	
West Virginia	\$22,842	\$35,011	50	39	73%	84%	53.3%	1
Alabama	24,816	36,689	41	29	79%	88%	47.8%	2
Utah	23,686	34,946	46	40	76%	84%	47.5%	3
Idaho	23,861	35,155	45	38	76%	85%	47.3%	4
Georgia	27,966	41,122	29	19	89%	99%	47.0%	5
Arkansas	22,930	33,691	49	43	73%	81%	46.9%	6
Oregon	30,842	45,103	20	12	98%	109%	46.2%	7
Pennsylvania	33,338	48,321	13	5	106%	116%	44.9%	8
New Jersey	35,676	50,878	9	3	114%	122%	42.6%	9
Illinois	32,815	46,480	14	11	105%	112%	41.6%	10
North Carolina	27,883	39,404	30	23	89%	95%	41.3%	11
Kentucky	26,292	36,255	38	33	84%	87%	37.9%	12
Texas	27,496	37,567	31	27	88%	90%	36.6%	13
Ohio	30,553	41,713	22	17	98%	100%	36.5%	14
South Dakota	21,300	29,072	51	51	68%	70%	36.5%	15
Louisiana	24,300	33,109	44	45	78%	80%	36.3%	16
Massachusetts	34,712	46,955	10	9	111%	113%	35.3%	17
Washington	30,457	41,047	23	20	97%	99%	34.8%	18
Indiana	31,101	41,855	18	16	99%	101%	34.6%	19
Tennessee	27,052	36,328	35	31	86%	87%	34.3%	20
Michigan	36,451	48,729	7	4	116%	117%	33.7%	21
Kansas	27,172	36,282	33	32	87%	87%	33.5%	22
Rhode Island	36,057	48,138	8	7	115%	116%	33.5%	23
Iowa	26,747	35,678	37	35	85%	86%	33.4%	24
Delaware	33,377	44,435	12	13	107%	107%	33.1%	25
South Carolina	27,217	36,081	32	34	87%	87%	32.6%	26
Maine	26,881	35,561	36	37	86%	86%	32.3%	27
New Mexico	24,811	32,713	42	46	79%	79%	31.8%	28
Missouri	27,094	35,660	34	36	87%	86%	31.6%	29
New York	38,925	51,020	3	2	124%	122%	31.1%	30
Mississippi	24,365	31,897	43	48	78%	77%	30.9%	31
Nebraska	25,505	33,237	39	44	81%	80%	30.3%	32
New Hampshire	28,986	37,734	25	26	93%	91%	30.2%	33
North Dakota	23,016	29,863	48	49	73%	72%	29.7%	34
Nevada	33,493	43,083	11	15	107%	104%	28.6%	35
Connecticut	40,768	52,410	2	1	130%	126%	28.6%	36
Montana	25,081	32,121	40	47	80%	77%	28.1%	37
Hawaii	32,252	41,292	15	18	103%	99%	28.0%	38
Florida	28,803	36,722	27	28	92%	88%	27.5%	39
Colorado	30,758	39,073	21	24	98%	94%	27.0%	40
Minnesota	32,190	40,678	16	21	103%	98%	26.4%	41
Vermont	28,849	36,402	26	30	92%	88%	26.2%	42
California	37,795	47,680	5	8	121%	115%	26.2%	43
Virginia	30,958	38,992	19	25	99%	94%	26.0%	44
District of Columbia	38,402	48,304	4	6	123%	116%	25.8%	45
Oklahoma	23,484	29,525	47	50	75%	71%	25.7%	46
Wisconsin	31,921	39,897	17	22	102%	96%	25.0%	47
Wyoming	28,188	34,188	28	42	90%	82%	21.3%	48
Maryland	36,601	43,720	6	14	117%	105%	19.5%	49
Arizona	29,402	34,824	24	41	94%	84%	18.4%	50
Alaska	43,125	46,481	1	10	138%	112%	7.8%	51
U.S. Average	\$31,319	\$41,820			100%	100%	33.5%	
Guam	25,842	34,947			83%	84%	35.2%	
Virgin Islands	28,000	34,784			93%	83%	24.2%	

Source: American Federation of Teachers, annual survey of state departments of education.

TABLE I-5

AVERAGE SALARY OF TEACHERS IN 1999-2000 COMPARED TO ANNUAL EARNINGS IN THE PRIVATE SECTOR, 1999

State	Average Teacher Salary	Private Sector Annual Earnings	Pay Ratio Teachers To Private Sector	Rank		
				1999-00	1998-99	1989-90
Rhode Island	\$48,138	\$29,903	1.61	1	1	1
Pennsylvania	48,321	32,251	1.50	2	2	9
Oregon	45,103	30,452	1.48	3	3	5
Hawaii	41,292	28,135	1.47	4	6	6
Montana	32,121	22,322	1.44	5	7	20
Alaska	46,481	32,321	1.44	6	11	7
Nevada	43,083	30,381	1.42	7	5	3
Indiana	41,855	30,055	1.39	8	4	18
West Virginia	35,011	25,488	1.37	9	12	51
Wisconsin	39,897	29,236	1.36	10	8	2
Idaho	35,155	25,818	1.36	11	10	46
Michigan	48,729	35,877	1.36	12	9	14
Wyoming	34,188	25,194	1.36	13	13	24
South Carolina	36,081	26,754	1.35	14	22	17
Arkansas	33,691	25,057	1.34	15	17	45
Iowa	35,678	26,541	1.34	16	16	10
North Carolina	39,404	29,372	1.34	17	24	21
Maine	35,561	26,529	1.34	18	14	29
Ohio	41,713	31,138	1.34	19	19	33
Vermont	36,402	27,241	1.34	20	15	19
Alabama	36,689	27,538	1.33	21	21	39
Mississippi	31,897	24,080	1.32	22	37	23
Kentucky	36,255	27,687	1.31	23	20	30
Maryland	43,720	33,483	1.31	24	29	4
Florida	36,722	28,388	1.29	25	30	27
New Mexico	32,713	25,290	1.29	26	38	15
Kansas	36,282	28,296	1.28	27	23	34
California	47,680	37,311	1.28	28	25	8
Illinois	46,480	36,407	1.28	29	26	36
North Dakota	29,863	23,395	1.28	30	34	43
New Jersey	50,878	39,933	1.27	31	18	38
Utah	34,946	27,577	1.27	32	33	47
Delaware	44,435	35,128	1.26	33	32	40
Nebraska	33,237	26,363	1.26	34	28	12
Georgia	41,122	32,703	1.26	35	27	41
South Dakota	29,072	23,354	1.24	36	35	32
Tennessee	36,328	29,501	1.23	37	36	31
Connecticut	52,410	43,084	1.22	38	31	13
Minnesota	40,678	33,517	1.21	39	39	16
Louisiana	33,109	27,397	1.21	40	42	50
New York	51,020	42,586	1.20	41	34	28
Virginia	38,992	32,737	1.19	42	43	25
Missouri	35,660	30,080	1.19	43	41	44
New Hampshire	37,734	32,403	1.16	44	40	42
Oklahoma	29,525	25,474	1.16	45	46	49
Massachusetts	46,955	40,629	1.16	46	44	35
Arizona	34,824	30,133	1.16	47	49	22
Washington	41,047	35,942	1.14	48	47	11
Colorado	39,073	34,319	1.14	49	45	26
Texas	37,567	33,550	1.12	50	50	48
District of Columbia	48,304	47,870	1.01	51	51	37
U.S. Average	\$41,820	\$33,220	1.25			
Puerto Rico	24,980	18,531	1.35			

* AFT estimate. Sources: Bureau of Labor Statistics, <http://stats.bls.gov/news.release/annpay.toc.htm>; American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam and the Virgin Islands.

TABLE I-6

**AVERAGE TEACHER SALARY IN 1999-2000 COMPARED TO
1999 PER-CAPITA PERSONAL INCOME**

State	Average Teacher Salary	Per- Capita Personal Income	Ratio of Salary to Per-Capita Income			Rank		
			1999-00	1998-99	1989-90	1999-00	1998-99	1989-90
Michigan	\$48,729	\$28,113	1.73	1.84	2.05	1	1	2
Pennsylvania	48,321	28,605	1.69	1.81	1.92	2	2	10
West Virginia	35,011	20,966	1.67	1.77	1.82	3	4	22
Oregon	45,103	27,023	1.67	1.77	1.95	4	5	7
Rhode Island	48,138	29,377	1.64	1.73	2.00	5	6	5
Alaska	46,481	28,577	1.63	1.80	2.04	6	3	4
Indiana	41,855	26,143	1.60	1.70	1.94	7	7	9
Alabama	36,689	22,987	1.60	1.67	1.86	8	9	15
California	47,680	29,910	1.59	1.68	1.91	9	8	13
Kentucky	36,255	23,237	1.56	1.65	1.91	10	10	12
Mississippi	31,897	20,688	1.54	1.56	2.06	11	21	1
Idaho	35,155	22,835	1.54	1.62	1.73	12	14	34
Ohio	41,713	27,152	1.54	1.62	1.85	13	12	17
South Carolina	36,081	23,545	1.53	1.62	1.96	14	13	6
North Carolina	39,404	26,003	1.52	1.53	1.83	15	24	21
Arkansas	33,691	22,244	1.51	1.61	1.73	16	15	35
New York	51,020	33,890	1.51	1.57	1.90	17	13	14
Georgia	41,122	27,340	1.50	1.59	1.73	18	17	36
Utah	34,946	23,288	1.50	1.62	1.82	19	11	23
Hawaii	41,292	27,544	1.50	1.55	1.76	20	23	27
New Mexico	32,713	21,853	1.50	1.60	1.92	21	16	11
Illinois	46,480	31,145	1.49	1.57	1.75	22	19	31
Montana	32,121	22,019	1.46	1.55	1.81	23	22	25
Wisconsin	39,897	27,390	1.46	1.57	1.95	24	18	8
Louisiana	33,109	22,847	1.45	1.52	1.86	25	26	16
Maine	35,561	24,603	1.45	1.52	1.65	26	25	45
Delaware	44,435	30,778	1.44	1.45	1.70	27	32	39
New Jersey	50,878	35,551	1.43	1.52	1.50	28	27	50
Tennessee	36,328	25,574	1.42	1.51	1.83	29	28	20
Vermont	36,402	25,889	1.41	1.48	1.76	30	29	28
Texas	37,567	26,858	1.40	1.38	1.77	31	44	26
Iowa	35,678	25,615	1.39	1.46	1.72	32	31	38
Nevada	43,083	31,022	1.39	1.56	1.85	33	20	18
Arizona	34,824	25,189	1.38	1.44	1.85	34	34	19
Kansas	36,282	26,824	1.35	1.42	1.68	35	38	41
Missouri	35,660	26,376	1.35	1.42	1.66	36	36	43
Washington	41,047	30,392	1.35	1.38	1.73	37	42	37
Maryland	43,720	32,465	1.35	1.42	1.74	38	37	33
Connecticut	52,410	39,300	1.33	1.38	1.66	39	41	44
Florida	36,722	27,780	1.32	1.39	1.63	40	40	47
Minnesota	40,678	30,793	1.32	1.44	1.81	41	35	24
Massachusetts	46,955	35,551	1.32	1.38	1.54	42	43	49
Virginia	38,992	29,789	1.31	1.37	1.63	43	45	46
Wyoming	34,188	26,396	1.30	1.45	2.05	44	33	3
Oklahoma	29,525	22,953	1.29	1.40	1.69	45	39	40
North Dakota	29,863	23,313	1.28	1.34	1.74	46	46	32
Colorado	39,073	31,546	1.24	1.33	1.76	47	47	29
Nebraska	33,237	27,049	1.23	1.33	1.66	48	48	42
New Hampshire	37,734	31,114	1.21	1.29	1.43	49	49	51
District of Columbia	48,304	39,858	1.21	1.25	1.75	50	51	30
South Dakota	29,072	25,045	1.16	1.28	1.58	51	50	48
U.S. Average	\$41,820	\$27,497	1.51	1.53	1.78			

Sources: U.S. Bureau of Economic Analysis, <http://www.bea.doc.gov/bea/regional/spl/>; American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam, Puerto Rico, and the Virgin Islands.

TABLE I-7

**STATE RANKINGS BY 1999-2000 AVERAGE TEACHER SALARY
ADJUSTED BY THE 1999 AFT INTERSTATE COST-OF-LIVING INDEX**

State	Average Salary	Cost-of-Living Index	Salary Adjustment	Adjusted Average Salary	Adjusted Rank	Original Rank
Michigan	\$48,729	92.4	\$3,982	\$52,711	1	3
Pennsylvania	48,321	97.7	1,162	49,483	2	4
Oregon	45,103	94.6	2,549	47,652	3	12
Illinois	46,480	98.1	916	47,396	4	11
Delaware	48,304	102.8	(1,299)	47,005	5	5
New York	51,020	109.2	(4,289)	46,731	6	8
Indiana	41,855	90.6	4,340	46,195	7	16
Rhode Island	48,138	105.6	(2,544)	45,593	8	6
New Jersey	50,878	114.8	(6,573)	44,305	9	2
Ohio	41,713	94.3	2,510	44,223	10	17
Georgia	41,122	93.0	3,088	44,210	11	19
Nevada	43,083	98.4	715	43,798	12	15
Connecticut	52,410	120.2	(8,798)	43,612	13	1
Wisconsin	39,897	92.7	3,141	43,038	14	22
North Carolina	39,404	91.6	3,308	43,012	15	23
Minnesota	40,678	95.2	2,034	42,712	16	21
Texas	37,567	90.0	4,191	41,758	17	27
Maryland	43,720	105.3	(2,217)	41,503	18	14
Alabama	36,689	89.2	4,459	41,148	19	29
Massachusetts	46,955	114.2	(5,829)	41,126	20	9
Kentucky	36,255	88.4	4,745	41,000	21	33
Washington	41,047	100.9	(360)	40,687	22	20
Kansas	36,282	89.8	4,127	40,409	23	32
Tennessee	36,322	90.0	4,044	40,371	24	31
Iowa	35,678	88.9	4,460	40,138	25	35
Virginia	38,992	97.8	873	39,865	26	25
Colorado	39,073	98.1	743	39,816	27	24
West Virginia	35,011	88.1	4,729	39,740	28	39
South Carolina	36,081	90.8	3,657	39,738	29	34
Florida	36,722	94.4	2,190	38,912	30	28
Missouri	35,660	91.8	3,197	38,857	31	36
California	47,680	122.7	(8,835)	38,845	32	7
District of Columbia	44,435	114.7	(5,695)	38,740	33	13
Arkansas	33,691	87.4	4,868	38,559	34	43
Idaho	35,155	91.4	3,312	38,467	35	38
Vermont	36,402	97.4	960	37,362	36	30
Nebraska	33,237	89.0	4,121	37,358	37	44
Utah	34,946	93.8	2,323	37,269	38	40
Maine	35,561	95.6	1,651	37,212	39	37
Alaska	46,481	125.0	(9,296)	37,185	40	10
Wyoming	34,188	93.3	2,458	36,646	41	42
Louisiana	33,109	90.4	3,502	36,611	42	45
Mississippi	31,897	87.5	4,567	36,464	43	48
Arizona	34,824	95.9	1,473	36,297	44	41
New Hampshire	37,734	105.6	(2,010)	35,724	45	26
Montana	32,121	92.5	2,020	34,741	46	47
New Mexico	32,713	94.7	1,813	34,526	47	46
Oklahoma	29,525	87.7	4,156	33,681	48	50
South Dakota	29,072	87.6	4,118	33,190	49	51
North Dakota	29,863	87.7	3,064	32,927	50	49
Hawaii	41,292	133.8	(10,441)	30,851	51	18
U.S. Average	\$41,820	100.0	\$0	\$41,820		

Sources: COL index calculated by AFT. For details, see F. Howard Nelson, "An Interstate Cost-of-Living Index," *Educational Evaluation and Policy Analysis*, Spring 1991, Vol. 13, pp. 103-111.
<http://www.aft.org/research/reports/col/colape3.htm>. Alaska and Washington, D.C. cost-of-living data are from American Chamber of Commerce Researchers Association (ACCRA), Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. Note: Data are unavailable for Guam, Puerto Rico and the Virgin Islands.

TABLE I-8

**TEACHER SALARIES AS A PERCENTAGE OF TOTAL CURRENT EDUCATION SPENDING
1964-65 AND 1999-2000**

State	Average Teacher Salary		Total Teacher Salaries (Millions)		Total Education Spending (Millions)		Percentage of Education Expenditures Devoted to Teachers		
	1964-65	1999-00	1964-65	1999-00	1964-65	1999-00	1964-65	1999-00	Change
1 Alabama	\$4,700	\$36,689	\$135	\$1,771	\$217	\$3,659	62.4%	48.4%	-14.0%
2 Illinois	6,809	46,480	586	5,913	1,032	12,366	56.8%	47.8%	-8.9%
3 North Carolina	5,022	39,404	219	3,133	353	6,822	62.1%	45.9%	-16.1%
4 Tennessee	4,850	36,328	145	2,197	246	4,800	58.9%	45.8%	-13.2%
5 Missouri	5,660	35,660	206	2,264	359	5,050	57.4%	44.8%	-12.5%
6 Georgia	5,050	41,122	188	3,713	313	8,301	60.1%	44.7%	-15.4%
7 Arkansas	4,200	33,691	71	904	130	2,077	54.7%	43.5%	-11.2%
8 Idaho	5,100	35,155	36	513	56	1,195	63.3%	42.9%	-20.4%
9 Texas	5,463	37,567	531	10,026	880	23,633	60.4%	42.4%	-18.0%
10 Massachusetts	6,950	46,955	304	3,377	478	8,084	63.5%	41.8%	-21.8%
11 Rhode Island	6,251	48,138	40	541	70	1,301	56.8%	41.6%	-15.2%
12 Nevada	6,530	43,083	27	753	52	1,828	51.8%	41.2%	-10.6%
13 District of Columbia	7,450	48,304	40	251	na	614	na	40.9%	na
14 Mississippi	4,103	31,897	81	980	146	2,410	55.8%	40.7%	-15.1%
15 Virginia	5,450	38,992	207	3,188	341	7,840	60.7%	40.7%	-20.1%
16 Kansas	5,587	36,282	134	1,170	223	2,903	60.1%	40.3%	-19.8%
17 Maine	5,200	35,561	48	611	80	1,519	59.4%	40.2%	-19.2%
18 South Carolina	4,500	36,081	105	1,583	167	3,940	62.5%	40.2%	-22.4%
19 Vermont	5,362	36,402	20	311	40	775	51.3%	40.1%	-11.2%
20 New York	7,800	51,020	1,092	10,510	2,267	26,377	48.2%	39.8%	-8.3%
21 Ohio	6,025	41,713	531	4,780	978	12,040	54.3%	39.7%	-14.6%
22 California	7,900	47,680	1,183	13,944	2,250	35,286	52.6%	39.5%	-13.0%
23 Utah	5,945	34,946	62	748	110	1,907	56.9%	39.2%	-17.7%
24 Colorado	6,025	39,073	123	1,606	212	4,124	57.8%	38.9%	-18.8%
25 Nebraska	4,893	33,237	75	685	124	1,771	60.5%	38.7%	-21.8%
26 Connecticut	6,975	52,410	172	2,092	305	5,470	56.2%	38.2%	-18.0%
27 Arizona	6,700	34,824	102	1,586	168	4,148	60.5%	38.2%	-22.3%
28 South Dakota	4,475	29,072	36	269	69	709	52.4%	37.9%	-14.5%
29 Hawaii	6,024	41,292	33	434	64	1,146	51.6%	37.9%	-13.8%
30 New Jersey	6,698	50,878	380	4,845	706	12,833	53.8%	37.8%	-16.0%
31 Delaware	6,800	44,435	31	325	53	871	59.7%	37.3%	-22.4%
32 Iowa	5,747	35,678	158	1,204	266	3,235	59.4%	37.2%	-22.2%
33 Pennsylvania	6,150	48,321	515	5,376	975	14,622	52.8%	36.8%	-16.0%
34 Michigan	6,700	48,729	478	4,537	900	12,447	53.1%	36.4%	-16.6%
35 Louisiana	5,175	33,109	155	1,568	304	4,323	51.1%	36.3%	-14.8%
36 Maryland	6,727	43,720	195	2,221	342	6,178	57.1%	35.9%	-21.2%
37 North Dakota	4,800	29,863	34	236	59	665	58.2%	35.5%	-22.7%
38 New Hampshire	5,435	37,734	30	512	52	1,448	58.3%	35.3%	-22.9%
39 Florida	6,140	36,722	284	4,820	465	13,654	61.0%	35.3%	-25.7%
40 Oregon	6,420	45,103	129	1,357	234	3,853	55.1%	35.2%	-19.9%
41 Indiana	6,530	41,855	284	2,463	496	7,006	57.3%	35.2%	-22.1%
42 Oklahoma	5,160	29,525	115	1,227	200	3,505	57.5%	35.0%	-22.5%
43 Kentucky	4,700	36,255	122	1,443	201	4,165	60.7%	34.7%	-26.1%
44 New Mexico	6,200	32,713	66	648	119	1,911	55.9%	33.9%	-22.0%
45 Minnesota	6,463	40,678	213	2,186	392	6,501	54.5%	33.6%	-20.9%
46 Montana	5,600	32,121	43	328	87	976	48.9%	33.6%	-15.4%
47 Wyoming	5,975	34,188	25	226	46	675	54.8%	33.4%	-21.4%
48 Wisconsin	6,125	39,897	219	2,301	394	6,938	55.6%	33.2%	-22.4%
49 Washington	6,400	41,047	190	2,053	365	6,527	52.1%	31.4%	-20.7%
50 Alaska	7,016	46,481	18	371	38	1,191	46.4%	31.2%	-15.3%
51 West Virginia	4,590	35,011	74	711	134	2,361	55.4%	30.1%	-25.2%
U.S. Average	\$6,196	\$41,820	\$10,200	\$120,744	\$19,100	\$307,981	53.4%	39.2%	-14.2%

Source: *Early Estimates of Public Elementary and Secondary Education Statistics, 1999-2000*, U.S. Department of Education, May 2000, <http://nces.ed.gov/pubs2000/2000364.pdf>. U.S. Department of Health, Education and Welfare, Office of Education, *Digest of Educational Statistics 1986*. American Federation of Teachers, annual survey of state departments of education.

II. Trends in Teacher Salaries Compared to Other Workers and Professions

Introduction

The ability to attract high-quality applicants to any occupation depends, in large part, on the salary and benefits available to employees. Teachers continue to get paid less than other occupations and have lost ground over the past few years. As a result, many of the best and brightest who otherwise might have chosen a teaching career have joined the ranks of other professions. In this section, we look at what has happened to average teacher salaries during the past 40 years.

Highlights

- In 1999-2000, the average teacher salary increased 3.2 percent compared to an inflation rate of 3.4 percent. The decrease in 1999-2000 represents the fourth inflation-adjusted salary decrease since 1988-89. See Figure II-1 and Table II-1.
- After adjusting for inflation, the 1999-2000 average teacher salary of \$41,820 is only \$46 above what it was in 1993. It is just \$2,087 more than the average salary recorded in 1972—a real increase of only about \$75 per year. See Figure II-4, Figure II-5 and Table II-1.
- Teacher salaries have not kept pace with the growth in per-capita gross domestic product during the past decade. The 2000 ratio of 1.16 falls short of the 1983 teacher pay to per-capita GDP of 1.44, the year the report *A Nation at Risk* highlighted low teacher pay as a major problem in American education. See Table II-1.
- Since 1961, the total cost of teacher salaries has increased at a slower rate than the nation's gross domestic product. In contrast, total education spending increased at a faster rate than the GDP.
- In 1991, teacher salaries were 21 percent higher than the annual earnings of the average full-time worker in the U.S. economy. Over the last decade, however, teachers have lost ground. In 1999-2000 the teacher advantage has fallen to 10 percent. See Figure II-2 and Table II-2.
- In 2000, teachers earned 5 percent more than the average government worker, about one-third of the 15 percent advantage they enjoyed in 1994. See Figure II-2 and Table II-2.
- Teacher salaries today account for a smaller proportion of total education spending than they did 40 years ago. In 1960-61, the average education expenditure devoted to teacher salaries was 51 percent compared to 36.7 percent in 1999-2000. This is the lowest percentage since records have been kept. See Figure II-4 and Table II-3.

- The average teacher had an estimated 16.1 years of experience in 1999-2000, some 6.1 more years than the 1976 average of 10 years. Teachers with 16.1 years of experience in 1972 earned an estimated \$44,313. See Figure II-5, Figure II-6 and Table II-4.
- Salaries in other white-collar occupations remain high compared to teachers—ranging from 97 percent more for a full professor at a public university to 4 percent more for an assistant professor. See Table II-5 and Figure II-8. Accountants, buyers, attorneys, computer systems analysts and engineers earned substantially more than teachers did.
- Since 1975-76, average teacher salaries have increased 236 percent, and beginning teacher salaries have risen 225 percent. Salaries of all hourly workers (except teacher aides) have grown at a slower rate than teacher salaries. Superintendents, principals, central office secretaries and instructional aides showed gains slightly greater than teachers. See Table II-6.
- Employer-paid health insurance costs for teachers have declined from 7.1 percent of total compensation in 1992-93 to 6.5 percent in 1999-2000. See Table II-7. The share of total compensation going to health care, however, increased for the second straight year in 1999-2000.
- Benefit costs have not risen faster than salaries for education workers over the past decade. Since 1989, the benefits portion of the U.S. Department of Labor's employment cost index (ECI) increased 45 percent for K-12 education workers, the same increase as the salary component of the index. See Table II-8. The benefits component of the ECI rose 58.5 percent for all private-sector white-collar employees, a greater increase than the 48.3 percent increase in the wage and salary component of the ECI.

Technical Notes

Education Expenditures Devoted to Teacher Salaries. The data in Table II-3 apply to classroom teachers including special education and resource teachers. The data represent salaries only—not total compensation.

Trends in Teacher Salaries Adjusted for Work Experience. Though teacher salaries are within a few hundred dollars of the highest levels ever, the average teacher in 1999-2000 had an estimated 16.1 years of experience, more than at any time in the past four decades (see Table II-4 and Figure II-6). The size of the teaching force declined during four of the seven years from 1977 through 1983, while the average experience of teachers increased from 10.5 to 13.9 years. Clearly, the rapid rise in teacher salaries in the early 1980s was due primarily to layoffs of low-paid teachers and minimal hiring of beginning teachers. The teacher-experience effect slowed in the late 1980s, but has accelerated in the 1990s. The educational attainment of teachers has increased at a rate commensurate with their experience. In 1975, less than 40 percent of teachers held a master's degree. By 1995, the comparable figure was about 53 percent (National Education Association, *Status of the American Public School Teacher*, 1997).

Average Teacher Salaries Compared to Selected White-Collar Occupations. The job categories described in the tables and figures in this section, e.g., "Accountant III" or "Engineer IV," describe an accountant or engineer who had earnings in the middle of the income

distribution for all accountants or engineers. The salary figures in Table II-5 are the average of all people in the particular job category. Some of the decline in earnings in other occupations relative to teachers can be traced to changes in the sample design in 1986 and 1989 that incorporated smaller firms into the sample. Small firms pay lower wages on average. Until 1996, information on accountants, buyers, attorneys and engineers came from U.S. Department of Labor, *Administrative, Technical and Clerical Pay*, various editions. For the past four years, these time series have been updated using increases in the average weekly wage rate for each occupation as a whole (U.S. Department of Labor, *Employment and Earnings*, March issues).

Figure II-1
Annual Rate of Increase in Teacher Salaries
Compared to the Consumer Price Index

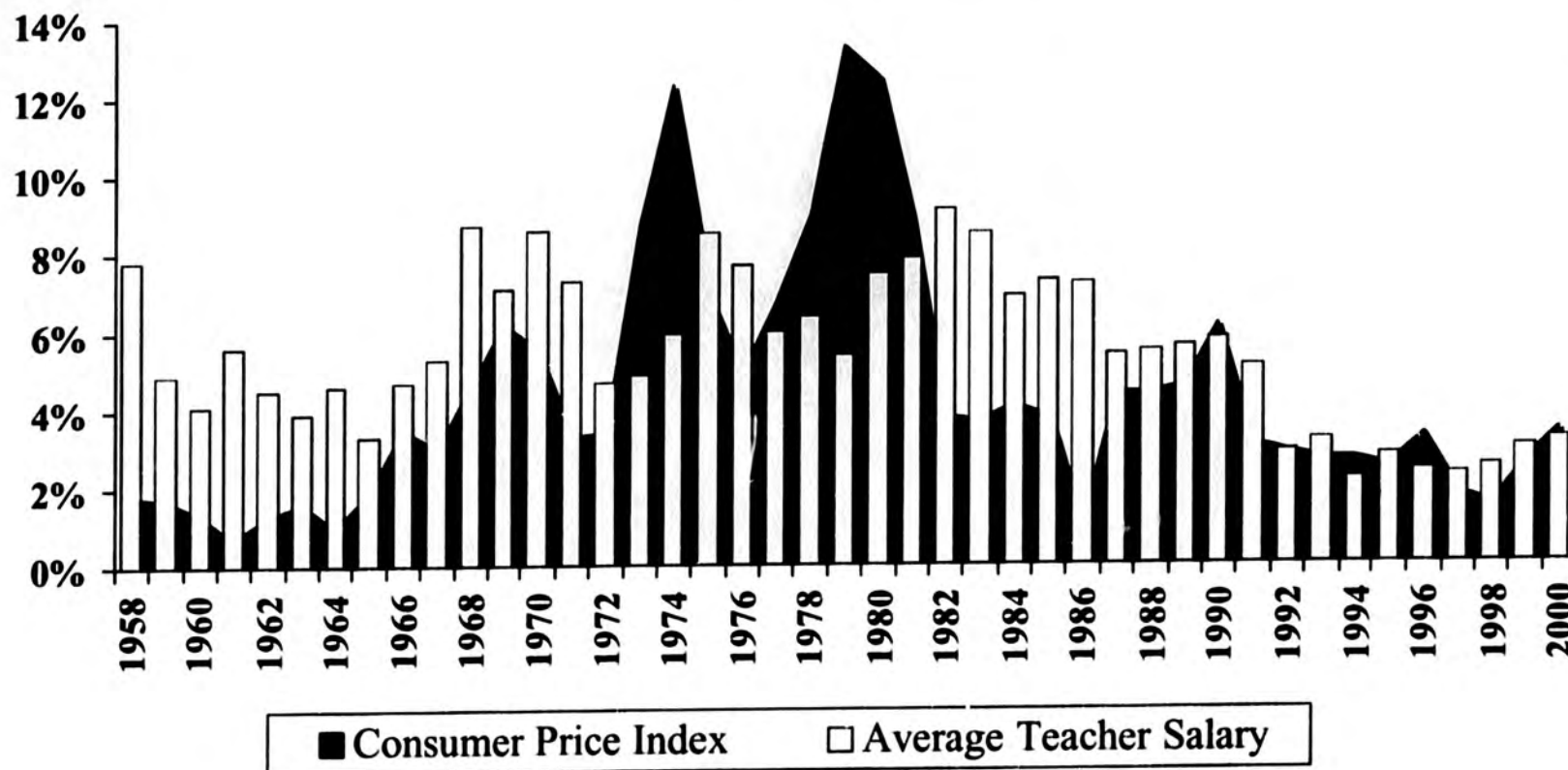


Figure II-2
Trends in Annual Earnings of Teachers,
Government Workers and All Workers
(2000 Dollars)



Figure II-3
Percent of Education Spending Devoted to Teacher Salaries

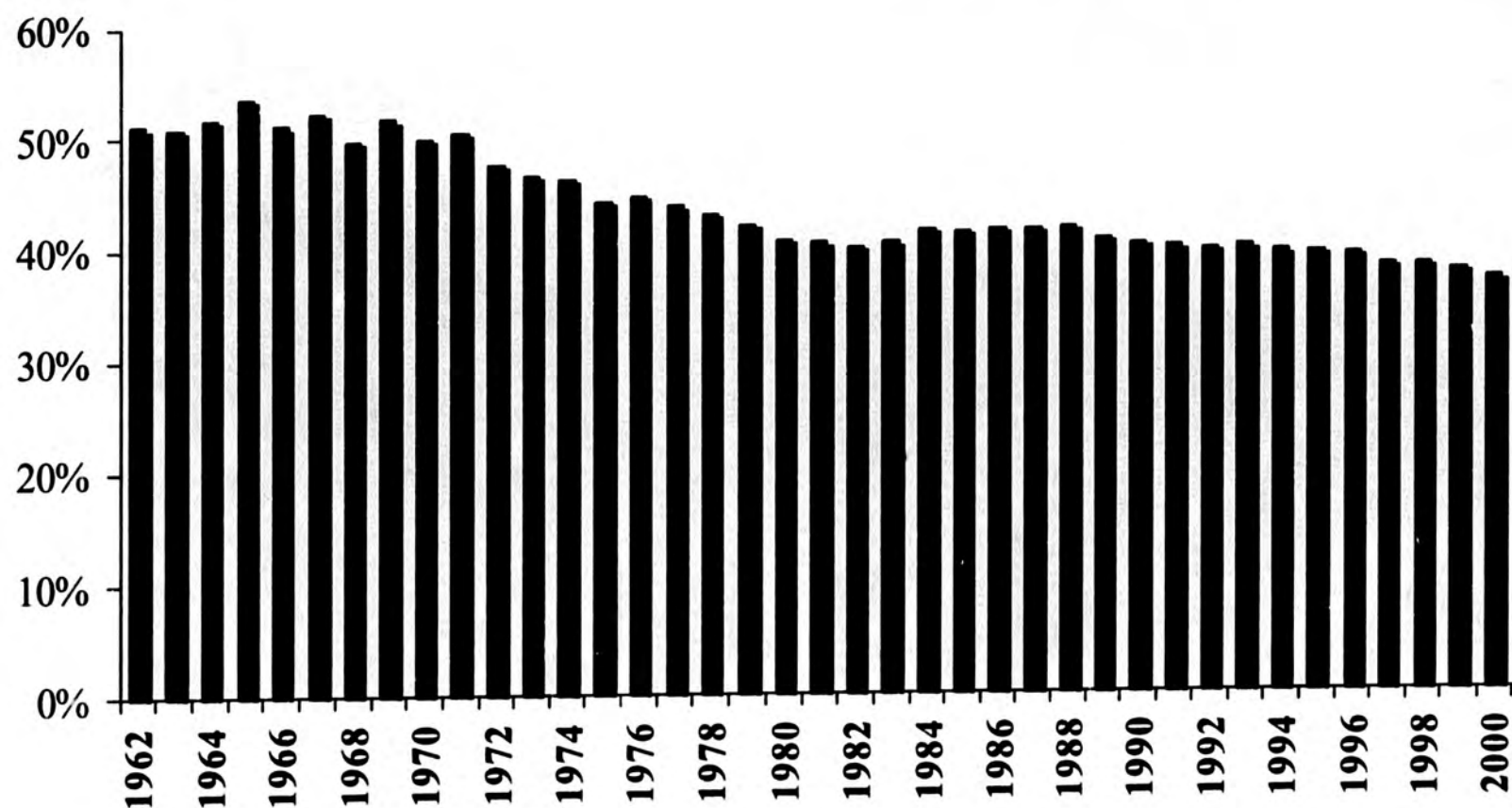


Figure II-4
Teacher Salary Growth Lags Behind Growth
in Education Spending and GDP

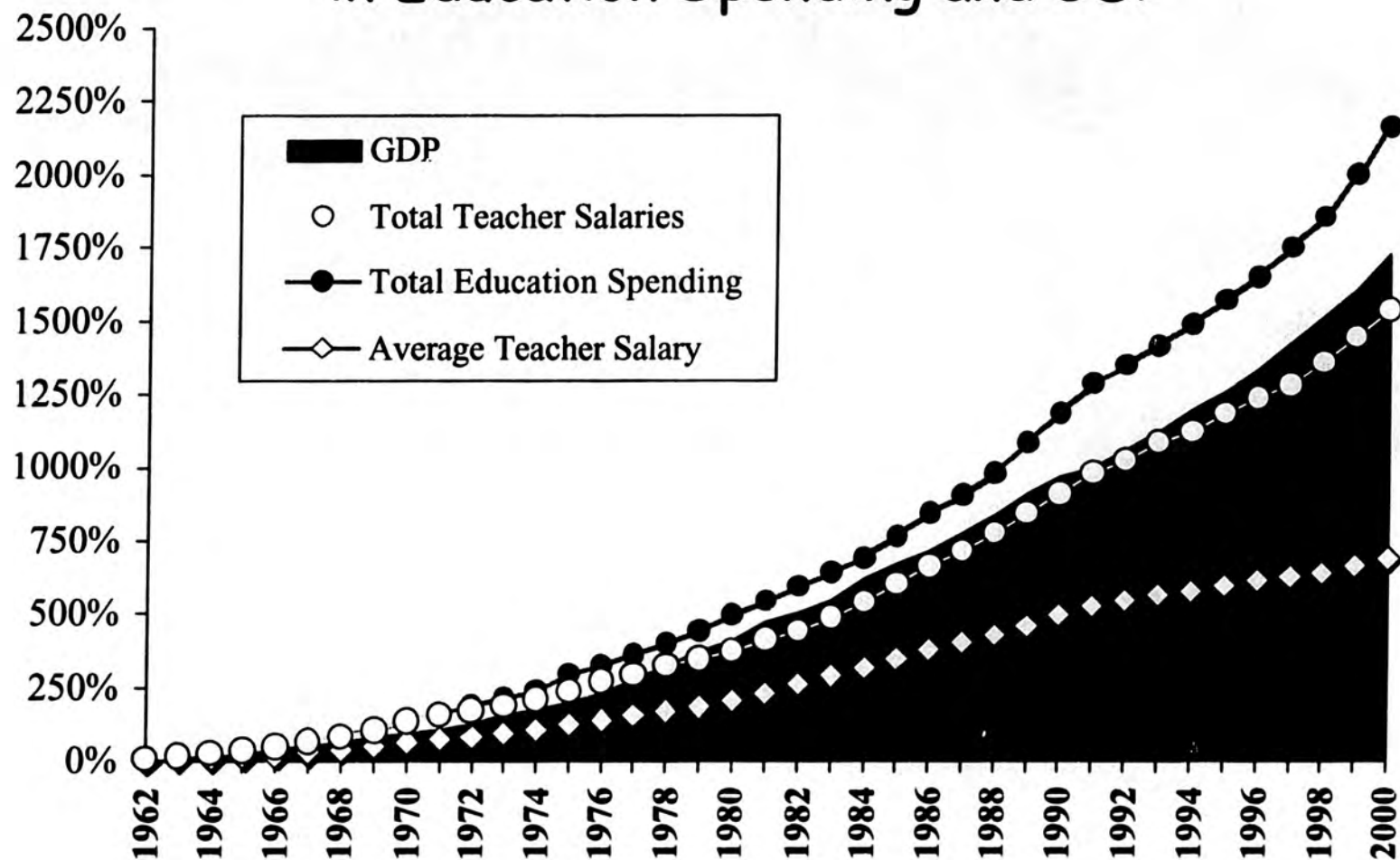


Figure II-5
Trends in Average Teacher Salary Compared to the
Average Experience Level of Teachers

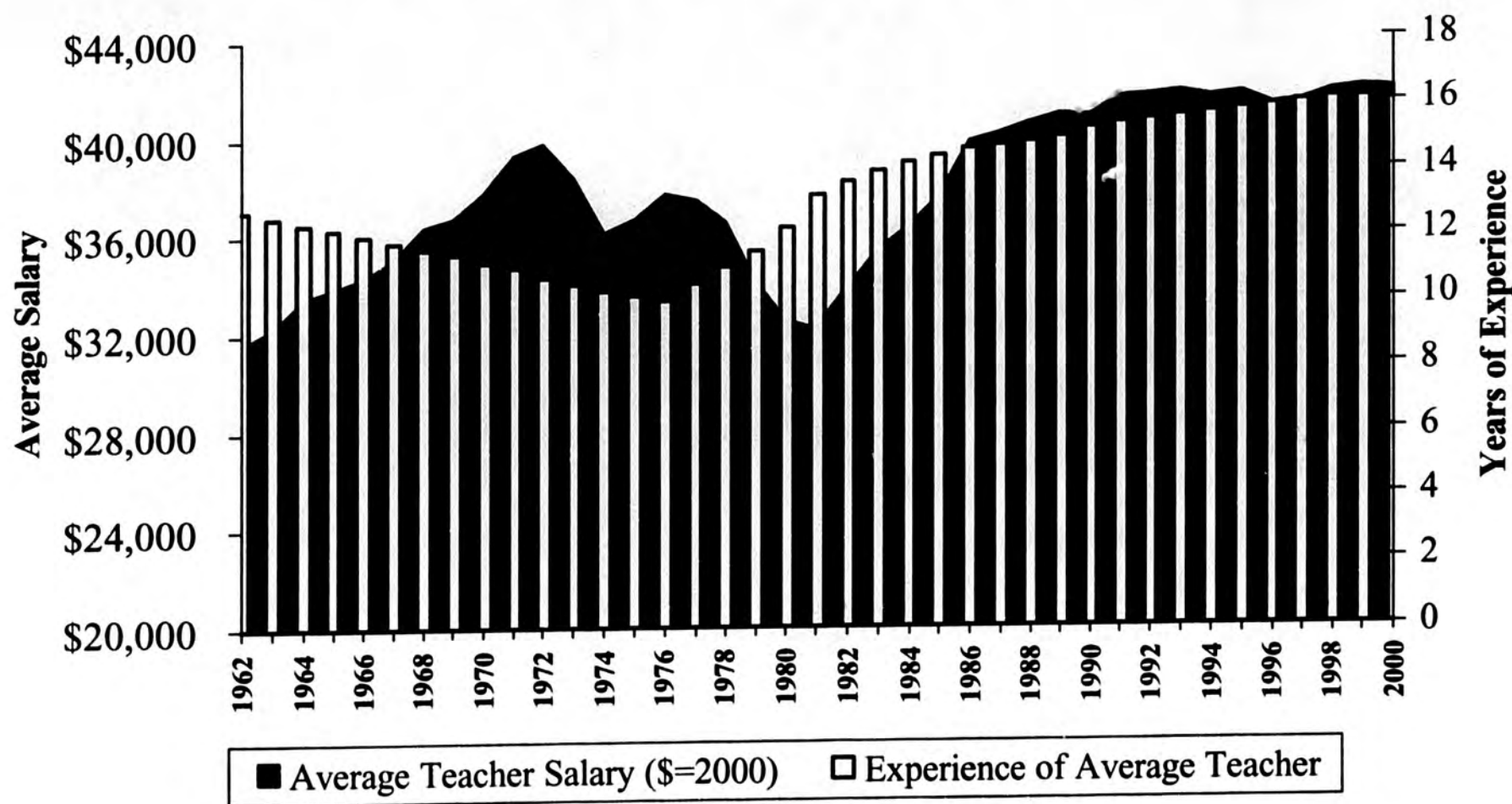


Figure II-6
Trends in Annual Earnings of Teachers
(Controlling for Work Experience)

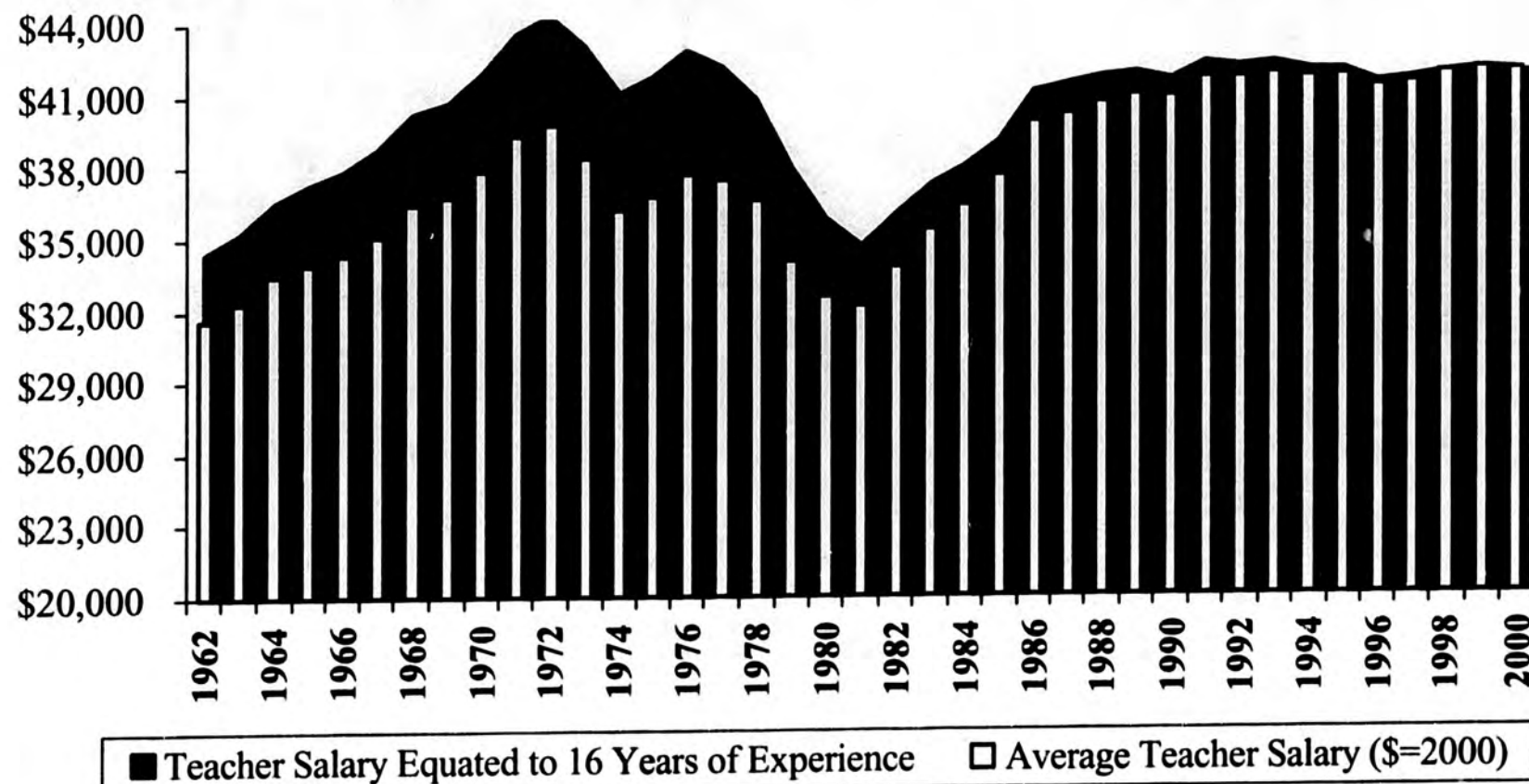


Figure II-7
Average Teacher Salary in 2000 Falls Short
of Earnings in Other Professions

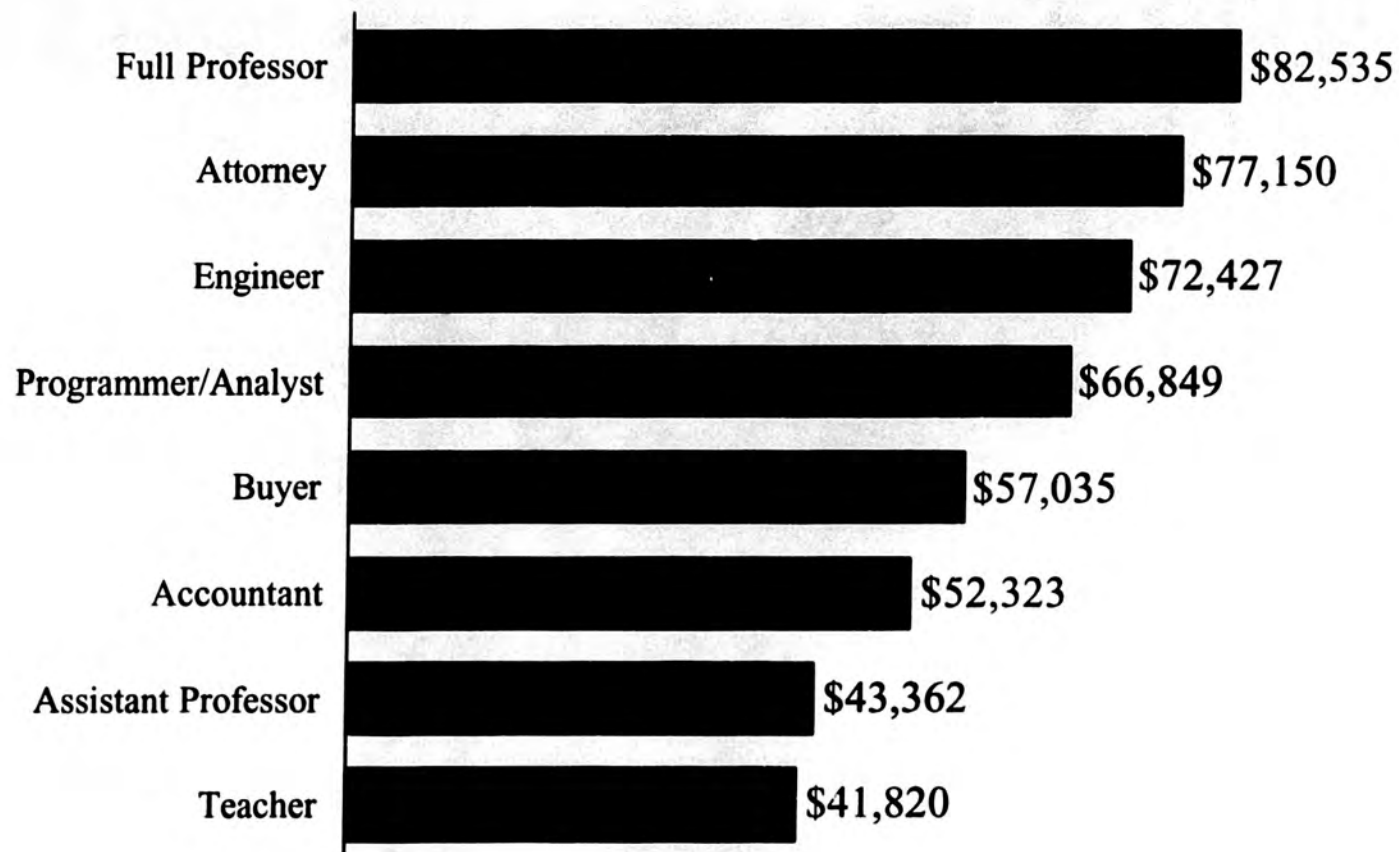


Figure II-8
Trends in the Average Annual Salaries of Teachers
and Selected White-Collar Occupations (\$=2000)

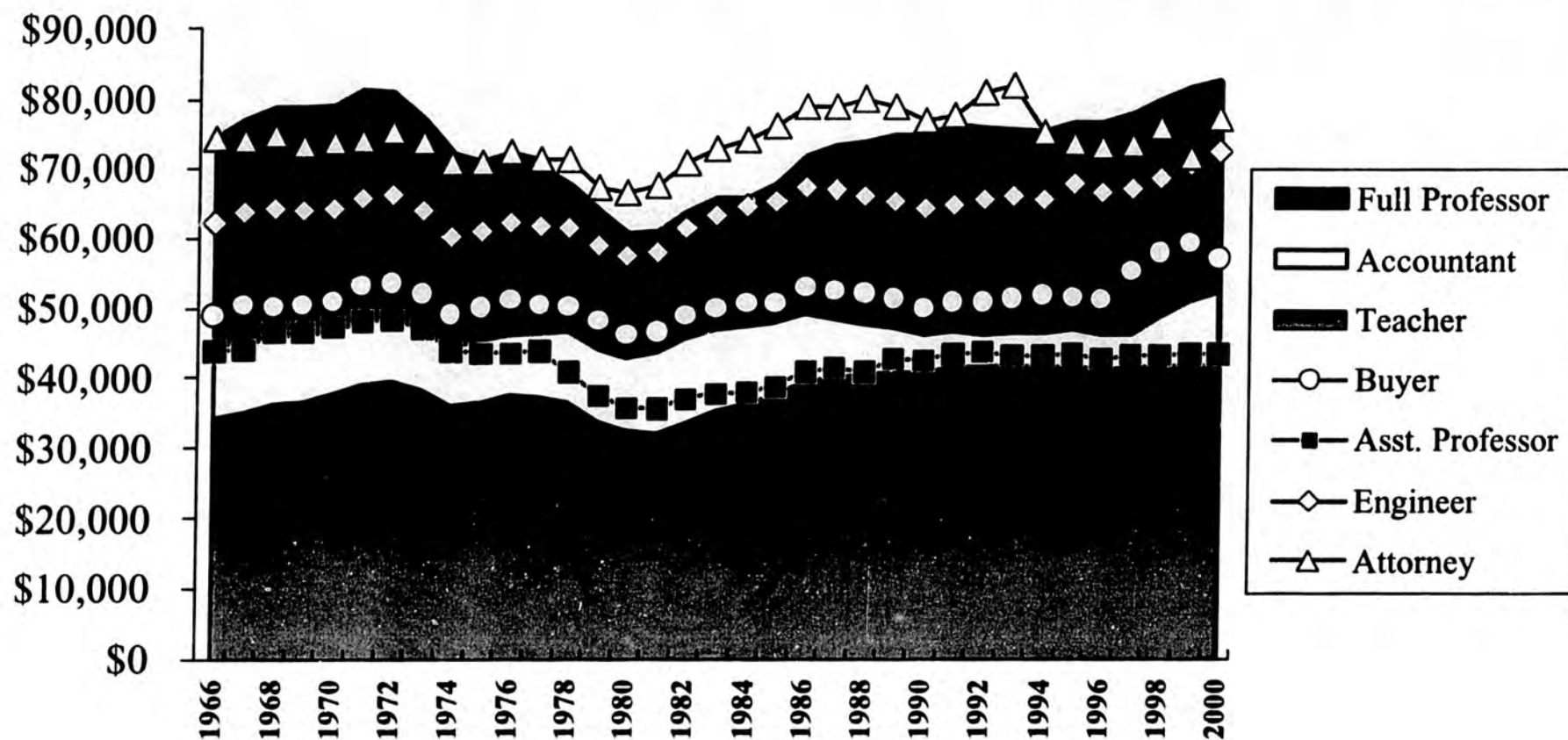


Figure II-9
Employment Cost Index in 2000 for Education Workers,
White-Collar Workers and Professional Workers
(1989=100)

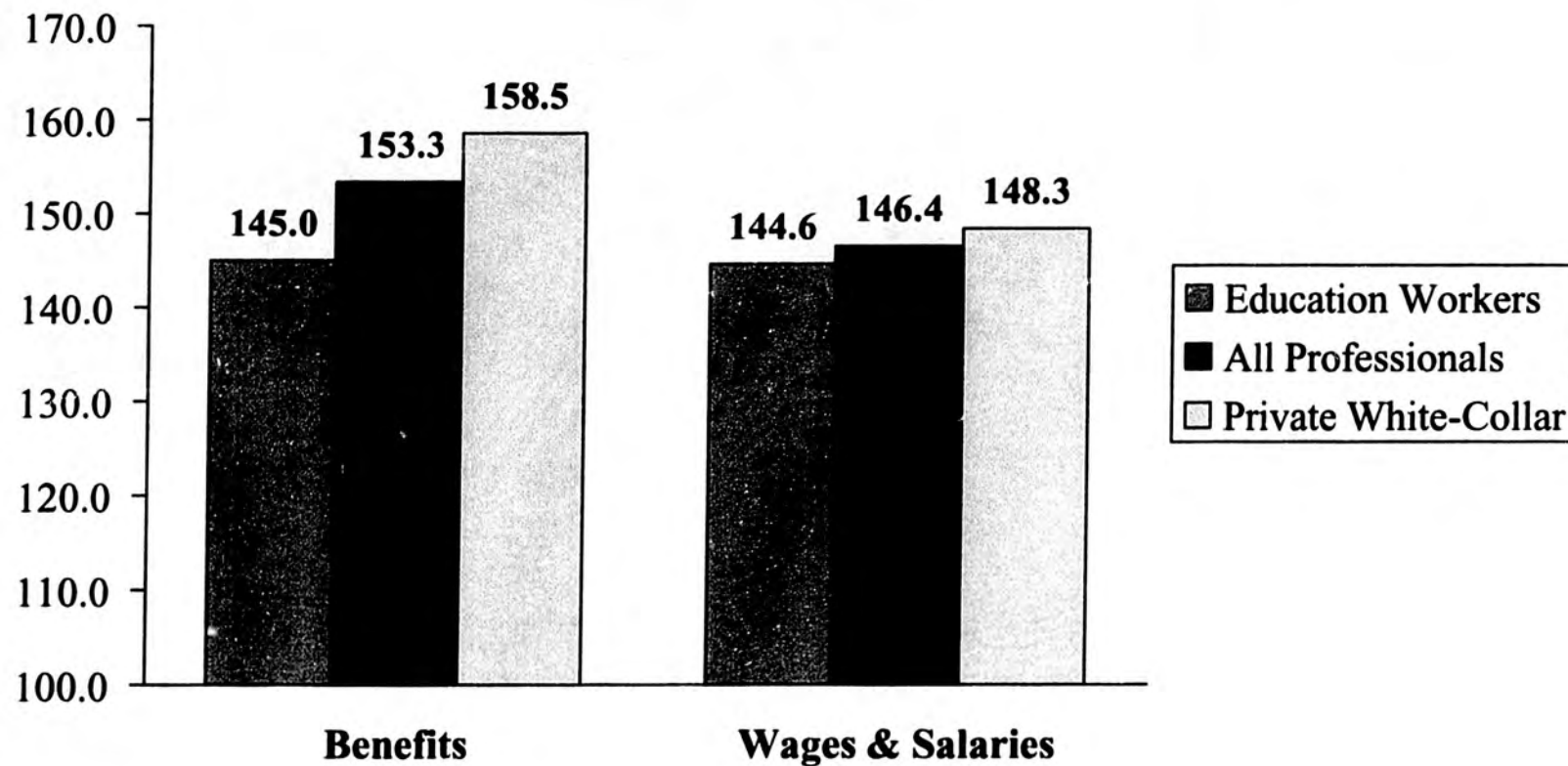


TABLE II-1

TRENDS IN TEACHER SALARIES COMPARED TO INFLATION AND
GROSS DOMESTIC PRODUCT PER CAPITA

	Average Teacher Salary		Consumer Price Index		Average Teacher Salary (2000 Dollars)		Per-Capita Gross Domestic Product		Teacher Salary To Per-Capita GDP Ratio
	Salary	Change	CPI	Change	Salary	Change	GDP	Change	
2000	\$41,320	3.2%	174.0	3.4%	\$41,820	-0.3%	\$36,172	6.2% *	1.16
1999	40,540	3.0%	168.3	2.6%	41,913	0.4%	34,063	5.2%	1.19
1998	39,360	2.5%	164.0	1.5%	41,760	0.3%	32,373	6.9%	1.22
1997	38,415	2.3%	161.5	1.8%	41,388	0.4%	30,278	5.0%	1.27
1996	37,564	2.4%	158.6	3.3%	41,211	-1.1%	28,849	8.0%	1.30
1995	36,766	2.8%	153.6	2.5%	41,649	0.2%	26,722	3.5%	1.38
1994	35,764	2.2%	149.7	2.7%	41,569	-0.5%	25,818	5.0%	1.39
1993	35,004	3.2%	145.8	2.7%	41,774	0.4%	24,600	4.1%	1.42
1992	33,927	2.9%	141.9	2.9%	41,602	0.0%	23,637	4.4%	1.44
1991	32,960	5.1%	137.9	3.1%	41,588	2.0%	22,647	2.1%	1.46
1990	31,347	5.8%	133.8	6.1%	40,765	-0.3%	22,189	4.5%	1.41
1989	29,636	5.6%	126.1	4.6%	40,893	0.9%	21,224	8.7%	1.40
1988	28,071	5.5%	120.5	4.4%	40,534	1.0%	19,523	7.0%	1.44
1987	26,615	5.4%	115.4	4.4%	40,130	0.9%	18,254	5.6%	1.46
1986	25,260	7.2%	110.5	1.1%	39,776	6.0%	17,283	4.4%	1.46
1985	23,572	7.3%	109.3	3.8%	37,525	3.3%	16,559	5.6%	1.42
1984	21,974	6.9%	105.3	4.1%	36,310	2.8%	15,686	10.0%	1.40
1983	20,547	8.5%	101.2	3.7%	35,328	4.6%	14,265	6.4%	1.44
1982	18,945	9.1%	97.6	3.8%	33,775	5.1%	13,412	2.6%	1.41
1981	17,364	7.9%	94.0	8.9%	32,142	-1.0%	13,067	10.8%	1.33
1980	16,100	7.5%	86.3	12.5%	32,461	-4.4%	11,794	7.8%	1.37
1979	14,970	5.4%	76.7	13.3%	33,961	-7.0%	10,943	9.9%	1.37
1978	14,207	6.4%	67.7	9.0%	36,514	-2.4%	9,961	11.6%	1.43
1977	13,352	6.0%	62.1	6.7%	37,411	-0.6%	8,927	10.4%	1.50
1976	12,591	7.7%	58.2	4.9%	37,643	2.7%	8,088	10.5%	1.56
1975	11,690	8.5%	55.5	6.9%	36,650	1.4%	7,321	7.6%	1.60
1974	10,778	5.9%	51.9	12.3%	36,134	-5.7%	6,805	7.3%	1.58
1973	10,176	4.9%	46.2	8.7%	38,325	-3.5%	6,343	10.7%	1.60
1972	9,705	4.7%	42.5	3.4%	39,733	1.3%	5,732	8.7%	1.69
1971	9,269	7.3%	41.1	3.3%	39,241	3.9%	5,272	7.2%	1.76
1970	8,635	8.6%	39.8	5.6%	37,751	2.9%	4,919	4.0%	1.76
1969	7,952	7.1%	37.7	6.2%	36,702	0.9%	4,728	6.9%	1.68
1968	7,423	8.7%	35.5	4.7%	36,383	3.8%	4,423	8.2%	1.68
1967	6,830	5.3%	33.9	3.0%	35,057	2.2%	4,088	4.6%	1.67
1966	6,485	4.7%	32.9	3.5%	34,298	1.2%	3,909	2.6%	1.66
1965	6,195	3.3%	31.8	1.9%	33,897	1.4%	3,810	13.1%	1.63
1964	5,995	4.6%	31.2	1.0%	33,434	3.6%	3,369	5.6%	1.78
1963	5,732	3.9%	30.9	1.6%	32,277	2.3%	3,191	4.0%	1.80
1962	5,515	4.5%	30.4	1.3%	31,566	3.2%	3,068	6.0%	1.80
1961	5,275	5.6%	30.0	0.7%	30,595	4.9%	2,895	1.9%	1.82
1960	4,995	4.1%	29.8	1.4%	29,165	2.7%	2,841		1.76
1959	4,797	4.9%	29.4	1.7%	28,390	3.2%			
1958	4,571	7.8%	28.9	1.8%	27,521	6.0%			
1957	4,239	4.5%	28.4	2.9%	25,971	1.6%			
1956	\$4,055		27.6		\$25,564				

* Estimate.

Sources: U.S. Bureau of the Census, *Historical Statistics, Colonial Times to 1970*, series D739-764 and D893-904. National Center for Education Statistics, *Digest of Education Statistics*, various issues (used to estimate teacher salaries prior to the 1977-78 school year). Bureau of Labor Statistics, Consumer Price Indexes, <http://stats.bls.gov/cpihome.htm>. Bureau of Economic Analysis, GDP and Related Data, <http://www.bea.doc.gov/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-2

TRENDS IN TEACHER SALARIES COMPARED TO THE AVERAGE ANNUAL EARNINGS OF ALL WORKERS AND OF ALL GOVERNMENT WORKERS

ALL WORKERS AND OF ALL GOVERNMENT WORKERS									
Mean Annual Earnings (2000 Dollars)								Ratio of Teacher Salary to Salary of:	
CPI Change	Teachers		All Workers		Government Workers		All Workers	Government Workers	
	Avg. Salary	Change	Earnings	Change	Earnings	Change			
2000	3.4%	\$41,820	-0.2%	\$38,074 *	0.7%	\$39,772 *	-0.3%	1.10	1.05
1999	2.6%	41,913	0.4%	37,793	1.7%	39,901	1.0%	1.11	1.05
1998	1.5%	41,760	0.9%	37,170	3.5%	39,497	1.8%	1.12	1.06
1997	1.8%	41,388	0.4%	35,924	2.4%	38,815	1.2%	1.15	1.07
1996	3.3%	41,211	-1.1%	35,067	0.2%	38,370	-0.2%	1.19	1.14
1995	2.5%	41,649	0.2%	35,006	0.3%	38,436	0.3%	1.20	1.15
1994	2.7%	41,569	-0.5%	34,893	-2.0%	38,265	-3.6%	1.20	1.15
1993	2.7%	41,774	0.4%	35,228	0.1%	37,605	0.1%	1.19	1.11
1992	2.9%	41,602	0.0%	35,176	2.7%	37,586	1.7%	1.18	1.11
1991	3.1%	41,588	2.0%	34,255	0.7%	36,950	2.5%	1.21	1.13
1990	6.1%	40,765	-0.3%	34,015	-1.2%	36,038	-0.6%	1.20	1.13
1989	4.6%	40,893	0.9%	34,434	-0.8%	36,242	-0.2%	1.19	1.13
1988	4.4%	40,534	1.0%	34,725	0.5%	36,315	0.4%	1.17	1.12
1987	4.4%	40,130	0.9%	34,548	0.0%	36,177	-1.1%	1.16	1.11
1986	1.1%	39,776	6.0%	34,542	3.5%	36,587	3.8%	1.15	1.09
1985	3.8%	37,525	3.3%	33,379	0.4%	35,250	1.8%	1.12	1.06
1984	4.1%	36,310	2.8%	33,249	0.2%	34,630	1.3%	1.09	1.05
1983	3.7%	35,328	4.6%	33,189	0.8%	34,178	1.5%	1.06	1.03
1982	3.8%	33,775	5.1%	32,923	3.4%	33,671	4.3%	1.03	1.00
1981	8.9%	32,142	-1.0%	31,845	0.2%	32,290	0.6%	1.01	1.00
1980	12.5%	32,461	-4.4%	31,790	-2.2%	32,100	-3.4%	1.02	1.01
1979	13.3%	33,961	-7.0%	32,492	-4.6%	33,236	-5.9%	1.04	1.02
1978	9.0%	36,514	-2.4%	34,073	-1.7%	35,320	-2.4%	1.07	1.03
1977	6.7%	37,411	-0.6%	34,646	-0.2%	36,174	-0.4%	1.08	1.03
1976	4.9%	37,643	2.7%	34,701	2.3%	36,337	1.3%	1.08	1.04
1975	6.9%	36,650	1.4%	33,934	1.4%	35,860	0.7%	1.08	1.02
1974	12.3%	36,134	-5.7%	33,451	-2.4%	35,625	-5.0%	1.08	1.01
1973	8.7%	38,325	-3.5%	34,257	-2.7%	37,492	-2.8%	1.12	1.02
1972	3.4%	39,733	1.3%	35,210	2.7%	38,556	6.2%	1.13	1.03
1971	3.3%	39,241	3.9%	34,287	3.8%	36,317	3.8%	1.14	1.08
1970	5.6%	37,751	2.9%	33,031	1.0%	34,983	5.6%	1.14	1.08
1969	6.2%	36,702	0.9%	32,709	0.4%	33,142	0.8%	1.12	1.11
1968	4.7%	36,383	3.8%	32,592	2.0%	32,886	3.1%	1.12	1.11
1967	3.0%	35,057	2.2%	31,941	1.3%	31,900	1.7%	1.10	1.10
1966	3.5%	34,298	1.2%	31,522	1.0%	31,369	0.4%	1.09	1.09
1965	1.9%	33,897	1.4%	31,208	1.8%	31,246	2.2%	1.09	1.08
1964	1.0%	33,434	3.6%	30,655	3.9%	30,572	4.4%	1.09	1.09
1963	1.6%	32,277	2.3%	29,490	1.8%	29,277	2.6%	1.09	1.10
1962	1.3%	31,566	3.2%	28,958	2.3%	28,546	1.4%	1.09	1.11
1961	0.7%	30,595	4.9%	28,295	2.3%	28,150	3.2%	1.08	1.09
1960	1.4%	29,165	2.7%	27,663	1.9%	27,272	2.5%	1.05	1.07
1959	1.7%	28,390	3.2%	27,158	3.2%	26,597	2.2%	1.05	1.07
1958	1.8%	27,521	6.0%	26,311	1.6%	26,028	5.1%	1.05	1.06
1957	2.9%	25,971	1.6%	25,887	1.4%	24,755	2.7%	1.00	1.05
1956		\$25,564		\$25,535		\$24,112		1.00	1.06

* Estimate.

Sources: U.S. Bureau of Economic Analysis, *The National Income and Product Accounts of the United States 1929-82*, various issues of *Survey of Current Business* including March 2001, Table B.7, and unpublished data from the National Income and Product Accounts, <http://www.bea.doc.gov/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-3

**TEACHER SALARY GROWTH COMPARED TO TOTAL EDUCATION SPENDING
AND THE NATIONAL ECONOMY**

	Total Public K-12 Teachers (Thous.)	Average Teacher Salary	Total Teacher Salaries (Bils.)	Total K-12 Costs (Bils.)	Teacher Share of K-12 Costs	Gross Domestic Product (Bils.)	K-12 Costs Share of GDP	Percent Increase from 1961:			
								Average Teacher Salary	Total Teacher Salaries	Total K-12 Costs	GDP
2000	2,900	\$41,820	\$121.3	\$330.3	36.7%	\$9,963	3.3%	693%	1533%	2162%	1728%
1999	2,826	40,540	114.6	306.7	37.4%	9,299	3.3%	669%	1443%	2001%	1606%
1998	2,746	39,360	108.1	285.5	37.9%	8,760	3.3%	646%	1355%	1855%	1507%
1997	2,667	38,415	102.5	270.2	37.9%	8,301	3.3%	628%	1279%	1751%	1423%
1996	2,598	37,564	99.2	255.1	38.9%	7,813	3.3%	612%	1235%	1647%	1334%
1995	2,552	36,766	95.4	243.9	39.1%	7,400	3.3%	597%	1185%	1571%	1258%
1994	2,504	35,764	90.9	231.9	39.2%	7,054	3.3%	578%	1125%	1488%	1194%
1993	2,459	35,004	87.8	220.9	39.7%	6,642	3.3%	564%	1082%	1413%	1119%
1992	2,432	33,927	83.2	211.2	39.4%	6,318	3.3%	543%	1020%	1347%	1059%
1991	2,398	32,960	80.1	202.0	39.7%	5,986	3.4%	525%	979%	1284%	998%
1990	2,391	31,347	75.0	187.6	40.0%	5,803	3.2%	494%	909%	1185%	965%
1989	2,356	29,636	69.8	173.0	40.4%	5,489	3.2%	462%	840%	1085%	907%
1988	2,323	28,071	65.2	157.1	41.5%	5,109	3.1%	432%	778%	976%	837%
1987	2,279	26,615	60.7	146.4	41.4%	4,742	3.1%	405%	717%	903%	770%
1986	2,244	25,260	56.7	137.2	41.3%	4,452	3.1%	379%	663%	840%	717%
1985	2,207	23,572	52.0	126.3	41.2%	4,213	3.0%	347%	600%	765%	673%
1984	2,168	21,974	47.6	115.4	41.3%	3,932	2.9%	317%	541%	690%	621%
1983	2,121	20,547	43.6	108.3	40.2%	3,534	3.1%	290%	487%	642%	548%
1982	2,125	18,945	40.3	101.1	39.8%	3,259	3.1%	259%	442%	592%	498%
1981	2,184	17,364	37.9	94.3	40.2%	3,131	3.0%	229%	411%	546%	474%
1980	2,183	16,100	35.1	87.0	40.4%	2,795	3.1%	205%	373%	496%	413%
1979	2,206	14,970	33.0	79.0	41.8%	2,565	3.1%	184%	345%	441%	371%
1978	2,209	14,207	31.4	73.1	42.9%	2,295	3.2%	169%	323%	401%	321%
1977	2,186	13,352	29.2	66.9	43.6%	2,031	3.3%	153%	293%	358%	273%
1976	2,196	12,591	27.6	62.1	44.5%	1,823	3.4%	139%	272%	325%	234%
1975	2,155	11,690	25.2	57.3	44.0%	1,635	3.5%	122%	239%	292%	200%
1974	2,133	10,778	23.0	50.0	46.0%	1,501	3.3%	104%	210%	242%	175%
1973	2,103	10,176	21.4	46.1	46.4%	1,385	3.3%	93%	188%	216%	154%
1972	2,063	9,705	20.0	42.2	47.4%	1,240	3.4%	84%	170%	189%	128%
1971	2,055	9,269	19.0	37.9	50.3%	1,128	3.4%	76%	156%	160%	107%
1970	2,013	8,635	17.4	34.9	49.8%	1,039	3.4%	64%	134%	139%	91%
1969	1,935	7,952	15.4	29.8	51.6%	985	3.0%	51%	107%	104%	81%
1968	1,855	7,423	13.8	27.7	49.7%	911	3.0%	41%	85%	90%	67%
1967	1,789	6,830	12.2	23.4	52.2%	834	2.8%	29%	65%	60%	53%
1966	1,710	6,485	11.1	21.7	51.1%	789	2.8%	23%	49%	49%	45%
1965	1,648	6,195	10.2	19.1	53.5%	720	2.7%	17%	37%	31%	32%
1964	1,578	5,995	9.5	18.3	51.7%	664	2.8%	14%	27%	25%	22%
1963	1,508	5,732	8.6	17.0	50.8%	618	2.8%	9%	16%	16%	13%
1962	1,461	5,515	8.1	15.8	51.0%	586	2.7%	5%	8%	8%	8%
1961	1,408	\$5,275	\$7.4	14.6	50.9%	\$545	2.7%	0%	0%	0%	0%

Sources: U.S. Department of Education *Projection of Education Statistics to 2010*, and earlier editions,
<http://nces.ed.gov/pubs2000/projections/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-4

TRENDS IN TEACHER SALARIES RELATED TO TEACHER EXPERIENCE

	Public K-12 Teachers		Average Experience	Difference From 2000 Levels	Salary Effect (2000 Dollars)*		Average Salary (2000 Dollars)	Adjusted Average Salary
	(Thous.)	Change			Dollars	Percent		
2000	2,900	2.6%	16.1	0.0	\$0	0.0%	\$41,820	\$41,820
1999	2,826	2.9%	16.1	0.0	0	0.0%	41,913	41,913
1998	2,746	3.0%	16.1	0.0	0	0.0%	41,760	41,760
1997	2,667	2.7%	16.0	-0.1	85	0.2%	41,388	41,473
1996	2,598	1.8%	15.9	-0.2	170	0.4%	41,211	41,381
1995	2,552	1.9%	15.8	-0.3	254	0.6%	41,649	41,903
1994	2,504	1.8%	15.7	-0.4	339	0.8%	41,569	41,909
1993	2,459	1.1%	15.6	-0.5	424	1.0%	41,774	42,198
1992	2,432	1.4%	15.5	-0.6	509	1.2%	41,602	42,111
1991	2,398	0.3%	15.4	-0.7	594	1.4%	41,588	42,182
1990	2,391	1.5%	15.2	-0.9	763	1.9%	40,765	41,528
1989	2,356	1.4%	15.0	-1.1	933	2.3%	40,893	41,826
1988	2,323	1.9%	14.8	-1.3	1,102	2.7%	40,534	41,636
1987	2,279	1.6%	14.7	-1.4	1,187	3.0%	40,130	41,317
1986	2,244	1.7%	14.6	-1.5	1,272	3.2%	39,776	41,048
1985	2,207	1.8%	14.4	-1.7	1,442	3.8%	37,525	38,967
1984	2,168	2.2%	14.2	-1.9	1,611	4.4%	36,310	37,922
1983	2,121	-0.2%	13.9	-2.2	1,866	5.3%	35,328	37,193
1982	2,125	-2.7%	13.6	-2.5	2,120	6.3%	33,775	35,895
1981	2,184	0.0%	13.2	-2.9	2,459	7.7%	32,142	34,601
1980	2,183	-1.0%	12.2	-3.9	3,307	10.2%	32,461	35,768
1979	2,206	-0.1%	11.5	-4.6	3,901	11.5%	33,961	37,861
1978	2,209	1.1%	11.0	-5.1	4,325	11.8%	36,514	40,839
1977	2,186	-0.5%	10.5	-5.6	4,749	12.7%	37,411	42,160
1976	2,196	1.9%	10.0	-6.1	5,173	13.7%	37,643	42,816
1975	2,155	1.0%	10.1	-6.0	5,088	13.9%	36,650	41,738
1974	2,133	1.4%	10.3	-5.8	4,918	13.6%	36,134	41,053
1973	2,103	1.9%	10.5	-5.6	4,749	12.4%	38,325	43,074
1972	2,063	0.4%	10.7	-5.4	4,579	11.5%	39,733	44,313
1971	2,055	2.1%	11.0	-5.1	4,325	11.0%	39,241	43,566
1970	2,013	4.0%	11.2	-4.9	4,155	11.0%	37,751	41,906
1969	1,935	4.3%	11.4	-4.7	3,986	10.9%	36,702	40,687
1968	1,855	3.7%	11.6	-4.5	3,816	10.5%	36,383	40,199
1967	1,789	4.6%	11.8	-4.3	3,646	10.4%	35,057	38,703
1966	1,710	3.8%	12.0	-4.1	3,477	10.1%	34,298	37,774
1965	1,648	4.4%	12.2	-3.9	3,307	9.8%	33,897	37,204
1964	1,578	4.6%	12.4	-3.7	3,138	9.4%	33,434	36,571
1963	1,508	3.2%	12.6	-3.5	2,968	9.2%	32,277	35,245
1962	1,461	3.8%	12.8	-3.3	2,798	8.9%	31,566	34,365
1961	1,408		13.0	-3.1	2,629	8.6%	\$30,595	\$33,224

* One year of experience is associated with \$848 of the 1999-2000 average teacher salary based on 16.1 years to progress from a beginning salary of \$27,895 to an average salary of \$41,544.

Sources: Experience data for 1961, 1966, 1971, 1976, 1981, 1986, 1991 and 1996 from National Education Association, *Status of the American Public School Teacher, 1995-96*, copyright 1997 by the NEA (All Rights Reserved). Experience data for intervening years between 1967 and 2000 are interpolations. K-12 teacher count from U.S. Department of Education, *Projection of Education Statistics to 2010*, <http://nces.ed.gov/pubs2000/projections>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-5

**TRENDS IN TEACHER SALARIES COMPARED TO THE AVERAGE ANNUAL
SALARIES OF SELECTED WHITE-COLLAR OCCUPATIONS**

	Mean Teacher Salary	Account- ant III	Buyer/ Contract Specialist III	Attorney III	Computer Systems Analyst III	Engineer IV	Full Prof. Public Doctoral	Assistant Prof. Public Com- prehensive
2000 *	\$41,820	\$52,323	\$57,035	\$77,150	\$66,849	\$72,427	\$82,535	\$43,362
1999 *	40,540	49,257	57,392	69,104	66,782	68,294	78,830	41,940
1998 *	39,360	45,919	54,625	71,530	63,072	64,489	75,150	40,760
1997 *	38,415	42,921	51,323	67,980	59,031	62,259	72,220	40,170
1996	37,594	42,172	46,592	66,560	57,772	60,684	69,760	39,000
1994	35,764	39,884	44,616	64,532	54,548	56,368	64,860	37,220
1992	34,027	37,648	41,392	65,884	53,300	53,404	61,950	35,730
1990	31,347	35,489	38,385	59,087	47,958	49,365	57,520	32,730
1988	28,071	33,028	36,040	55,407	45,093	45,680	51,080	28,380
1986	25,260	31,143	33,580	50,119	41,548	42,667	45,600	26,000
1984	21,974	28,721	30,610	44,743	38,057	39,005	39,800	23,000
1982	18,945	25,673	27,424	39,649	na	34,443	35,700	20,800
1980	16,100	21,299	22,904	33,034	na	28,486	30,100	17,800
1978	14,207	18,115	19,590	27,738	na	23,972	26,400	15,900
1976	12,591	15,428	17,122	24,205	na	20,749	24,200	14,600
1974	10,778	13,285	14,659	21,082	na	17,929	21,600	13,100
1972	9,705	11,879	13,117	18,392	na	16,159	19,800	11,800
1970	8,635	10,686	11,665	16,884	na	14,695	18,100	10,800
1968	7,423	9,367	10,260	15,283	na	13,095	16,100	9,500
1966	6,485	8,328	9,252	14,052	na	11,784	14,100	8,300
1964	5,995	7,908	na	12,816	na	11,016	12,500	7,700
1962	\$5,515	\$7,416	na	\$11,844	na	\$10,248	na	na
(2000 DOLLARS)								
2000 *	\$41,820	\$52,323	\$57,035	\$77,150	\$66,849	\$72,427	\$82,535	\$43,362
1999 *	41,913	50,926	59,336	71,444	69,044	70,607	81,500	43,360
1998 *	41,760	48,719	57,956	75,891	66,918	68,421	79,732	43,245
1997 *	41,388	46,244	55,295	73,242	63,600	67,077	77,810	43,279
1996	41,244	46,267	51,116	73,023	63,382	66,576	76,534	42,787
1994	41,569	46,358	51,858	75,007	63,402	65,518	75,388	43,262
1992	41,724	46,165	50,756	80,788	65,357	65,485	75,964	43,813
1990	40,765	46,152	49,918	76,840	62,367	64,197	74,802	42,564
1988	40,534	47,692	52,041	80,007	65,114	65,961	73,759	40,980
1986	39,776	49,040	52,877	78,920	65,424	67,186	71,805	40,941
1984	36,310	47,459	50,581	73,934	62,886	64,453	65,766	38,006
1982	33,775	45,769	48,891	70,686	na	61,405	63,645	37,082
1980	32,461	42,944	46,180	66,604	na	57,434	60,688	35,889
1978	36,514	46,558	50,349	71,291	na	61,612	67,852	40,866
1976	37,643	46,125	51,189	72,365	na	62,033	72,351	43,649
1974	36,134	44,539	49,146	70,680	na	60,109	72,416	43,919
1972	39,733	48,634	53,703	75,299	na	66,157	81,064	48,311
1970	37,751	46,718	50,998	73,814	na	64,244	79,131	47,216
1968	36,383	45,911	50,288	74,908	na	64,184	78,913	46,563
1966	34,298	44,045	48,932	74,318	na	62,323	74,571	43,897
1964	33,434	44,102	na	71,474	na	61,435	69,712	42,942
1962	\$31,566	\$42,447	na	\$67,791	na	\$58,656	na	na

(TABLE II-5 Continued)

	Teachers	Account- ant III	Buyer/ Contract Specialist III	Attorney III	Computer Systems Analyst III	Engineer IV	Full Prof. Public Doctoral	Assistant Prof. Public Com- prehensive
RATIO OF SALARIES IN OTHER OCCUPATIONS TO TEACHER SALARIES								
2000	1.00	1.25	1.36	1.84	1.60	1.73	1.97	1.04
1999 *	1.00	1.22	1.42	1.70	1.65	1.68	1.94	1.03
1998 *	1.00	1.17	1.39	1.82	1.60	1.64	1.91	1.04
1997 *	1.00	1.12	1.34	1.77	1.54	1.62	1.88	1.05
1996	1.00	1.12	1.24	1.77	1.54	1.61	1.86	1.04
1994	1.00	1.12	1.25	1.80	1.53	1.58	1.81	1.04
1992	1.00	1.11	1.22	1.94	1.57	1.57	1.82	1.05
1990	1.00	1.12	1.22	1.88	1.53	1.57	1.83	1.04
1988	1.00	1.13	1.28	1.97	1.61	1.63	1.82	1.01
1986	1.00	1.23	1.33	1.98	1.64	1.69	1.81	1.03
1984	1.00	1.31	1.39	2.04	1.73	1.78	1.81	1.05
1982	1.00	1.36	1.45	2.09	na	1.82	1.88	1.10
1980	1.00	1.32	1.42	2.05	na	1.77	1.87	1.11
1978	1.00	1.28	1.38	1.95	na	1.69	1.86	1.12
1976	1.00	1.23	1.36	1.92	na	1.65	1.92	1.16
1974	1.00	1.23	1.36	1.96	na	1.66	2.00	1.22
1972	1.00	1.22	1.35	1.90	na	1.67	2.04	1.22
1970	1.00	1.24	1.35	1.96	na	1.70	2.10	1.25
1968	1.00	1.26	1.38	2.06	na	1.76	2.17	1.28
1966	1.00	1.28	1.43	2.17	na	1.82	2.17	1.28
1964	1.00	1.32	na	2.14	na	1.84	2.09	1.28
1962	1.00	1.34	na	2.15	na	1.86	na	na
PERCENT INCREASE FROM PREVIOUS YEAR								
2000 *	3.2%	6.2%	-0.6%	11.6%	0.1%	6.1%	4.7%	3.4%
1999 *	3.0%	7.3%	5.1%	-3.4%	5.9%	5.9%	4.9%	2.9%
1998 *	2.5%	7.0%	6.4%	5.2%	6.8%	3.6%	4.1%	1.5%
1997 *	2.2%	1.8%	10.2%	2.1%	2.2%	2.6%	3.5%	3.0%
1996	2.3%	1.8%	2.4%	2.5%	1.7%	1.6%	3.3%	1.7%
1994	2.2%	2.7%	3.6%	-5.9%	-0.2%	1.9%	2.5%	2.9%
1992	3.2%	2.0%	2.6%	7.0%	6.6%	4.1%	2.5%	3.7%
1990	5.8%	4.0%	3.1%	3.3%	4.5%	4.4%	6.0%	5.9%
1988	5.5%	3.0%	3.5%	6.2%	3.4%	3.0%	4.8%	3.1%
1986	7.2%	3.7%	5.7%	5.0%	4.8%	4.1%	7.0%	6.6%
1984	6.9%	5.0%	5.4%	5.8%	na	6.2%	4.2%	4.5%
1982	9.1%	9.0%	8.8%	9.0%	na	9.9%	8.5%	7.8%
1980	7.5%	9.4%	8.0%	11.4%	na	9.6%	6.7%	7.2%
1978	6.4%	9.5%	8.7%	8.9%	na	8.6%	4.8%	1.3%
1976	7.7%	6.7%	7.0%	7.3%	na	6.7%	6.6%	5.0%
1974	5.9%	6.5%	6.0%	7.8%	na	5.3%	5.4%	4.8%
1972	4.7%	4.4%	4.2%	5.0%	na	4.0%	3.1%	3.5%
1970	8.6%	6.6%	6.6%	6.3%	na	5.8%	5.8%	6.9%
1968	8.7%	5.5%	4.5%	6.0%	na	5.4%	7.3%	10.5%
1966	4.7%	2.5%	na	3.0%	na	3.6%	6.8%	5.1%
1964	4.6%	3.1%	na	4.2%	na	2.7%	5.9%	2.7%
1962	na	na	na	na	na	na	na	na

* AFT estimates based on average weekly pay increase in U.S. Department of Labor, Employment and Earnings, various years, January issues. Sources: U.S. Department of Labor, *Handbook of Labor Statistics*, June 1995. U.S. Department of Labor, *National Survey of Professional, Administrative, Technical and Clerical Pay*, various editions. American Association of University Professors, "Economic Status of the Profession," *Academe*, various editions. American Federation of Teachers, annual survey of state departments of education.

TABLE II-6

SALARIES OR EARNINGS OF EDUCATION PERSONNEL, 1975-76 to 1999-2000

	1975-76	1980-81	1985-86	1990-91	1995-96	1997-98	1998-99	1999-00	1975-76 to 1999-00
Teachers-Average*	\$12,437	\$17,678	\$25,276	\$32,880	\$37,594	\$39,360	\$40,540	\$41,820	\$29,383
Teachers-Beginning*	8,611	11,676	16,692	21,481	24,285	25,735	26,855	27,989	19,378
Superintendents	32,527	43,001	60,707	79,874	94,259	101,519	106,122	112,158	79,631
H.S. Principals	23,306	32,231	43,793	59,106	69,277	74,380	76,768	79,839	56,533
Secretaries									
Central Office	7,929	11,568	16,383	21,303	24,809	26,316	27,540	28,450	20,521
School Building	6,521	9,357	13,233	16,953	20,076	21,215	21,831	22,650	16,129
Hourly Workers									
Instructional Aides	\$2.92	\$4.48	\$6.20	\$7.77	\$9.04	\$9.46	\$9.80	\$10.00	\$7.08
Custodians	3.78	5.35	7.28	9.05	10.35	10.79	11.22	11.35	7.57
Cafeteria Workers	2.83	4.17	5.76	7.19	8.15	8.56	8.82	9.02	6.19
Bus Drivers	4.04	5.75	7.72	9.52	11.04	11.55	12.04	12.48	8.44
PERCENT INCREASE FROM PREVIOUS YEAR									
Teachers-Average*	8.1%	11.1%	7.2%	5.0%	2.2%	2.5%	3.0%	3.2%	236.3%
Teachers-Beginning*	6.9%	9.6%	7.8%	4.9%	1.2%	2.9%	4.4%	4.2%	225.0%
Superintendents	7.0%	9.3%	6.6%	5.9%	4.5%	3.5%	4.5%	5.7%	244.8%
H.S. Principals	1.8%	10.4%	4.0%	6.1%	1.8%	2.7%	3.2%	4.0%	242.6%
Secretaries									
Central Office	8.3%	12.0%	6.8%	6.3%	3.7%	2.4%	4.7%	3.3%	258.8%
School Building	7.9%	12.1%	5.8%	4.8%	4.7%	2.4%	2.9%	3.8%	247.3%
Hourly Workers									
Instructional Aides	0.3%	15.2%	5.3%	4.6%	3.1%	2.3%	3.6%	2.0%	242.5%
Custodians	6.8%	9.6%	5.5%	6.0%	3.0%	1.3%	4.0%	1.2%	200.3%
Cafeteria Workers	8.4%	10.3%	6.3%	6.2%	3.3%	3.1%	3.0%	2.3%	218.7%
Bus Drivers	7.7%	10.4%	6.2%	3.4%	3.3%	0.4%	4.2%	3.7%	208.9%
2000 DOLLARS									
Teachers-Average*	\$37,183	\$32,723	\$39,801	\$41,487	\$41,244	\$41,760	\$41,913	\$41,820	\$4,637
Teachers-Beginning*	25,744	21,613	26,284	27,104	26,643	27,304	27,765	27,989	2,245
Superintendents	97,246	79,598	95,593	100,784	103,412	107,709	109,716	112,158	14,912
H.S. Principals	69,678	59,662	68,959	74,579	76,004	78,915	79,368	79,839	10,161
Secretaries									
Central Office	23,705	21,413	25,798	26,880	27,218	27,921	28,473	28,450	4,745
School Building	19,496	17,320	20,837	21,391	22,025	22,509	22,570	22,650	3,154
Hourly Workers									
Instructional Aides	\$8.73	\$8.29	\$9.76	\$9.80	\$9.92	\$10.04	\$10.13	\$10.00	\$1.27
Custodians	11.30	9.90	11.46	11.42	11.35	11.45	11.60	11.35	0.05
Cafeteria Workers	8.46	7.72	9.07	9.07	8.94	9.08	9.12	9.02	0.56
Bus Drivers	12.08	10.64	12.16	12.01	12.11	12.25	12.45	12.48	0.40

* Data for years prior to 1990 are from Education Research Service.

Sources: Educational Research Service, *Salaries Paid Professional Personnel in Public Schools*, various years and *Wages and Salaries Paid Support Personnel in Public Schools*, ERS: Reston, Va., various years. American Federation of Teachers, annual survey of state departments of education.

TABLE II-7

**RECENT TRENDS IN HEALTH CARE COSTS FOR
EMPLOYEES AND EMPLOYERS**

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
EMPLOYER COSTS										
<i>Percent of Total Compensation for Health Insurance</i>										
Education Employees ^a	7.3%	8.0%	8.3%	8.2%	7.7%	7.7%	6.7%	7.8%	8.0%	8.2%
Teachers ^b	na	6.7%	7.1%	6.9%	6.4%	6.4%	6.2%	6.2%	6.3%	6.5%
Professionals	5.9%	6.3%	6.6%	6.8%	6.3%	6.1%	5.6%	5.6%	5.8%	5.8%
All Workers	6.7%	7.1%	7.4%	7.5%	7.0%	6.8%	6.4%	6.3%	6.4%	6.4%
EDUCATION EMPLOYEE COSTS										
<i>Annual Premiums Paid By Employees^c</i>										
All Plans										
Individual	\$324	na	\$406	na	\$428	na	na	\$402	na	na
Family	\$1,710	na	\$2,018	na	\$2,097	na	na	\$2,153	na	na
HMO Plans										
Individual	\$220	na	\$333	na	\$365	na	na	\$435	na	na
Family	\$1,806	na	\$1,804	na	\$2,055	na	na	\$2,466	na	na
Fee-for-Service Plans										
Individual	\$243	na	\$426	na	\$456	na	na	\$385	na	na
Family	\$1,689	na	\$2,082	na	\$1,989	na	na	\$2,027	na	na

a. Includes all employees in K-12 schools and higher education.

b. Teachers in K-12 education.

c. Teachers in K-12 and higher education.

Sources: U.S. Department of Labor, "Employment Cost Trends," Table 2, <http://stats.bls.gov/>. U.S. Department of Labor, "Employee Benefits in State and Local Government," February 1992, July 1994, May 1996 and December 2000.

TABLE II-8

**TOTAL COMPENSATION OF EDUCATION WORKERS COMPARED TO WHITE-COLLAR WORKERS
(SECOND-QUARTER EMPLOYMENT COST INDEX)**

	CPI	Total Compensation			Wages and Salaries			Benefits		
		Private White- Collar	K-12 Education Workers	All Profes- sionals	Private White- Collar	K-12 Education Workers	All Profes- sionals	Private White- Collar	K-12 Education Workers	All Profes- sionals*
2000	138.0	151.1	144.7	148.3	148.3	144.6	146.4	158.5	145.0	153.3
1999	133.5	144.1	140.0	142.2	142.1	139.9	141.0	149.4	140.3	145.4
1998	130.1	139.4	136.2	138.3	137.0	136.1	136.6	145.6	136.5	142.8
1997	128.1	134.1	133.3	134.6	131.3	132.6	132.3	141.5	135.1	140.7
1996	125.8	130.0	130.5	131.4	127.0	129.5	128.8	138.4	133.1	138.3
1995	121.8	126.2	127.4	127.5	122.7	125.8	124.7	136.0	131.6	134.9
1994	118.7	122.5	123.8	124.2	119.3	121.8	121.3	131.6	129.1	131.8
1993	115.6	118.3	120.8	120.6	115.5	118.8	118.0	125.9	126.1	127.5
1992	112.5	114.2	117.1	116.2	112.3	115.3	114.4	119.4	121.8	120.9
1991	109.4	110.3	113.0	111.7	109.1	111.7	110.4	113.8	116.4	115.1
1990	106.1	105.5	107.1	106.3	104.9	105.9	105.5	107.1	110.3	108.4
1989	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1988	95.6	95.1	93.8	na	95.6	94.5	na	94.0	92.0	na
1987	91.5	91.2	88.7	na	91.9	89.8	na	88.9	85.8	na
1986	87.6	88.2	84.3	na	89.0	85.4	na	86.0	81.4	na
1985	86.7	84.6	79.2	na	85.2	80.3	na	82.7	76.3	na
1984	83.5	80.8	74.0	na	81.4	75.3	na	79.0	70.6	na
1983	80.3	76.0	69.1	na	77.1	70.9	na	73.0	64.4	na
1982	77.4	71.3	64.4	na	72.8	66.6	na	67.4	58.6	na
1981	74.5	66.5	58.9	na	67.9	61.2	na	63.0	52.8	na

* Estimates.

Source: U.S. Department of Labor, Employment Cost Index, <http://stats.bls.gov/>.

III. Beginning Teacher Salaries and the Hot College Job Market

Introduction

In the first half of the 1990s, the supply and demand for new teachers was balanced. Then, a substitute teacher shortage emerged. Stories of rampant out-of-field teaching and of districts issuing emergency teaching credentials soon followed. Today, a broad-based teacher shortage exists.

Four main factors are at the root of this shortage. The first is the strong market for college graduates in the late 1990s—in contrast to a depressed market in the first half of the decade. College graduates are choosing careers that pay more than teaching. The second and third factors are demographic: a rapidly aging teaching force (a greater percentage of teachers are reaching retirement age than at any point since World War II) and increasing enrollments (the result of what demographers call the “baby boomlet”). The impact of increasing enrollment has diminished in the past couple of years. (See Figure III-1.) Policy drives the fourth factor. The increase in the number of teachers continues to grow despite the slowdown in enrollment growth because several state legislatures have funded class size reduction efforts.

In this section, we present beginning teacher salary data for the 50 states as well as data on the economic and demographic trends that contribute to the high demand for new teachers.

Highlights—Beginning Teacher Salaries

- The average beginning teacher salary of \$27,989 in 1999-2000 rose 4.2 percent from the previous year compared to the 3.2 percent average salary increase for all teachers. See Table III-1.
- Washington reported the largest increase in beginning teacher salaries—more than 12 percent. Texas and North Carolina followed with increases exceeding 11 percent. Only four other states reported increases of 5 percent or more. See Table III-1.
- Oklahoma reported less than a 1.0 percent increase in the average salaries for beginning teachers. Even in a period of teacher shortage, two of every three states reported that the salaries for new teachers did not keep pace with inflation in 1999-2000. See Table III-1.
- Thirty-nine states reported the same or larger percentage increases for beginning teacher salaries than they reported for the increase in the average salary of all teachers. See Table III-1. The gap suggests that many experienced teachers at the top of the salary schedule are retiring.
- Alaska reported the highest salary for beginning teachers, \$33,676. North Dakota reported the lowest, \$20,422, when it became the last state to pass the \$20,000 mark for new teachers. See Table III-1.

- Eleven states reported starting salaries that are \$30,000 or above; Eleven states, reported an average beginning teacher salary under \$24,000. See Table III-1.

Highlights—Demographic Trends

- More teachers are approaching retirement. Large numbers of teachers were hired during the baby-boom enrollment surge of the 1960s. Those teachers who stayed in the profession for their entire career are now anticipating retirement as evidenced by the growing percentage of teachers over age 50 who have 20 or more years of experience. See Figure III-1.
- Until the past couple of years, strong enrollment growth has created demand for additional teaching positions. After a decade of enrollment decreases beginning in the early 1970s, enrollment in public schools started to grow again in 1982. For most of the 1990s, enrollment grew at almost the same rate as during the baby-boom years of the 1960s. For the past three years, enrollment growth slowed. See Figure III-2.
- The number of teaching positions grew at a faster rate than enrollment during the 1970s and 1980s. Much of the new hiring occurred in order to meet new special education mandates. Beginning in 1992, however, the growth in teaching positions began to coincide with enrollment growth. Limits on education spending and cuts in special education budgets enacted by fiscally conservative governors and state legislatures curbed the growth rate of the teaching force and exacerbated the shortage of teachers, especially in the special education field. Efforts in many states to reduce class size have kept the demand for new teachers high even though growth in student enrollment recently slowed. See Figure III-2.

Highlights—The Job Market for College Graduates

- In the early 1990s, corporate downsizing contributed to a poor job market for new college graduates. New teacher salaries increased at two or three times the rate of the salary offers for new college graduates. Beginning in 1995, however, unemployment fell, and the labor market for new college graduates grew red hot. During the past six years, salary offers for college graduates in all fields have grown faster than offers for new teachers. In several fields, salary offers grew at twice the rate for new teachers. In 2000, new college graduates received average salary offers reaching almost \$40,000 compared to an average beginning teacher salary of \$27,989. See Figure III-3 and Table III-2.
- Between 1990 and 1995, the growth in beginning teacher salaries outpaced beginning salaries in fields requiring similar education credentials. Since 1995, however, beginning teacher salaries increased just 16.6 percent, the slowest rate of any field. Salaries in all other fields except chemistry grew nearly twice as fast (31.9 percent) as teaching. Over the entire decade, teacher salaries increased at about the same rate as pay for accounting, sales/marketing and chemistry majors, but beginning teaching salaries lost ground to beginning salaries in engineering, business administration, math/statistics and computer science. See Figure III-4.

- The plans of college freshmen to become teachers, a common measure of new teacher supply, correlates strongly with job availability. Throughout most of the 1990s, the percentage of college freshmen planning teaching careers hovered near 10 percent, down from the 1960s and early 1970s when more than 20 percent of college freshmen planned to pursue teaching careers, and up slightly from the 1980s. In 1999 and 2000, plans to teach increased slightly due to continued growth in the number of teachers. See Figure III-2.

Figure III-1
Teacher Age and Experience Trends

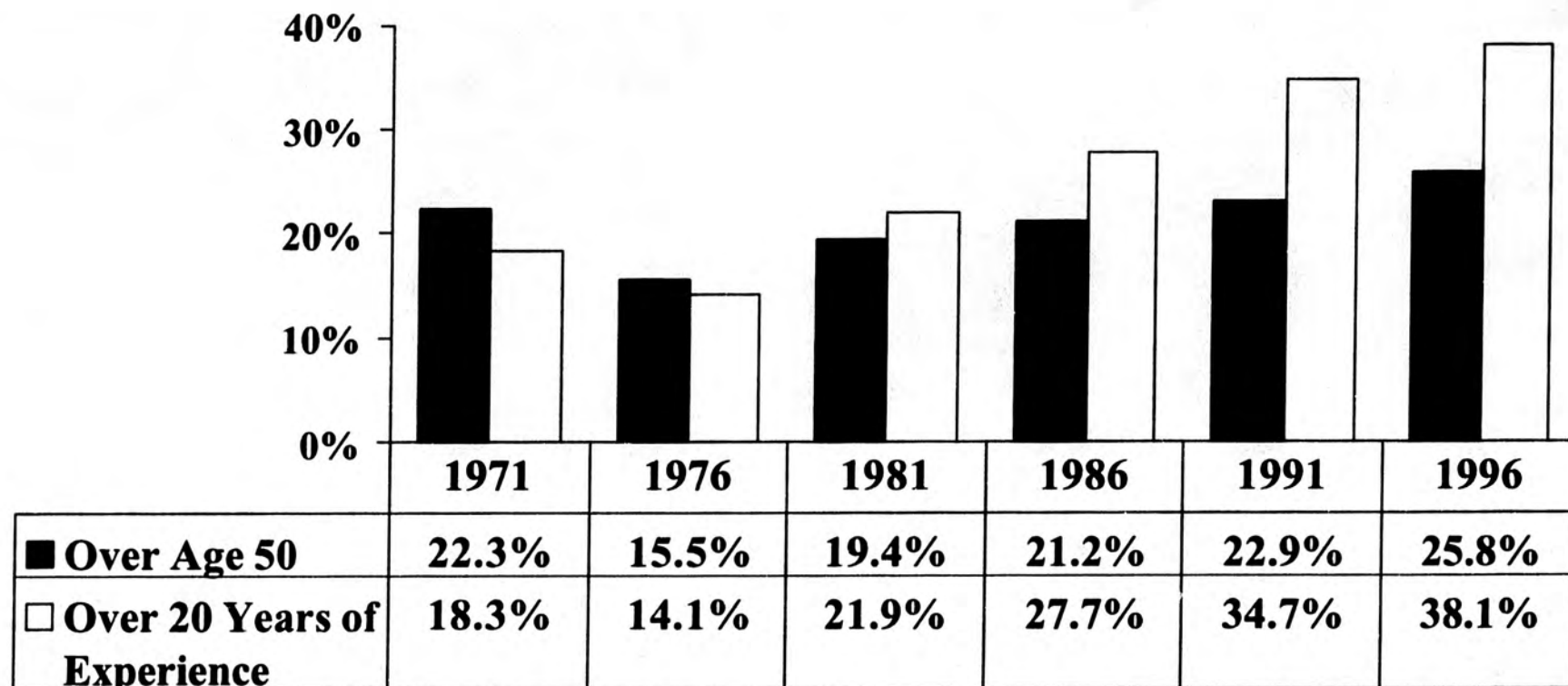


Figure III-2
Teacher and Enrollment Trends and
Plans of College Freshmen To Teach

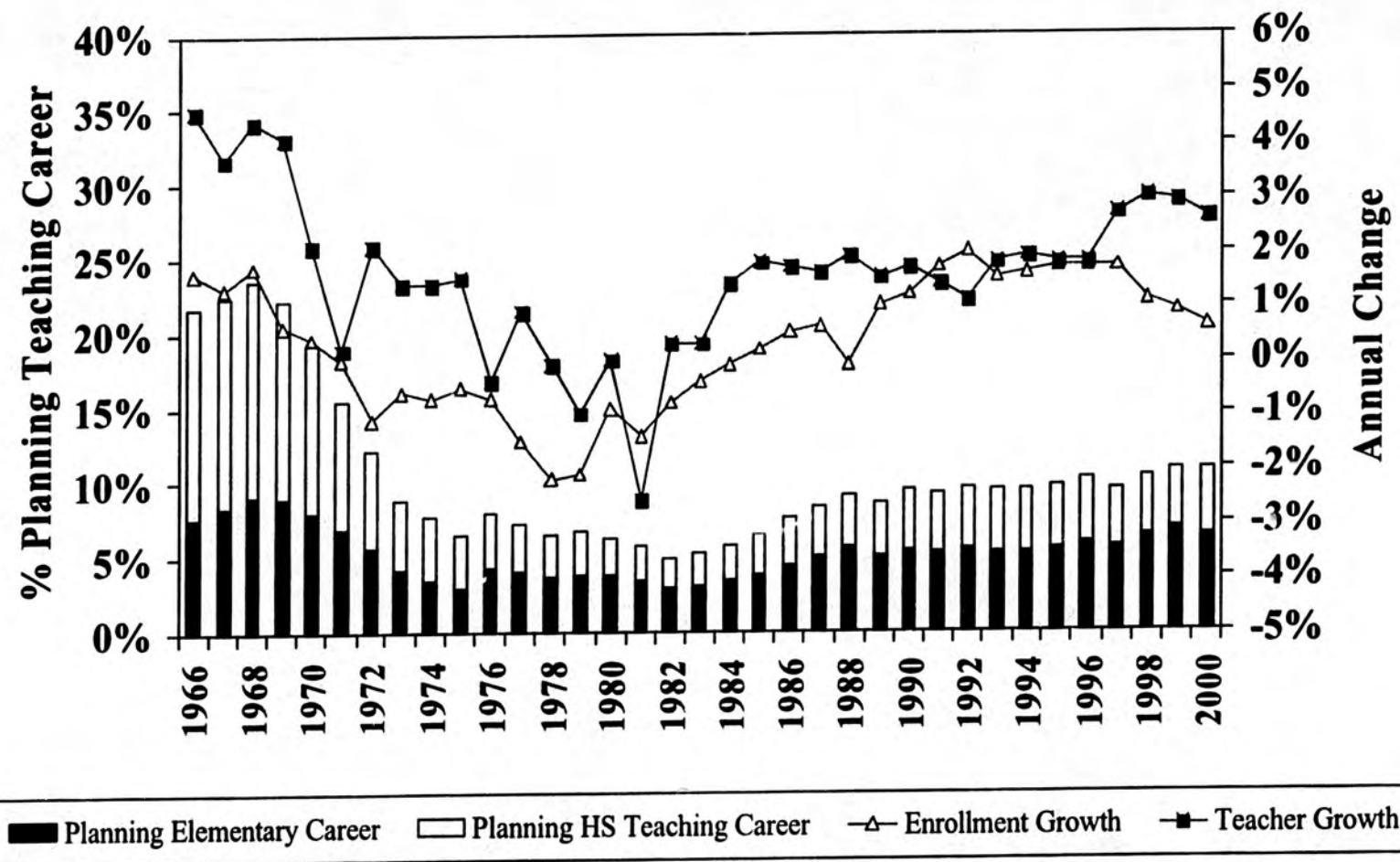
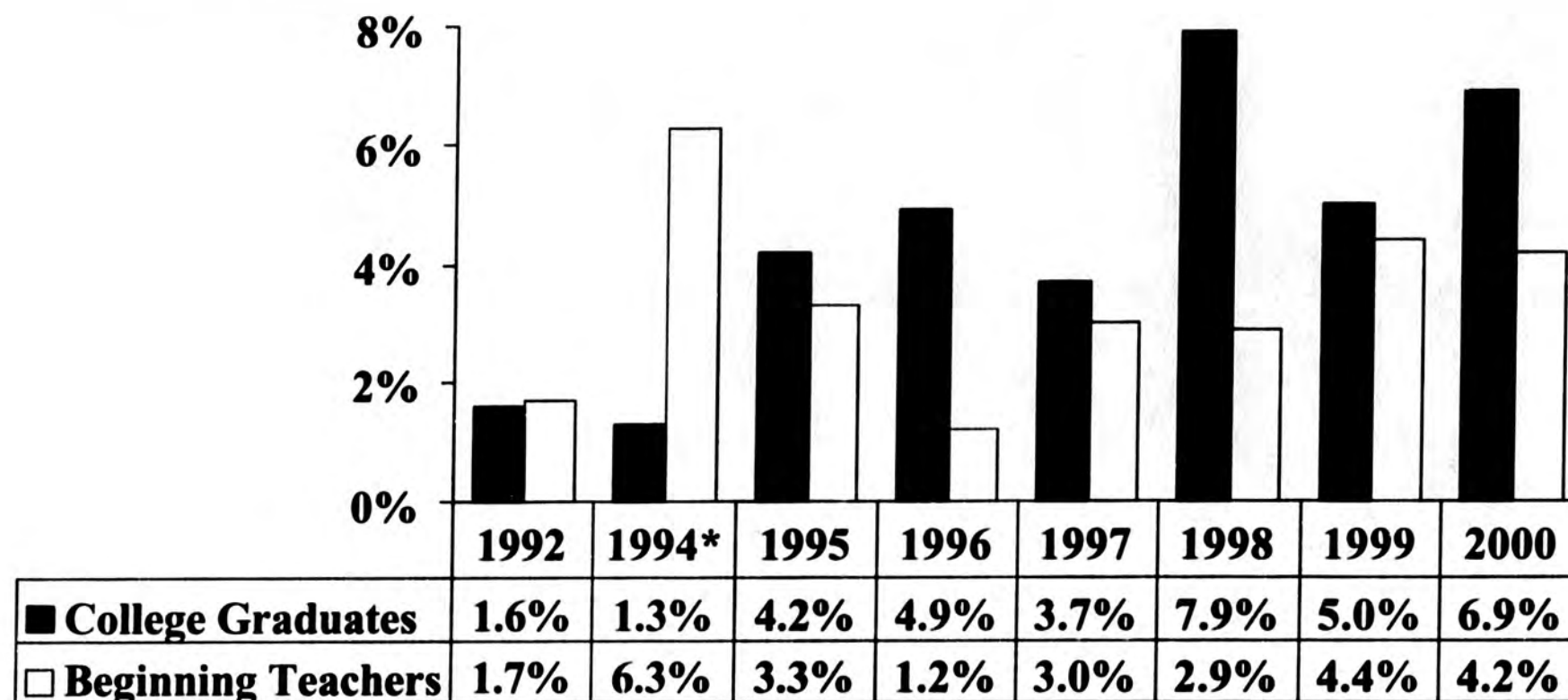
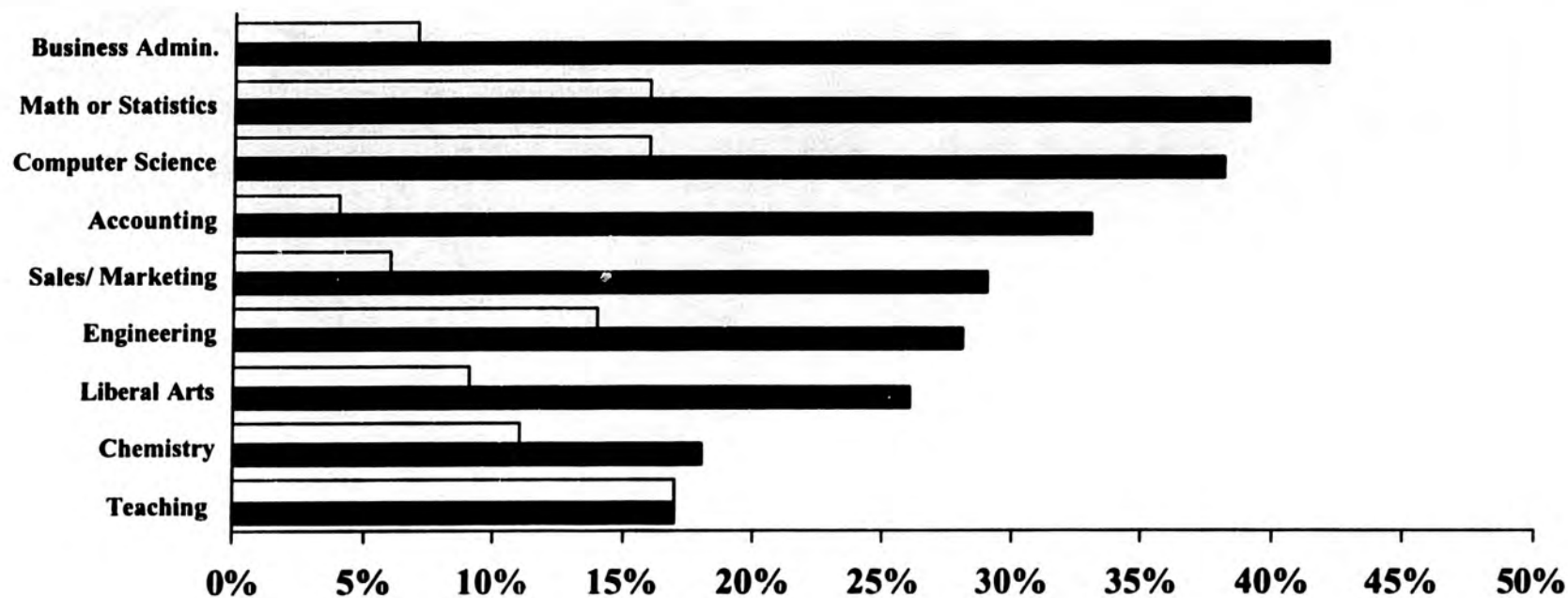


Figure III-3
Annual Change in Salary of New College Graduates
Compared to Beginning Teachers



*Reflects a two-year change--1992 to 1994.

Figure III-4
Changes in New Teacher Salaries Compared to
Salary Offers in Other Fields



	Teaching	Chemistry	Liberal Arts	Engineering	Sales/ Marketing	Accounting	Computer Science	Math or Statistics	Business Admin.
□ 90-95	17%	11%	9%	14%	6%	4%	16%	16%	7%
■ 95-00	17%	18%	26%	28%	29%	33%	38%	39%	42%

Figure III-5
New Teacher Salaries Lag Behind Beginning
Salaries in Other Occupations

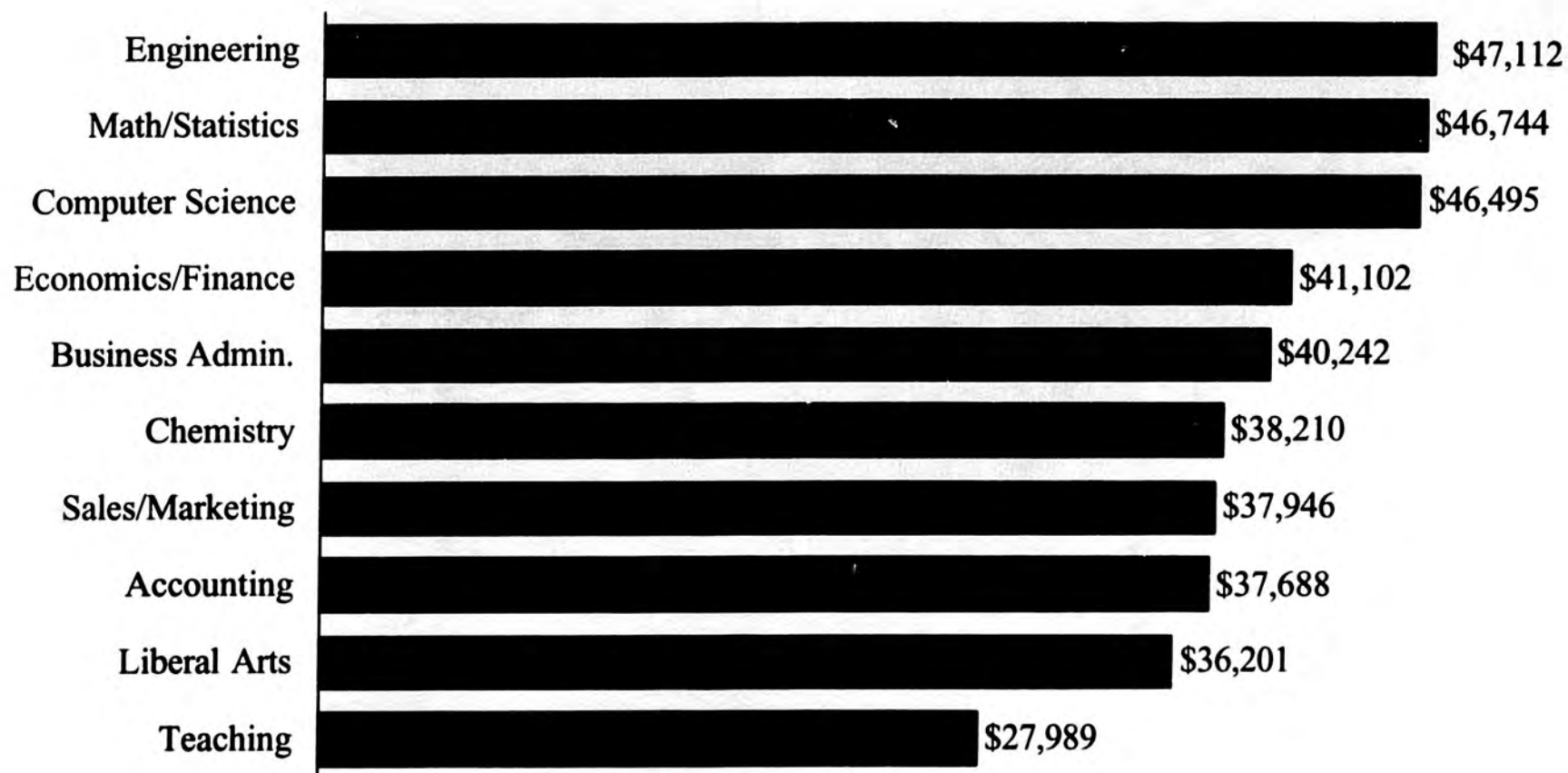


TABLE III-1

ACTUAL AVERAGE BEGINNING BA TEACHER SALARIES, 1998-99 AND 1999-2000

State	Beginning Salary 1999-00	Average Salary 1999-00	Beginning To Average Salary Ratio	Beginning Salary 1998-99	Increase In:	
					Beginning Salary	Average Salary
1 Alaska	\$33,676	\$46,481	72.5%	\$33,057	1.9%	0.4%
2 California	32,190	47,680 a,c	67.5%	31,129	3.4%	3.4%
3 New York	31,910	51,020 g	64.8%	30,808	3.6%	3.1%
4 Delaware	30,945 a	44,435 a	64.1%	29,981	3.2%	3.8%
5 District of Columbia	30,850	48,304	69.4%	30,000	2.9%	2.9%
6 New Jersey	30,480 a	50,878 g	59.9%	29,112	4.7%	-1.2%
7 Connecticut	30,466	52,410	58.1%	29,992	1.6%	0.7%
8 Georgia	30,402 c	41,122 c	73.9%	29,491	3.1%	3.4%
9 Massachusetts	30,330 a	46,955 a	64.6%	29,312	3.5%	4.0%
10 Pennsylvania	30,185	48,321 a	62.5%	29,793	1.3%	-0.3%
11 Illinois	30,151 a,e	46,480 a,e	64.9%	28,954	4.1%	2.6%
12 Alabama	29,790 a	36,689	81.2%	29,092	2.4%	2.4%
13 Oregon	29,733 b	45,103 b	65.9%	28,589	4.0%	3.0%
14 Hawaii	29,204	41,292	70.7%	28,315	3.1%	2.2%
15 Nevada	28,734 e	43,083 a	66.7%	28,428	1.1%	1.3%
16 Maryland	28,612	43,720	65.4%	27,605	3.6%	2.7%
17 Michigan	28,545 a	48,729	58.6%	27,822	2.6%	2.7%
18 Texas	28,400	37,567	75.6%	25,586	11.0%	9.4%
19 North Carolina	27,968	39,404	71.0%	25,044	11.7%	6.8%
20 Rhode Island	27,286 a	48,138 a	56.7%	26,237	4.0%	4.0%
21 Tennessee	27,228	36,328	75.0%	26,314	3.5%	2.4%
22 Virginia	26,783 a	38,992 e	68.7%	25,777	3.9%	3.9%
23 Indiana	26,553	41,855	63.4%	26,268	1.1%	1.7%
24 Washington	26,514	41,047	64.6%	23,650	12.1%	6.1%
25 Missouri	25,977	35,660 c	72.8%	25,306	2.7%	2.5%
26 Vermont	25,791 a	36,402	70.9%	25,435	1.4%	1.4%
27 Louisiana	25,738	33,109 c	77.7%	24,102	6.8%	2.2%
28 Minnesota	25,666	40,678 a	63.1%	24,468	4.9%	3.0%
29 Arizona	25,613 a	34,824	73.5%	24,755	3.5%	4.9%
30 Wisconsin	25,344	39,897 c	63.5%	24,839	2.0%	1.3%
31 Iowa	25,275	35,678 c	70.8%	24,132	4.7%	1.9%
32 Kansas	25,252	36,282 c,f	69.6%	24,648	2.5%	2.5%
33 South Carolina	25,215	36,081	69.9%	23,827	5.8%	4.6%
34 Florida	25,132	36,722	68.4%	24,402	3.0%	2.2%
35 New Mexico	25,042 a	32,713	76.6%	24,393	2.7%	2.7%
36 Colorado	24,875 a	39,073 a	63.7%	24,293	2.4%	2.4%
37 Kentucky	24,753	36,255 c	68.3%	24,387	1.5%	2.5%
38 New Hampshire	24,650 a	37,734	65.3%	24,406	1.0%	0.9%
39 Wyoming	24,168	34,188	70.7%	23,507	2.8%	2.1%
40 Oklahoma	24,025	29,525	81.4%	23,818	0.9%	0.3%
41 West Virginia	23,829	35,011 c	68.1%	23,316	2.2%	2.2%
42 Ohio	23,597	41,713	56.6%	23,096	2.2%	2.4%
43 Utah	23,273	34,946	66.6%	22,941	1.4%	2.5%
44 Mississippi	23,040 h	31,897	72.2%	21,145	9.0%	7.9%
45 Maine	22,942	35,561	64.5%	22,513	1.9%	1.9%
46 Nebraska	22,923	33,237	69.0%	22,611	1.4%	1.1%
47 Arkansas	22,599	33,691 c	67.1%	21,975	2.8%	2.7%
48 South Dakota	21,889 a	29,072	75.3%	21,376	2.4%	2.4%
49 Montana	20,969	32,121 c	65.3%	20,732	1.1%	2.4%
50 Idaho	20,915	35,155	59.5%	20,306	3.0%	3.2%
51 North Dakota	20,422	29,863	68.4%	19,136	6.7%	3.0%
U.S. Average	\$27,989	\$41,820	64.5%	\$26,855	4.2%	3.2%
Guam	\$26,197 d	\$34,947 d	83.9%	\$26,197	0.0%	2.1%
Puerto Rico	\$18,700	\$24,980	72.1%	\$18,000	3.9%	4.1%
Virgin Islands	\$22,751	\$33,310	68.3%	\$22,751	0.0%	-4.2%

a. AFT estimate; b. includes employer pick-up of employee pension contribution where applicable; c. includes extra-duty pay; d. includes health care contributions where applicable; e. includes pension and extra-duty pay where applicable; f. estimated to exclude fringe benefits at 8 percent; g. median; h. includes estimated \$1,000 in local supplements.

Source: American Federation of Teachers, annual survey of state departments of education.

Table III-2

SALARIES FOR BEGINNING TEACHERS AND SALARY OFFERS FOR NEW COLLEGE GRADUATES

	1991	1992	1994	1995	1996	1997	1998	1999	2000
College Graduates									
Average Salary Offer	\$28,209	\$28,688	\$29,029	\$30,236	\$31,721	\$32,909	\$35,524	\$37,313	\$39,889
Annual Change		1.6%	1.3% *	4.2%	4.9%	3.7%	7.9%	5.0%	6.9%
Change 1991 to 1995			*	7.2%					
Change 1995 to 2000									31.9%
Beginning Teachers									
Average Salary Offer	\$21,481	\$21,856	\$23,231	\$23,997	\$24,285	\$25,015	\$25,735	\$26,855	\$27,989
Annual Change		1.7%	6.3% *	3.3%	1.2%	3.0%	2.9%	4.4%	4.2%
Change 1991 to 1995				11.7%					
Change 1995 to 1999									16.6%
Beginning Teacher to									
College Grad Salary Ratio	0.76	0.76	0.80	0.79	0.77	0.76	0.72	0.72	0.70

* This represents a two-year change--1992 to 1994. Data for 1993 are unavailable.

Source: AFT calculations from National Association of Colleges and Employers (NACE). American Federation of Teachers, annual survey of state departments of education.

TABLE III-3

BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES TO BE HIRED IN SPRING

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching*	\$6,970	\$8,611	\$10,657	\$12,595	\$14,278	\$16,692	\$18,657	\$20,529	\$21,856	\$23,231	\$24,285	\$25,735	\$26,855	\$27,989
Engineering	10,608	13,980	20,136	25,128	26,844	28,512	29,820	32,304	35,064	35,736	38,481	42,862	44,362	47,112
Accounting	10,356	12,396	15,720	18,876	20,172	21,216	24,324	27,408	28,440	28,860	29,960	33,702	35,555	37,688
Sales/Marketing	8,904	11,316	15,936	18,072	19,620	20,688	22,848	27,828	27,144	28,452	30,714	33,252	36,278	37,946
Business Admin.	8,568	10,224	14,100	17,940	19,416	21,324	22,920	26,496	27,024	27,768	30,140	34,831	36,886	40,242
Liberal Arts	8,328	10,020	13,296	16,956	19,344	21,060	22,596	26,244	26,472	27,852	29,979	33,600	34,776	36,201
Chemistry	9,840	11,928	17,124	21,552	24,192	24,264	25,692	29,088	30,048	30,960	33,938	36,036	36,252	38,210
Math or Statistics	9,276	12,384	17,604	20,892	22,416	23,976	26,112	28,944	28,944	31,392	33,279	40,523	41,698	46,744
Economics/Finance	9,240	10,644	14,472	18,564	20,484	22,284	23,136	26,712	27,072	29,484	31,754	36,658	38,234	41,102
Computer Sciences	na	na	17,712	22,068	24,864	26,172	27,372	29,100	31,488	31,728	35,481	40,920	42,500	46,495
2000 DOLLARS														
	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	\$28,536	\$25,744	\$21,487	\$22,454	\$23,593	\$26,284	\$26,940	\$26,697	\$26,800	\$27,002	\$26,643	\$27,321	\$28,615	\$27,989
Engineering	43,430	41,796	40,599	44,798	44,358	44,897	43,060	42,010	42,996	41,537	42,217	45,503	47,268	47,112
Accounting	42,399	37,060	31,695	33,652	33,333	33,408	35,123	35,643	34,874	33,545	32,869	35,778	37,885	37,688
Sales/Marketing	36,454	33,831	32,131	32,219	32,421	32,577	32,992	36,189	33,284	33,070	33,696	35,301	38,655	37,946
Business Admin.	35,078	30,567	28,429	31,983	32,083	33,578	33,096	34,457	33,137	32,275	33,067	36,977	39,303	40,242
Liberal Arts	34,096	29,957	26,808	30,229	31,964	33,162	32,628	34,129	32,460	32,373	32,890	35,670	37,054	36,201
Chemistry	40,286	35,661	34,526	38,423	39,975	38,208	37,099	37,827	36,845	35,986	37,234	38,257	38,628	38,210
Math or Statistics	37,977	37,024	35,494	37,246	37,041	37,754	37,705	37,640	35,492	36,488	36,511	43,020	44,430	46,744
Economics/Finance	37,830	31,822	29,179	33,096	33,848	35,090	33,408	34,738	33,196	34,270	34,838	38,917	40,739	41,102
Computer Sciences	na	na	35,711	39,343	41,086	41,212	39,525	37,843	38,611	36,878	38,926	43,442	45,284	46,495

(Table III-3 Continued)

RATIO OF BEGINNING TEACHER SALARIES TO EXPECTED SALARIES OF COLLEGE GRADUATES

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Engineering	0.66	0.62	0.53	0.50	0.53	0.59	0.63	0.64	0.62	0.65	0.63	0.60	0.61	0.59
Accounting	0.67	0.69	0.68	0.67	0.71	0.79	0.77	0.75	0.77	0.80	0.81	0.76	0.76	0.74
Sales/Marketing	0.78	0.76	0.67	0.70	0.73	0.81	0.82	0.74	0.81	0.82	0.79	0.77	0.74	0.74
Business Admin.	0.81	0.84	0.76	0.70	0.74	0.78	0.81	0.77	0.81	0.84	0.81	0.74	0.73	0.70
Liberal Arts	0.84	0.86	0.80	0.74	0.74	0.79	0.83	0.78	0.83	0.83	0.81	0.77	0.77	0.77
Chemistry	0.71	0.72	0.62	0.58	0.59	0.69	0.73	0.71	0.73	0.75	0.72	0.71	0.74	0.73
Math or Statistics	0.75	0.70	0.61	0.60	0.64	0.70	0.71	0.71	0.76	0.74	0.73	0.64	0.64	0.60
Economics/Finance	0.75	0.81	0.74	0.68	0.70	0.75	0.81	0.77	0.81	0.79	0.76	0.70	0.70	0.68
Computer Sciences	na	na	0.60	0.57	0.57	0.64	0.68	0.71	0.69	0.73	0.68	0.63	0.63	0.60

ANNUAL PERCENT INCREASE IN BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	na	6.9%	5.9%	7.9%	5.5%	7.8%	5.6%	6.1%	1.7%	2.0%	1.2%	2.9%	4.4%	4.2%
Engineering	na	9.7%	10.1%	12.3%	4.0%	6.1%	3.1%	5.6%	2.1%	3.1%	4.9%	7.1%	3.5%	6.2%
Accounting	na	4.3%	6.6%	11.2%	3.6%	2.9%	5.8%	3.2%	0.2%	-0.7%	5.5%	9.0%	5.5%	6.0%
Sales/Marketing	na	9.4%	21.7%	4.9%	5.2%	0.3%	12.9%	8.8%	0.7%	4.9%	4.5%	4.0%	9.1%	4.6%
Business Admin.	na	4.7%	4.7%	10.7%	4.6%	7.2%	4.3%	8.7%	3.1%	0.1%	6.0%	7.1%	5.9%	9.1%
Liberal Arts	na	7.6%	4.3%	10.3%	5.9%	11.9%	10.2%	7.8%	1.4%	0.7%	4.4%	8.7%	3.5%	4.1%
Chemistry	na	7.1%	8.3%	10.3%	8.3%	0.2%	-5.0%	2.1%	-5.9%	0.0%	5.1%	-6.2%	0.6%	5.4%
Math or Statistics	na	4.0%	21.7%	12.3%	3.3%	5.6%	2.2%	9.9%	-3.2%	5.4%	-1.2%	13.8%	2.9%	12.1%
Economics/Finance	na	-3.1%	10.7%	10.0%	3.8%	6.3%	5.2%	5.4%	-2.1%	2.6%	7.7%	8.6%	4.3%	7.5%
Computer Sciences	na	na	14.8%	8.4%	7.1%	8.3%	4.2%	4.8%	-2.1%	0.5%	5.4%	11.0%	3.9%	9.4%

* Beginning teacher salaries prior to 1990 are from ERS; beginning teacher salaries after 1990 are from AFT survey.

Sources: Victor Lindquist, *The Northwestern Endicott Report*, Northwestern University: Evanston, Ill., editions from 1973 to 1994. National Association of Colleges and Employers, *Salary Survey*, September issues since 1995. Educational Research Service, *Salaries Paid Professional Personnel in Public Schools*, editions since 1973-74. American Federation of Teachers, annual survey of state departments of education.

IV. Teacher Salaries in School Districts Serving the Nation's 100 Largest Cities

Introduction

This section of the *AFT Survey and Analysis of Teacher Salary Trends 2000* focuses on teacher salaries in school districts serving the nation's 100 largest cities. The salary data in this section come from the Civilian Personnel Management Service, Wage and Salary Division of the U.S. Department of Defense (DOD). Congress requires that the 12,000 teachers in the overseas DOD dependent school system be paid a salary comparable to teachers in U.S. cities of more than 100,000 residents.

We present data for the entry-level salary, the highest scheduled salary for a master's degree and the maximum salary, regardless of degree. Generally, the MA-maximum and the maximum figures are reached in continuous steps and do not include longevity increments. Longevity steps are non-annual steps added to the top of a salary schedule to reward teachers for service. The amount and timing vary in each school district. Table IV-12 shows the 1999-2000 DOD teacher salary schedule. In 1999-2000, annual steps ended at the 14th year. For teachers with an MA, longevity steps of \$1,120 were given in the 18th, 22nd, 26th and 30th years of teaching service.

Highlights

- Nineteen school districts reported maximum salaries exceeding \$60,000. In most districts, teachers must hold a doctorate degree to earn the maximum salary. Yonkers, had the highest maximum salary in 1999-2000 at \$83,375, followed by Jersey City, N.J. (\$78,900); Rochester, N.Y. (\$73,741); Newark (\$67,458), and Pittsburgh (\$66,700). See Table IV-1.
- Only seven districts reported maximum salaries below \$45,000. Oklahoma City reported the lowest (\$37,100). See Table IV-1.
- At the maximum salary level for teachers with a master's degree, 38 school districts reported salaries greater than \$50,000: Yonkers reported the highest (\$74,951), followed by Jersey City (\$73,500), Pittsburgh (\$65,100), Newark (\$64,677), and Rochester, N.Y. (\$62,888). See Table IV-2.
- Nine districts reported MA-maximum salaries below \$40,000. Oklahoma City reported the lowest salary (\$35,700). Three other districts also reported MA-maximum salaries under \$38,000: Tulsa (\$36,450); Wichita (\$37,088); and Fresno (\$37,657). See Table IV-2.
- Thirty-six school districts reported salaries of \$30,000 or higher for beginning teachers holding a bachelor's degree. Fremont, Calif., reported a BA-minimum salary of \$39,535, followed by Yonkers (\$37,045); Newark (\$36,500), and Chicago (\$34,824). See Table IV-3.

- Ten districts reported BA-minimum salaries of less than \$25,000. Lincoln, Neb., reported the lowest BA-minimum salary (\$20,905). No other district paid less than \$23,000, but Little Rock, Tucson, Oklahoma City and Tulsa paid less than \$24,000 at the BA-minimum level. See Table IV-3.
- School districts in the East and Midwest regions reported higher salaries than other regions, on average. The Plains regions reported the lowest. School districts reporting the highest MA-maximum salaries for their respective regions: Yonkers (\$74,951); Detroit (\$61,581); Miami (\$57,000); Lincoln (\$48,811); San Antonio (\$55,723); and Anaheim (\$60,197). See Table IV-4.
- Many teachers begin teaching with a BA degree and earn an MA at some point during their career. Table IV-5 shows the average annual increase from the BA-minimum to the MA-maximum based on the number of steps in a district. Pittsburgh reported the largest annualized change between the BA-minimum and the MA-maximum at \$3,150. Fourteen other school districts reported changes of \$2,000 or more. The annual step and lane change averaged \$1,135, taking an average of 18 years to reach MA-maximum pay. Lubbock, Texas, reported the lowest change—just \$411. See Table IV-5.
- The ratio of the MA-maximum to the BA-minimum averaged 1.71 in 1999-2000. Lincoln had the highest ratio (2.33). Fresno had the lowest (1.33). Six districts had MA-maximum salaries that were at least two times greater than the BA-minimum. See Table IV-6.
- Table IV-7 uses a cost-of-living index based on the “Intercity Cost of Living Index” calculated by the American Chamber of Commerce Researchers Association (ACCRA). The 100 largest cities had an unweighted average cost-of-living index of 108.0 (100 is the average of all cities in the ACCRA survey). See Table IV-7.
- After adjusting MA-maximum salaries to the cost-of-living index, low-paying districts still tended to rank low, and high-paying districts still tended to rank high. Little Rock, Lubbock and Omaha had the biggest shift upward when cost-of-living was calculated. Little Rock moved from a rank of 87 to 35. Lubbock moved from a rank of 68 to 29. Omaha moved from 76 to 46. Long Beach, Boston and New York City had the largest shifts downward. Long Beach moved from 13 to 90. Boston moved from a rank of 12 to 75. New York City went from 7 to 68. See Table IV-8.
- The ratio of the average pay for teachers in 1999-2000 at the MA-maximum level to the 1999 average annual pay for all private sector workers was 1.46 in the 100 cities. The category of all workers includes all education levels and generally less experienced workers. The ratio was highest in El Paso (2.01), followed by San Antonio (1.99), Pittsburgh (1.97) and Rochester, N.Y. (1.93). It was lowest in San Jose (0.78) and Seattle (.88). See Table IV-9.
- The ratio of average pay for teachers in 1999-2000 at the MA-maximum level to the 1998 per-capita income in metropolitan areas averaged 1.75 in the 100 largest cities. The ratio was highest in El Paso (2.98) and lowest in Seattle (1.05) and San Francisco (1.09). See Table IV-10.

- The ratio of average pay for teachers at the MA-maximum level to the 1999-2000 state average teacher salary was 1.19 in the 100 cities. The ratio was highest in Yonkers (1.59) and lowest in Fresno (0.79). In all but eight cities, the average teacher salary in the state was less than the MA-maximum salary. See Table IV-11.

Technical Notes

Wage Data in the 100 Largest Cities. The data in this section are presented as collected by the Civilian Personnel Management Service, Wage and Salary Division of the U.S. Department of Defense (DOD), except as noted in Table IV-1. DOD collects beginning and maximum salaries for the BA, MA and maximum pay lanes. Every effort is made to equate one step with one year of experience. The maximum salary represents the top salary reached in continuous annual increments rather than the maximum salary including longevity increments. Maximum salaries apply only to the regular school day and school year. They do not include pay for extended-day and summer employment.

As noted in Table IV-1, New York City and Baltimore maximum salary data are presented for non-continuous steps because the longevity pay grades are, in effect, equivalent to continuous steps. The DOD does not provide data for those school districts with salary schedules that do not specify a specific pay level for a master's degree or a maximum. AFT provides an estimate for these districts based on phone surveys with the districts and a variety of other sources.

Cost-of-Living Index. The cost-of-living index in Table IV-7 is based on the "Intercity Cost-of-Living Index" calculated by the American Chamber of Commerce Researchers Association (ACCRA). The items and weighting used by ACCRA reflect the typical expenditures of a family headed by a middle management-level executive. ACCRA personnel price all items at the local level¹ at a specified time and by standard specifications. The index for Honolulu is an approximation based on several indexes included in *Poverty Measurement, Adjusting for Geographic Cost-of-Living Difference*, U.S. General Accounting Office, Washington, D.C., 1995. (GAO/GGD-95-64).

Figure IV-1
Maximum Salary with Master's Degree:
100 Largest Cities 1999-2000

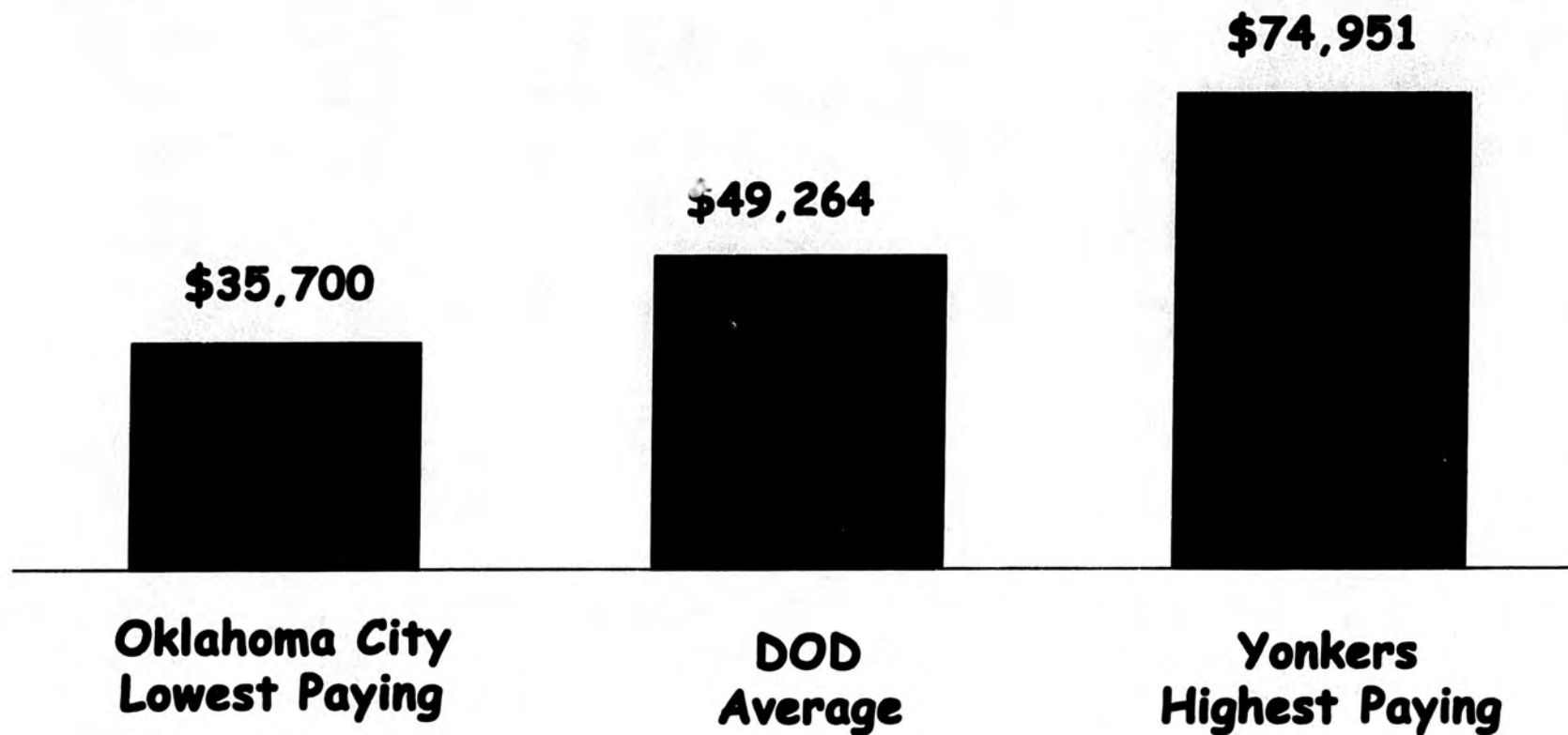


Figure IV-2
Minimum Salary with Bachelor's Degree:
100 Largest Cities 1999-2000

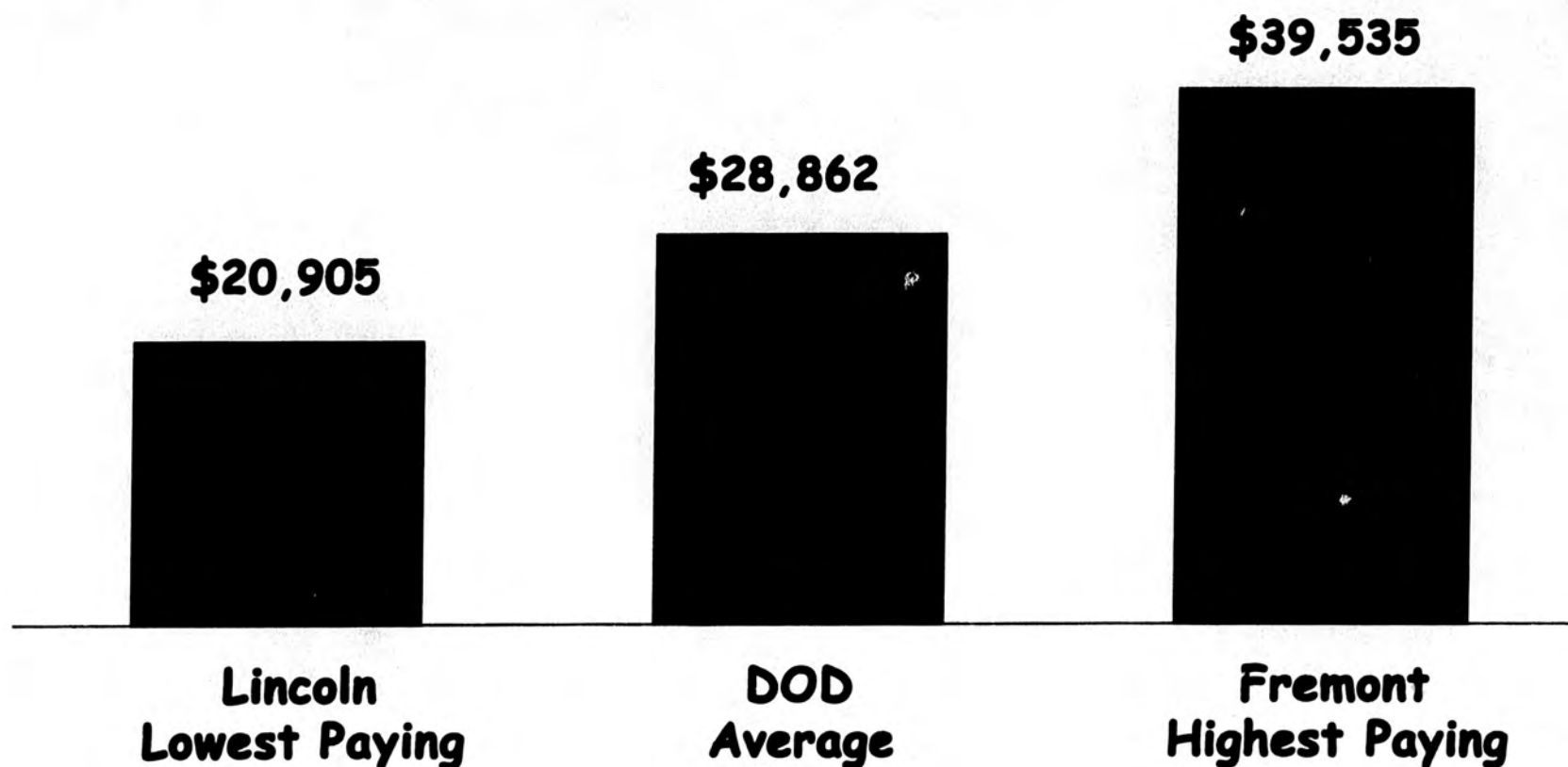


TABLE IV-1

**1999-2000 BA-MINIMUM, MA-MAXIMUM AND MAXIMUM SALARIES
RANKED BY CITY SIZE (1990 CENSUS)**

	-----BA-----		-----MA-----		-----MAX-----		Steps
	Minimum	Rank	Maximum	Rank	Maximum	Rank	
1 NEW YORK, NY	\$30,807	32	\$60,306 c	7	\$64,298 c,b	10	20
2 LOS ANGELES, CA	32,569	16	45,166	75	59,078	24	10
3 CHICAGO, IL	34,824 d	4	57,136 d	9	61,980 d	13	12
4 HOUSTON, TX	32,003	21	51,525	35	54,159	52	28
5 PHILADELPHIA, PA	30,379	34	53,573	21	60,758	17	11
6 SAN DIEGO, CA	30,901	31	48,436	52	59,670	22	12
7 DETROIT, MI	32,883	12	61,581	6	62,581	12	10
8 DALLAS, TX	33,000	11	52,821	26	54,821	50	28
9 PHOENIX, AZ	25,086	90	44,113	79	49,894 a	95	13
10 SAN ANTONIO, TX	32,000	22	55,723	14	55,723 a	42	29
11 SAN JOSE, CA	32,397	18	47,773	57	57,383	32	8
12 INDIANAPOLIS, IN	27,281	66	52,855	25	56,442	37	20
13 BALTIMORE, MD	28,449	49	48,598 c	49	52,130 c	64	15
14 SAN FRANCISCO, CA	31,172	28	49,262 a	44	49,262 a	27	12
15 JACKSONVILLE, FL	26,200	78	47,900	56	50,800	72	23
16 COLUMBUS, OH	31,194	27	55,554	15	60,262	19	16
17 MILWAUKEE, WI	27,333	65	52,311	31	58,348	25	17
18 MEMPHIS, TN	30,966	29	47,238	63	53,975	53	19
19 WASHINGTON, DC	30,945	30	52,496	30	55,607	44	13
20 BOSTON, MA	34,612	5	56,431	12	62,741	11	8
21 SEATTLE, WA	25,716	80	38,773	96	52,366	62	12
22 EL PASO, TX	28,012	56	48,791	46	49,791	77	31
23 NASHVILLE, TN	26,226	76	45,174	74	53,501	55	17
24 CLEVELAND, OH	28,666	47	55,163	16	56,471 b	36	16
25 NEW ORLEANS, LA	25,439	85	41,478	89	42,865	97	26
26 DENVER, CO	25,588	84	47,128	64	57,293	33	13
27 AUSTIN, TX	29,730	37	47,950	55	47,950	83	25
28 FORT WORTH, TX	33,050	10	52,776	28	55,182	48	31
29 OKLAHOMA CITY, OK	23,400	96	35,700	100	37,100	100	23
30 PORTLAND, OR	27,997	59	49,869	39	57,966	28	14
31 KANSAS CITY, MO	25,275	86	43,699	81	49,091	81	15
32 LONG BEACH, CA	33,149	9	55,944	13	65,415	6	14
33 TUCSON, AZ	23,180	97	46,359	69	47,132	88	31
34 ST. LOUIS, MO	26,501	72	48,500	50	53,000	58	11
35 CHARLOTTE, NC	26,696	69	54,242	19	56,772	35	30
36 ATLANTA, GA	32,604	15	52,224	32	64,344	9	13
37 VIRGINIA BEACH, VA	27,152	67	50,505	38	51,605	70	19
38 ALBUQUERQUE, NM	24,787	93	39,607	92	44,733	94	25
39 OAKLAND, CA	29,260	40	47,402 a	61	52,668	61	15
40 PITTSBURGH, PA	33,600	8	65,100	3	66,700	5	10
41 SACRAMENTO, CA	29,730	38	42,095	88	56,328	38	12
42 MINNEAPOLIS, MN	27,990	60	52,807	27	61,108	14	11
43 TULSA, OK	23,000	99	36,450	99	42,300	98	19
44 HONOLULU, HI	29,204	43	48,783	47	58,167	26	14
45 CINCINNATI, OH	29,299	39	52,737	29	57,422	31	13
46 MIAMI, FL	30,000	36	57,000	10	61,000	15	20
47 FRESNO, CA	28,379 a	53	37,657	97	51,924	69	6
48 OMAHA, NE	24,761	94	45,020	76	49,522	80	24
49 TOLEDO, OH	28,836	44	43,758	80	47,258	87	11
50 BUFFALO, NY	28,775	45	51,553	34	56,260	39	14

TABLE IV-1 (Continued)

	-----BA-----		-----MA-----		-----MAX-----		Steps
	Minimum	Rank	Maximum	Rank	Maximum	Rank	
51 WICHITA, KS	\$26,237	75	\$37,088	98	\$41,363	99	12
52 SANTA ANA, CA	32,134	20	56,765	11	57,265	34	12
53 MESA, AZ	27,686	62	42,594	86	54,307	51	16
54 COLORADO SPRINGS, CO	25,175	88	44,384	78	55,681	43	17
55 TAMPA, FL	27,587	64	49,267	43	51,973	68	33
56 NEWARK, NJ	36,500	3	64,677	4	67,458	4	13
57 ST. PAUL, MN	28,398	50	53,555	22	60,926	16	12
58 LOUISVILLE, KY	25,185	87	46,591	67	52,006	66	18
59 ANAHEIM, CA	33,908	7	60,197	8	64,950	7	12
60 BIRMINGHAM, AL	29,210	42	40,710	90	47,097	89	12
61 ARLINGTON, TX	31,200	26	49,760	40	51,260	71	31
62 NORFOLK, VA	28,168	55	47,760	58	50,590	73	20
63 LAS VEGAS, NV	26,321	74	42,981	85	53,141	57	11
64 CORPUS CHRISTI, TX	28,700	46	46,300	70	47,800	84	22
65 ST. PETERSBURG, FL	27,000	68	46,050	71	48,150	82	22
66 ROCHESTER, NY	31,750	24	62,888 a	5	73,741 a	3	26
67 JERSEY CITY, NJ	34,500	6	73,500	2	78,900	2	16
68 RIVERSIDE, CA	32,693	13	53,487	23	59,719	20	14
69 ANCHORAGE, AK	30,079	35	48,264	53	67,755	18	11
70 LEXINGTON, KY	25,102	89	43,343	82	50,290	74	27
71 AKRON, OH	26,544	71	49,481	41	52,035	65	13
72 AURORA, CO	24,949	91	46,857	66	53,318	56	13
73 BATON ROUGE, LA	25,716	81	38,853	95	43,287	96	14
74 STOCKTON, CA	32,214	19	44,548	77	55,531	46	12
75 RALEIGH, NC	26,696	70	53,660	20	56,190	40	30
76 RICHMOND, VA	27,659	63	47,011	65	50,249	75	15
77 SHREVEPORT, LA	27,720	61	43,097	83	45,612	91	31
78 JACKSON, MS	24,909	92	43,077	84	49,888	76	27
79 MOBILE, AL	28,394	51	39,058	93	45,140	92	22
80 DES MOINES, IA	24,584	95	45,344	72	49,755	78	17
81 LINCOLN, NE	20,905	100	48,811	45	52,992	59	19
82 MADISON, WI	26,464	73	47,635	60	55,574	45	15
83 GRAND RAPIDS, MI	30,637	33	54,499	18	56,042	41	11
84 YONKERS, NY	37,045	2	74,951	1	83,375	1	15
85 MONTGOMERY, AL	28,394	52	38,857	94	44,939	93	22
86 LUBBOCK, TX	28,000	57	46,490	68	47,490	85	45
87 GREENSBORO, NC	26,210	77	50,970	36	53,850	54	30
88 DAYTON, OH	28,632	48	48,648	48	51,982	67	15
89 HUNTINGTON BEACH, CA	32,536	17	52,953	24	57,801	30	10
90 GARLAND, TX	31,500	25	51,899	33	55,299	47	41
91 GLENDALE, CA	32,653	14	49,436 a	42	59,673	21	12
92 COLUMBUS, GA	29,215	41	47,754	59	59,201	23	20
93 SPOKANE, WA	25,716	82	47,287	62	52,964	60	16
94 TACOMA, WA	25,716	83	40,484	91	47,048	90	13
95 LITTLE ROCK, AR	23,135	98	42,499	87	47,372	86	18
96 BAKERSFIELD, CA	31,971	23	45,185	73	57,645	29	11
97 FREMONT, CA	39,535	1	54,657	17	64,907	8	11
98 FORT WAYNE, IN	25,786	79	48,478	51	52,346	63	18
99 NEWPORT NEWS, VA	28,000	58	48,069	54	49,569	79	33
100 WORCESTER, MA	28,220	54	50,633	37	55,075	49	11
DOD AVERAGE	\$28,862		\$49,264		\$54,767		18

a=AFT estimate; b=MA+42; c=non-continuous increments; d=includes 7% pension pick-up.

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-2

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED BY MA-MAXIMUM SALARY**

	-----BA-----			MA			-----BA-----			MA		
	Minimum	Rank	Maximum	Steps			Minimum	Rank	Maximum	Steps		
1 YONKERS, NY	\$37,045		2	\$74,951	15		51 FORT WAYNE, IN	\$25,786	79	\$48,478	18	
2 JERSEY CITY, NJ	34,500		6	73,500	16		52 SAN DIEGO, CA	30,901	31	48,436	12	
3 PITTSBURGH, PA	33,600		8	65,100	10		53 ANCHORAGE, AK	30,079	35	48,264	11	
4 NEWARK, NJ	36,500		3	64,677	13		54 NEWPORT NEWS, VA	28,000	58	48,069	33	
5 ROCHESTER, NY	31,750		24	62,888	26		55 AUSTIN, TX	29,730	37	47,950	25	
6 DETROIT, MI	32,883		12	61,581	10		56 JACKSONVILLE, FL	26,200	78	47,900	23	
7 NEW YORK, NY	30,807		32	60,306	20		57 SAN JOSE, CA	32,397	18	47,773	8	
8 ANAHEIM, CA	33,908		7	60,197	12		58 NORFOLK, VA	28,168	55	47,760	20	
9 CHICAGO, IL	34,824		4	57,136	12		59 COLUMBUS, GA	29,215	41	47,754	20	
10 MIAMI, FL	30,000		30	57,000	20		60 MADISON, WI	26,464	73	47,635	15	
11 SANTA ANA, CA	32,134		20	56,765	12		61 OAKLAND, CA	29,260	40	47,402	15	
12 BOSTON, MA	34,612		5	56,431	8		62 SPOKANE, WA	25,716	82	47,287	16	
13 LONG BEACH, CA	33,149		9	55,944	14		63 MEMPHIS, TN	30,966	29	47,238	19	
14 SAN ANTONIO, TX	32,000		22	55,723	29		64 DENVER, CO	25,588	84	47,128	13	
15 COLUMBUS, OH	31,194		27	55,554	16		65 RICHMOND, VA	27,659	63	47,011	15	
16 CLEVELAND, OH	28,666		47	55,163	16		66 AURORA, CO	24,949	91	46,857	13	
17 FREMONT, CA	39,535		1	54,657	11		67 LOUISVILLE, KY	25,185	87	46,591	18	
18 GRAND RAPIDS, MI	30,637		33	54,499	11		68 LUBBOCK, TX	28,000	57	46,490	45	
19 CHARLOTTE, NC	26,696		69	54,242	30		69 TUCSON, AZ	23,180	97	46,359	31	
20 RALEIGH, NC	26,696		70	53,660	30		70 CORPUS CHRISTI, TX	28,700	46	46,300	22	
21 PHILADELPHIA, PA	30,379		34	53,573	11		71 ST. PETERSBURG, FL	27,000	68	46,050	22	
22 ST. PAUL, MN	28,398		50	53,555	12		72 DES MOINES, IA	24,584	95	45,344	17	
23 RIVERSIDE, CA	32,693		13	53,487	14		73 BAKERSFIELD, CA	31,971	23	45,185	11	
24 HUNTINGTON BEACH, CA	32,536		17	52,953	10		74 NASHVILLE, TN	26,226	76	45,174	17	
25 INDIANAPOLIS, IN	27,281		66	52,855	20		75 LOS ANGELES, CA	32,569	16	45,166	10	
26 DALLAS, TX	33,000		11	52,821	28		76 OMAHA, NE	24,761	94	45,020	24	
27 MINNEAPOLIS, MN	27,990		60	52,807	11		77 STOCKTON, CA	32,214	19	44,548	12	
28 FORT WORTH, TX	33,050		10	52,776	31		78 COLORADO SPRINGS, CO	25,175	88	44,384	17	
29 CINCINNATI, OH	29,299		39	52,737	13		79 PHOENIX, AZ	25,086	90	44,143	13	
30 WASHINGTON, DC	30,945		30	52,496	13		80 TOLEDO, OH	28,836	44	43,758	11	
31 MILWAUKEE, WI	27,333		65	52,311	17		81 KANSAS CITY, MO	25,275	86	43,699	15	
32 ATLANTA, GA	32,604		15	52,224	13		82 LEXINGTON, KY	25,102	89	43,343	27	
33 GARLAND, TX	31,500		25	51,899	41		83 SHREVEPORT, LA	27,720	61	43,097	31	
34 BUFFALO, NY	28,775		45	51,553	14		84 JACKSON, MS	24,909	92	43,077	27	
35 HOUSTON, TX	32,003		21	51,525	28		85 LAS VEGAS, NV	26,321	74	42,981	11	
36 GREENSBORO, NC	26,210		77	50,970	30		86 MESA, AZ	27,686	62	42,594	16	
37 WORCESTER, MA	28,220		54	50,633	11		87 LITTLE ROCK, AR	23,135	98	42,499	18	
38 VIRGINIA BEACH, VA	27,152		67	50,505	19		88 SACRAMENTO, CA	29,730	38	42,095	12	
39 PORTLAND, OR	27,997		59	49,869	14		89 NEW ORLEANS, LA	25,439	85	41,478	26	
40 ARLINGTON, TX	31,200		26	49,760	31		90 BIRMINGHAM, AL	29,210	42	40,710	12	
41 AKRON, OH	26,544		71	49,481	13		91 TACOMA, WA	25,716	83	40,484	13	
42 GLENDALE, CA	32,653		14	49,436	12		92 ALBUQUERQUE, NM	24,787	93	39,607	25	
43 TAMPA, FL	27,587		64	49,267	33		93 MOBILE, AL	28,394	51	39,058	22	
44 SAN FRANCISCO, CA	31,172		28	49,262	12		94 MONTGOMERY, AL	28,394	52	38,857	22	
45 LINCOLN, NE	20,905		100	48,811	19		95 BATON ROUGE, LA	25,716	81	38,853	14	
46 EL PASO, TX	28,012		56	48,791	31		96 SEATTLE, WA	25,716	80	38,773	12	
47 HONOLULU, HI	29,204		43	48,783	14		97 FRESNO, CA	28,379	53	37,657	6	
48 DAYTON, OH	28,632		48	48,648	15		98 WICHITA, KS	26,237	75	37,088	12	
49 BALTIMORE, MD	28,449		49	48,598	15		99 TULSA, OK	23,000	99	36,450	19	
50 ST. LOUIS, MO	26,501		72	48,500	11		100 OKLAHOMA CITY, OK	23,400	96	35,700	23	
DOD AVERAGE							\$28,862		\$49,264		18	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cprms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-3

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED BY BA-MINIMUM SALARY**

	BA	MA	Rank	Steps		BA	MA	Rank	Steps
	Minimum	Maximum				Minimum	Maximum		
1 FREMONT, CA	\$39,535	\$54,657	17	11	51 MOBILE, AL	\$28,394	\$39,058	93	22
2 YONKERS, NY	37,045	74,951	1	15	52 MONTGOMERY, AL	28,394	38,857	94	22
3 NEWARK, NJ	36,500	64,677	4	13	53 FRESNO, CA	28,379	37,657	97	6
4 CHICAGO, IL	34,824	57,136	9	12	54 WORCESTER, MA	28,220	50,633	37	11
5 BOSTON, MA	34,612	56,431	12	8	55 NORFOLK, VA	28,168	47,760	58	20
6 JERSEY CITY, NJ	34,500	73,500	2	16	56 EL PASO, TX	28,012	48,791	46	31
7 ANAHEIM, CA	33,908	60,197	8	12	57 NEWPORT NEWS, VA	28,000	48,069	54	33
8 PITTSBURGH, PA	33,600	65,100	3	10	58 LUBBOCK, TX	28,000	46,490	68	45
9 LONG BEACH, CA	33,149	55,944	13	14	59 PORTLAND, OR	27,997	49,869	39	14
10 FORT WORTH, TX	33,050	52,776	28	31	60 MINNEAPOLIS, MN	27,990	52,807	27	11
11 DALLAS, TX	33,000	52,821	26	28	61 SHREVEPORT, LA	27,720	43,097	83	31
12 DETROIT, MI	32,883	61,581	6	10	62 MESA, AZ	27,686	42,594	86	16
13 RIVERSIDE, CA	32,693	53,487	23	14	63 RICHMOND, VA	27,659	47,011	65	15
14 GLENDALE, CA	32,653	49,436	42	12	64 TAMPA, FL	27,587	49,267	43	33
15 ATLANTA, GA	32,604	52,224	32	13	65 MILWAUKEE, WI	27,333	52,311	31	17
16 LOS ANGELES, CA	32,569	45,166	75	10	66 INDIANAPOLIS, IN	27,281	52,855	25	20
17 HUNTINGTON BEACH, CA	32,536	52,953	24	10	67 VIRGINIA BEACH, VA	27,152	50,505	38	19
18 SAN JOSE, CA	32,397	47,773	57	8	68 ST. PETERSBURG, FL	27,000	46,050	71	22
19 STOCKTON, CA	32,214	44,548	77	12	69 CHARLOTTE, NC	26,696	54,242	19	30
20 SANTA ANA, CA	32,134	56,765	11	12	70 RALEIGH, NC	26,696	53,660	20	30
21 HOUSTON, TX	32,003	51,525	35	28	71 AKRON, OH	26,544	49,481	41	13
22 SAN ANTONIO, TX	32,000	55,723	14	29	72 ST. LOUIS, MO	26,501	48,500	50	11
23 BAKERSFIELD, CA	31,971	45,185	73	11	73 MADISON, WI	26,464	47,635	60	15
24 ROCHESTER, NY	31,750	62,888	5	26	74 LAS VEGAS, NV	26,321	42,981	85	11
25 GARLAND, TX	31,500	51,899	33	41	75 WICHITA, KS	26,237	37,088	98	12
26 ARLINGTON, TX	31,200	49,760	40	31	76 NASHVILLE, TN	26,226	45,174	74	17
27 COLUMBUS, OH	31,194	55,554	15	16	77 GREENSBORO, NC	26,210	50,970	36	30
28 SAN FRANCISCO, CA	31,172	49,262	44	12	78 JACKSONVILLE, FL	26,200	47,900	56	23
29 MEMPHIS, TN	30,966	47,238	63	19	79 FORT WAYNE, IN	25,786	48,478	51	18
30 WASHINGTON, DC	30,945	52,496	30	13	80 SPOKANE, WA	25,716	47,287	62	16
31 SAN DIEGO, CA	30,901	48,436	52	12	81 TACOMA, WA	25,716	40,484	91	13
32 NEW YORK, NY	30,807	60,306	7	20	82 BATON ROUGE, LA	25,716	38,853	95	14
33 GRAND RAPIDS, MI	30,637	54,499	18	11	83 SEATTLE, WA	25,716	38,773	96	12
34 PHILADELPHIA, PA	30,379	53,573	21	11	84 DENVER, CO	25,588	47,128	64	13
35 ANCHORAGE, AK	30,079	48,264	53	11	85 NEW ORLEANS, LA	25,439	41,478	89	26
36 MIAMI, FL	30,000	57,000	10	20	86 KANSAS CITY, MO	25,275	43,699	81	15
37 AUSTIN, TX	29,730	47,950	55	25	87 LOUISVILLE, KY	25,185	46,591	67	18
38 SACRAMENTO, CA	29,730	42,095	88	12	88 COLORADO SPRINGS, CO	25,175	44,384	78	17
39 CINCINNATI, OH	29,299	52,737	29	13	89 LEXINGTON, KY	25,102	43,343	82	27
40 OAKLAND, CA	29,260	47,402	61	15	90 PHOENIX, AZ	25,086	44,143	79	13
41 COLUMBUS, GA	29,215	47,754	59	20	91 AURORA, CO	24,949	46,857	66	13
42 BIRMINGHAM, AL	29,210	40,710	90	12	92 JACKSON, MS	24,909	43,077	84	27
43 HONOLULU, HI	29,204	48,783	47	14	93 ALBUQUERQUE, NM	24,787	39,607	92	25
44 TOLEDO, OH	28,836	43,758	80	11	94 OMAHA, NE	24,761	45,020	76	24
45 BUFFALO, NY	28,775	51,553	34	14	95 DES MOINES, IA	24,584	45,344	72	17
46 CORPUS CHRISTI, TX	28,700	46,300	70	22	96 OKLAHOMA CITY, OK	23,400	35,700	100	23
47 CLEVELAND, OH	28,666	55,163	16	16	97 TUCSON, AZ	23,180	46,359	69	31
48 DAYTON, OH	28,632	48,648	48	15	98 LITTLE ROCK, AR	23,135	42,499	87	18
49 BALTIMORE, MD	28,449	48,598	49	15	99 TULSA, OK	23,000	36,450	99	19
50 ST. PAUL, MN	28,398	53,555	22	12	100 LINCOLN, NE	20,905	48,811	45	19
DOD AVERAGE						\$28,862	\$49,264	17.97	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cprms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-4

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED WITHIN REGIONS BY MA-MAXIMUM**

---BA---						---MA---					
Min. Rank Max. Rank Steps						Min. Rank Max. Rank Steps					
EAST						PLAINS AND ROCKY MOUNTAIN					
1 YONKERS, NY	\$37,045	2	\$74,951	1	15	1 LINCOLN, NE	\$20,905	100	\$48,811	45	19
2 JERSEY CITY, NJ	34,500	6	73,500	2	16	2 ST. LOUIS, MO	26,501	72	48,500	50	11
3 PITTSBURGH, PA	33,600	8	65,100	3	10	3 DENVER, CO	25,588	84	47,128	64	13
4 NEWARK, NJ	36,500	3	64,677	4	13	4 AURORA, CO	24,949	91	46,857	66	13
5 ROCHESTER, NY	31,750	24	62,888	5	26	5 DES MOINES, IA	24,584	95	45,344	72	17
6 NEW YORK, NY	30,807	32	60,306	7	20	6 OMAHA, NE	24,761	94	45,020	76	24
7 BOSTON, MA	34,612	5	56,431	12	8	7 COLORADO SPRINGS, CO	25,175	88	44,384	78	17
8 PHILADELPHIA, PA	30,379	34	53,573	21	11	8 KANSAS CITY, MO	25,275	86	43,699	81	15
9 WASHINGTON, DC	30,945	30	52,496	30	13	9 WICHITA, KS	26,237	75	37,088	98	12
10 BUFFALO, NY	28,775	45	51,553	34	14	SOUTHWEST					
11 WORCESTER, MA	28,220	54	50,633	37	11	1 SAN ANTONIO, TX	\$32,000	22	\$55,723	14	29
12 BALTIMORE, MD	28,449	49	48,598	49	15	2 DALLAS, TX	33,000	11	52,821	26	28
MIDWEST						3 FORT WORTH, TX	33,050	10	52,776	28	31
1 DETROIT, MI	\$32,883	12	\$61,581	6	10	4 GARLAND, TX	31,500	25	51,899	33	41
2 CHICAGO, IL	34,824	4	57,136	9	12	5 HOUSTON, TX	32,003	21	51,525	35	28
3 COLUMBUS, OH	31,194	27	55,554	15	16	6 ARLINGTON, TX	31,200	26	49,760	40	31
4 CLEVELAND, OH	28,666	47	55,163	16	16	7 EL PASO, TX	28,012	56	48,791	46	31
5 GRAND RAPIDS, MI	30,637	33	54,499	18	11	8 AUSTIN, TX	29,730	37	47,950	55	25
6 ST. PAUL, MN	28,398	50	53,555	22	12	9 LUBBOCK, TX	28,000	57	46,490	68	45
7 INDIANAPOLIS, IN	27,281	66	52,855	25	20	10 TUCSON, AZ	23,180	97	46,359	69	31
8 MINNEAPOLIS, MN	27,990	60	52,807	27	11	11 CORPUS CHRISTI, TX	28,700	46	46,300	70	22
9 CINCINNATI, OH	29,299	39	52,737	29	13	12 PHOENIX, AZ	25,086	90	44,143	79	13
10 MILWAUKEE, WI	27,333	65	52,311	31	17	13 MESA, AZ	27,686	62	42,594	86	16
11 AKRON, OH	26,544	71	49,481	41	13	14 ALBUQUERQUE, NM	24,787	93	39,607	92	25
12 DAYTON, OH	28,632	48	48,648	48	15	15 TULSA, OK	23,000	99	36,450	99	19
13 FORT WAYNE, IN	25,786	79	48,478	51	18	16 OKLAHOMA CITY, OK	23,400	96	35,700	100	23
14 MADISON, WI	26,464	73	47,635	60	15	FAR WEST					
15 TOLEDO, OH	28,836	44	43,758	80	11	1 ANAHEIM, CA	\$33,908	7	\$60,197	8	12
SOUTHEAST						2 SANTA ANA, CA	32,134	20	56,765	11	12
1 MIAMI, FL	\$30,000	36	\$57,000	10	20	3 LONG BEACH, CA	33,149	9	55,944	13	14
2 CHARLOTTE, NC	26,696	69	54,242	19	30	4 FREMONT, CA	39,535	1	54,657	17	11
3 RALEIGH, NC	26,696	70	53,660	20	30	5 RIVERSIDE, CA	32,693	13	53,487	23	14
4 ATLANTA, GA	32,604	15	52,224	32	13	6 HUNTINGTON BEACH, CA	32,536	17	52,953	24	10
5 GREENSBORO, NC	26,210	77	50,970	36	30	7 PORTLAND, OR	27,997	59	49,869	39	14
6 VIRGINIA BEACH, VA	27,152	67	50,505	38	19	8 GLENDALE, CA	32,653	14	49,436	42	12
7 TAMPA, FL	27,587	64	49,267	43	33	9 SAN FRANCISCO, CA	31,172	28	49,262	44	12
8 NEWPORT NEWS, VA	28,000	58	48,069	54	33	10 SAN DIEGO, CA	30,901	31	48,436	52	12
9 JACKSONVILLE, FL	26,200	78	47,900	56	23	11 SAN JOSE, CA	32,397	18	47,773	57	8
10 NORFOLK, VA	28,168	55	47,760	58	20	12 OAKLAND, CA	29,260	40	47,402	61	15
11 COLUMBUS, GA	29,215	41	47,754	59	20	13 SPOKANE, WA	25,716	82	47,287	62	16
12 MEMPHIS, TN	30,966	29	47,238	63	19	14 BAKERSFIELD, CA	31,971	23	45,185	73	11
13 RICHMOND, VA	27,659	63	47,011	65	15	15 LOS ANGELES, CA	32,569	16	45,166	75	10
14 LOUISVILLE, KY	25,185	87	46,591	67	18	16 STOCKTON, CA	32,214	19	44,548	77	12
15 ST. PETERSBURG, FL	27,000	68	46,050	71	22	17 LAS VEGAS, NV	26,321	74	42,981	85	11
16 NASHVILLE, TN	26,226	76	45,174	74	17	18 SACRAMENTO, CA	29,730	38	42,095	88	12
17 LEXINGTON, KY	25,102	89	43,343	82	27	19 TACOMA, WA	25,716	83	40,484	91	13
18 SHREVEPORT, LA	27,720	61	43,097	83	31	20 SEATTLE, WA	25,716	80	38,773	96	12
19 JACKSON, MS	24,909	92	43,077	84	27	21 FRESNO, CA	28,379	53	37,657	97	6
20 LITTLE ROCK, AR	23,135	98	42,499	87	18						
21 NEW ORLEANS, LA	25,439	85	41,478	89	26						
22 BIRMINGHAM, AL	29,210	42	40,710	90	12	HONOLULU, HI	29,204	43	48,783	47	14
23 MOBILE, AL	28,394	51	39,058	93	22	ANCHORAGE, AK	30,079	35	48,264	53	11
24 MONTGOMERY, AL	28,394	52	38,857	94	22						
25 BATON ROUGE, LA	25,716	81	38,853	95	14						

TABLE IV-5

**AVERAGE ANNUAL CHANGE BETWEEN BA-MINIMUM AND MA-MAXIMUM FOR 1999-2000 IN DOLLARS
RANKED BY AVERAGE ANNUAL CHANGE**

	BA- Min	MA- Max	Rank	Steps	BA-Min to MA-Max Annual Change		BA- Min	MA- Max	Rank	Steps	BA-Min to MA-Max Annual Change
1 PITTSBURGH, PA	\$33,600	\$65,100	3	10	\$3,150	51 LOS ANGELES, CA	\$32,569	\$45,166	75	10	\$1,260
2 DETROIT, MI	32,883	61,581	6	10	2,870	52 VIRGINIA BEACH, VA	27,152	50,505	38	19	1,229
3 BOSTON, MA	34,612	56,431	12	8	2,727	53 KANSAS CITY, MO	25,275	43,699	81	15	1,228
4 YONKERS, NY	37,045	74,951	1	15	2,527	54 DES MOINES, IA	24,584	45,344	72	17	1,221
5 JERSEY CITY, NJ	34,500	73,500	2	16	2,438	55 OAKLAND, CA	29,260	47,402	61	15	1,209
6 MINNEAPOLIS, MN	27,990	52,807	27	11	2,256	56 BAKERSFIELD, CA	31,971	45,185	73	11	1,201
7 ANAHEIM, CA	33,908	60,197	8	12	2,191	57 ROCHESTER, NY	31,750	62,888	5	26	1,198
8 GRAND RAPIDS, MI	30,637	54,499	18	11	2,169	58 LOUISVILLE, KY	25,185	46,591	67	18	1,189
9 NEWARK, NJ	36,500	64,677	4	13	2,167	59 TACOMA, WA	25,716	40,484	91	13	1,136
10 PHILADELPHIA, PA	30,379	53,573	21	11	2,109	60 COLORADO SPRINGS, CO	25,175	44,384	78	17	1,130
11 ST. PAUL, MN	28,398	53,555	22	12	2,096	61 NASHVILLE, TN	26,226	45,174	74	17	1,115
12 SANTA ANA, CA	32,134	56,765	11	12	2,053	62 SEATTLE, WA	25,716	38,773	96	12	1,088
13 HUNTINGTON BEACH, CA	32,536	52,953	24	10	2,042	63 LITTLE ROCK, AR	23,135	42,499	87	18	1,076
14 WORCESTER, MA	28,220	50,633	37	11	2,038	64 SACRAMENTO, CA	29,730	42,095	88	12	1,030
15 ST. LOUIS, MO	26,501	48,500	50	11	2,000	65 STOCKTON, CA	32,214	44,548	77	12	1,028
16 SAN JOSE, CA	32,397	47,773	57	8	1,922	66 NORFOLK, VA	28,168	47,760	58	20	980
17 CHICAGO, IL	34,824	57,136	9	12	1,859	67 BIRMINGHAM, AL	29,210	40,710	90	12	958
18 CINCINNATI, OH	29,299	52,737	29	13	1,803	68 JACKSONVILLE, FL	26,200	47,900	56	23	943
19 AKRON, OH	26,544	49,481	41	13	1,764	69 BATON ROUGE, LA	25,716	38,853	95	14	938
20 AURORA, CO	24,949	46,857	66	13	1,685	70 MESA, AZ	27,686	42,594	86	16	932
21 WASHINGTON, DC	30,945	52,496	30	13	1,658	71 COLUMBUS, GA	29,215	47,754	59	20	927
22 DENVER, CO	25,588	47,128	64	13	1,657	72 CHARLOTTE, NC	26,696	54,242	19	30	918
23 CLEVELAND, OH	28,666	55,163	16	16	1,656	73 WICHITA, KS	26,237	37,088	98	12	904
24 ANCHORAGE, AK	30,079	48,264	53	11	1,653	74 RALEIGH, NC	26,696	53,660	20	30	899
25 LONG BEACH, CA	33,149	55,944	13	14	1,628	75 ST. PETERSBURG, FL	27,000	46,050	71	22	866
26 BUFFALO, NY	28,775	51,553	34	14	1,627	76 MEMPHIS, TN	30,966	47,238	63	19	856
27 PORTLAND, OR	27,997	49,869	39	14	1,562	77 OMAHA, NE	24,761	45,020	76	24	844
28 FRESNO, CA	28,379	37,657	97	6	1,546	78 GREENSBORO, NC	26,210	50,970	36	30	825
29 COLUMBUS, OH	31,194	55,554	15	16	1,523	79 SAN ANTONIO, TX	32,000	55,723	14	29	818
30 LAS VEGAS, NV	26,321	42,981	85	11	1,515	80 CORPUS CHRISTI, TX	28,700	46,300	70	22	800
31 ATLANTA, GA	32,604	52,224	32	13	1,509	81 TUCSON, AZ	23,180	46,359	69	31	748
32 SAN FRANCISCO, CA	31,172	49,262	44	12	1,508	82 AUSTIN, TX	29,730	47,950	55	25	729
33 RIVERSIDE, CA	32,693	53,487	23	14	1,485	83 TULSA, OK	23,000	36,450	99	19	708
34 NEW YORK, NY	30,807	60,306	7	20	1,475	84 DALLAS, TX	33,000	52,821	26	28	708
35 MILWAUKEE, WI	27,333	52,311	31	17	1,469	85 HOUSTON, TX	32,003	51,525	35	28	697
36 LINCOLN, NE	20,905	48,811	45	19	1,469	86 LEXINGTON, KY	25,102	43,343	82	27	676
37 PHOENIX, AZ	25,086	44,143	79	13	1,466	87 JACKSON, MS	24,909	43,077	84	27	673
38 SAN DIEGO, CA	30,901	48,436	52	12	1,461	88 EL PASO, TX	28,012	48,791	46	31	670
39 MADISON, WI	26,464	47,635	60	15	1,411	89 TAMPA, FL	27,587	49,267	43	33	657
40 GLENDALE, CA	32,653	49,436	42	12	1,399	90 FORT WORTH, TX	33,050	52,776	28	31	636
41 HONOLULU, HI	29,204	48,783	47	14	1,399	91 NEW ORLEANS, LA	25,439	41,478	89	26	617
42 FREMONT, CA	39,535	54,657	17	11	1,375	92 NEWPORT NEWS, VA	28,000	48,069	54	33	608
43 TOLEDO, OH	28,836	43,758	80	11	1,357	93 ARLINGTON, TX	31,200	49,760	40	31	599
44 MIAMI, FL	30,000	57,000	10	20	1,350	94 ALBUQUERQUE, NM	24,787	39,607	92	25	593
45 SPOKANE, WA	25,716	47,287	62	16	1,348	95 OKLAHOMA CITY, OK	23,400	35,700	100	23	535
46 BALTIMORE, MD	28,449	48,598	49	15	1,343	96 GARLAND, TX	31,500	51,899	33	41	498
47 DAYTON, OH	28,632	48,648	48	15	1,334	97 SHREVEPORT, LA	27,720	43,097	83	31	496
48 RICHMOND, VA	27,659	47,011	65	15	1,290	98 MOBILE, AL	28,394	39,058	93	22	485
49 INDIANAPOLIS, IN	27,281	52,855	25	20	1,279	99 MONTGOMERY, AL	28,394	38,857	94	22	476
50 FORT WAYNE, IN	25,786	48,478	51	18	1,261	100 LUBBOCK, TX	28,000	46,490	68	45	411
DOD AVERAGE							\$28,862	\$49,264		17.97	\$1,135

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpmc.osd.mil/wage/scheds/educators.htm>.

TABLE IV-6

**RATIO OF 1999-2000 MA-MAXIMUM TO BA-MINIMUM SALARIES
RANKED BY THE MA-MAXIMUM TO BA-MINIMUM RATIO**

	BA- Min	MA- Max	Rank	Steps	MA-Max to BA-Min Ratio		BA- Min	MA- Max	Rank	Steps	MA-Max to BA-Min Ratio
1 LINCOLN, NE	\$20,905	\$48,811	45	19	2.33	51 BALTIMORE, MD	\$28,449	\$48,598	49	15	1.71
2 JERSEY CITY, NJ	34,500	73,500	2	16	2.13	52 ST. PETERSBURG, FL	27,000	46,050	71	22	1.71
3 CHARLOTTE, NC	26,696	54,242	19	30	2.03	53 RICHMOND, VA	27,659	47,011	65	15	1.70
4 YONKERS, NY	37,045	74,951	1	15	2.02	54 DAYTON, OH	28,632	48,648	49	15	1.70
5 RALEIGH, NC	26,696	53,660	20	30	2.01	55 WASHINGTON, DC	30,945	52,496	30	13	1.70
6 TUCSON, AZ	23,180	46,359	69	31	2.00	56 NORFOLK, VA	28,168	47,760	58	20	1.70
7 ROCHESTER, NY	31,750	62,888	5	26	1.98	57 LONG BEACH, CA	33,149	55,944	13	14	1.69
8 NEW YORK, NY	30,807	60,306	7	20	1.96	58 HONOLULU, HI	29,204	48,783	47	14	1.67
9 GREENSBORO, NC	26,210	50,970	36	30	1.94	59 LUBBOCK, TX	28,000	46,490	68	45	1.66
10 PITTSBURGH, PA	33,600	65,100	3	10	1.94	60 GARLAND, TX	31,500	51,899	33	41	1.65
11 INDIANAPOLIS, IN	27,281	52,855	25	20	1.94	61 CHICAGO, IL	34,824	57,136	9	12	1.64
12 CLEVELAND, OH	28,666	55,163	16	16	1.92	62 RIVERSIDE, CA	32,693	53,487	23	14	1.64
13 MILWAUKEE, WI	27,333	52,311	31	17	1.91	63 COLUMBUS, GA	29,215	47,754	59	20	1.63
14 MIAMI, FL	30,000	57,000	10	20	1.90	64 LAS VEGAS, NV	26,321	42,981	85	11	1.63
15 MINNEAPOLIS, MN	27,990	52,807	27	11	1.89	65 NEW ORLEANS, LA	25,439	41,478	89	26	1.63
16 ST. PAUL, MN	28,398	53,555	22	12	1.89	66 BOSTON, MA	34,612	56,431	12	8	1.63
17 FORT WAYNE, IN	25,786	48,478	51	18	1.88	67 HUNTINGTON BEACH, CA	32,536	52,953	24	10	1.63
18 AURORA, CO	24,949	46,857	66	13	1.88	68 OAKLAND, CA	29,260	47,402	61	15	1.62
19 DETROIT, MI	32,883	61,581	6	10	1.87	69 CORPUS CHRISTI, TX	28,700	46,300	70	22	1.61
20 AKRON, OH	26,544	49,481	41	13	1.86	70 AUSTIN, TX	29,730	47,950	55	25	1.61
21 VIRGINIA BEACH, VA	27,152	50,505	38	19	1.86	71 HOUSTON, TX	32,003	51,525	35	28	1.61
22 LOUISVILLE, KY	25,185	46,591	67	18	1.85	72 ANCHORAGE, AK	30,079	48,264	53	11	1.60
23 DES MOINES, IA	24,584	45,344	72	17	1.84	73 ATLANTA, GA	32,604	52,224	32	13	1.60
24 DENVER, CO	25,588	47,128	64	13	1.84	74 DALLAS, TX	33,000	52,821	26	28	1.60
25 SPOKANE, WA	25,716	47,287	62	16	1.84	75 ALBUQUERQUE, NM	24,787	39,607	92	25	1.60
26 LITTLE ROCK, AR	23,135	42,499	87	18	1.84	76 FORT WORTH, TX	33,050	52,776	28	31	1.60
27 ST. LOUIS, MO	26,501	48,500	50	11	1.83	77 ARLINGTON, TX	31,200	49,760	40	31	1.59
28 JACKSONVILLE, FL	26,200	47,900	56	23	1.83	78 TULSA, OK	23,000	36,450	99	19	1.58
29 OMAHA, NE	24,761	45,020	76	24	1.82	79 SAN FRANCISCO, CA	31,172	49,262	44	12	1.58
30 MADISON, WI	26,464	47,635	60	15	1.80	80 TACOMA, WA	25,716	40,484	91	13	1.57
31 CINCINNATI, OH	29,299	52,737	29	13	1.80	81 SAN DIEGO, CA	30,901	48,436	52	12	1.57
32 WORCESTER, MA	28,220	50,633	37	11	1.79	82 SHREVEPORT, LA	27,720	43,097	83	31	1.55
33 BUFFALO, NY	28,775	51,553	34	14	1.79	83 MESA, AZ	27,686	42,594	86	16	1.54
34 TAMPA, FL	27,587	49,267	43	33	1.79	84 OKLAHOMA CITY, OK	23,400	35,700	100	23	1.53
35 PORTLAND, OR	27,997	49,869	39	14	1.78	85 MEMPHIS, TN	30,966	47,238	63	19	1.53
36 COLUMBUS, OH	31,194	55,554	15	16	1.78	86 TOLEDO, OH	28,836	43,758	80	11	1.52
37 GRAND RAPIDS, MI	30,637	54,499	18	11	1.78	87 GLENDALE, CA	32,653	49,436	42	12	1.51
38 ANAHEIM, CA	33,908	60,197	8	12	1.78	88 BATON ROUGE, LA	25,716	38,853	95	14	1.51
39 NEWARK, NJ	36,500	64,677	4	13	1.77	89 SEATTLE, WA	25,716	38,773	96	12	1.51
40 SANTA ANA, CA	32,134	56,765	11	12	1.77	90 SAN JOSE, CA	32,397	47,773	57	8	1.47
41 PHILADELPHIA, PA	30,379	53,573	21	11	1.76	91 SACRAMENTO, CA	29,730	42,095	88	12	1.42
42 COLORADO SPRINGS, CO	25,175	44,384	78	17	1.76	92 WICHITA, KS	26,237	37,088	98	12	1.41
43 PHOENIX, AZ	25,086	44,143	79	13	1.76	93 BAKERSFIELD, CA	31,971	45,185	73	11	1.41
44 EL PASO, TX	28,012	48,791	46	31	1.74	94 BIRMINGHAM, AL	29,210	40,710	90	12	1.39
45 SAN ANTONIO, TX	32,000	55,723	14	29	1.74	95 LOS ANGELES, CA	32,569	45,166	75	10	1.39
46 JACKSON, MS	24,909	43,077	84	27	1.73	96 STOCKTON, CA	32,214	44,548	77	12	1.38
47 KANSAS CITY, MO	25,275	43,699	81	15	1.73	97 FREMONT, CA	39,535	54,657	17	11	1.38
48 LEXINGTON, KY	25,102	43,343	82	27	1.73	98 MOBILE, AL	28,394	39,058	93	22	1.38
49 NASHVILLE, TN	26,226	45,174	74	17	1.72	99 MONTGOMERY, AL	28,394	38,857	94	22	1.37
50 NEWPORT NEWS, VA	28,000	48,069	54	33	1.72	100 FRESNO, CA	28,379	37,657	97	6	1.33
DOD AVERAGE							\$28,862	\$49,264	17.97	1.71	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-7

2000 COST-OF-LIVING INDEX

LISTED ALPHABETICALLY		RANKED BY INDEX	
COL Index City	COL Index City	COL Index City	COL Index City
101.2 AKRON, OH	97.3 LOUISVILLE, KY	159.2 SAN JOSE, CA	102.0 ATLANTA, GA
99.9 ALBUQUERQUE, NM	93.1 LUBBOCK, TX	152.5 FREMONT, CA	101.5 TOLEDO, OH
127.6 ANAHEIM, CA	101.1 MADISON, WI	152.5 OAKLAND, CA	101.2 AKRON, OH
122.3 ANCHORAGE, AK	93.5 MEMPHIS, TN	152.5 SAN FRANCISCO, CA	101.2 DAYTON, OH
99.9 ARLINGTON, TX	99.0 MESA, AZ	147.7 LONG BEACH, CA	101.1 MADISON, WI
102.0 ATLANTA, GA	104.5 MIAMI, FL	147.7 LOS ANGELES, CA	100.2 BUFFALO, NY
110.0 AURORA, CO	103.0 MILWAUKEE, WI	139.6 NEW YORK, NY	99.9 ALBUQUERQUE, NM
105.7 AUSTIN, TX	109.5 MINNEAPOLIS, MN	139.6 YONKERS, NY	99.9 ARLINGTON, TX
102.8 BAKERSFIELD, CA	94.8 MOBILE, AL	139.0 JERSEY CITY, NJ	99.9 DALLAS, TX
96.8 BALTIMORE, MD	97.7 MONTGOMERY, AL	139.0 NEWARK, NJ	99.9 FORT WORTH, TX
104.8 BATON ROUGE, LA	93.9 NASHVILLE, TN	133.0 HONOLULU, HI	99.9 GARLAND, TX
95.0 BIRMINGHAM, AL	97.4 NEW ORLEANS, LA	132.5 BOSTON, MA	99.7 LINCOLN, NE
132.5 BOSTON, MA	139.6 NEW YORK, NY	127.6 ANAHEIM, CA	99.3 KANSAS CITY, MO
100.2 BUFFALO, NY	139.0 NEWARK, NJ	127.6 GLENDALE, CA	99.0 MESA, AZ
98.5 CHARLOTTE, NC	98.8 NEWPORT NEWS, VA	127.6 HUNTINGTON BEACH, CA	99.0 PHOENIX, AZ
118.0 CHICAGO, IL	98.8 NORFOLK, VA	127.6 SANTA ANA, CA	98.8 NEWPORT NEWS, VA
98.3 CINCINNATI, OH	152.5 OAKLAND, CA	124.2 WORCESTER, MA	98.8 NORFOLK, VA
109.8 CLEVELAND, OH	94.1 OKLAHOMA CITY, OK	122.3 ANCHORAGE, AK	98.8 TUCSON, AZ
97.3 COLORADO SPRINGS, CO	93.8 OMAHA, NE	120.8 SAN DIEGO, CA	98.8 VIRGINIA BEACH, VA
92.9 COLUMBUS, GA	120.4 PHILADELPHIA, PA	120.4 PHILADELPHIA, PA	98.7 DES MOINES, IA
103.0 COLUMBUS, OH	99.0 PHOENIX, AZ	118.0 CHICAGO, IL	98.5 CHARLOTTE, NC
93.6 CORPUS CHRISTI, TX	107.7 PITTSBURGH, PA	114.7 WASHINGTON, DC	98.3 CINCINNATI, OH
99.9 DALLAS, TX	107.0 PORTLAND, OR	113.9 SEATTLE, WA	97.9 GREENSBORO, NC
101.2 DAYTON, OH	105.5 RALEIGH, NC	113.1 SACRAMENTO, CA	97.7 MONTGOMERY, AL
110.0 DENVER, CO	105.2 RICHMOND, VA	110.4 ROCHESTER, NY	97.6 INDIANAPOLIS, IN
98.7 DES MOINES, IA	108.1 RIVERSIDE, CA	110.0 AURORA, CO	97.5 JACKSONVILLE, FL
108.9 DETROIT, MI	110.4 ROCHESTER, NY	110.0 DENVER, CO	97.5 LEXINGTON, KY
92.3 EL PASO, TX	113.1 SACRAMENTO, CA	109.8 CLEVELAND, OH	97.4 NEW ORLEANS, LA
93.6 FORT WAYNE, IN	90.6 SAN ANTONIO, TX	109.5 MINNEAPOLIS, MN	97.3 COLORADO SPRINGS, CO
99.9 FORT WORTH, TX	120.8 SAN DIEGO, CA	109.5 ST. PAUL, MN	97.3 LOUISVILLE, KY
152.5 FREMONT, CA	152.5 SAN FRANCISCO, CA	108.9 DETROIT, MI	97.2 ST. LOUIS, MO
107.1 FRESNO, CA	159.2 SAN JOSE, CA	108.1 RIVERSIDE, CA	96.8 BALTIMORE, MD
99.9 GARLAND, TX	127.6 SANTA ANA, CA	107.7 PITTSBURGH, PA	96.7 JACKSON, MS
127.6 GLENDALE, CA	113.9 SEATTLE, WA	107.1 FRESNO, CA	95.9 WICHITA, KS
104.7 GRAND RAPIDS, MI	92.0 SHREVEPORT, LA	107.0 PORTLAND, OR	95.0 BIRMINGHAM, AL
97.9 GREENSBORO, NC	102.7 SPOKANE, WA	105.7 AUSTIN, TX	94.8 MOBILE, AL
133.0 HONOLULU, HI	97.2 ST. LOUIS, MO	105.6 LAS VEGAS, NV	94.3 HOUSTON, TX
94.3 HOUSTON, TX	109.5 ST. PAUL, MN	105.5 RALEIGH, NC	94.1 OKLAHOMA CITY, OK
127.6 HUNTINGTON BEACH, CA	102.6 ST. PETERSBURG, FL	105.2 RICHMOND, VA	93.9 NASHVILLE, TN
97.6 INDIANAPOLIS, IN	103.8 STOCKTON, CA	104.8 BATON ROUGE, LA	93.8 OMAHA, NE
96.7 JACKSON, MS	103.3 TACOMA, WA	104.7 GRAND RAPIDS, MI	93.6 CORPUS CHRISTI, TX
97.5 JACKSONVILLE, FL	102.6 TAMPA, FL	104.5 MIAMI, FL	93.6 FORT WAYNE, IN
139.0 JERSEY CITY, NJ	101.5 TOLEDO, OH	103.8 STOCKTON, CA	93.5 MEMPHIS, TN
99.3 KANSAS CITY, MO	98.8 TUCSON, AZ	103.3 TACOMA, WA	93.1 LUBBOCK, TX
105.6 LAS VEGAS, NV	91.5 TULSA, OK	103.0 COLUMBUS, OH	92.9 COLUMBUS, GA
97.5 LEXINGTON, KY	98.8 VIRGINIA BEACH, VA	103.0 MILWAUKEE, WI	92.3 EL PASO, TX
99.7 LINCOLN, NE	114.7 WASHINGTON, DC	102.8 BAKERSFIELD, CA	92.0 SHREVEPORT, LA
86.8 LITTLE ROCK, AR	95.9 WICHITA, KS	102.7 SPOKANE, WA	91.5 TULSA, OK
147.7 LONG BEACH, CA	124.2 WORCESTER, MA	102.6 ST. PETERSBURG, FL	90.6 SAN ANTONIO, TX
147.7 LOS ANGELES, CA	139.6 YONKERS, NY	102.6 TAMPA, FL	86.8 LITTLE ROCK, AR

108.0 AVERAGE

Sources: American Chamber of Commerce Researchers Association, *Intercity Cost of Living Index*, ACCRA: Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. Most estimates are based on geographic proximity to cities listed in the ACCRA index. Estimates for missing data are based on past years. The index for New York City is based on Long Island.

TABLE IV-8

**MA-MAXIMUM SALARIES ADJUSTED BY 2000 COST-OF-LIVING INDEX
RANKED BY ADJUSTED MA-MAXIMUM SALARY**

	-----MA-----			COL	Adjusted		-----MA-----			COL	Adjusted
	Max	Rank	Steps	Index	MA-Max		Max	Rank	Steps	Index	MA-Max
1 SAN ANTONIO, TX	\$55,723	14	29	90.6	\$61,504	51 SHREVEPORT, LA	\$43,097	83	31	92.0	\$46,845
2 PITTSBURGH, PA	65,100	3	10	107.7	60,446	52 PORTLAND, OR	49,869	39	14	107.0	46,607
3 ROCHESTER, NY	62,888	5	26	110.4	56,964	53 NEWARK, NJ	64,677	4	13	139.0	46,530
4 DETROIT, MI	61,581	6	10	108.9	56,548	54 SPOKANE, WA	47,287	62	16	102.7	46,044
5 CHARLOTTE, NC	54,242	19	30	98.5	55,068	55 DES MOINES, IA	45,344	72	17	98.7	45,941
6 HOUSTON, TX	51,525	35	28	94.3	54,639	56 WASHINGTON, DC	52,496	30	13	114.7	45,768
7 MIAMI, FL	57,000	10	20	104.5	54,545	57 COLORADO SPRINGS, CO	44,384	78	17	97.3	45,616
8 INDIANAPOLIS, IN	52,855	25	20	97.6	54,155	58 AUSTIN, TX	47,950	55	25	105.7	45,364
9 COLUMBUS, OH	55,554	15	16	103.0	53,936	59 ST. PETERSBURG, FL	46,050	71	22	102.6	44,883
10 YONKERS, NY	74,951	1	15	139.6	53,690	60 RICHMOND, VA	47,011	65	15	105.2	44,687
11 CINCINNATI, OH	52,737	29	13	98.3	53,649	61 PHOENIX, AZ	44,143	79	13	99.0	44,589
12 JERSEY CITY, NJ	73,500	2	16	139.0	52,878	62 JACKSON, MS	43,077	84	27	96.7	44,547
13 DALLAS, TX	52,821	26	28	99.9	52,874	63 PHILADELPHIA, PA	53,573	21	11	120.4	44,496
14 EL PASO, TX	48,791	46	31	92.3	52,861	64 SANTA ANA, CA	56,765	11	12	127.6	44,487
15 FORT WORTH, TX	52,776	28	31	99.9	52,829	65 LEXINGTON, KY	43,343	82	27	97.5	44,454
16 GREENSBORO, NC	50,970	36	30	97.9	52,063	66 KANSAS CITY, MO	43,699	81	15	99.3	44,007
17 GRAND RAPIDS, MI	54,499	18	11	104.7	52,053	67 BAKERSFIELD, CA	45,185	73	11	102.8	43,954
18 GARLAND, TX	51,899	33	41	99.9	51,951	68 NEW YORK, NY	60,306	7	20	139.6	43,199
19 FORT WAYNE, IN	48,478	51	18	93.6	51,793	69 TOLEDO, OH	43,758	80	11	101.5	43,111
20 BUFFALO, NY	51,553	34	14	100.2	51,450	70 MESA, AZ	42,594	86	16	99.0	43,024
21 COLUMBUS, GA	47,754	59	20	92.9	51,404	71 STOCKTON, CA	44,548	77	12	103.8	42,917
22 ATLANTA, GA	52,224	32	13	102.0	51,200	72 BIRMINGHAM, AL	40,710	90	12	95.0	42,853
23 VIRGINIA BEACH, VA	50,505	38	19	98.8	51,118	73 DENVER, CO	47,128	64	13	110.0	42,844
24 RALEIGH, NC	53,660	20	30	105.5	50,863	74 AURORA, CO	46,857	66	13	110.0	42,597
25 MILWAUKEE, WI	52,311	31	17	103.0	50,787	75 BOSTON, MA	56,431	12	8	132.5	42,589
26 MEMPHIS, TN	47,238	63	19	93.5	50,522	76 NEW ORLEANS, LA	41,478	89	26	97.4	42,585
27 CLEVELAND, OH	55,163	16	16	109.8	50,240	77 HUNTINGTON BEACH, CA	52,953	24	10	127.6	41,499
28 BALTIMORE, MD	48,598	49	15	96.8	50,205	78 MOBILE, AL	39,058	93	22	94.8	41,200
29 LUBBOCK, TX	46,490	68	45	93.1	49,936	79 WORCESTER, MA	50,633	37	11	124.2	40,767
30 ST. LOUIS, MO	48,500	50	11	97.2	49,897	80 LAS VEGAS, NV	42,981	85	11	105.6	40,702
31 ARLINGTON, TX	49,760	40	31	99.9	49,810	81 SAN DIEGO, CA	48,436	52	12	120.8	40,096
32 RIVERSIDE, CA	53,487	23	14	108.1	49,479	82 TULSA, OK	36,450	99	19	91.5	39,836
33 CORPUS CHRISTI, TX	46,300	70	22	93.6	49,466	83 MONTGOMERY, AL	38,857	94	22	97.7	39,772
34 JACKSONVILLE, FL	47,900	56	23	97.5	49,128	84 ALBUQUERQUE, NM	39,607	92	25	99.9	39,647
35 LITTLE ROCK, AR	42,499	87	18	86.8	48,962	85 ANCHORAGE, AK	48,264	53	11	122.3	39,464
36 LINCOLN, NE	48,811	45	19	99.7	48,958	86 TACOMA, WA	40,484	91	13	103.3	39,191
37 ST. PAUL, MN	53,555	22	12	109.5	48,909	87 GLENDALE, CA	49,436	42	12	127.6	38,743
38 AKRON, OH	49,481	41	13	101.2	48,894	88 WICHITA, KS	37,088	98	12	95.9	38,674
39 NEWPORT NEWS, VA	48,069	54	33	98.8	48,653	89 OKLAHOMA CITY, OK	35,700	100	23	94.1	37,938
40 CHICAGO, IL	57,136	9	12	118.0	48,420	90 LONG BEACH, CA	55,944	13	14	147.7	37,877
41 NORFOLK, VA	47,760	58	20	98.8	48,340	91 SACRAMENTO, CA	42,095	88	12	113.1	37,219
42 MINNEAPOLIS, MN	52,807	27	11	109.5	48,226	92 BATON ROUGE, LA	38,853	95	14	104.8	37,073
43 NASHVILLE, TN	45,174	74	17	93.9	48,109	93 HONOLULU, HI	48,783	47	14	133.0	36,679
44 DAYTON, OH	48,648	48	15	101.2	48,071	94 FREMONT, CA	54,657	17	11	152.5	35,841
45 TAMPA, FL	49,267	43	33	102.6	48,019	95 FRESNO, CA	37,657	97	6	107.1	35,161
46 OMAHA, NE	45,020	76	24	93.8	47,996	96 SEATTLE, WA	38,773	96	12	113.9	34,041
47 LOUISVILLE, KY	46,591	67	18	97.3	47,884	97 SAN FRANCISCO, CA	49,262	44	12	152.5	32,303
48 ANAHEIM, CA	60,197	8	12	127.6	47,176	98 OAKLAND, CA	47,402	61	15	152.5	31,083
49 MADISON, WI	47,635	60	15	101.1	47,117	99 LOS ANGELES, CA	45,166	75	10	147.7	30,580
50 TUCSON, AZ	46,359	69	31	98.8	46,922	100 SAN JOSE, CA	47,773	57	8	159.2	30,008
DOD AVERAGE							\$49,264	18	108		\$45,654

Sources: American Chamber of Commerce Researchers Association, *Intercity Cost of Living Index*, ACCRA: Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. The 2000 Index is based on the ACCRA Cost of Living Index for Urban Areas. Most estimates are based on geographic proximity to cities listed in the ACCRA Index. Estimates for missing data are based on past years. The index for New York City is based on Long Island. U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

Table IV-9

**RATIO OF 1999-2000 AVERAGE TEACHER SALARY TO 1999 AVERAGE ANNUAL PAY IN THE METRO AREA
RANKED BY MA-MAXIMUM TO AVERAGE PAY RATIO**

	Metro Area Annual Pay	-----MA----- Max	Rank	Steps	Salary to Annual Pay Ratio		Metro Area Annual Pay	-----MA----- Max	Rank	Steps	Salary to Annual Pay Ratio
1 EL PASO, TX	\$24,275	\$48,791	46	31	2.01	51 ST. LOUIS, MO	\$33,345	\$48,500	50	11	1.45
2 SAN ANTONIO, TX	28,068	55,723	14	29	1.99	52 PORTLAND, OR	34,380	49,869	39	14	1.45
3 PITTSBURGH, PA	33,057	65,100	3	10	1.97	53 MEMPHIS, TN	32,591	47,238	63	19	1.45
4 ROCHESTER, NY	32,588	62,888	5	26	1.93	54 COLORADO SPRINGS, CO	30,674	44,384	78	17	1.45
5 RIVERSIDE, CA	28,328	53,487	23	14	1.89	55 CHICAGO, IL	39,536	57,136	9	12	1.45
6 LUBBOCK, TX	24,727	46,490	68	45	1.88	56 NEWARK, NJ	44,794	64,677	4	13	1.44
7 VIRGINIA BEACH, VA	27,156	50,505	38	19	1.86	57 ST. PAUL, MN	37,248	53,555	22	12	1.44
8 COLUMBUS, GA	26,131	47,754	59	20	1.83	58 BALTIMORE, MD	33,837	48,598	49	15	1.44
9 LINCOLN, NE	27,431	48,811	45	19	1.78	59 YONKERS, NY	52,351	74,951	1	15	1.43
10 MIAMI, FL	32,059	57,000	10	20	1.78	60 NASHVILLE, TN	31,711	45,174	74	17	1.42
11 NEWPORT NEWS, VA	27,156	48,069	54	33	1.77	61 RICHMOND, VA	33,012	47,011	65	15	1.42
12 NORFOLK, VA	27,156	47,760	58	20	1.76	62 MONTGOMERY, AL	27,309	38,857	94	22	1.42
13 JERSEY CITY, NJ	41,842	73,500	2	16	1.76	63 MINNEAPOLIS, MN	37,248	52,807	27	11	1.42
14 CORPUS CHRISTI, TX	26,940	46,300	70	22	1.72	64 TOLEDO, OH	30,890	43,758	80	11	1.42
15 GREENSBORO, NC	29,676	50,970	36	30	1.72	65 PHILADELPHIA, PA	37,825	53,573	21	11	1.42
16 SPOKANE, WA	27,566	47,287	62	16	1.72	66 TACOMA, WA	28,654	40,484	91	13	1.41
17 COLUMBUS, OH	32,428	55,554	15	16	1.71	67 HUNTINGTON BEACH, CA	37,487	52,953	24	10	1.41
18 GRAND RAPIDS, MI	31,913	54,499	18	11	1.71	68 NEW ORLEANS, LA	29,365	41,478	89	26	1.41
19 BUFFALO, NY	30,487	51,553	34	14	1.69	69 DES MOINES, IA	32,271	45,344	72	17	1.41
20 TAMPA, FL	29,342	49,267	43	33	1.68	70 LAS VEGAS, NV	30,634	42,981	85	11	1.40
21 BAKERSFIELD, CA	26,997	45,185	73	11	1.67	71 ATLANTA, GA	37,341	52,224	32	13	1.40
22 WORCESTER, MA	30,281	50,633	37	11	1.67	72 SAN DIEGO, CA	34,690	48,436	52	12	1.40
23 CLEVELAND, OH	33,437	55,163	16	16	1.65	73 BOSTON, MA	40,903	56,431	12	8	1.38
24 TUCSON, AZ	28,194	46,359	69	31	1.64	74 ALBUQUERQUE, NM	28,934	39,607	92	25	1.37
25 SHREVEPORT, LA	26,272	43,097	83	31	1.64	75 PHOENIX, AZ	32,430	44,143	79	13	1.36
26 FORT WAYNE, IN	30,052	48,478	51	18	1.61	76 HOUSTON, TX	38,114	51,525	35	28	1.35
27 ANAHEIM, CA	37,487	60,197	8	12	1.61	77 ANCHORAGE, AK	35,707	48,264	53	11	1.35
28 FORT WORTH, TX	32,961	52,776	28	31	1.60	78 BATON ROUGE, LA	28,793	38,853	95	14	1.35
29 JACKSONVILLE, FL	29,918	47,900	56	23	1.60	79 DALLAS, TX	39,281	52,821	26	28	1.34
30 AKRON, OH	30,990	49,481	41	13	1.60	80 OKLAHOMA CITY, OK	26,700	35,700	100	23	1.34
31 STOCKTON, CA	27,921	44,548	77	12	1.60	81 KANSAS CITY, MO	33,026	43,699	81	15	1.32
32 CHARLOTTE, NC	34,325	54,242	19	30	1.58	82 GARLAND, TX	39,281	51,899	33	41	1.32
33 HONOLULU, HI	30,971	48,783	47	14	1.58	83 GLENDALE, CA	37,487	49,436	42	12	1.32
34 INDIANAPOLIS, IN	33,655	52,855	25	20	1.57	84 MESA, AZ	32,430	42,594	86	16	1.31
35 ST. PETERSBURG, FL	29,342	46,050	71	22	1.57	85 BIRMINGHAM, AL	31,990	40,710	90	12	1.27
36 CINCINNATI, OH	33,626	52,737	29	13	1.57	86 ARLINGTON, TX	39,281	49,760	40	31	1.27
37 MILWAUKEE, WI	33,375	52,311	31	17	1.57	87 TULSA, OK	29,273	36,450	99	19	1.25
38 RALEIGH, NC	34,866	53,660	20	30	1.54	88 DENVER, CO	38,133	47,128	64	13	1.24
39 JACKSON, MS	28,074	43,077	84	27	1.53	89 WASHINGTON, DC	42,601	52,496	30	13	1.23
40 MADISON, WI	31,097	47,635	60	15	1.53	90 AUSTIN, TX	38,930	47,950	55	25	1.23
41 LOUISVILLE, KY	30,473	46,591	67	18	1.53	91 AURORA, CO	38,133	46,857	66	13	1.23
42 FRESNO, CA	24,734	37,657	97	6	1.52	92 SACRAMENTO, CA	34,266	42,095	88	12	1.23
43 SANTA ANA, CA	37,487	56,765	11	12	1.51	93 WICHITA, KS	30,770	37,088	98	12	1.21
44 DETROIT, MI	40,836	61,581	6	10	1.51	94 LOS ANGELES, CA	37,748	45,166	75	10	1.20
45 DAYTON, OH	32,362	48,648	48	15	1.50	95 OAKLAND, CA	40,975	47,402	61	15	1.16
46 OMAHA, NE	30,084	45,020	76	24	1.50	96 NEW YORK, NY	52,351	60,306	7	20	1.15
47 LITTLE ROCK, AR	28,620	42,499	87	18	1.48	97 SAN FRANCISCO, CA	50,169	49,262	44	12	0.98
48 LONG BEACH, CA	37,748	55,944	13	14	1.48	98 FREMONT, CA	61,100	54,657	17	11	0.89
49 LEXINGTON, KY	29,319	43,343	82	27	1.48	99 SEATTLE, WA	43,921	38,773	96	12	0.88
50 MOBILE, AL	26,595	39,058	93	22	1.47	100 SAN JOSE, CA	61,110	47,773	57	8	0.78
DOD AVERAGE							\$33,815	\$49,264	18	1.46	

Sources: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpmc.osd.mil/wage/scheds/educators.htm>. U.S. Department of Labor, "Annual Pay Levels in Metropolitan Areas, 1999," news release October 2000.

TABLE IV-10

**RATIO OF 1999-2000 AVERAGE TEACHER SALARY TO 1998 PER-CAPITA PERSONAL INCOME IN METRO AREA
RANKED BY MA-MAXIMUM TO PER-CAPITA INCOME RATIO**

	Per-Capita Personal Income	MA		Steps	Salary to Personal Income Ratio		Per-Capita Personal Income	MA		Steps	Salary to Personal Income Ratio
		Max	Rank					Max	Rank		
1 EL PASO, TX	\$16,359	\$48,791	46	31	2.98	51 MILWAUKEE, WI	\$30,582	\$52,311	31	17	1.71
2 JERSEY CITY, NJ	26,970	73,500	2	16	2.73	52 HONOLULU, HI	28,670	48,783	47	14	1.70
3 RIVERSIDE, CA	21,300	53,487	23	14	2.51	53 ATLANTA, GA	30,788	52,224	32	13	1.70
4 MIAMI, FL	23,919	57,000	10	20	2.38	54 PORTLAND, OR	29,430	49,869	39	14	1.69
5 SAN ANTONIO, TX	23,800	55,723	14	29	2.34	55 ST. PETERSBURG, FL	27,224	46,050	71	22	1.69
6 PITTSBURGH, PA	28,149	65,100	3	10	2.31	56 COLORADO SPRINGS, CO	26,270	44,384	78	17	1.69
7 BAKERSFIELD, CA	19,643	45,185	73	11	2.30	57 LOS ANGELES, CA	26,773	45,166	75	10	1.69
8 ROCHESTER, NY	27,390	62,888	5	26	2.30	58 LOUISVILLE, KY	27,749	46,591	67	18	1.68
9 ANAHEIM, CA	27,497	60,197	8	12	2.19	59 TOLEDO, OH	26,077	43,758	80	11	1.68
10 CORPUS CHRISTI, TX	21,326	46,300	70	22	2.17	60 HOUSTON, TX	30,801	51,525	35	28	1.67
11 STOCKTON, CA	20,813	44,548	77	12	2.14	61 ST. LOUIS, MO	29,089	48,500	50	11	1.67
12 COLUMBUS, GA	22,435	47,754	59	20	2.13	62 NEW YORK, NY	36,316	60,306	7	20	1.66
13 VIRGINIA BEACH, VA	23,771	50,505	38	19	2.12	63 PHOENIX, AZ	26,686	44,143	79	13	1.65
14 LONG BEACH, CA	26,773	55,944	13	14	2.09	64 BOSTON, MA	34,127	56,431	12	8	1.65
15 SANTA ANA, CA	27,497	56,765	11	12	2.06	65 TACOMA, WA	24,500	40,484	91	13	1.65
16 YONKERS, NY	36,316	74,951	1	15	2.06	66 AUSTIN, TX	29,087	47,950	55	25	1.65
17 DETROIT, MI	30,118	61,581	6	10	2.04	67 BALTIMORE, MD	29,548	48,598	49	15	1.64
18 GRAND RAPIDS, MI	26,694	54,499	18	11	2.04	68 NEW ORLEANS, LA	25,225	41,478	89	26	1.64
19 TUCSON, AZ	22,723	46,359	69	31	2.04	69 RICHMOND, VA	28,635	47,011	65	15	1.64
20 NEWPORT NEWS, VA	23,771	48,069	54	33	2.02	70 DALLAS, TX	32,406	52,821	26	28	1.63
21 SPOKANE, WA	23,450	47,287	62	16	2.02	71 LITTLE ROCK, AR	26,105	42,499	87	18	1.63
22 BUFFALO, NY	25,654	51,553	34	14	2.01	72 MONTGOMERY, AL	24,084	38,857	94	22	1.61
23 NORFOLK, VA	23,771	47,760	58	20	2.01	73 LEXINGTON, KY	26,912	43,343	82	27	1.61
24 LUBBOCK, TX	23,451	46,490	68	45	1.98	74 GARLAND, TX	32,406	51,899	33	41	1.60
25 FORT WORTH, TX	26,790	52,776	28	31	1.97	75 MESA, AZ	26,686	42,594	86	16	1.60
26 COLUMBUS, OH	28,454	55,554	15	16	1.95	76 ST. PAUL, MN	33,561	53,555	22	12	1.60
27 HUNTINGTON BEACH, CA	27,497	52,953	24	10	1.93	77 ALBUQUERQUE, NM	24,842	39,607	92	25	1.59
28 FRESNO, CA	19,947	37,657	97	6	1.89	78 BATON ROUGE, LA	24,403	38,853	95	14	1.59
29 CLEVELAND, OH	29,239	55,163	16	16	1.89	79 MADISON, WI	30,214	47,635	60	15	1.58
30 SHREVEPORT, LA	22,858	43,097	83	31	1.89	80 MINNEAPOLIS, MN	33,561	52,807	27	11	1.57
31 CHARLOTTE, NC	28,784	54,242	19	30	1.88	81 LAS VEGAS, NV	27,780	42,981	85	11	1.55
32 GREENSBORO, NC	27,283	50,970	36	30	1.87	82 SACRAMENTO, CA	27,232	42,095	88	12	1.55
33 ARLINGTON, TX	26,790	49,760	40	31	1.86	83 NASHVILLE, TN	29,344	45,174	74	17	1.54
34 MOBILE, AL	21,062	39,058	93	22	1.85	84 OMAHA, NE	29,307	45,020	76	24	1.54
35 CINCINNATI, OH	28,507	52,737	29	13	1.85	85 DES MOINES, IA	29,527	45,344	72	17	1.54
36 DAYTON, OH	26,422	48,648	48	15	1.84	86 KANSAS CITY, MO	28,473	43,699	81	15	1.53
37 AKRON, OH	26,934	49,481	41	13	1.84	87 BIRMINGHAM, AL	26,582	40,710	90	12	1.53
38 INDIANAPOLIS, IN	29,022	52,855	25	20	1.82	88 OKLAHOMA CITY, OK	23,337	35,700	100	23	1.53
39 FORT WAYNE, IN	26,659	48,478	51	18	1.82	89 WORCESTER, MA	34,127	50,633	37	11	1.48
40 TAMPA, FL	27,224	49,267	43	33	1.81	90 ANCHORAGE, AK	32,659	48,264	53	11	1.48
41 GLENDALE, CA	27,497	49,436	42	12	1.80	91 WASHINGTON, DC	36,043	52,496	30	13	1.46
42 LINCOLN, NE	27,487	48,811	45	19	1.78	92 WICHITA, KS	26,211	37,088	98	12	1.41
43 RALEIGH, NC	30,394	53,660	20	30	1.77	93 OAKLAND, CA	33,657	47,402	61	15	1.41
44 JACKSONVILLE, FL	27,244	47,900	56	23	1.76	94 DENVER, CO	34,092	47,128	64	13	1.38
45 JACKSON, MS	24,542	43,077	84	27	1.76	95 AURORA, CO	34,092	46,857	66	13	1.37
46 SAN DIEGO, CA	27,657	48,436	52	12	1.75	96 TULSA, OK	26,533	36,450	99	19	1.37
47 NEWARK, NJ	37,136	64,677	4	13	1.74	97 FREMONT, CA	40,828	54,657	17	11	1.34
48 CHICAGO, IL	33,181	57,136	9	12	1.72	98 SAN JOSE, CA	40,828	47,773	57	8	1.17
49 MEMPHIS, TN	27,511	47,238	63	19	1.72	99 SAN FRANCISCO, CA	45,199	49,262	44	12	1.09
50 PHILADELPHIA, PA	31,295	53,573	21	11	1.71	100 SEATTLE, WA	36,854	38,773	96	12	1.05
DOD AVERAGE							\$28,165	\$49,264		18	1.75

Sources: U.S. Department of Commerce, Bureau of Economic Analysis, "Personal Income and Per Capita Personal Income for Metropolitan Areas, 1996-98," U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000., <http://www.cpmc.osd.mil/wage/scheds/educators.htm>.

TABLE IV-11

**THE RATIO OF 1999-2000 MA-MAXIMUM SALARIES TO THE 1999-2000 STATE AVERAGE
RANKED BY THE MA-MAXIMUM TO AVERAGE SALARY RATIO**

	State Average	MA Max	Rank	Steps	MA Max to State Ratio		State Average	MA Max	Rank	Steps	MA Max to State Ratio
1 YONKERS, NY	\$47,217	\$74,951	1	15	1.59	51 NORFOLK, VA	\$38,992	\$47,760	58	20	1.22
2 MIAMI, FL	36,722	57,000	10	20	1.55	52 MESA, AZ	34,824	42,594	86	16	1.22
3 SAN ANTONIO, TX	37,567	55,723	14	29	1.48	53 ALBUQUERQUE, NM	32,713	39,607	92	25	1.21
4 LINCOLN, NE	33,237	48,811	45	19	1.47	54 OKLAHOMA CITY, OK	29,525	35,700	100	23	1.21
5 JERSEY CITY, NJ	50,878	73,500	2	16	1.44	55 DENVER, CO	39,073	47,128	64	13	1.21
6 DALLAS, TX	37,567	52,821	26	28	1.41	56 RICHMOND, VA	38,992	47,011	65	15	1.21
7 FORT WORTH, TX	37,567	52,776	28	31	1.40	57 BOSTON, MA	46,955	56,431	12	8	1.20
8 GARLAND, TX	37,567	51,899	33	41	1.38	58 AURORA, CO	39,073	46,857	66	13	1.20
9 CHARLOTTE, NC	39,404	54,242	19	30	1.38	59 LEXINGTON, KY	36,255	43,343	82	27	1.20
10 HOUSTON, TX	37,567	51,525	35	28	1.37	60 MADISON, WI	39,897	47,635	60	15	1.19
11 RALEIGH, NC	39,404	53,660	20	30	1.36	61 SANTA ANA, CA	47,680	56,765	11	12	1.19
12 ST. LOUIS, MO	35,660	48,500	50	11	1.36	62 AKRON, OH	41,713	49,481	41	13	1.19
13 OMAHA, NE	33,237	45,020	76	24	1.35	63 HONOLULU, HI	41,292	48,783	47	14	1.18
14 JACKSON, MS	31,897	43,077	84	27	1.35	64 BATON ROUGE, LA	33,109	38,853	95	14	1.17
15 PITTSBURGH, PA	48,321	65,100	3	10	1.35	65 LONG BEACH, CA	47,680	55,944	13	14	1.17
16 TAMPA, FL	36,722	49,267	43	33	1.34	66 DAYTON, OH	41,713	48,648	48	15	1.17
17 ROCHESTER, NY	47,217	62,888	5	26	1.33	67 COLUMBUS, GA	41,122	47,754	59	20	1.16
18 COLUMBUS, OH	41,713	55,554	15	16	1.33	68 FORT WAYNE, IN	41,855	48,478	51	18	1.16
19 TUCSON, AZ	34,824	46,359	69	31	1.33	69 SPOKANE, WA	41,047	47,287	62	16	1.15
20 ARLINGTON, TX	37,567	49,760	40	31	1.32	70 FREMONT, CA	47,680	54,657	17	11	1.15
21 CLEVELAND, OH	41,713	55,163	16	16	1.32	71 COLORADO SPRINGS, CO	39,073	44,384	78	17	1.14
22 MILWAUKEE, WI	39,897	52,311	31	17	1.31	72 RIVERSIDE, CA	47,680	53,487	23	14	1.12
23 JACKSONVILLE, FL	36,722	47,900	56	23	1.30	73 GRAND RAPIDS, MI	48,729	54,499	18	11	1.12
24 SHREVEPORT, LA	33,109	43,097	83	31	1.30	74 BALTIMORE, MD	43,720	48,598	49	15	1.11
25 MEMPHIS, TN	36,328	47,238	63	19	1.30	75 HUNTINGTON BEACH, CA	47,680	52,953	24	10	1.11
26 EL PASO, TX	37,567	48,791	46	31	1.30	76 BIRMINGHAM, AL	36,689	40,710	90	12	1.11
27 MINNEAPOLIS, MN	40,678	52,807	27	11	1.30	77 PHILADELPHIA, PA	48,321	53,573	21	11	1.11
28 VIRGINIA BEACH, VA	38,992	50,505	38	19	1.30	78 PORTLAND, OR	45,103	49,869	39	14	1.11
29 GREENSBORO, NC	39,404	50,970	36	30	1.29	79 ST. PAUL, MN	48,729	53,555	22	12	1.10
30 LOUISVILLE, KY	36,255	46,591	67	18	1.29	80 BUFFALO, NY	47,217	51,553	34	14	1.09
31 NEW YORK, NY	47,217	60,306	7	20	1.28	81 WASHINGTON, DC	48,304	52,496	30	13	1.09
32 AUSTIN, TX	37,567	47,950	55	25	1.28	82 WORCESTER, MA	46,955	50,633	37	11	1.08
33 NEWARK, NJ	50,878	64,677	4	13	1.27	83 MOBILE, AL	36,689	39,058	93	22	1.06
34 DES MOINES, IA	35,678	45,344	72	17	1.27	84 MONTGOMERY, AL	36,689	38,857	94	22	1.06
35 ATLANTA, GA	41,122	52,224	32	13	1.27	85 TOLEDO, OH	41,713	43,758	80	11	1.05
36 PHOENIX, AZ	34,824	44,143	79	13	1.27	86 ANCHORAGE, AK	46,481	48,264	53	11	1.04
37 CINCINNATI, OH	41,713	52,737	29	13	1.26	87 GLENDALE, CA	47,680	49,436	42	12	1.04
38 DETROIT, MI	48,729	61,581	6	10	1.26	88 SAN FRANCISCO, CA	47,680	49,262	44	12	1.03
39 INDIANAPOLIS, IN	41,855	52,855	25	20	1.26	89 WICHITA, KS	36,282	37,088	98	12	1.02
40 ANAHEIM, CA	47,680	60,197	8	12	1.26	90 SAN DIEGO, CA	47,680	48,436	52	12	1.02
41 LITTLE ROCK, AR	33,691	42,499	87	18	1.26	91 SAN JOSE, CA	47,680	47,773	57	8	1.00
42 ST. PETERSBURG, FL	36,722	46,050	71	22	1.25	92 LAS VEGAS, NV	43,083	42,981	85	11	1.00
43 NEW ORLEANS, LA	33,109	41,478	89	26	1.25	93 OAKLAND, CA	47,680	47,402	61	15	0.99
44 NASHVILLE, TN	36,328	45,174	74	17	1.24	94 TACOMA, WA	41,047	40,484	91	13	0.99
45 LUBBOCK, TX	37,567	46,490	68	45	1.24	95 BAKERSFIELD, CA	47,680	45,185	73	11	0.95
46 TULSA, OK	29,525	36,450	99	19	1.23	96 LOS ANGELES, CA	47,680	45,166	75	10	0.95
47 NEWPORT NEWS, VA	38,992	48,069	54	33	1.23	97 SEATTLE, WA	41,047	38,773	96	12	0.94
48 CORPUS CHRISTI, TX	37,567	46,300	70	22	1.23	98 STOCKTON, CA	47,680	44,548	77	12	0.93
49 CHICAGO, IL	46,480	57,136	9	12	1.23	99 SACRAMENTO, CA	47,680	42,095	88	12	0.88
50 KANSAS CITY, MO	35,660	43,699	81	15	1.23	100 FRESNO, CA	47,680	37,657	97	6	0.79
DOD AVERAGE							\$41,544	\$49,264	18	1.19	

Sources: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpmis.osd.mil/wage/scheds/educators.htm>. American Federation of Teachers, annual survey of state departments of education.

Table IV-12

SALARY SCHEDULE FOR TEACHERS IN OVERSEAS U.S. SCHOOLS

1999-2000

	Bachelor's	BA +15	BA+30	Master's	MA +15	MA +30	Doctorate
Step							
1	\$29,125	\$30,140	\$31,155	\$32,170	\$33,185	\$34,200	\$35,215
2	30,230	31,320	32,405	33,495	34,580	35,670	36,755
3	31,335	32,500	33,655	34,820	35,975	37,140	38,295
4	32,440	33,680	34,905	36,145	37,370	38,610	39,835
5	33,545	34,860	36,155	37,470	38,765	40,080	41,375
6	34,650	36,040	37,405	38,795	40,160	41,550	42,915
7	35,755	37,220	38,655	40,120	41,555	43,020	44,455
8	36,860	38,400	39,905	41,445	42,950	44,490	45,995
9	37,965	39,580	41,155	42,770	44,345	45,960	47,535
10	39,070	40,760	42,405	44,095	45,740	47,430	49,075
11	40,175	41,940	43,655	45,420	47,135	48,900	50,615
12	41,280	43,120	44,905	46,745	48,530	50,370	52,155
13	42,385	44,300	46,155	48,070	49,925	51,840	53,695
14	43,490	45,480	47,405	49,395	51,320	53,310	55,235
15 *	44,540	46,560	48,515	50,535	52,490	54,510	56,465
16 *	45,590	47,640	49,625	51,675	53,660	55,710	57,695
17 *	46,640	48,720	50,735	52,815	54,830	56,910	58,925
18 *	\$47,690	\$49,800	\$51,845	\$53,955	\$56,000	\$58,110	\$60,155

* Steps 15, 16, 17 and 18 are longevity steps payable upon completion of four years service in steps 14, 15, 16, and 17 respectively.

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

The American Federation of Teachers represents more than one million preK-12 teachers, para professionals and school-related personnel, higher education faculty and staff, health care professionals, and state and municipal employees.



DRAFT

Alaska State Legislature



Interim:

716 West 4th Avenue

Anchorage, AK 99501
(907) 269-0181

Juneau, AK 99801-1182
(907) 465-4843

Representative Con Bunde District 18

FOR IMMEDIATE RELEASE: Oct. 17, 2001

CONTACT: Rep. Con Bunde, 465-4843

Committee to Consider Teacher Shortage **Will Visit Urban, Rural Districts; Hold Statewide Teleconference**

(JUNEAU) – Responding to a continuing shortage of qualified teachers in Alaska, the House Special Committee on Education has scheduled statewide hearings on the issue next week.

"Our children depend on an excellent education to prepare them for their future," Rep. Con Bunde (R-Anchorage), chair of the committee, said today. "Again and again, research has shown that the most important ingredient for a quality education is a quality teacher in the classroom. **Alaska has many excellent teachers. We need to retain them and recruit some more.**"

While Alaska has traditionally been an attractive market for professional educators, Bunde said, labor economists and educational experts report that recent economic trends in Alaska and Outside have made it harder for Alaska schools to attract and keep educators.

Created by the legislature last session to address critical issues in Alaska's educational system, the Education Committee will visit four diverse communities to talk with educators, administrators, and parents about Alaska's problems recruiting and retaining quality teachers. **The committee will travel to meet with education professionals and community members in the Kodiak School District on October 22, the Matanuska-Susitna Borough and Anchorage School Districts on October 23, and to Kotzebue to meet with the community of the Northwest Arctic Borough School District on October 24th.**

Other Alaskans interested in the issue are invited to participate in a statewide teleconference on Tuesday, Oct. 23 from 6 p.m. to 7:30 p.m., where committee members will learn more about the barriers to teacher recruitment and retention in Alaska, and ~~to~~ hear suggestions on how to break down those barriers ~~for~~ from teachers, administrators and community members across the state. Those interested in participating may contact their local Legislative Information Offices for instructions on how to testify by teleconference.

"Every state in the nation is trying to solve their teacher shortage in creative ways," Bunde said. "Alaska must remain competitive in this very important market. We need to identify the diverse problems that exist for school districts across the state, identify creative solutions, and implement them quickly for the good of our children. **I look forward to meeting with these four communities, and I hope we will hear from many people across the state on Tuesday night.**"

###

Subject: Teacher Shortage Hearing Schedule & Other Info

Date: Wed, 10 Oct 2001 16:29:17 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: committeecontacts <lhscbun+committeecontacts@legis.state.ak.us>,

teachershortagehearinglist <lhscbun+teachershortagehearinglist@legis.state.ak.us>

BCC: Con <conbunde@gci.net>, Dan Saddler <Dan_Saddler@legis.state.ak.us>

Hello all --

Here is the final schedule for the teacher shortage hearings taking place on October 22-24. I hope all committee members have made their plane reservations to Kodiak and Kotzebue!

I will be sending out hearing packets to committee members in good time to prepare for the meetings. I plan to include school district information (including meeting locations, plane & meeting times, scheduled participants, district profiles and districts' specific problems), and general research on the problems of and solutions for teacher recruitment and retention.

We are very happy to welcome testimony from the members of the communities we are visiting, either in person or in writing. We will also have teleconference capabilities for interested legislators, school district personnel, and community members who would like to attend but cannot travel to a particular location. The meetings will also be taped, but not transcribed.

The statewide teleconference is for the general public from those communities the committee is not visiting. *If your boss is not a member of the committee, but would like to be included in any of the teleconferences, please let me know and I will be happy to set that up.*

I have attached a notice that I have distributed to the LIOs and the school districts we are visiting. It has also gone out to the associations for teachers, principals, superintendents, etc. Please feel free edit it as you see fit to suit your community and/or to distribute it to whomever you think would be interested.

If you have any questions, please let me know. I'll be happy to help.
Karen McCarthy

October 22:

Kodiak School District

Meeting at Kodiak Borough Assembly Chambers

Flight 30: 6:00 am - 6:55 am (Anchorage to Kodiak)

Meeting Time: 8:00 am - 12:00 pm

Flight 4895: 3:10 pm - 4:15 pm (Kodiak to Anchorage)

October 23:

Mat Su School District

Meeting at the LIO (600 E. Railroad Avenue)

Drive to Wasilla

Meeting Time: 9:00 am - 12:00 pm

Drive back to Anchorage

Lunch on your own.

Anchorage School District

✓ Meeting at 4600 DeBarr Road (School Board Room, 1st Floor)
Meeting Time: 2:00 - 5:00 pm
Dinner on your own.

✓ Statewide Teleconference
Meeting at Anchorage LIO (716 W. 4th Avenue)
Meeting Time: 6:00 - 7:30 pm

October 24:

Northwest Arctic Borough School District

Meeting at the District Office

✓ Flight 152: 9:35 am - 11:06 am (Anchorage to Kotzebue)

Welcoming Lunch will be provided.

Meeting Time: 12:00 - 3:00 pm

Flight 156: 5:12 - 6:37 pm

☐ <u>Education Professionals Notice.doc</u>	Name: Education Professionals Notice.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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received

Subject: Teacher Shortage Hearings

Date: Thu, 11 Oct 2001 16:17:42 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: ~~w~~marshall@ak.nea.org, ~~g~~giles@aasb.org, ~~a~~acsa@gci.net, ~~a~~assp@alaska.net,
~~w~~woody_wilson@fc.wsd.k12.us, fyatp@uaf.edu

BCC: Con <conbunde@gci.net>

Vern, Greg, Darroll, Carol, Woody and Jacqui:

On August 30, I sent you all an e-mail about the House Special Committee on Education's planned hearings on the teacher shortage. I included a notice that you could send out to your organizations' members.

Will any of you be participating in the statewide teleconference on October 23? If so, please let me know so that the committee members can expect to hear from you. If you have prepared comments for the meeting, please send them to me by noon on Monday, October 15th so that I can copy and distribute them in the committee members' packets. You can either e-mail them to this address or fax them to 907-465-3871.

Also, have you received input from any of your members indicating that they have an interest in providing comments to the committee? I am trying to gauge how much participation we can expect at the teleconference.

I have attached the final schedule for your information.

If you have any questions, please contact me. Looking forward to hearing from you!

Karen McCarthy
Committee Aide

House Special Committee on Education
Rep. Con Bunde, Chair

 <u>Final Meeting Times & Locations.doc</u>	Name: Final Meeting Times & Locations.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Subject: Re: Effective Teacher Recruitment and Retention Strategies

Date: Wed, 26 Sep 2001 17:29:00 -0800

From: "Con Bunde" <conbunde@gci.net>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

Save sthis for our repoort to the legislature on the teacher shortage hearings

----- Original Message -----

From: Representative Con Bunde

To: committeecontacts

Sent: Wednesday, September 26, 2001 4:48 PM

Subject: Effective Teacher Recruitment and Retention Strategies

This report was also featured in this week's Education Gadfly. As it does not lend itself particularly well to printing, I am sending it via e-mail for your review. If you are pressed for time, I would especially encourage you to look at the "Conclusions" section, which provides information on what strategies worked for principals, and the "Recommendations" section, which provides ideas for school districts and state policymakers. I will not be including this report in the hearing packets.

<http://www.ncrel.org/policy/pubs/html/strategy/>

Visit the NCREL Home Page

Effective Teacher Recruitment and Retention Strategies in the Midwest: Who Is Making Use of Them?

May 2001

Prepared for the North Central Regional Educational Laboratory by:

Debra Hare
Associate Director
Center for School Change
University of Minnesota

and

James L. Heap
Professor and Dean
College of Education
Ohio University

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Conclusions

Recommendations

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Appendix B. Tables

policywww@ncrelsgi.ncrel.org

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Alaska State Legislature

Representative Con Bunde
District 18

Chair: House Special Committee on Education
Vice Chair: House Finance Committee

During Session:
State Capitol
Juneau, AK 99801-1182
(907)- 465-4843
E-mail: representative_con_bunde@legis.state.ak.us

During Interim:
716 W. Fourth Avenue
Anchorage, AK 99501-2133
(907) 269-0181
website: www.akrepublicans.org/Bunde.htm

FAX COVER SHEET

DATE: September 13, 2001
TO: Peggy
FAX #: 2864
FROM: Karen
RE: Teacher Shortage Hearings
PAGES: 5 (including cover)

Peg:

I am re-faxing the notice re: the House Special Committee on Education's hearings on the teacher shortage. I'm also sending a copy of the e-mail I sent to Sue with the districts' contact people and the notice we've sent out to education professionals around the state.

If you would distribute the notice to education professionals to all LIOs in the state, I'd appreciate it. I will also e-mail you a copy in case that makes distribution easier for you.

Please let me know if you have any questions or problems. I'm at 465-3881 or Rep. Bunde's e-mail address.

Thanks again,
Karen

Alaska State Legislature

Representative Con Bunde
District 18

Chair: House Special Committee on Education
Vice Chair: House Finance Committee

During Session:
State Capitol
Juneau, AK 99801-1182
(907)-465-4843
E-mail: representative_con_bunde@legis.state.ak.us

During Interim:
716 W. Fourth Avenue
Anchorage, AK 99501-2133
(907) 269-0181
website: www.akrepublicans.org/Bunde.htm

*faxed 8/29/01
5:00 pm.*

FAX COVER SHEET

DATE: August 23, 2001
TO: Legislative Teleconferencing
FAX #: 2864
FROM: Karen/Rep. Con Bunde
RE: HEDU Teacher Shortage Meetings
PAGES: 2 (including cover)

The House Special Committee on Education will be holding meetings regarding the teacher shortage in four communities. Three of the meetings will take place at school district sites. One will be a statewide teleconference at the Anchorage LIO

It is not possible for the committee aide to travel to these meetings. However, the committee would like to have the opportunity to teleconference and record the meetings. Is it possible for the LIO ladies to take the necessary equipment to the meetings and fulfill those functions?

The schedule of the meetings is:

<u>Date</u>	<u>Time</u>	<u>School District</u>	<u>Specific Location</u>
October 22	8:00 - 2:00	Kodiak School District	Kodiak
October 23	9:00 - 12:00	Mat-Su School District	Palmer
October 23	2:00 - 5:00	Anchorage S.D.	Anchorage
October 23	6:00 - 7:30	Statewide T/C	Anchorage LIO
October 24	12:00 - 3:00	NW Arctic Borough S.D.	Kotzebue

The information in and following this fax cover sheet is confidential and is intended for the addressee listed above.
If you have received this fax in error, please contact Representative Bunde at 1-800-892-4843.

Thank you!

L10 Fax (465) 2864 Teleconference Order No

L10 STAFF USE
4338

SPONSOR'S NAME

HEDU

CHAIRING SITE LOCATION

JUNEAU

DATE

Oct. 22, 23 & 24

STAFF CONTACT

KAREN

CHAIRPERSON

BUNDE

START/END TIME

Various

CONTACT TELEPHONE

4843

BILL NO TITLE/SUBJECT

Teacher Shortage

JUNEAU ROOM

~~XXXX~~

CONTACT E-MAIL

LEGISLATIVE TELECONFERENCE NETWORK SITES

ANCHORAGE	☒	FAIRBANKS	☐	KODIAK	☐	SITKA	☐
BARROW	☐	GLENNALLEN	☐	KOTZEBUE	☐	TOK	☐
BETHEL	☐	HOMER	☐	MAT-SU	☐	VALDEZ	☐
CORDOVA	☐	JUNEAU	☐	NOME	☐	WRANGELL	☐
DELTA-J	☐	KENAI	☐	PETERSBURG	☐		☐
DILLINGHAM	☐	KETCHIKAN	☐	SEWARD	☐	CHANGES	☐

OFF-NET/VTS SITES

LOCATION/CONTACT NAME/TELEPHONE

Oct. 22-Kodiak	School District	(8:00am-2:00 pm)
Oct 23 Mat-Su	S. D.	(9:00am-12:00 pm)
Oct 23 Anchorage	S.D.	(2:00 pm-5:00 pm)
Oct. 24 NW Arctic Borough	S.D.-Kotzebue	(12:00-3:00)

TESTIMONY TAKEN

YES ☒ Statewide T/C NO ☐

INVITATION ONLY

YES ☒ Mats.D. NO ☒ for T/C

TIME LIMIT

YES ☒ for statewide T/C
NO ☐ TIME LIMIT 3 minutes

NOTES

OTHER SITES MAY
ADD IN YES ☐ NO ☐

FOR LTN STAFF USE ONLY

BRIDGE INFORMATION

DIRECT DIAL	
PORTS REQUESTED	
PORTS FILLED	
INCREASE PORTS	
BRIDGE TELEPHONE	
TOLL FREE NUMBER	

TELECONFERENCE TYPE

LEGISLATIVE	PUBLIC HEARING	☐
NON-LEG	WORK SESSION	☒
LAA	ADMIN	☐
SPONSORED	CONSTITUENT	☐

ADMINISTRATION

ORDER TAKEN BY	
DATE	
TIME	

T/C Notice

Subject: Teacher Shortage Hearing S.D. Contacts
Date: Thu, 30 Aug 2001 11:25:47 -0800
From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>
To: Sue Gullufsen <Sue_Gullufsen@legis.state.ak.us>

Sue:

I have either spoken to or left messages for all of the contacts for the HEDU teacher shortage hearings. They will be expecting a call from the local LIO person.

Those contacts are:

Kodiak S.D.	Sheila Roberts	486-9220
Mat-Su S.D.	Kim Floyd	746-9251
Anchorage S.D.	Mary Kay	742-4312
Northwest Arctic Borough S.D. (Kodiak)	Superintendent Charles Mason <i>Bunny Schaeffer</i>	442-3472 ext. 233 242

Do you need me to contact the Anchorage LIO ladies to set up the evening teleconference there on October 23? We are looking at doing that from 6:00 - 7:30 pm.

Thanks again for all your help!
Karen

Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

August 30, 2001

To All Alaska Education Professionals,

The House Special Committee on Education is providing notice of the following meetings:

October 22, Monday Kodiak School District 8:00 a.m. - 2:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Mat-Su School District 9:00 a.m. - 12:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage School District 2:00 p.m. - 5:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage L.I.O. 6:00 p.m. - 7:30 p.m. (times approximate)
Statewide Teleconference for Teachers and Other Education Professionals Regarding the Teacher Shortage
Teleconferenced Yes - 3 minute limit per speaker

October 24, Wednesday NW Arctic Borough S.D. 12:00 p.m. - 3:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconference Invitation Only

We hope to hear from you about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

Questions or Comments? Please contact:

Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

1-800-892-4843 (Phone)
907-465-3871 (Fax)
Representative_Con_Bunde@legis.state.ak.us

Subject: Teacher Shortage Hearings

Date: Wed, 29 Aug 2001 11:40:10 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Joel Lounsbury <Joel_Lounsbury@legis.state.ak.us>,
Jennifer Strickland <Jennifer_Strickland@legis.state.ak.us>,
Beth Butcher <Beth_Butcher@legis.state.ak.us>,
Representative Peggy Wilson <Representative_Peggy_Wilson@legis.state.ak.us>,
Doug Letch <Doug_Letch@legis.state.ak.us>,
Katrina Matheny <Katrina_Matheny@legis.state.ak.us>,
Gwen Cornelius <Gwen_Cornelius@legis.state.ak.us>,
Nathan Johnson <Nathan_Johnson@legis.state.ak.us>

Good morning all --

Speaker Porter has approved travel for the Teacher Shortage Hearings. Please send your TRs in to his office (c/o Joel) as you would for a regular trip.

The schedule will be:

October 22:

Kodiak

Published plane times from Anchorage arrive Kodiak 7:00 am & depart 3:20 pm.

October 23

Mat-Su School District (approximately 9:00 am - 12:00 pm)

Anchorage School District (approximately 2:00 - 5:00 pm)

Possible Statewide Teacher Teleconference at Anchorage LIO 6:00 - 7:30 pm

October 24

Northwest Arctic Borough School District

Published plane times from Anchorage arrive Kotzebue 11:00 am & depart 4:00pm

Other Information:

- As soon as I have more specific information about the plans at each school district, I will let you know.
- Please make travel and hotel arrangements for your own boss as necessary.
- If we are coming to your community, please do what you can to publicize the meetings. I will also be asking NEA to spread the word to teachers statewide.
- Written testimony from teachers may be faxed to our Juneau office at 907-465-3871.
- I'll be checking with the LIOs to see if they can record the meetings off site.
- House Records will probably not do minutes, but if the meetings can be recorded, let me know if you want a copy of the tape(s).
- If you have any questions, please let me know.
- I will not be going on any of these trips.

Karen

*Peggy Wilson won't
be attending.*

Subject: Conversation with Dave Veazey re: Ed Ctr for Exc

Date: Wed, 22 Aug 2001 12:37:48 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Con <conbunde@gci.net>

Con -- Mr. Veazey called me to explain that the Center now ramping up as a partnership between UA and DoE is different from the proposal in the Ed Funding Task Force's A+ Report. This is an idea that Comm. Holloway and Bill McDarmid (formerly of UAF) came up with.

They are currently expecting results from a survey of teachers and school districts re: teacher recruitment and retention factors and the changing nature of K-12 education. They will get us that when they get the data back.

They are working from \$2.3 million from the feds plus \$500,000 in UA money. They are also 99% sure to get an additional \$1.3 million in federal money. They will be hiring a grant administrator so future funding will not have to be state GF.

So far, they have given \$700,000 in grants to school districts so the districts can accomplish what is needed locally re: teacher shortage.

They have also given \$100,000 to Alaska Teacher Placement so they don't have to charge applicants \$167 each for help in finding AK teaching jobs. They are also working with AK Teacher Placement to remodel what they do.

They are also looking at how to run a teacher mentoring system for teachers in their first two years.

They want to be "in the K-12 world fixing the problems that exist."

You are invited to their Center for Education Excellence Summit September 27-28 in Fairbanks. They will be talking with district admin and teachers to come to a consensus on how best the Center can meet districts' and teachers' needs.

He is very excited to work with you and would like to know how your vision for ed improvement fits with their plans. They are still ramping up toward making decisions about what they will be providing. They'd like to work with you.

I did express to him the Legislature's frustration that DoE tends to run off and do things without giving the policy call to the Legislature. They may be doing beneficial things, they certainly have good intentions, but that I hope to foster better communication. I think he got my message.

Denny will be talking with Matt Gill in Mulder's Anchorage office -- he did the UA budget -- to see if there was authorization there for the Center to exist and make expenditures.

Would you want to go to Fairbanks? I don't see anything on your schedule for those two days.

Do you want to have Mr. Veazey at the Anchorage teacher shortage meeting in October, or wait to have him at a session hearing?

PS -- I believe this might be the Dave Veazey who ran against Wilken. If so, I remember that Sheila was not impressed with his integrity. Maybe something to keep in the back of our minds as we work with him.

On the theory that it's wise to keep your friends close, and those you don't trust even closer. If this is the same guy.

Subject: Chugach & Teacher Shortage Hearings

Date: Wed, 15 Aug 2001 17:07:01 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Con <conbunde@gci.net>

Con --

I just got off the phone with Rich de Lorenzo at Chugach. We hadn't heard back if they wanted the committee to come out re: teacher shortage.

They don't, as they have no problems. They have lots of applicants and they've cut their attrition rate from 50% to 10%. He's sending 10 pages on how they keep their teachers happy. Things like:

- modular 2-bath houses provided through (HUD?) grants
- flying teachers to Anchorage to vent and re-charge their batteries
- flying mentors and substitutes in to give teachers support and a break
- conflict resolution training that works for general village problems
- making sure their teachers know they are valued and that their voices are heard. (Just as that Harvard study recommended.)

We might be able to include their techniques in a bulleted "successful strategies to keep teachers" list. Rich suggested we don't use their name. While some people think Chugach S.D. is great, others really don't.

So that brings us to 3 districts who want us -- Anchorage, Mat-Su and Kodiak. Two who don't -- Fairbanks and Chugach. And two who have been unresponsive -- Nome and NW Arctic Borough. I haven't heard back from Nome on my pointed "do you want us or not" question. I've asked Rep. Joule's staff to query NWAB (Kotzebue). I also have a question out to committee staff asking for legislators' dates of conflict in September and October.

You and I should probably figure out how we want these hearings to go. Afternoons or evenings? Quick hops or a full day? Everyone squished into one week or two or spread out? Public testimony and everything or just a closed meeting with the big cheeses?

One thought, we might be able to do Anchorage SD during Legislators Back to School Week (Sept 18-21) and get some good press. Although CSG begins on the 21st and Reps Porter & Green might be swamped.

Karen

A thousand applicants and 200 jobs. This was the standard in previous years at the Alaska Teacher Job Fair in Anchorage, Alaska. You might see people in tears after three days of waiting in lines, \$1000 plane tickets in their pockets, and not a single interview. Educators with experience and good resumes waiting in lines twelve people deep for hours to compete for jobs often in remote Alaskan villages where honey buckets replace toilets.

April 2001 Job Fair, 750 openings, 250 applicants and it is a teacher's market. Some districts are offering hefty signing bonuses and teachers are walking around with three contracts in hand. The single-file lines at district booths leave room to see teams of administrators like carnival barkers imploring teachers to interview, extolling the amenities of their sites. Over in the west corner, teachers surround two lone administrators at the Chugach booth. At a time when every teacher can have the job of their choice, three teaching couples are willing to split contracts and work half-time to get into our system. Such is the reputation today of Chugach School District.

5 Faculty and Staff Focus

5.1 Work Systems

5.1a(1) The CSD work system can be described as a well oiled, integrated machine, which fosters independent satisfaction as well as a healthy team atmosphere. Cross training allows for movement in the system, although, there are job-specific descriptions. Every teacher, from elementary to high school, in our organization teaches more than two developmental levels and multiple subject matter. Chugach site enrollment ranges from 10 to 40 students (K-12). Teachers do not teach subjects in isolation. Our teachers teach all subjects to the same group of students all day. This quality time is a powerful tool in building a relationship that will positively impact each student's life. Team members must be effective teachers and be able to take care of the health, safety and welfare of each child. New team members complete a two-week orientation to learn our system, the CIM, and the cultural environment. In some sites, teachers run school facilities, cook breakfast, at times act as police, organize transportation by plane and boat, and maintain a well-rounded and positive aspect. Many teachers have become integral members and role models within their communities. Unique safety requirements include weather and travel issues. Student access to faculty is 24-7, even beyond the nine-month school year. Home school students do work on their own schedule due to subsistence activities. Also, CSD students know what is expected and so can work on their education during summer

and after school. Therefore we provide year-round customer service.

The new Chugach culture of continuous improvement has garnered a staff of educators who declare, "Do what is best for the student", and then they do. CSD has high and clear expectations of staff and it is understood that members are philosophically aligned with the systems' logic. Employees believe in the system passionately. They consistently behave in a manner that is not only supportive, but teaches students and others to reach for increased leadership capacity. We know how to assess, instruct, reinforce, analyze, and continually improve which keeps the machine oiled. We are aligned to this model which is always an integrated system as seen in Figure 5.1-1.

The Chugach organizational culture is committed to employee satisfaction and well-being. While specific divisions in the workforce clarify roles and accountability, all employees are aligned to the shared vision and work together to share information. Research proves that most teachers do not stay beyond a second or third year teaching in Alaskan villages. CSD's average retention rate was one to two years before reform. In order to persevere over the challenges the district faces, CSD offers personnel flexible working conditions. The district supports job rotations and job share contracts. This enables married couples to support each other in the remote sites, although there may be only one job. Personal and district needs are met through adaptable work practices. Flexible calendars enable support



Figure 5.1-1 CSD Work System

staff and contractual employees to work from their homes outside the district region. In this way CSD is able to hire and keep good people.

We have two levels in this organization, the leadership team and team members. Agility is guaranteed through the continual improvement loop aligned with tools and training. Scheduled inservices, teleconferences, email, newsletters, and face-to-face contact aid staff in sharing information across thousands of miles. Recently acquired technology mentioned in Category 4 has greatly modernized our communication capabilities. CSD maintains digital calendars accessible by all sites to aid in the communication of events. One example of shared communications is the transportation schedules to sites. We strive to use planes wisely and knowledge of people movements in the sound can save a flight or double up a plane load. Our key communication processes are discussed in Categories 2,3, and 4. Knowledge is also shared through the TRM, which has been updated three times since its inception in 1996, and is now digitized on CD. The CSD method for knowledge sharing is the Continuum of Collegiality Figure 5.1-2. We collaborate and contribute. The new CSD organizational culture has generated a level of collegiality that is perched upon the higher levels of the continuum. Such a continuum establishes internal expectations for CSD employees. We have invited over seven districts to CSD inservices. Guest participants comment on the lack of employee conflicts and the positive and professional focus of our staff.

5.1a(2,3) While many districts across our nation yield to traditional standards, supported by tenure laws and unions, CSD plans to uphold standards of excellence, directing the long overdue recognition, status, and salaries that excellent teachers have earned. Faculty and staff developed the key tools of our performance pay program and are motivated and involved. The motivation stems from the empowerment to take immediate action by staff and faculty and in this way the CSD system is geared to expand the leadership capacity of each staff member. Performance-based pay is directly connected to faculty and staff goals and students objectives. The program is two-tiered providing for Individual and District-Wide Performance-based pay. From 1997 to 2000, this program has given \$87,900 in recognition of teacher advancement in instruction and refinement of the CSD system. Refinement is at the upper end of the continuum and demonstrates one way CSD encourages and invites

innovation. Through this process, teachers have changed and improved ILPs, CIM and district assessments. It is a voluntary CSD program whose intent is to provide a vehicle for:

- Clearly communicating expectations as well as a roadmap towards continuous professional improvement
- Recognizing and rewarding exceptional performance
- Creating a collaborative and cohesive team culture that will sustain and continually improve CSD
- Career Progression

Performance-based pay supports achievement by clearly defining and modeling high performance, providing incentives for that performance, and supporting performance with alignment to the Teacher Assessment System (TAS).

The faculty and staff performance management system is TAS. We help teachers become more effective instructors by using assessment tools that clearly identify research-based standards. Teachers can guide their own development. The goals of this system are as follows: Increased Student Success, Accountability and Compliance, Time Efficiency, and Professional Recognition and Career Progression. The goals are aligned to the OPG and strategic planning, Figure 2.1-1. Teachers who achieve the highest levels identified in this model can apply for national professional recognition in the National Board Certification. The State of Alaska and many professional organizations encourage participation in this new certification. It is projected by the year 2007 that National Board Certificates will be recognized and accepted in school districts across the nation.

TAS requires the following:

- Demonstration of performance that includes:
 - Observations by certified administrators
 - Comments from students, parents, fellow teachers and community members
 - Materials, documents and artifacts pertaining to standard
 - Self-reflection
- Involvement and training for staff on the assessment system, including revisions and improvements
- Assistance for teachers performing below district standards
- Opportunities for professional recognition

Our overall objectives for student and staff learning and development are clearly outlined in this system. Please see Figure 5.1-3, for an example of the model.



Figure 5.1-2 CSD Continuum of Collegiality

Teacher demonstrates ability to write instructional goals accommodating the diversity represented by the students.

Emerging	Developing	Advanced
Goals written generically and are not suitable for whole class. ILP's are not created, SLP data not reviewed.	Written goals include some accommodation for individual needs. Teacher rewrites as needed. Quality ILP's created & incorporated into regular instruction. SLP data rarely used to positively impact goals and outcomes.	Teacher shares goal writing strategies to meet the varying needs of students formally and informally with colleagues. Shares successful ILP and SLP strategies throughout the district and/or beyond.

Figure 5.1-3 Chugach TAS Example

CSD knows faculty and staff help "steer the boat" as we continue the Voyage to Excellence. Value is reinforced through numerous opportunities for recognition and celebration. District, school, and individual awards distinguish staff achievement. Recognition also occurs at inservices. Nearly the entire district participated in Team building and MTA training in Montana in 1998. In 1999 the district traveled to Washington State for Assets and Skill Streaming training and celebration of accomplishments. These events were linked directly to accomplishing goals in action plans aligned to the shared vision. In the early years of the reform process, Richard DeLorenzo used to tell staff they would one day be sought after by many districts in the state. The staff smiled wistfully, it was hard to see beyond the late hours and monumental struggles that happen when in the midst of revolution. The only important truth at that time was to do the right thing for students. Six years later, career development opportunities, such as being a consultant with other districts, are a very real option for all CSD personnel. Chugach staff are known statewide and often asked to present at inservices and conferences. Organizations all over the nation come to the tiny villages of Prince William Sound to observe their teachers in action. Two ex-Chugach teachers have become consultants for over 12 districts on converting to a standards-based system. These two also continue to work for Chugach on the TCT. Once a part of the Chugach family, it is hard to leave.

5.1a(4) We are small which enables us to do things differently. The superintendent holds annual career counseling and career pathing development talks with every staff and faculty member. In this way he knows where to support each employee. Faculty and staff know goals and objectives to achieve career goals. Professional standards are translated into development plans. The previous superintendent mentored our current Superintendent and both continue to

foster mentorships so as to grow potential superintendents and administration. Our career planning is beginning to reach the student level. For instance, several students have shown interest in the education field. CSD has supported these students with scholarship funding and job opportunities with our schools. This can enable us to provide future teachers to the village who grew up in the village and know the culture. To cultivate leaders within our communities will only strengthen the stakeholders and the organization. Most village staff are native to their communities, which provides a strong school-society link.

5.1a(5) CSD has identified key characteristics needed to be successful in our system with consideration given to the environmental challenges of the district. They are 1. Flexible Learner. 2. Compassion for Kids. 3. Systems-Thinker. When we recruit, hire and retain we have aligned incentives and evaluation tools to reinforce the core competencies and skills. The OTE process enables us to know what to look for in future staff and faculty hires and where we will need new skills. The organization can develop and then support those skills being learned and used. Every team member is involved and we reinforce diverse ideas, culture and thinking. CSD recruits personnel primarily through Alaskan Job Fairs. Partnerships with other districts also provide recommendations on good personnel. There are fewer educators looking for work which has made locating people with the above mentioned attributes more competitive. The numerous benefits Chugach offers are drawing excellent people to the organization. Figure 5.1-4 shows some of the ways CSD work environment reforms its challenges. In view of geographic isolation, the CSD Communication Process involves a strong support network for faculty and staff through email, newsletters, web-site, and numerous site visits by various district staff. Richard DeLorenzo and Bob Crumley's open-door policy extends to phone calls day or night and site visits on demand.

Dysfunctional Community	OTE, Assets Building, Skill Streaming Program, mentorships
Student Apathy	Meet individual Needs, Real-life learning Experiences, AH, CIM
Geographic Isolation	Communication Process, TCT, Inservices, Professional Development, Teambuilding
Teacher Burnout	Communication Process, TCT, job rotation, flexible calendars

Figure 5.1-4 CSD Answers to Work System Challenges

Our varied staff includes Aleut people and educators from all over the United States. CSD teaching experience ranges from 1-20 years. Personnel are from 20 - 50 years of age. Our retention rate since this reform process began is a clear measure of staff and faculty success, as documented in 7.4. CSD capitalizes on community meetings and the involvement of locals in key positions in schools. Our native staff acts as an important communication tool between the village and district office. Chugach taps into community thoughts by applying the words of our elders in the standards and shared vision. The standards-curriculum design team is made up of multi-faceted people who are all self-managed and empowered.

Diversity plans for leadership development are embedded in standards, assessments, and AH which ensures focus on respect for diversity. We want students to have economic feasibility when they return to their villages so entrepreneurship is one of the outcomes. The OTE process honors diversity, native groups come together at AH to share personal values and build self-esteem and pride in one's culture. We support and help train counselors at the Birchwood summer camp, designed to aid Native Alaskans, through partnership with the Chugachmiut Corporation.



5.2 Faculty and Staff Education, Training, and Development

5.2a(1) CSD believes that teachers are essential in creating a quality, standards-based program for students. In order to uphold the shared vision, CSD nurtures professional and personal development through the Professional Development Fund, performance-based pay, TAS, incentives, and recognition. Staff training contributes directly to the fulfillment of district action plans by alignment to the OPG, which drive training and development. This is demonstrated by thirty days of inservice. This staff development doubles most staff development opportunities in the United States. In Figure 2.2-2, the focus area of example is character development and the resources noted call for training in the SLP. As a result, CSD provided two days of training and have earmarked time during new teacher orientations to fully cover the SLP. Referenced in 5.1, the TAS and career counseling development talks assist each individual to achieve short- and longer-term career goals.

Within the hiring and selection process, we work with teachers who need temporary certification until they take the proper classes as happens when out of state teachers need to complete Alaska certification regulations. New employee orientation includes cultural orientation aligning diverse needs of stakeholders. Staff development opportunities are determined by results. Data drives CSD to research the best development opportunities. MTA Training was mandated for the entire faculty who traveled to Montana with the superintendent and director of instruction. This also became an opportunity for building relationships within the organization. Results in Figure 7.1-1 demonstrate the effectiveness of the MTA Training.

5.2a(2) Input from faculty and staff is collected through inservice surveys, training evaluations, online communications, informal communications, and team meetings on data results. Chugach organized the Professional Development Fund in 2000 in order to grant faculty and staff further opportunity to seek training in their individual area of interest and need. The district covers release time, registration, lodging and transportation up to \$1,000.00 per individual per calendar year. An application with clear guidelines has been established to ensure equal opportunity for all staff. Staff members agree to share skills and knowledge gained from the opportunity in a previously approved format.

Surveys also serve to give the organization input on training needs. Faculty, staff, and administrative input include delivery methods. The information from surveys is translated into alignment with the OPG. The senior leaders then research the best training and delivery options, looking for benchmark education. The best training opportunities are shared with staff and faculty who select from a compiled list. For district-wide training opportunities, the training is chosen by consensus and is data-driven. This process happens throughout the year and consistently every fall and spring.

A Professional Library resides at every site. The library is compiled and updated as faculty and staff share needs for learning. Resources for instruction in core subjects and support for teachers to help students move through standards are provided. The texts are gathered from the latest, brain-based research and best teaching practices. Because the standards-based curriculum sets clear continuums, it allows for flexibility in teaching. CSD teachers are generalists instructing multi-age and subject which requires agility in instruction. Teachers often ask for teaching strategies that align to the OPG so they may adjust the best techniques to help students achieve levels. Staff evaluates the Library through surveys and recommendations.

5.2a(3) Key suppliers and partners give Chugach input on

emerging trends as they relate to the shared vision. New technologies have allowed us to have simultaneous multiple input from sites. The key organizational needs stem from the shared vision and connect to the OPG. In this way, all faculty and staff development supports key organizational needs. The example in Figure 5.2-1 demonstrates a portion of the CSD professional development calendar. Key needs come directly from the shared vision and PDER process in support of the OPG. This table highlights some of CSD's innovations.

5.2a(4) CSD strives to meet the needs of each employee as well as every student, engaging **multiple delivery methods for faculty and staff training**. Methods for delivery allow for individual or group learning and learning from people both outside and inside the organization. Educational options are provided through distance delivery courses, web-based classes, CD tutorials, on-the-job instruction, modeling of best practices, workshops, institutes, conferences, mentorships, and inservices. The Professional Development Fund allows staff to choose delivery methods. The TCI often travels to sites to work with teachers. All training, whether individual or district-wide, is shared throughout the organization which builds collegiality and team focus.

CSD personnel have benchmarked techniques to improve the system and present at inservices and workshops. The Superintendent, Director of Instruction, and any staff member with expertise share skills by mentoring individually and traveling to sites. The OTE process trained staff and stakeholders together. The technology lab at the district office is used for staff technology training.

Whatever the delivery method, CSD seeks training which models the CIM. It is proven that the most effective learning happens during simulation or application of skills. By determining the best way to teach students, we know the best way to teach people. The ARCTIC Program is an excellent example of real-life learning. ARCTIC provides teacher training in computer technology. The instruction is application based so that when teachers leave the 4-week training they can prove mastery in teaching the skills to students because they have applied that knowledge. ARCTIC training is above and beyond CSD's thirty days of inservice. Chugach has a strong future orientation and commitment to uphold the system through staff education. A "Matters of Education" course is offered through the

Alaska Pacific University and is based on our system to reach and produce teachers in the future who are aligned with the success of our standards-based system. The District Office has a two-step method for effectively evaluating training. Same-day surveys are turned in to and compiled at the District Office. A one-month check-up determines how the training has been used and shared. The data collected from evaluations is incorporated into the design of future training (Figure 5.2-1).

5.2a(5) Organizational and personal learning are core values in CSD's shared vision to reinvent education. Continuous Improvement and adaptation to change are supported by our continuum of collegiality. Learning is reinforced through the TAS, performance pay, and a clear responsibility to create success. CSD personnel are celebrated statewide and nationally for their contributions to education. The district places great value on its staff and provides flexibility in jobs, offering job rotation opportunities.

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a CSD employees have different needs than most school district employees. One must be self-motivated, a jack-of-all-trades, and self-reliant. Our teachers instruct multiple levels and subjects in remote areas. They also are responsible for the basic needs of others and may need to: cook, act as janitors and nurses, police, and perform maintenance—troubleshooting as they go. They must have a love of students and learning. Hiding behind anonymity in the village is not an option. We know that for people to be happy and satisfied in our surroundings they must have the key characteristics outlined in 5.1a (5). In order to offer faculty and staff a safe and healthy work environment, under difficult conditions, the district conducts inspections, listens to needs, and provides faculty and staff with the means to improve conditions as they can. Faculty and staff drive improvements by providing solutions to problems related to the OPG and meeting basic needs. Suggestions made showing innovations and agility are supported such as building a deck to access daylight. Environmental health is conducted beyond state and federal requirements through real-life connections with students. Examples include toxicity sampling and restoration of a local pond in Tatitlek, bridge building and salmon stream restoration in Icy Bay, bird population surveys in the Whittier region, and an investigation of indoor air pollution in Chenega Bay. To assist in meeting basic needs, lead staff conduct inventories

Leadership Systems	Teacher	Action Planning	Analytical Assessment	Action Planning	Yearly Thematic
Training	Orientation/	Progress	Reading, Writing, Math	Refine OPG	Planning
Systems	Supervisor	Refine OPG	Technology Training	Technology Training	for following year
Refinement	Development		(4 weeks)	(4 weeks)	

Figure 5.2-1 Thirty+ Days Yearly Staff Development Schedule

of buildings, equipment, and materials initially and as responsibilities and transfers occur. All amenities in buildings have been steadily improved including housing. The experience of senior leaders living and teaching in these conditions has ramped up improvements.

Due to active participation in the Effective Change Process, well-being and satisfaction are continuously improved upon. The elements of the Effective Change Process: Shared Vision, Skills, Incentives, Resources, and Action Plan (refer to Figure P.2-6) are essential in providing a positive environment in which to work and reside.

Due to the unique work environment, senior leaders are responsible for the lives of its personnel beyond the work-day. The main difference in CSD work environments is isolation. Village staff live in sparsely populated remote areas with difficult access. The remainder of CSD staff lives in larger metropolitan areas with stores, banks and road access. Isolation has been a key hurdle to staff satisfaction in the past. Despite extraordinary distances and cost, CSD has made a priority for travel in order to support resources and skills in the village sites as training and development opportunities help well-being. All staff rely on district provision of safe transportation because everyone travels in order to support village staff. A teacher who is threatened can depend on immediate response by the superintendent who will fly out or charter a plane for the teacher. The importance of health in mind, body and spirit is emphasized in the district and monitored by all.

5.3b(1,2) To improve the well-being of our staff, key factors are determined through surveys, daily communications with leadership, e-mail, telephone, and face-to-face conversations. Satisfaction survey results, turnover, absenteeism, and health and safety data are closely monitored for satisfaction results (see Results 7.4). Factors of satisfaction are dependent on location as previously discussed. Key factors are Health, Safety and a good Work Environment (Figure 5.3-1). The key factors are supported at CSD with services, policies and benefits.

Diverse services are provided to support the needs of staff. TCT visits support teachers with skills and offer release time and breaks from isolation. Job rotation, sharing jobs,

flexible work hours, and release time offer staff the ability to create a healthy work environment tapered to their needs. Senior leaders ensure staff can do their job by means of policies. Board Policy is altered to support faculty and staff, who are the first point of contact for customer response. Numerous benefits include performance-based pay, professional development fund, thirty days training, and inservices for personal interface and teambuilding to counteract isolation. CSD personnel cite the altruistic nature of working toward excellence in education as a benefit.

5.3b(3) The APQC Baldrige Survey and TAS are formal evaluation methods used annually to determine the well-being of staff. Informal evaluation occurs through daily communications, emails, and design projects. Engagement and involvement in creating the model allows leaders and staff to tailor to needs. We continue to improve methods until it works for the diverse workforce. Root cause analysis notifies us of gaps resulting in problems solved at their source by empowered employees.

Dramatic improvement in the retention rate of staff demonstrates the success of evaluation methods aligned to action plans. There has been no grievances or legal actions since the reform process began in 1994. We believe this is due to involvement of team members. Productivity is evidenced by student achievement. For documentation see Results 7.4. We promote well-being with provision of good insurance benefits, which offer counseling as well as dental, optic, maternity, and primary health coverage. A thorough benchmark analysis was completed to find the best provider for our staff and faculty insurance.

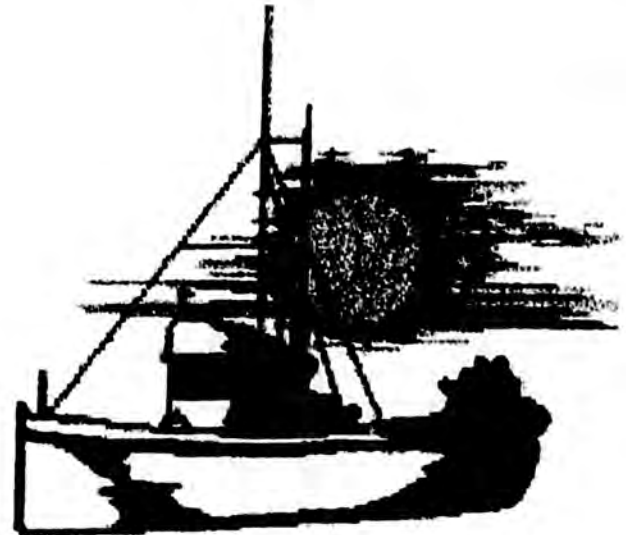
5.3b(4) Organizational performance results are monitored and become key inputs into OTE. We analyze survey results to find the lowest dissatisfier to drive improvements. Data Analysis drives priorities. CSD knew that to make an effective reform effort staff and faculty satisfaction had to excel over previous years. By making this a priority, conditions affecting morale and motivation have been addressed and continue to improve. Staff rates CSD as a master organization in this year's survey, which, can be found in Results 7.4.

Health	Percent sick days Provided health care	Less than 1% 100% Satisfaction	PWSTA, Interviews, Surveys, Informal Communication, Spring Consultations
Safety	Worker's Comp Claims Safety Inspection, Travel Index	Less than 5% 100% compliance	PWSTA, Inventories, Inspections, Surveys, Informal Communication Evaluations, Spring Consultations
Work Climate	Basic needs & resources Ergonomic Issues & Grievances	100% Satisfaction 100% Satisfaction	PWSTA, Inventories, Inspections, Surveys, Spring Consultations Informal Communication Evaluation

Figure 5.3-1 Key Measures and Targets with Faculty/Staff Input for Work Environment Factors

Facsimile

**Chugach School District
9312 Vanguard Drive, Suite 100
Anchorage, AK 99507**



Date: 8/15/01

To: Karen McCarthy

Company/School:

Fax #: 907-465-3871

From: Richard DeLorenzo

Chugach School District is sending 6 page(s),
including this cover page. If one or more of these pages do
not reach you please call our office.

Comments:



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue

Fairbanks, Alaska 99701-4756

(907) 452-2000



August 10, 2001

The Honorable Con Bunde
Representative
Alaska State Legislature
State Capitol
Juneau, Alaska 99801-1182

RE: Teacher Shortage

Dear Representative Bundy:

Thank you for your invitation to visit our district to gather information on the teacher shortage.

Fortunately, we are not experiencing the severe problems with recruitment and retention of qualified teachers at this time as are some other districts. There are specialized areas of our applicant pool where we do not have a lot of applicants, but we have been fortunate enough to fill all teaching positions each school year so far.

The Fairbanks School Board passed a resolution in support of reinstating the loan forgiveness program for teachers and administrators working in Alaskan schools as a step in the right direction. A copy of the resolution is enclosed. The Department of Education's new regulation allowing reciprocal two-year provisional certification for teachers moving to Alaska will also help districts recruit and fill positions in a more expeditious manner.

Thank you again for your invitation to visit our district, but I do not believe a site visit to Fairbanks by the House Special Committee on Education would be productive at this time.

Sincerely yours,

Jim Holt
Superintendent

/plh

cc: Board of Education

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 00-10

Requesting Reinstatement of a Loan Forgiveness Program
for Teachers and Administrators Working in Alaskan Schools

WHEREAS, the Fairbanks North Star Borough School District is facing a teacher shortage in certain specialized areas and expects the problem to increase due to statewide and national teacher shortages; and

WHEREAS, Alaska student loans enable thousands of Alaskan students to attend colleges and universities each year; and

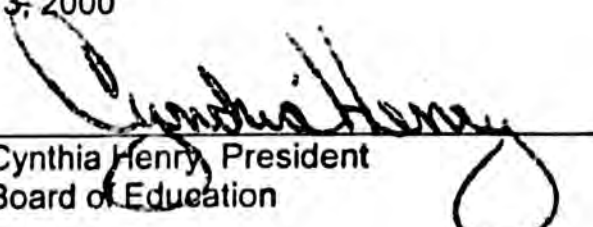
WHEREAS, the Alaska Student Loan Forgiveness Program which ended in the 1980's, motivated many educated Alaskans to return to Alaska and establish homes, careers and families; and

WHEREAS, Alaska benefits when Alaskans make their home in our state, and school districts benefit from graduates who choose a career in education; and

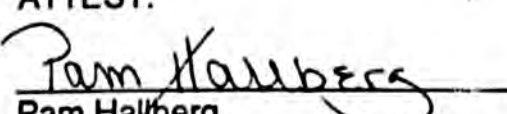
WHEREAS, the investment needed to fund a Teacher Loan Forgiveness Program would pay great dividends to Alaska in the form of additional teachers, better schools, and more capable students;

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education urges the State Board of Education & Early Development, the Alaska Commission on Postsecondary Education, the Governor, and the Legislature to reinstate a loan forgiveness program for teachers and administrators working under contract in Alaskan schools.

PASSED AND APPROVED: OCTOBER 3, 2000


Cynthia Henry, President
Board of Education

ATTEST:


Pam Halberg
Secretary to the Superintendent

Subject: Re: Teacher Recruiting & Retention

Date: Mon, 30 Jul 2001 16:21:27 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Stanandamy@aol.com

BCC: Con <conbunde@gci.net>

Superintendent Lujan:

Thank you for getting back to me about your district's problems in recruiting and retaining teachers in Nome. I appreciate your view of the situation, and your suggestions that for rural districts salaries and housing are two of the main problems.

Would it be beneficial to you for the committee to come to Nome to discuss the issue in detail with teachers, administrators, community members and other interested parties? If so, which month would be best for you -- August, September or October?

I look forward to hearing from you.
Con

Stanandamy@aol.com wrote:

> Representative Bunde,
>
> I am responding to your request for information regarding teacher recruitment
> and retention. This issue is rapidly becoming a crisis, both in our state
> and nationally.
>
> I have worked in six Alaskan districts since 1978, both rural and urban, and
> I am currently Superintendent of Schools for Nome Public Schools. When I
> first came to the state and up until just a few years ago, Alaska was able to
> attract quality teachers to even the most remote locations due to attractive
> salary schedules. In addition, many rural districts were able to provide
> subsidized housing.
>
> Within the past few years, due to the strong economy, class-size reduction
> programs and the increasingly demanding "accountability" programs, a
> nationwide teacher shortage has developed. Meanwhile, Alaska is the only
> state in the nation that has reduced its state budget in real dollar terms
> over the last few years, and education budgets have suffered. In addition,
> many of our long-time staff took advantage of RIP programs. It is to be
> expected that the turnover among their replacements is higher for the first
> few years.
>
> It was shocking to me to attend a job fair last year where the statistics
> were reversed from just a few years ago; instead of 600 applicants for 200
> jobs, we had 200 applicants for 600 jobs around the state. With this type of
> applicant pool it becomes a scramble just to get bodies, and the most highly
> qualified often hold two or three contract offers before the job fair begins.
>
> I'm sure you're aware of the financial incentives being offered in other
> states. As I mentioned above, the fact that our salary schedules are no
> longer among the top in the nation is a real problem, both for attracting and
> retaining good staff. The remote districts are faced with asking people to
> live in difficult circumstances, and that's hard to justify for many people
> when they can take home higher pay and have loans forgiven in a lower 48
> teaching position. Only the state legislature has the power to help us with
> this problem.
>

> A related financial issue is housing. Some districts have continued to
> maintain subsidized housing, and this is a tremendous advantage. On the
> other end of the spectrum, I've had to ask teachers to live with honey
> buckets and to haul water in remote villages, and this is a tough sell.
> Again, additional funding would be of tremendous help to rural districts.
>
> Thank you for your concern. Let me know if I can provide additional
> information. Sincerely,
> Stan Lujan
> Superintendent, Nome Public Schools



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
(800) 892-4843 (907) 465-4843 (phone)
(907) 465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

July 6, 2001

Ms. Carol Comeau
Superintendent
Anchorage School District
P.O. Box 196614
Anchorage, AK 99519-6614

Dear Superintendent Comeau:

I am interested in gathering information on what seems to be a problem in Alaska -- recruitment and retention of qualified teachers.

Is recruitment and retention a problem for you? If so, the House Special Committee on Education is considering visiting your school district to discuss this issue with teachers, administrators, community members and other interested parties. We hope to develop solutions that will work for you.

If you feel this suggestion would be beneficial, please contact my Juneau office at 1-800-892-4843 to discuss the details of such a visit. Please also let me know which month would be best for you -- August, September or October.

Sincerely,

Representative Con Bunde

CB/km

Subject: Teacher Shortage Hearings

Date: Thu, 30 Aug 2001 12:31:33 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: vmmarshall@ak.nea.org, ggiles@asb.org, acsa@gci.net, aassp@alaska.net,
woody_wilson@fc.wsd.k12.ak.us, fyatp@uaf.edu

BCC: Con <conbunde@gci.net>, Patti Swenson <Patti_Swenson@legis.state.ak.us>

Vern, Greg, Darroll, Carol, Woody and Jacqui :

The House Special Committee on Education will be having meetings around the state to discuss the problem of and possible solutions for the teacher shortage. The committee will be meeting with the Kodiak, Mat-Su, Anchorage and Northwest Arctic Borough School Districts. We will also be having a statewide teleconference to get input from education professionals from all over the state.

We hope to hear from your members about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

I have attached a notice that I think will be useful to you and your members.

Would you be able to publicize this opportunity for education professionals to provide their comments and suggestions to the committee members?

If you have any questions or concerns, please let me know.

Thank you very much!
Karen McCarthy
Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

 <u>Education Professionals Notice.doc</u>	Name: Education Professionals Notice.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

August 30, 2001

To All Alaska Education Professionals,

The House Special Committee on Education is providing notice of the following meetings:

October 22, Monday Kodiak School District 8:00 a.m. - 2:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Mat-Su School District 9:00 a.m. - 12:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage School District 2:00 p.m. - 5:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage L.I.O. 6:00 p.m. - 7:30 p.m. (times approximate)
Statewide Teleconference for Teachers and Other Education Professionals Regarding the Teacher Shortage
Teleconferenced Yes - 3 minute limit per speaker

October 24, Wednesday NW Arctic Borough S.D. 12:00 p.m. - 3:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconference Invitation Only

We hope to hear from you about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

Questions or Comments? Please contact:

Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

1-800-892-4843 (Phone)
907-465-3871 (Fax)
Representative_Con_Bunde@legis.state.ak.us

Subject: Re: fax of October calendar

Date: Thu, 23 Aug 2001 22:48:32 -0800

From: "Con Bunde" <conbunde@gci.net>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

explore that option with NEA

----- Original Message -----

From: "Representative Con Bunde"

<Representative_Con_Bunde@legis.state.ak.us>

To: "Con" <conbunde@gci.net>

Sent: Thursday, August 23, 2001 4:47 PM

Subject: fax of October calendar

after the travel authorization is approved and everything is set. (T/C ladies)

✓ marshall@ak.nea.org

> Con -- I think the little sticky note folded over when I sent the fax of
> the calendar page.

> The message was, "If Brian approves the travel, this is the tentative
> schedule for the teacher shortage hearings based on Alaska Airlines'
> published flight time schedule for those dates. Any thoughts?

> Also, I thought that since we will only have a few hours in each
> district, and they won't be hours easily attended by teachers, that we
> could have a statewide teleconference in Anchorage in the evening just
> for teachers. That way we could get lots of different perspectives from
> around the state. I bet NEA would help us advertise it, if you'd like
> to do that. If you don't want to do that, we could solicit written
> testimony from teachers.

> Karen

>

Alaska State Legislature

DURING SESSION
STATE CAPITOL, ROOM 501
JUNEAU, AK 99801-1182
(907) 465-4843 (800) 892-4843
FAX: (907) 465-3871

WEB SITE
<http://www.akrepublicans.org/Bunde.htm>

DURING INTERIM
716 W. FOURTH AVE.
ANCHORAGE, AK 99501-2133
(907) 269-0181
FAX: (907) 269-0184

REPRESENTATIVE CON BUNDE District 18

E-MAIL
Representative_Con_Bunde@legis.state.ak.us

CHAIR: HOUSE SPECIAL COMMITTEE ON EDUCATION
VICE-CHAIR: HOUSE FINANCE COMMITTEE

April 4, 2001

To: Representative Brian Porter
Speaker of the House

From: Representative Con Bunde, Chairman
House Special Committee on Education

Re: Request for Interim Hearings



Attached is a request from Representative Gary Stevens for interim hearings in regards to the statewide problem of teacher recruitment and retention.

I am willing to have interim hearings on this issue.

Thank you.

Alaska State Legislature

SESSION ADDRESS:

Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

INTERIM ADDRESS:

112 Mill Bay Road
Kodiak, Alaska 99615
(907) 486-4925
Fax: (907) 486-5264

Representative Gary Stevens

April 3, 2001

To: Representative Con Bunde, Chairman
House Special Committee on Education

From: Representative Gary Stevens 

Re: Interim Hearings

Following up our earlier discussions, I would like to request that our Special Committee on Education hold hearings during the interim on the statewide problems of teacher recruitment and retention.

We are facing a national shortage of teachers and Alaska will be particularly affected. We once had the nation's highest salaries but now rank eighth. We are competing with school districts around the nation in a shrinking market. We should also discuss the teacher retirement system, student loan assumption, and teacher education here in Alaska.

A series of hearings would help the legislature learn just how serious the problem is, what the options are, and how we may go about meeting these challenges. I'd suggest a hearing in Anchorage, another one in Fairbanks, and a third in a smaller community, such as Kodiak.

Thank you for your consideration of this request.



Alaska State Legislature
House Special Committee on Education
Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

October 10, 2001

To All Teacher Education Degree Candidates,

The House Special Committee on Education will be holding hearings around the state on the statewide teacher shortage. It would be valuable to the committee to have your input on this problem. If you would care to provide information to the committee, you may do so in one of the following ways:

- 1) Written comments may be sent to the committee by e-mail to Representative_Con_Bunde@legis.state.ak.us or by fax to 907-465-3871.
- 2) You may comment in person or by phone at the committee's statewide teleconference on Tuesday, October 23, at the Anchorage Legislative Information Office between 6:00 p.m. and 7:30 p.m. Please contact the L.I.O. for details at 269-0111. There is a three-minute time limit per speaker.

We hope to hear from you about this important topic.

Sincerely,

Representative Con Bunde

Questions? Please contact:
Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair
1-800-892-4843 (Phone)
Representative_Con_Bunde@legis.state.ak.us

Subject: Praxis Information

Date: Thu, 25 Oct 2001 15:29:10 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Committee Contacts Mailing List <lhscbun+committeecontacts@legis.state.ak.us>

BCC: Con <conbunde@gci.net>

During the House Special Committee on Education hearing in Kotzebue yesterday, several witnesses discussed the difficulty of preparing for the Praxis test. There was also some discussion about the high cut score for the test here in Alaska.

I have obtained the following information from the Department of Education's Teacher Certification Director and from the Praxis website.

Two years ago, Alaskans began to be required to pass the Praxis before being admitted into a teacher education program. Students who have graduated from a teacher education program in another state must take the test to be certified to teach in Alaska.

The Praxis I is required, and tests reading, writing and math. Subject specialty tests are not required by the State of Alaska. The cost for each of the three Praxis I subtests is \$25, and each takes one hour.

I have attached a chart of the cut scores for each state. It was provided by the Dept. of Education.

You can learn more about the Praxis test at <http://www.teachingandlearning.org/licnsure/praxis/>. Some basic information about Praxis requirements for Alaska can be found at <http://www.teachingandlearning.org/licnsure/praxis/prxak.html>.

The Alaska Department of Education's Teacher Certification website address is <http://www.educ.state.ak.us/TeacherCertification/home.html>.

You can obtain "Tests at a Glance" -- test preparation booklets in pdf format-- at the following websites:

Reading: <ftp://ftp.ets.org/pub/tandl/0710.pdf>

Math:

<http://www.teachingandlearning.org/licnsure/praxis/prxtest.html#ppst>

Writing: <ftp://ftp.ets.org/pub/tandl/0720.pdf>

The Alaska State Standards for Teachers can be found on the Dept. of Education website at <http://www.eed.state.ak.us/gschools/teacherstandards.pdf>. The office of Teacher Certification was not able to tell me if the Praxis I is aligned to the State Standards for Teachers.

I hope you find this information useful. If you have any additional questions, please contact my Juneau office.

Con

Praxis Cut Scores By State

		Written Format Test				Computer Format Test			
		WReading	WWriting	WMath	W Total	CReading	CWriting	CMath	C Total
Alaska	AK	175	174	173	522	322	321	318	961
Arkansas	AR	172	173	171	516	319	319	316	954
Connecticut	CT				0	324	318	319	961
Delaware	DE	175	173	174	522	322	319	319	960
District of Columbia	DC	172	171	174	517	319	316	319	954
Florida	FL	172	171	175	518	321	318	317	956
Georgia	GA	176	176	174	526	322	321	321	964
Hawaii	HI	175	171	176	522	322	316	321	959
Indiana	IN	176	172	175	523	323	318	320	961
(Kansas)	KS				0				
Louisiana	LA	172	171	170	513	319	316	315	950
Maine	ME	176	175	175	526	323	322	320	965
Maryland	MD	177	173	177	527	325	319	322	966
Minnesota	MN	173	172	169	514	320	318	314	952
Mississippi	MS	170	172	169	511	316	318	314	948
(Missouri)	MO				0				
Montana	MT	170	170	170	510	316	314	315	945
Nebraska	NE	170	172	171	513	316	315	316	950
Nevada	NV	174	172	172	518	321	318	317	956
New Hampshire	NH	174	172	172	518	321	318	317	956
(New Jersey)	NJ				0				
(New Mexico)	NM				0				
North Carolina	NC	176	173	173	522	323	319	318	960
Ohio	OH				0				
Oklahoma	OK	173	172	171	516	320	318	316	954
Oregon	OR	174	171	175	520	321	317	320	958
Pennsylvania	PA	172	173	173	518				
Rhode Island	RI				0				
So. Carolina	SC	175	173	172	520	322	319	317	958
Tennessee	TN	174	173	173	520	321	319	318	958
Texas	TX	172	173	171	516				
U.S. Virgin Islands	VI	175	174	170	519	322	320	315	957
Vermont	VR	177	174	175	526	327	322	322	971
Virginia	VA	178	176	178	532	326	324	323	973
West Virginia	WV	174	172	172	518	321	318	317	956
Wisconsin	WI	175	174	173	522	322	320	318	960
# states higher than AK (in red, regular type)		7	3	11	6	7	3	11	5
# states lower than AK (in blue bold type)		15	21	13	18	14	22	13	20

Source: AK Department of Education

Subject: [Fwd: Teacher Shortage Hearing comments]

Date: Thu, 25 Oct 2001 08:39:19 -0800

From: Doug Letch <Doug_Letch@legis.state.ak.us>

To: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Here's one of the testifiers from Monday, Karen. I'll forward them to you as they come in.

Best,

Doug

Subject: Re: Teacher Shortage Hearing comments

Date: Thu, 25 Oct 2001 08:06:43 -0800

From: "Mel Levan" <mlevan@kodiak.k12.ak.us>

To: Doug_Letch@legis.state.ak.us

My name is Mel LeVan and I teach mathematics and science at Kodiak High School. I am a product of the Alaska public school system having graduated from Seward High School in 1977. As a side note my mother graduated from Seward High in 1947 and my grandmother attended school in Valdez in the 1910s. After graduating high school I attended the University of Alaska, Fairbanks where I received a B.S. degree with a double major in Chemistry and Mathematics. I then went on to receive a PhD in Physical Chemistry from Stanford University in 1987. I then worked with the Center For Naval Analyses (CNA). CNA is a Federally Funded Research Center that specializes in operations research for the Department of the Navy. In 1990 while on a two year field assignment in San Diego my wife and I decided to make a career switch into teaching. My wife also worked as an analyst for CNA. We both obtained California teaching certificates from San Diego State University. While it was difficult to go a year without pay I feel that my student teaching experience was vital. In 1991 my wife was hired by Larry Ledoux to teach Chemistry at Kodiak High School and I followed along. I substituted for a semester at Kodiak High School and then was hired half time. After another year I was hired full time. After ten year of teaching I feel that I am a good teacher but every year I learn to be a better teacher. In regards to merit pay I feel an accountable system would be one where experienced teachers would be given additional pay for additional responsibility. These teachers would stay in the classroom but would have additional responsibility for items like curriculum, teacher evaluation, discipline, and other traditionally administrative functions.

Subject: Education Idea

Date: Mon, 22 Oct 2001 10:33:26 -0800

From: stephen king <sking@chartercollege.edu>

To: "Representative_Con_Bunde@legis.state.ak.us" <Representative_Con_Bunde@legis.state.ak.us>

Dear Representative Bunde:

I read with interest today's article stating that you are heading the House Special Committee on Education. Work requirements prevent me from any possibility of airing my comments in person, but I am hoping that you will consider e-mail a viable alternative.

I am a teacher, by all accounts a pretty good one. I have been teaching at the commercial, college, and junior college levels for over five years. Unfortunately Alaska makes it impossible for me to teach at the high school level, where I often think I would enjoy serving, due to its strict certification requirements. I cannot teach in the public school system, in spite of a Masters' degree and years of successful experience, because I have not taken teaching courses at UAA, which is the only certification path in the state. As a teacher and the only breadwinner in my family (my wife is disabled) I cannot take the time to take such courses either. Add to the fiscal difficulties the fact that I've gone over the topics and discussed the courses at UAA with a fellow teacher and really do not hold any respect for what they teach, and I'm really not interested in following the path to certification.

It is my hope that you will consider a path taken by several other states, including Colorado and Pennsylvania, of adopting alternative credentialing mechanisms. In Colorado, for example, a Masters' degree serves as a teaching credential at the high school level (which, certainly, is not a guarantee of a teaching job; it merely gives the principal a bit more hiring freedom in that he or she can consider people with appropriate skills learned elsewhere). In Pennsylvania the requirements are a bit stricter, but it is still possible for a career instructor like myself to work at a high school in a teaching mode.

Thank you for your consideration,

Stephen King

Subject: Teacher Shortage

Date: Mon, 22 Oct 2001 17:10:49 -0500

From: "Brennan, Norman J." <NBrennan@tesoropetroleum.com>

To: "Representative_Con_Bunde@legis.state.ak.us" <Representative_Con_Bunde@legis.state.ak.us>

I understand that you are investigating the "teacher shortage" in the state. I hope you understand that the shortage is not of teachers, but rather of good teachers. Unfortunately, I speak with some experience.

My two sons grew up here in Alaska. Most of their educational experience was in Anchorage. I was a relatively involved father and I can tell you that in the 24 student-years they spent here they only had two outstanding teachers. Most were mediocre, but many were awful. A few examples follow.

A high school history teacher taught his class that the US Civil War was fought to free the slaves. I was reading the memoirs of US Grant at the time, a man somewhat familiar with that era, and noticed his remark that he knew of no US soldiers who joined the army to free the slaves. I discussed that with my older son, who asked about it the next day in class. His teacher's response was that he was a "trouble maker"! My son never spoke to that teacher again, in or out of class. Several years earlier, a fellow student intentionally spat in my son's face, whereupon my son decked this guy. The assistant principal said to me that she was shocked that my son would react that way since "I can't imagine why he would be offended by that (being spat on)". Every male member of the faculty I spoke to said they would have decked the guy too. My son was still suspended for five days.

My younger son was an abject failure in high school. At 18 he transferred to the adult learning center, did one years worth of credit in three months, got straight A's and a full scholarship at UAA. He's now a B+ student there. Why was he so successful on his own without teachers, administrators and staff? He is a good, but rambunctious, young man who never got into any serious trouble. Why did the school district respond to his typical teenage behavior by trying to get me to approve a daily dose of Ritalin? Must be much easier to drug them, than to teach them I guess!

I've read reports that of all college graduates (not applicants), education majors have the lowest SAT scores. Of all masters candidates, education majors have the lowest GRE scores. Of all professions requiring a degree, which is the most heavily unionized? Do you think there is a correlation here?

My point is this: if you intend to pay teachers what they are worth, many will get a pay cut! I, and most Alaskans, get paid for results on the job. Hold teachers to the same standard to which we are held. Pay for performance, not because they have a powerful union. But, of course, the union won't negotiate on that point.

Sincerely,

Norm Brennan
1501 Cottonwood Cir.
Kenai, AK 99611
nbrennan@tesoropetroleum.com

Subject: Teacher Shortage

Date: Sun, 21 Oct 2001 18:29:40 -0700

From: "Woody Wilson" <Woody_Wilson@fc.wsd.k12.ak.us>

To: Representative_Con_Bunde@legis.state.ak.us

Dear Rep. Bunde,

I am snail mailing you a document I just received last week that has some information on the teacher shortage from sources with which I had previously been unfamiliar. The document comes from Northwest Regional Education Labs in Portland Oregon but has several sources of information. I know you are very busy so for your convenience I have yellow high-lighted the sections that deal specifically with Alaska. One comment in the section Administrator Recruitment and Retention states "The American Association for Employment in Education's 2001 Job Search Handbook for Educators (pp. 8-9) rates the region of Alaska, Washington, Oregon, and Idaho as having a "considerable shortage" of superintendents and high school principals. In the "considerable shortage" range, the Alaska Region rated most severe in all administrative categories for all regions. (Washington, Oregon, and Idaho are grouped in a single region by AAEE; Alaska is also a single region, and Montana data are grouped with the data for Wyoming, Colorado, and New Mexico.)"

There are also indications that when the applicant pool is significantly reduced the quality of applicants, on the whole, may decline.

I am in hopes your committee will find be able to help us deal with this problem.

Thanks,
Woody Wilson
Superintendent, Wrangell Public Schools

SITE: KODIAK LIO

COMMITTEE: House Special
Committee on Education

DATE: October 22, 2001

SUBJECT OF MEETING:

Teacher Shortage in Alaska

UPDATE #: Final



PLEASE SIGN IN (Page 1 of 2)

PLEASE PRINT:
NAME

ADDRESS (MAILING & ZIP)

REPRESENTING

**DO YOU WANT
TO TESTIFY?
Y or N**

Betty Walters	722 Mill Bay Rd Kodiak, Alaska 99615	Superintendent Kodiak Island Borough Schools	Y
Stacy Studebaker	PO Box 970 Kodiak, AK 99615	Retired Science Teacher 20 yrs	Y
Kathy Rostad	PO Box 4121 Kodiak, AK 99615	Teacher	Y
Tim Vogl	1218 Selief Lane #9 Kodiak, AK 99615	New Teacher	Y
Dave Kilpela	PO Box 4002 Kodiak, AK 99615	New Teacher	Y
Kate Smith	PO Box 3544 Kodiak, AK 99615	New Teacher	Y
George Griffing	1717 Selief Kodiak, AK 99615	Teacher	Y
Mike Milligan	12056 Gara Dr Kodiak, AK 99615	Kodiak Citizen Former Assembly Memb	Y
Julie Hill	1017 Mission Rd Kodiak, AK 99615	Teacher	Y
Elaine Griffin	PO Box 5502 Kodiak, AK 99615	Chiniak Teacher	Y
Alexis Jackson	1118 Selief Lane #4 Kodiak, AK 99615	New 2 yr teacher	Y
Bill Barker	PO Box 2135 Kodiak, AK 99615	Retired Teacher	Y

KODIAK LIO

PLEASE SIGN IN (Page 2 of 2)

PLEASE PRINT:
NAME

ADDRESS (MAILING & ZIP)

REPRESENTING

**DO YOU WANT
TO TESTIFY?
Y or N**

Mel LaVan	PO Box 8676 Kodiak, AK 99615	Teacher	Y
Barry Altenhof	PO Box 1373 Kodiak, AK 99615	Teacher	Y
Balika Finley-Haakanson	PO Box 168 Kodiak, AK 99615	New Teacher	Y
Kim Saunders	PO Box 1271 Kodiak, AK 99615	New Teacher	Y
Janet Grafe	3935 A Cliffside Rd Kodiak, AK 99615	New Teacher	Y
Russ Josephson	PO Box 3079 Kodiak, AK 99615	Teacher	Y
Jim Cammon	PO Box 3833 Kodiak, AK 99615	Teacher	Y
Jen Lutz	PO Box 3350 Kodiak, AK 99615	New Elementary School Counselor	Y
David Means	PO Box 8586 Kodiak, AK 99615	Administator	Y
Bill Watkins	PO Box 3905 Kodiak, AK 99615	Teacher	Y
David Jones	722 Mill Bay Rd Kodiak, AK 99615	Finance Director for School District	Y
Jack Walsh	722 Mill Bay Rd Kodiak, AK 99615	School District	Y
Margaret Reed	PO Box 8545 Kodiak, AK 99615	Teacher	Y

KODIAK LIO

PLEASE SIGN IN (Page 3 of 3)

PLEASE PRINT:

NAME	ADDRESS (MAILING & ZIP)	REPRESENTING	DO YOU WANT TO TESTIFY? Y or N
Heather Wheeler	PO Box 3501 Kodiak, AK 99615	High School Principal	Y
Jim VanAtta	PO Box 5656 Kodiak, AK 99615	Retired Coast Guard	Y
Suzanne Hancock	112 Mill Bay Rd Kodiak, AK 99615	Staff to Senator Alan Austerman	N
Ray Maltos	PO Box 8586 Kodiak, AK 99615	Teacher	N
Allan Gee	PO Box 8961 Kodiak, AK 99615	Teacher	N
Ron Fried	PO Box 8585 Kodiak, AK 99615	Administrator	N
Larry LeDoux	PO Box 1042 Kodiak, AK 99615	Principal North Star Elementary	N
Marilyn Davidson	PO Box 8903 Kodiak, AK 99615	Teacher	N
Naomi Kirkwood	PO Box 4462 Kodiak, AK 99615	KMXT radio station	N
Patt Gibbs	539 Visna Way Kodiak, AK 99615	Principal Main Elementary	N
Tamie Fogle	PO Box 3809 Kodiak, AK 99615	Teacher	N
Charles Davidson	PO Box 2097 Kodiak, AK 99615	Kodiak City Council Member	N
Barb O'Hare Wattum	PO Box 3601 Kodiak, AK 99615	Teacher	N
Erik Hanson	11147 Womens Bay Kodiak, AK 99615	Teacher	N
Jeff Stephan	PO Box 2917	Kodiak Island School	N

	Kodiak, AK 99615	Board President	
Bryan Harris	620 Egan Way Kodiak, AK 99615	KMXT Public Radio News Director	N

Kodiak Island Borough School District Participants

In Person:

Betty Walters, Superintendent

Board of Education (I will send those names to you as soon as I have confirmation)

Jack Walsh, Central Office Director/Rural Regional Principal

Patt Gibbs, Main Elementary School Principal

Louis Martinez, Port Lions School Principal

Judy Doyon, Ouzinkie School Principal

Phil Johnson, Old Harbor Principal

George Griffing, Teachers Association President

Teachers, as their schedules permit

Via Teleconference:

Those who cannot fly in from outlying schools.

Karen,

I will continue to work on this list and hopefully have some more completed and to you in the next few days.

Betty Walters

There are any number of concerns that educators might realize as they consider employment in the State of Alaska. Those that have come to my attention are included in the list below although some may fit many other school districts across the State of Alaska. Hopefully this list will allow legislators an opportunity to be somewhat prepared for what they may hear on Kodiak Island.

- **Cost of certification.** Dual/triple charges are assessed of applicants if requesting more than one certificate type - Type A (teachers)/B (administrators)/C (specialists) are the common certificates sought although several others exist.
- **Salary as compared to home area.** Salaries have been on the rise for several years in the lower 48. While educators often left family and friends for a better life style, they can now remain in comfortable surroundings, support systems, and often a lower cost of living
- **Travel to and costs associated with job fairs both in the state and outside.** Often people attending Job Fairs have been attending school full time and do not have the finances to travel to locations around the US and Alaska. Additionally, student teachers and teachers do not have the opportunity to travel beyond their teaching location for several days at a time.
- **Cost of living in rural and remote areas.** Expenses associated with getting food and other necessities into remote areas impacts a new teacher's finances'
- **Giving up family and friends in home area.** Home cooked meals, babysitters, family celebrations, etc are often missed with distance between teachers and their immediate and extended families.
- **Housing facilities for staff in remote or extremely remote areas.** Educators often give up the amenities to which they are accustomed. Flush toilets, hot showers, bath tubs for young children, washers and dryers, fenced yards for toddlers, running water, insulated walls, roofs, floors, household furnishings are often non-existent.
- **Cost of utilities in rural and remote locations.** Fuel and electricity when

available are very costly particularly in rural and more remote areas. Insulation is not always adequate making the matter worse. Floor covering is not always available adding to the cost of heating the home.

- **Jumping through the hoops as an applicant for the State, District, and the Alaska Teacher Placement Center.** Districts have varied applications, the certification requirements and costs often pose problems when directions are not followed explicitly, expectations of different school districts often confuse applicants who are running from one interview to another,
- **No mentors exist, particularly in one/two teacher schools.** Teachers, even those with the greatest education and experience, are "new" to the state, the school district, the grade level. A guide would be helpful for each new staff member but the cost is astronomical. Self appointed staff often spend incredible amounts of time volunteering to assist new staff get settled in the school site and community.
- **Cost of moving from one area to another (state to state, in the state).** New hires have expenses associated with relocating to a place that they have not lived or even visited. Apartments and homes are not easily found, are not necessarily energy efficient, and are costly even in comparison to more populated areas of Alaska.
- **Cost of finding housing locally.** Expectations for first month, last month and security deposit are not uncommon. Often the meager places to rent want a full year lease (12 months) while many new teachers want to study, travel and/or visit family during the short time between school years.
- **All staff in small sites could be "new" teachers or new to the District.** "New" is not necessarily brand new and often educators bring with them certain ideals, expectations of students and community and are disappointed that the dream is shattered when the picture of Alaska is more than a "new frontier"
- **Numerous interviews with many districts make a blur..**"Who said what? Teachers, specialists and administrators are often anxious, tired and frustrated at Job Fairs as it is hectic, fast paced time. More people may be talking to perspective educators as the numbers dwindle. This adds to the confusion of some applicants who want to search for the best opportunities
- **Being accepted in a small (or larger) community.**
- **Student loans forgiveness**
- **Lack of second language teachers within diverse populations**
- **Honesty of interviewers when describing the District, site, home, activities**
- **Lack of special services endorsements special education, speech/language pathologist, physical therapist, occupational therapist, bilingual, gifted**
- **Attitude and behavior of interviewers, lack of attention to the applicant**

- Contracts in hand of some districts, letters of intent
- Time necessary for informed decisions by applicants
- Changes mind on "Yes, I would love to go to"
- Temporary housing upon arrival
- Meet and greet at airport, ferry terminal
- Material available before deciding - chamber info, newspapers, flyers (safe way, etc.)
- Money upfront to help settle in (utilities, month, month after, deposit)
- Buddy upon arrival - "get settled" tours/dinners
- Activities/buddies for spouses, partners, children
- Classroom mate (grade level/content area)
- What to expect in your school, classroom, small, larger community.
- Telephone distance charges for phone and e-mail
- Advising other Districts of outstanding candidates interviewed but not needed.
- Connecting prospective employees w/ATP
- Not sticking another district with someone a district never wanted
- No money for normal living expenses until first payday

I will continue to work on the details.....

**Mat-Su Borough School District
Expected Participants**

Administration:

Patricia Chesbro, Superintendent
Dr. Don Chicarell, Asst. Superintendent of Instruction
George Troxel, Director of Elementary & Secondary Education
Michael Melear, Director of Student Support Services (Special Education)
Paula Harrison, Director of Human Resources

Hearing Coordinator: Kim Floyd, Mat-Su S.D. Public Information Specialist

Other education professionals and community members from Mat-Su School District may participate. Those names were not available when the packets were sent out.

Scheduled School District Participants

**Anchorage School District
Expected Participants**

Administration:

Carol Comeau, Superintendent
Patricia McDowell, Assistant Superintendent for Instruction
Patricia McRae, Executive Director for Elementary Education
Mike Henry, Executive Direction for High School Education
Gail Opalinski, Executive Director for Middle School Education
Lee Wilson, Executive Director, Employee Relations
Theresa Johnson, Director of Recruitment/Staffing/Training and Profession Development
Jim Taylor, Supervisor for Secondary Education
Jerry Sjolander, Executive Director for Special Education
Nancy Nagarkar, Coordinator for Special Education

Others:

Various Teachers
Various Other Supervisors
Various School Board Members

**Anchorage School District
Resolution on Teacher Recruitment and Retention**

The Anchorage School District urges the Alaska Legislature to develop strategies to attract and retain education professionals.

Rationale:

- Alaska's colleges and universities supply about 30% of our state's annual demand for new teachers.
- More than two-thirds of new teachers come from out-of-state.
- A national shortage of teachers and administrators forces Alaska to compete with other states for an ever-shrinking pool of applicants.
- Other states are offering teachers signing bonuses, down payment on homes, mortgage subsidies, and student loan repayment plans.
- As a result, Alaska needs to consider strategies for attracting and retaining qualified educators.

These strategies might include:

- | | |
|---------------------|--|
| ASD Resolution #183 | Aligning vesting in the Teacher Retirement System (TRS) with vesting in the Public Employees Retirement System (PERS). Currently, it takes 8 years to vest in TRS, but only 5 years to vest in PERS. |
| ASD Resolution #183 | Providing student loan forgiveness to offset high needs areas such as special education and related services |
| ASD Resolution #183 | Providing housing subsidies for teachers in both rural and urban areas. |

**Statewide Teleconference
Expected Participants**

Legislators:

Rep. John Coghill, Jr.
Rep. Lesil McGuire

Education Organizations (invited):

NEA - Alaska
Alaska Association of School Boards
Alaska Council of School Administrators (see written testimony)
Alaska Association of Secondary School Principals
Alaska Teacher Placement
University of Alaska Teacher Education Students

Others:

Katherine Bouta, high school English teacher from Fairbanks (see written testimony)

Invitations Issued:

Notices were sent out to all Legislative Information Offices and distributed to the members of the above organizations.

An invitation was also issued to the Department of Education, Division of Teaching and Learning Support to discuss their work and difficulties with identifying areas of teacher shortage. Cyndy Curran explained to committee staff that the division had promulgated regulations to waive certification fees for teachers hired to teach in a content shortage area. However, the Department of Law disallowed the regulation, determining the department did not have the authority or ability to define teaching shortage areas. Ms. Curran explained that the division's data collection in this area is not very good because they do not have enough staff to effectively identify the problems in each district. They are currently working to see how best to address that.

A three-minute limit is in place for each person who wishes to testify.

It is hoped that education professionals and members of the general public will take the opportunity to testify. However, specific names were not available when the committee packets were sent out.

Scheduled Participants



Alaska Association of Elementary School Principals
Alaska Association of Secondary School Principals
Alaska Association of School Administrators
Alaska Association of School Business Officials
Sponsor of the Alaska Staff Development Network

326 Fourth St., Suite 404 • Juneau, Alaska 99801-1101
Phone: (907) 586-9702 (800) 478-9702 Fax: (907) 586-5879
e-mail: acsa@gci.net • web site: www.alaskaacsa.com

Alaska Council of School Administrators

Date: October 12, 2001
To: Representative Con Bunde
From: *DB* Darroll Hargraves, Executive Director
Subject: Teacher Shortage Hearings

I want to express my appreciation for the hearings that you are having around the state. Many teachers and administrators have been feeling for several years that the teacher shortage has reached a critical level in Alaska.

Rather than remake the case here I am attaching several editorials that make the case for the fact that there is a shortage, and that there is a need for staff development for teachers and administrators.

I look forward to talking with you on October 23.



Alaska Council of School Administrators

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Alaska Council of School
Administrators

326 Fourth Street, Suite
404

Juneau, AK 99801

(907) 586-9702

Where are the Teachers?

We Need a more powerful Magnet!

by Darroll Hargraves, Executive Director

What's the problem?

What's getting the attention?

Interesting isn't it? During the past few years, public attention has been focused on funding, construction, standards, and testing. Each of these issues is important. However, whenever superintendents get together to talk about immediate and future concerns, another issue tops the agenda - the need to recruit, hire, and keep certified and qualified teachers and administrators.

The recent announcement by the University of Alaska that a five year program will be required for certification will further reduce the number of Alaskans to fill positions in our schools.

Alaska is not alone. In fact, teacher shortages are entering a critical stage across the nation. U.S. Secretary of Education Richard Riley consistently expresses a concern about the ability of our schools to attract the very brightest and best into education careers. As student enrollments continue to climb nationally, demand is outstripping supply at a time when the hurdles are being lifted even higher. For example, the shortage is becoming even more acute because many states are increasing their standards for teachers and some are requiring them to have majors in the subjects they teach or to pass qualifying tests. The recent announcement by the University of Alaska that a five-year program will be required for certification will further reduce the number of Alaskans to fill positions in our schools.

Salaries have not kept pace with what talented people can make outside the classroom. A recent Quality Counts 2000, 50state survey, conducted by Education Week, found that one in five college graduates who began teaching in 1993-94 left within three years. The brightest novice teachers, as measured by their college-entrance exams, were the most likely to leave, the study revealed.

There was a time, not so long ago, when Alaska was a magnet for educators.

What's at stake here? The immediate concern for many educators is having excellent teachers in the classroom—preparing students to pass exit exams that are looming in their future. Even more importantly, they are concerned about preparing students for life in the 21st century.

There was a time, not so long ago, when Alaska was a magnet for educators. Our salaries were the highest in the nation. Our recruiters could promise adventure,



Voters can expect to vote on a general obligation bond package that will fund schools and some of the state's deferred maintenance backlog.

good hunting and fishing, and a lifestyle that attracted exceptional talent. Let's face it. What worked in the past is not getting us the number and level of certified, qualified educators we need today and will need in the future.

While average teacher salaries in Alaska are still above the national average, we are now caught in what the New York Times calls a bidding war. That war has spread from coast to coast, and we are not winning. In fact, we are being out-manuevered as never before. Take, for example, the incentives being offered in several states. California is offering \$10,000 interest-free loans for buying a home, \$30,000 bonuses for attaining advanced certification, and \$11,000 to pay college loans. In Texas, \$2,000 signing bonuses are becoming commonplace. Southern states such as Florida, Georgia and Mississippi have districts paying bonuses of up to \$6,000 to retain quality teachers.

As crises show signs of becoming catastrophes, some state legislatures and state departments of education have gotten the ball rolling on bringing retired teachers and administrators back into the system. Those early retirement incentives that were sold, in some case, as a way to remove the "dead wood" are now looking more like they've caused a "brain drain."

Salaries are a major problem, both for teachers and administrators. Alaska's largest districts provide an example of how noncompetitive our salaries are. These districts have budgets, enrollments, numbers of employees, physical plants, and demands comparable to large districts outside the state that are paying their superintendents nearly double. In fact, an Alaska board member recently admitted to the media that their superintendent is underpaid and speculated that if the present superintendent left and had to be replaced, it would require an additional \$50,000. Even that level of an increase would be low compared to salaries paid in comparable districts outside.

Granted, we need to pay attention to standards, facilities, and a number of other critical issues. At the same time, let's not forget that our ability to attract and keep outstanding teachers and administrators is basic to everything we hope to accomplish. Alaska needs a constant flow of quality, certifiable educators. While the problem may not be completely solved during this session of the Legislature, we simply must make sure that it receives the attention it deserves. The future of our kids depends on it.



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Alaska Council of School
Administrators

326 Fourth Street, Suite 404

Juneau, AK 99801

(907) 586-9702

Leadership Tools for Quality Schools by Darroll Hargraves, Executive Director

When the advisory group for the Alaska Staff Development Network set goals for this year the priorities were:

Expansion of comprehensive training efforts focusing on systemic change and implementation of standards-based education system,

Comprehensive instructional leadership training for principals,

Training in educational applications of technology to help educators enable students to meet Alaska content and performance standards.

A few months ago the Gates Foundation announced that they are making funding available based upon the number of principals and superintendents in private and public schools in each state. The superintendents and the two principals associations in Alaska have joined together with the Alaska Staff Development Network to apply for this grant. This is a unique opportunity for school administrators to establish the needs of administrators and develop a program that will focus on meeting those identified needs.

Superintendents and principals in the state recently received and responded to a survey sent to them by the design team in an attempt to more closely identify the needs that will be addressed by the Gates Proposal. Over 35% of the survey forms were completed and returned. The possibility that a program will be designed which will deal with the needs identified by administrators is an exciting development.

The Alaska Leadership Tools for Quality Schools Program will be administered by the Alaska Council of School Administrators in partnership with project partner organizations. The project will be governed by a Steering Committee composed of key representatives of project partner organizations:

- Ray Barnhardt, University of Alaska Fairbanks/Alaska Rural Systemic Initiative
- Bob Blum, Northwest Regional Educational Laboratory
- Keith Brosz, Alaska Private Schools Administrators
- Darroll Hargraves, Alaska Assoc. of School Administrators/Alaska Council of School Administrators
- Jack Heesch, Alaska Human Resource Investment Council, Office of the Governor
- Frank Hill, Alaska Federation of Natives/Alaska Rural Systemic Initiative/ Native Administrators for Rural Alaska
- Mary Johnstone, Alaska Association of Elementary School Principals
- Carol Kane, Alaska Association of Secondary School Principals



- Vernon Marshall, NEA-Alaska
- Doug North, Alaska Pacific University
- Carl Rose, Association of Alaska School Boards
- John Rusyniak, Alaska Society for Technology in Education
- Al Slnith, l'lliversityol' Washiligton
- Mark Standley, Apple Computer, Inc.
- Kelly Tonsmeire, Alaska Staff Development Network

Superintendents and principals can be appreciative of the work this group is doing to design a quality leadership program for working school administrators.

Let's Attract the Brightest and Best into Education Careers

THE APPLICANT POOL IS THINNING

By Darroff Hargraves
Executive Director, ASEA

When does a crisis become a catastrophe? It's a question we'd better start asking now. Why? Because, for communities across Alaska and our nation, the pipeline is drying up as school systems try to attract the qualified teachers and administrators they need to provide leadership for children's education in Alaska.

The sense of urgency couldn't be greater, according to "The Shrinking Applicant Pool," a commentary in the November 8, 2000, issue of *Education Week*. The author, University of Memphis professor Thomas Glass, knows his stuff. In fact, he has conducted studies of the American school superintendency for the 1990s and for the first decade of the 21st century. He did not look specifically at Alaska, but what he learned reflects the story in Alaska.

Alaska has been blessed with magnificently talented and dedicated people who have served as superintendents and principals. However, a recent study indicates that our nation's nearly 14,000 school districts will be faced with hiring 8,000 new superintendents during the first eight years of the 21st century, primarily because of retirements and people simply leaving the field. Another study revealed that 55 percent of rural, 45 percent of suburban, and 47 percent of urban school districts are currently facing a shortage of qualified candidates for the principalship. In Alaska we may see 33% of the superintendents vacate their position each year. Where does that leave us? It sets us up for a leadership gap in some of the most important public positions in our democracy.

Glass points out reasons for "thin applicant pools" which may apply to Alaska:

- strains in board-superintendent relations;
- salary that is inadequate to cover the responsibility and risk;
- spouses who find it difficult to move because they hold professional positions in their communities;
- a search process that is often so public and intrusive that it can put administrators at risk in their present positions;
- a growing tendency for superintendents and most of the rest of us to be increasingly concerned about quality of life, no matter what the salary;
- media that are poised for attack at the drop of an application;
- family concerns, ranging from the ability to afford quality housing to moving children at sensitive ages;
- retirement systems that are not portable from state-to-state;
- vacancy notices that seem to exclude new candidates, and school boards that change after a few years and want to hire "their own superintendent."

What's at stake? The education of our children and the future of our state and nation are on the block! While it is hard to break old habits, perhaps the time has come to face some of the problems Glass has pointed out.

What question should we be asking. I suggest we rev up discussion. How can we continue to attract the brightest and best in our society into careers in education in this case, the superintendency?"

I'd like to enhance Glass' suggestions with key questions that should guide us in our discussions. Here are a few:

- School systems are often the largest institution in the community, with a larger staff and budget, more extensive physical plant, and responsibility for delivering a vitally important service to hundreds or thousands of people. Are we willing to consider

what the leaders of these organizations would make if they were CEOs or top managers of similar sized businesses?

- Are we willing to offer extended contracts that will attract outstanding education leaders who would like a bit more job security?
- Is it possible for us to realize that superintendents are overburdened by never-ending demands, that they are always on call, and that they need help to get the job done? Too often, administrators are forced to shift focus from what makes a difference in the classroom to dealing with the whim of a single-issue person with friends in high places that drives some people right out of education.
- Can we accept the fact that anyone who is a leader of learning must also continue to learn? Too often, when educators attend a conference, someone yells, "Junket." Most people in professional life understand that travel and conferences, coupled with ongoing concern about making sure everything is moving ahead on the home front, is very hard work.
- Can outstanding school board members convince some of their colleagues that micro-management and treating educators with only a marginal level of respect will jeopardize education for children?
- Is it possible for administrators, teachers, school boards, and communities to work as a team on behalf of even better education for students?

These are issues each and every community must face if we hope to prepare our children for life in a new century and new millennium. When you come down to it, ensuring the best possible education for Alaska's children will ultimately be the most important thing we ever do.



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Alaska Council of School
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326 Fourth Street, Suite 404

Juneau, AK 99801

(907) 586-9702

School Improvement Requires People Improvement by Darroll Hargraves, Executive Director

An event, which remains the high mark of my career as superintendent of schools, happened when I was superintendent of the Ketchikan Borough School District. We had been successfully balancing the budget with solid support of the Borough. The community and members of the board were generally positive about the improvements in curriculum and instruction. In a regular meeting of the School Board, directions were given to me to develop a plan of services for staff development with a budget of \$125,000. The board gave no other directions except that they should be given the opportunity to review the plan of services and be kept informed.

I had never seen or hear of a School Board taking the initiative for staff development in this way. The Board was committed to possibly the most important aspect of a successful school. At the time I considered the action of the Board to be progressive and sensitive to the main ingredient for implementing change.

It has been of concern that new demands for school improvement have increased, as the emphasis and funding for staff development has decreased. Staff development has been the first thing to be cut when districts are confronted with tight budgets. It takes a tough board and superintendent to commit to staff development as the last thing to cut from the budget. The larger community often proposes cutting funding for staff training. It is difficult to understand why funding for staff development is often viewed as a perk for teachers.

Staff development should be a major activity and expenditure for public schools at a time when standards, exit exams, and student security are major concerns of politicians, business leaders, and parents.

It was of interest to me a few years ago to learn that a certain oil company was spending more training the custodial staff assigned to the care and upkeep of their office building lobby than school districts were budgeting for teacher development. No successful business leader would expect to re-engineer their business without giving attention to staff development and budgeting for the cost.

It is encouraging to see the wave of staff development taking place this past summer in an attempt to train a large number of teachers and administrators to deal with the implementation of standards and the requirements of the exit exam for graduates.

The change in approach and philosophy which currently consumes so much what we do in public schools mandates a rethinking by policy makers about the emphasis to be placed on development of school personnel in Alaska's schools. Legislators, state policy makers, and local school boards need to examine their own position regarding the use of the public purse for staff development programs that are necessary for implementing the changes they have required.



Legislators, state policy makers, and local school boards need to examine their own position regarding the use of the public purse for staff development programs that are necessary for implementing the changes they have required.

Subject: Alaska Teacher Retention and Recruitment

Date: Wed, 5 Sep 2001 16:09:39 -0400

From: kbouta@northstar.k12.ak.us

To: Representative_Con_Bunde@legis.state.ak.us

FROM:

NAME: Katherine Bouta
ADDRESS: 1024 Cranberry Ridge Drive
Fairbanks, AK 99712

Representative Bunde:

I have heard you are asking for public comment in October on the issue of teacher retention and recruitment and I wanted to address the issue. The main problems in Alaska now for recruiting and retaining teachers are salary and student loads. Why should teachers stay in Alaska when they could be paid a bonus for signing a one year contract in another state and receive a higher yearly salary? While teachers do the work we do because we love it, we also believe in the American way - which stresses how much a person makes, and how well he/she can take care of his/her family.

Related to this is that as we have fewer teachers, the sizes of the classes we teach increase. I teach high school English, and now have 142 students. That means for every essay I ask for, I can expect to grade 142 papers, which equals 1136 papers in a year if I only require 4 papers a semester/8 papers a year. If I take 10 minutes a paper (minimal time) to grade each, that is 189 hours of just grading papers. That does not include any time for grading tests, in-class work, or other homework, or the time I spend teaching in the classroom. Yet, I cannot prepare my students for the High School Qualifying Exam in Reading or Writing, or meet the state educational standards if I ask any less of them. And I am not alone. I find most high school English teachers now exploring other careers, such as grant writing or administrative assistants in firms, which would pay them more, while demanding less of their time.

I realize hiring more teachers and paying our teachers better salaries is expensive. Yet we are told over and over that our children's education is a top priority and our society's most valuable asset. And most communities are hard pressed to come up with money, although that is partly because they will not raise the taxes to find the money. We need a state educational tax of \$15 each person who works in the state, and pressure needs to be brought upon communities who have no local educational tax to have one of \$10 per person living in the community. \$25 a year is a cheap way to show we value education - if our state and communities truly value education.

Sincerely,

Katherine Bouta



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Anchorage Daily News

Good teachers getting hard to find

HEARING Legislators told of shrinking applicant pools, rural shortages.

By Katie Pesznecker

Anchorage Daily News

(Published: October 24, 2001)

By the time it finished hiring in 1992, the Anchorage School District had more than 3,000 leftover applications from people wanting to teach here.

Today, Teresa Johnson, director of staffing and recruitment, has 569 spare applications. And the applicants are not as qualified, Johnson said Tuesday, testifying to the House Special Committee on Education.

The committee, chaired by Rep. Con Bunde, R-Anchorage, visited the Kodiak School District on Monday, and the Matanuska-Susitna Borough and Anchorage School Districts on Tuesday. Members were headed to the Northwest Arctic Borough School District in Kotzebue today, their final stop on a road trip to gather ideas about what the committee calls a continuing shortage of qualified teachers in Alaska.

People may hear "teacher shortage" and think of a classroom without a teacher. But in Anchorage, classroom teacher positions are filled. The larger concern here is a depleting applicant pool and an aging work force.

At least 1,000 teachers are predicted to leave the Anchorage district in the next few years, said Lee Wilson, district employee relations manager. Half the principals now are more than 50 years old, he said. By the end of this school year, more than one-third of Anchorage's approximately 3,200 teachers will also be 50 or older.

"Most big districts have two or three people who do nothing but go around the country recruiting," said Carol Comeau, Anchorage superintendent. "We have never been able to afford that."

Fewer people are applying and many who get hired leave after a few years. Of the 544 Anchorage teachers who quit last year, 283 worked here less than four years, Johnson said. The four main reasons they gave were: moving out of Anchorage, taking a better job, retiring or personal reasons.

The National Education Association thinks Alaska teacher salaries and benefits are too low to attract and keep good teachers.

Last year the NEA ranked Alaska 10th in average teacher salary. This year's study, released Monday, bumped Alaska to 12th, said Rich Kronberg, NEA Alaska president. Other states are moving quicker to raise teacher pay, he said.

Turnover devastates some rural districts, Kronberg said. He suggested a first step for helping rural districts: financial aid to build better teacher housing.

All districts could use better mentoring programs for new staff members to help new teachers in the classroom and also to learn the cultural ways of the community, Kronberg said.

Other suggestions that surfaced at the forum included waiving the Permanent Fund dividend waiting period for teachers.

Karen Dodd, a former teacher at Chugiak High School and in the Lower Kuskokwim School District, shared advice her husband learned as a landlord.

"Bad tenants really do drive out good tenants," Dodd said. "I think it is very, very important that we not lose track of the fact that we want quality education. Quantity isn't the only thing."

Reporter Katie Pesznecker can be reached at kpesznecker@adn.com or 907 257-4589.

Close Window

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**Northwest Arctic Borough
Expected Participants**

In Person:

Lincoln Saito, Executive Director for Chukchi University Campus
Charles Mason, Chief Executive Officer, NWAB School District
Bobby Schaeffer, School Board Member
Jennifer Davis, NAEA Representative

Via Teleconference:

Lisa Weber, NAEA President
Possibly other teachers from Kotzebue

Written Testimony:

Andy Baker, community member, former Assembly President
Ross Schaeffer, NWAB Mayor

Other education professionals and community members from NWAB School District may participate. Those names were not available when the packets were sent out.

Scheduled School District Participants

**Northwest Arctic Borough School District
Bullet Points on Teacher Shortage**

- **More money for:**
 - **Adequate teacher housing**
 - **Competitive Salaries**
 - **Benefits**
 - **Staff Development**
 - **Incentives**
- **Public safety, VPSO & Troopers**
- **Allow RIP'ed personnel to return without a penalty**
- **Retirement – Return to Tier I**
- **Invest in teacher preparation programs**
- **Upgrade the University of Alaska programs**
- **Forgiveness on student loans**
- **More scholarship \$\$'s for teacher candidates**
- **INS – Expediting procedures to hire Canadian applicants**
- **Allowing personnel to file unemployment claims when they leave to work in another state**

ACKNOWLEDGMENTS

The 2000 edition of the Statewide Educator Supply & Demand report represents Alaska Teacher Placement's continuing commitment to provide a reliable source of information regarding the hiring of educators in the public schools of Alaska. With the use of this data, we can better anticipate and plan for future changes in Alaska's classrooms, encourage and promote enhancement of relevant academic programs in the higher education systems, and further direct Alaska's educators into high demand teaching fields.

Special thanks goes to the Alaskan school district administrators and their support staff whose dedication, professionalism, and support in supplying the data has made this report possible.

Gathering data regarding University of Alaska graduates is time consuming but extremely vital. Our sincere gratitude goes to the Education departments at the University of Alaska Anchorage, the University of Alaska Fairbanks and the University of Alaska Southeast for their diligence in forwarding required data. For compiling, analyzing and processing this data, much appreciation goes to the ATP staff whose patience, hard work and dedication to the program help make this report possible.

Finally, a great deal of thanks must go to the University of Alaska Fairbanks for its support of Alaska Teacher Placement. The continued commitment of the University of Alaska Fairbanks to its students, educators, and needs of the urban and rural districts throughout the state is to be highly commended.

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SUPPLY AND DEMAND OVERVIEW

Overview of 2000

Alaska hired 1065 new teachers this year, the demand for educators remains high for the year 2001. In several certification areas or geographical locations, the teacher shortage is at a critical level. As many as 88 positions remained opened during the start of the 2000 school year. Special Educators lead the demand with 60 unfilled positions and 36 waivers. The Urban districts are proving to be just as susceptible to the teacher shortage, with over 30 special education vacancies in Anchorage alone.

A number of factors are concurrently at work which create this untenable situation. High turnover rates are experienced in many areas. Efforts by Alaskan universities to produce teachers for the state are not adequate. There is an increasing difficulty with the recruitment of teachers from outside Alaska due in part to stagnant salaries. It is critical to Alaska's future that all the players in this game understand the elements, issues, and risks which comprise the problem, and that each take a proactive stance in reducing our critical teacher shortage. They are:

Department of Education and Early Development

This agency has been hard at work in the important area of improved teacher standards. The School Leaders Licensure Assessment, the Praxis Tests, and requirements for teachers to graduate from teacher programs equivalent to NCATE standards are all in place to what end. While no one advocates low or poor quality, the efforts to continually make certification more rigorous and more selective may be at odds with solutions to the teacher shortage. For instance, as certified teachers could not be found, 36 special education teachers are now in classrooms on "waivers."

Alaska's universities

More and more, Alaska's school districts look to the University to supply more teachers. And yet, as the numbers in this report reveal, the numbers of new teachers produced by Alaska's universities are decreasing. Although there are indeed some new and exciting programs in place (Alaska Partnership Grant for Teacher Enhancement, Rural Education Partnership Program, and the fifth year post baccalaureate programs), the prospects of graduating significantly more teachers in the high demand areas are poor. If growth is not forthcoming and fairly immediate, the need to search for teachers outside will continue to increase. Out of the 288 first year teachers hired, only 87 came from UA the other 60% came from universities in the lower 48.

The Legislature

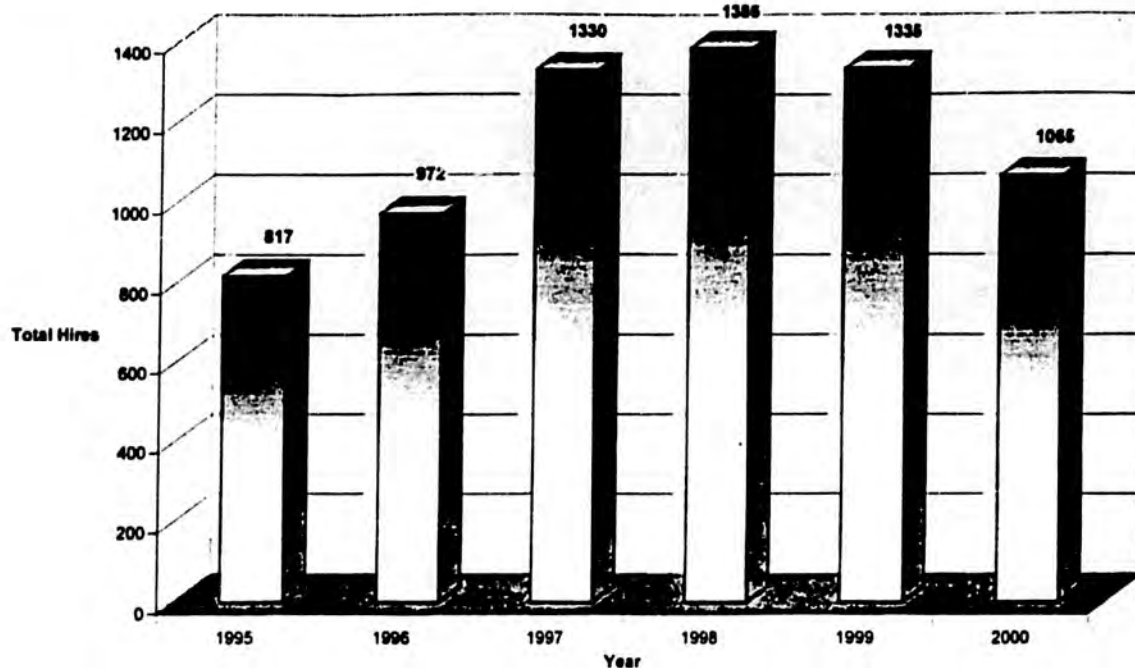
Increased funding in areas related to public schools is critical. In many instances, Alaska's teachers are required to teach out of their field of expertise and are not technically supported due to lack of funding. Increased funding for districts to improve teacher housing in rural areas is directly related to high turnover of rural teachers. Alaska must regain its competitive edge in salaries, benefits, retirement and incentives. Failure to take immediate steps to correct these conditions will lead to an outbreak of more teachers leaving the state for competitive salaries and signing bonuses, with fewer teachers remaining in the state to replace them.

The Legislature and the University have vowed to make Alaska Education a top priority, but without immediate implementation of salary increases, signing bonuses, reciprocity of certification and funding for rural housing, the teacher shortage is going to continue to impact both rural and urban schools.

DEMAND

Educator hiring was still high in 2000, with 1065 new contracts signed. This trend will continue into 2001, with numbers expected to remain over 1000. This number could have been higher had there been additional educators needed to fill the 88.7 vacancies remaining. Of those 88.7 vacancies still open, 60.2 of them are in Special Education. In addition 36 waivers have been granted throughout the state to alleviate the high demand of Special Education vacancies.

Total Hires - Six Year Overview



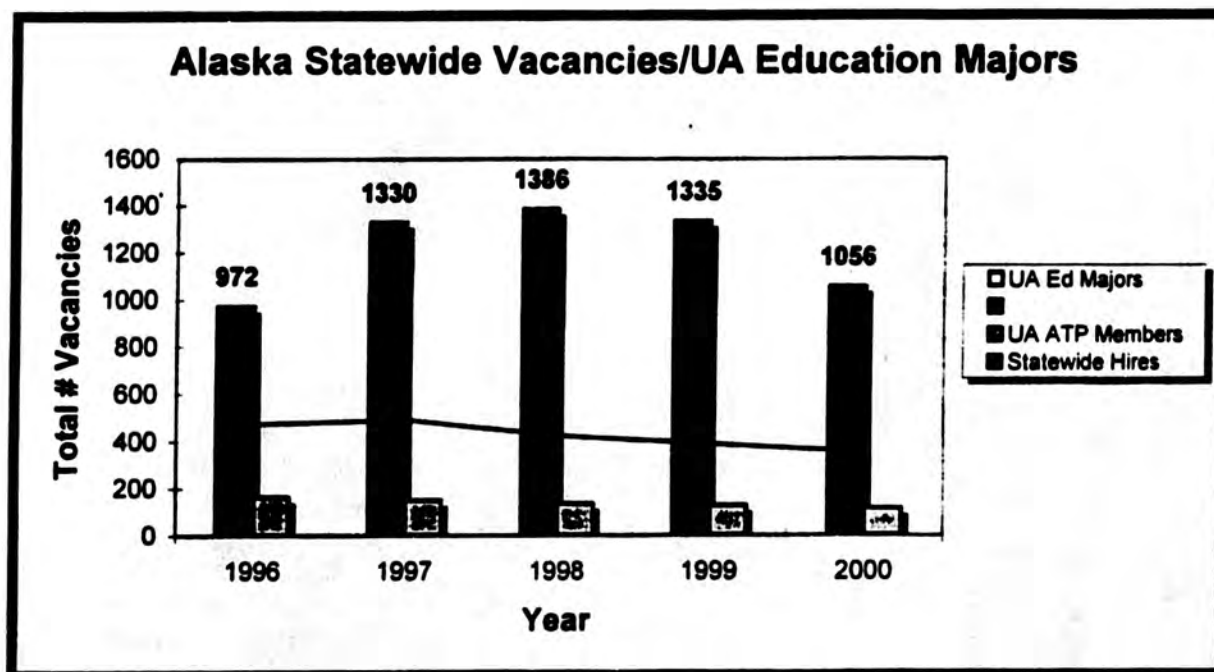
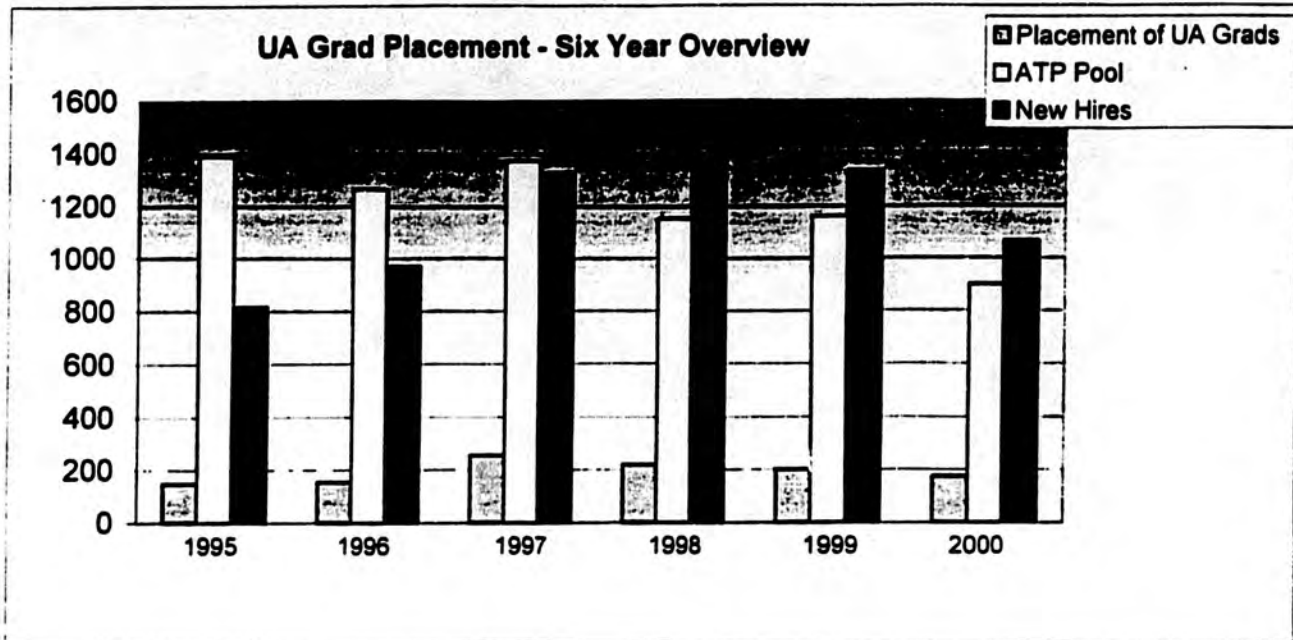
Staffing Statistics

INFORMATION	TOTAL HIRES	PERCENT OF 1065
Teaching Couples	64	6%
Males	346	32%
Females	489	46%
Alaska Resident	511	48%
First Year Teachers	288	27%
Protected Class	278	26%
Alaska Natives	43	4%
Unknown	230	22%

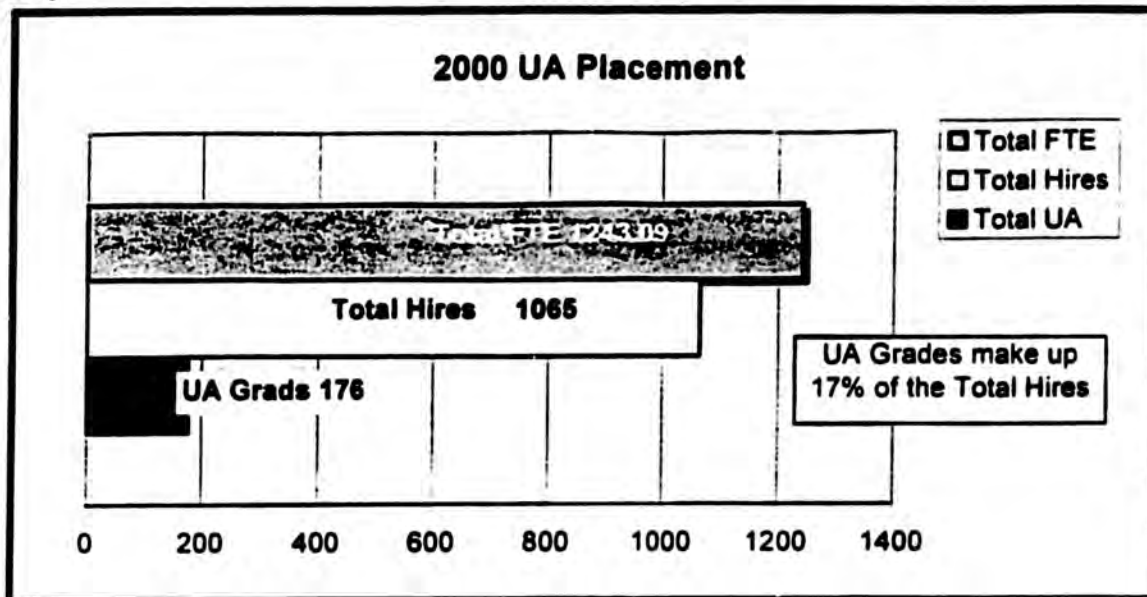
Percentages for the above statistics were taken based on a total of 1065 Hires. This is the actual number of people hired to fill the 1243.09 (FTE) positions. Of these, 489 approximately 46% were female. However, 230 hires were listed as unknown and therefore this number is assumed to be closer to 58%. Alaskan Natives make up a very small percent of the hiring pool, however some district such as Lower Kuskokwim have implemented scholarship programs for local residents and Alaskan Natives. Teachers and Administrators who complete the scholarship program have higher retention rates overall.

SUPPLY: UNIVERSITY OF ALASKA

As evidenced by the following graphs, Alaska's universities continue to struggle with the responsibility of supplying the State with one of its most valuable resources, educators. While state vacancies remain extremely high, the number of education majors is continuing to decline. UA graduates employed in rural Alaska make up only 17% of the total vacancies. Out of the 1065 hires, only 176 were UA graduates. (176 includes, alumni and first year teachers). This proves the need for distance delivery programs.

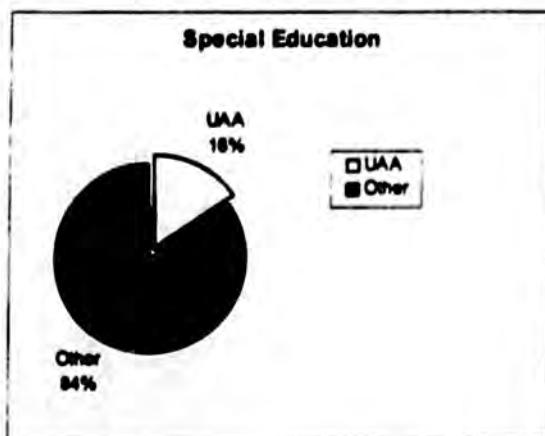
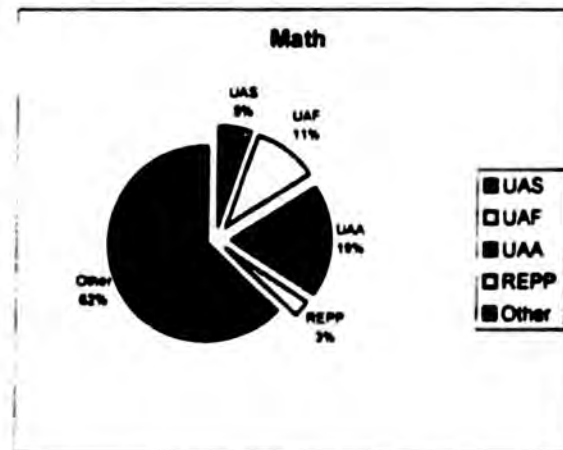


As seen in the graphs, the universities supply of teachers for Alaska school districts is not meeting the need. However, with additional funding and re-assessment of education programs, the University is working hard to increase the number of teachers, without jeopardizing the quality.



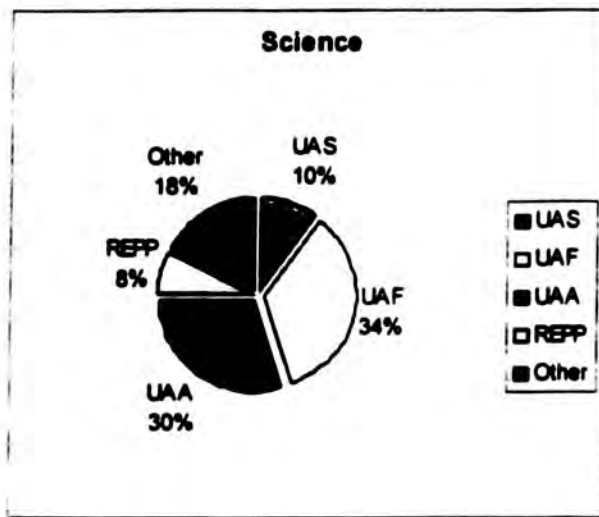
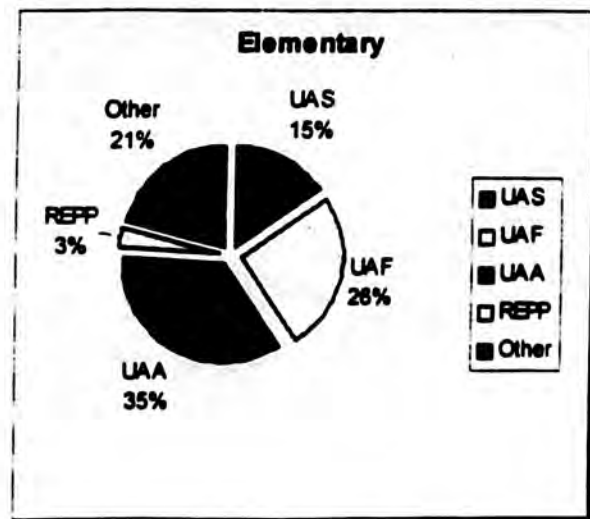
The following graphs will demonstrate the need for "other" candidates, besides UA graduates to fill Alaska's vacancies. In 1995, 8 certified math teachers graduated from UA. This number was exactly the same in 1999. However, the math vacancies across the state have doubled in that time. In 2000 the number is also insufficient to meet the states need of 38 math vacancies. This year the University produced Alaska with only 37% of its math vacancy needs.

Special education is just as grim with only 16% of the special education vacancies potentially being filled by UA grads. Of the 25 UA special education teachers only 11 of them completed the Endorsement in Mild Disabilities. The other 14 completed the Masters in Education (M. Ed) program. The majority of the M. Ed students do not enter the job market because they already have a teaching certificate. In addition some of the 11 students enrolled in the Endorsement program are teaching under waivers, bringing the percent of UA Grads contributing to the special education hiring pool well below 10%.



These numbers also assume that all the graduates will stay in Alaska. With the high turnover rate and increased demands placed on special education teachers the demand remains high and the supply low. The shortage of special education teachers is impacting both urban and rural school districts. Anchorage reported a total of 33.45 vacant positions and granted 23 waivers for special education. Adding to the dilemma is the 36 teachers who have expunged their special education endorsement from their teaching certificate.

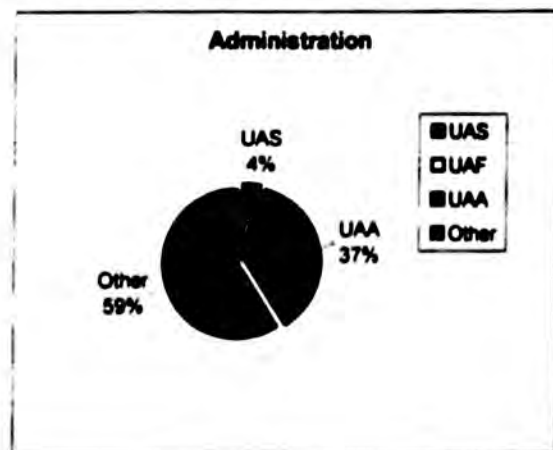
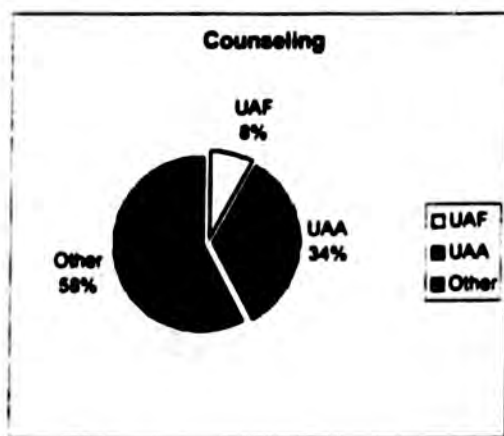
The elementary picture is somewhat better, with UA producing nearly 80% of the need. However, again these numbers only reflect the number of elementary teachers graduating from UA. Of the 181 elementary hires only 34 were UA graduates. If all the elementary majors wished to stay in Alaska, 80% of our vacancies could be filled. This is good, but of the 250.5 elementary vacancies filled in Alaska, 161.5 of them were filled in rural Alaska. If we could entice more teachers to stay in Alaska and if we can get them to venture into rural Alaska, then Alaska Schools would not have to rely so much on teachers from the lower 48 to fill their vacancies.



Science is another area that has grown due in part to the large number of students attaining teaching certificates after completing a Bachelors Degree in the Sciences. Realizing that jobs in their related fields are competitive and sometimes scarce. Many students explore the option of teaching in Alaska. The REPP program is also a good indication of that trend.

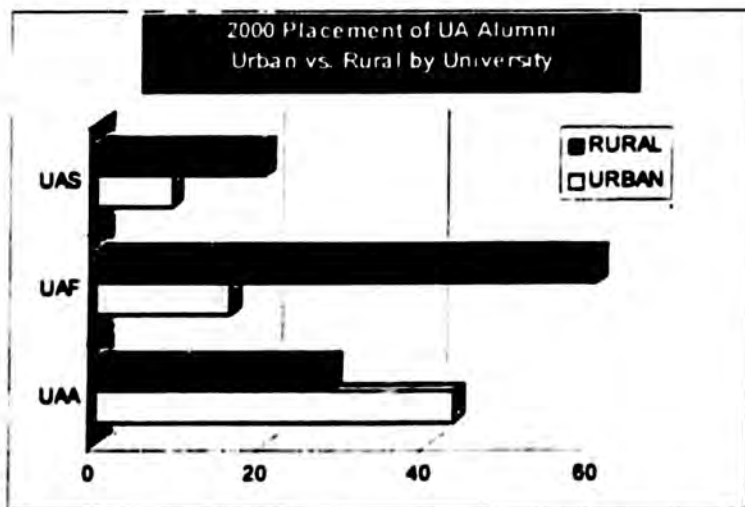
Interns are prospective teachers who have received a bachelor's degree and then complete a one-year internship in a public school through the Rural Educator Preparation Partnerships program (REPP).

ATP has worked with many of these students to assist them in seeking sponsorship as a candidate/intern. Many of the REPP students are hired by the district that sponsors them.



2000 UA Supply							
Endorsement Areas	UAS	UAF	UAA	REPP	TOTAL	Demand	UA %
Superintendent	2	0	0	0	2	13	15%
Principal	2	0	19	0	21	51	41%
Computer	8	0	0	0	8	13.5	59%
Counselor	0	3	13	0	16	37.8	42%
Early Childhood	10	0	0	0	10	38.75	26%
Elementary	38	64	88	8	198	250.5	79%
English	3	1	13	2	19	70.86	27%
Industrial Arts	0	1	0	0	1	16.39	6%
Math	2	4	7	1	14	37.7	37%
Music	0	1	1	0	2	20.1	10%
Physical Education	0	2	5	0	7	12	58%
Science	4	14	12	3	33	40	83%
Social Studies	2	3	31	0	36	25.21	143%
Special Education	0	0	25	0	25	161	16%
Speech Pathology	0	0	0	0	0	15	0%

The above chart assesses the Universities' impact on the demand of the listed endorsement areas. The University Academic Plan clearly addresses the importance of teacher preparation with an emphasis to produce 150 new K-12 teachers each year, with a special focus on preparation of teachers for rural schools. Again these numbers assume all students will remain in Alaska.



Some districts are actively involved in promoting local students to pursue teaching degrees. Several rural districts offer scholarships and grants to encourage and promote Alaska local or Native teacher hire. The Lower Kuskokwim School District has 27 Alaskan Natives currently employed, compared to Fairbanks, which only has 18. Such programs greatly enhance the state's need to fulfill demands for teacher diversity, and retention.

Alaska Teacher Placement visits UA campuses with an appeal to all education majors to consider teaching in rural Alaska. Efforts are made to make UA students more aware of the exciting professional challenges a one-, two-, or multi-room school in a rural site has to offer. However, as the UA Grad Placement graph (page 5) indicates, only a small percentage of all UA Grads choose this option. This leaves a very limited supply of local teachers—in all endorsement areas—for both rural and urban sites. Every attempt must be made to recruit qualified candidates for Alaska's schools, first from within the State, and then from outside. Alaska's number one resource will always be Alaskan students and Alaska's experienced teachers, but the fact remains that the needs cannot be met solely from within.

The UAF School of Education supplied the following information on UAF placement of educators.

Hiring data on UAF School of Education program completers

In May 2000, for the first time, the Alaska Department of Education & Early Childhood provided hiring data on UAF education program completers. Licensure information on program completers from 1990 to was tracked by UAF. 1553 people have completed a teacher education program at UAF since 1990 leading to certification for elementary, secondary, physical education, music, and guidance and counseling.

- ◆ Approximately 60% received licensure in elementary education (K-8)
- ◆ Approximately 30% received licensure in secondary education (7-12)
- ◆ Approximately 5% received licensure for Guidance & Counseling (M.Ed.)
- ◆ Approximately 5% received licensure for physical education and music (K-12)

Districts employing the largest numbers of teachers from UAF education programs in the 1999-2000 year were:

- ◆ Fairbanks - 298
- ◆ Lower Kuskokwim - 43
- ◆ Anchorage - 42
- ◆ Mat-Su - 18
- ◆ Northwest Arctic Borough - 17
- ◆ Kodiak Island - 16

467 UAF education program completers were employed by an Alaska School District in 1998-99. 180 Alaska Native students are on the list and 9 Native Americans who are not Alaska Native contributed to that number. 111 Alaska Native/American Indian teachers on the list were employed by Alaska school districts in 1999-00 school year, 18 percent of the total number of UAF graduates employed that year. Of the Alaska Natives/American Indians not employed, we know the following:

- ◆ 20 percent of the students on the list finished their program in the 1999-00 academic year so they were not yet eligible for employment in the 1999-00 year
- ◆ approximately 25 percent are employed in education related jobs
- ◆ at least 7 percent were voluntarily taking a year off (usually young mothers)
- ◆ some have retired
- ◆ some are deceased
- ◆ others have not been contacted

88 Alaska Native/American Indian teachers on the list were employed by Alaska school districts in the 1998-99 school year, 19 percent of the total number of UAF graduates employed that year. Districts with the largest numbers of Alaska Natives (and/or American Indians) employed in the 1999-00 year were:

- ◆ Lower Kuskokwim with 27
- ◆ Fairbanks with 18
- ◆ Lower Yukon with 7
- ◆ Kodiak Island with 6

UNIVERSITY OF ALASKA PLACEMENT THROUGH ATP

UA graduates receive ATP's services free of charge for the year following graduation, and all education majors are encouraged to register. ATP's director visits UA education classes and students are made aware that the majority of ATP's placement is in rural districts. As this type of service may not meet their needs, many UA graduates choose not to register with ATP. Others do register knowing they may not be interested in teaching in a rural site.

Job Fair Volunteer Program

ATP offers first year UA Grads the opportunity to volunteer at the Anchorage Job Fair in April. Each year ATP selects between 10 to 12 students to take part in this exciting event. The Placement of UA Volunteers is always nearly 100%. Volunteers are given a per-diem and room in exchange for their assistance. ATP is seeking ways to expand the UA Student Job Fair Volunteer program.

STATEWIDE:

- ◆ 124 University of Alaska graduates registered with ATP. This number is down 77 from last year.
- ◆ 78 of these UA graduates accepted positions in 2000.
- ◆ A total of 108 UA graduates were reported as new hires in 2000.
- ◆ UA graduates hired through ATP services account for 7% of the total number of educators hired in Alaska in 2000.
- ◆ 212 first year graduates registered with ATP, of them 108 were first year UA graduates. First year graduates accounted for approximately 20% of the hires in 2000
- ◆ Of the 12 UA Volunteers that ATP sponsored at the Job Fairs, 11 accepted positions.

UNIVERSITY OF ALASKA ANCHORAGE:

- ◆ Of the 29 University of Alaska Anchorage graduates registered with ATP, 16 accepted positions. The student participation is down by 60%. UAA grads overall only account for 3% of the total hires across the state.

UNIVERSITY OF ALASKA SOUTHEAST:

- ◆ Of the 32 University of Alaska Southeast graduates registered with ATP, 21 accepted positions. UAS grads overall account for approximately 2% of the total hires across the state.

UNIVERSITY OF ALASKA FAIRBANKS:

- ◆ Of the 63 University of Alaska Fairbanks graduates registered with ATP, 41 accepted positions.

ALASKA TEACHER PLACEMENT

HOW WE BEGAN

Prior to 1974, recruitment for teaching vacancies in Alaska was independent in each district. In some cases, administrators traveled to a likely area, rented a room, and placed an advertisement in the local newspaper. Much past hiring was done "sight unseen" in response to letters of inquiry from teacher candidates in other states. This haphazard approach contributed to high turnover as many teachers had little or no knowledge of the community or environment and left after one year of service. The State Department of Education was frequently the recipient of "I want to teach in Alaska" letters, but could not devote the time or resources to an employment service of such a complex nature.

In response to the frustration expressed by the State Department of Education and district personnel, the Career Planning and Placement Office of the University of Alaska Fairbanks agreed to become a clearinghouse and referral center, providing employment services to districts who chose to participate. Funding was provided by UAF. The placement services primarily served rural and railbelt districts such as Lower Yukon, Pribilof, Delta-Greely, Alaska Gateway, Haines, Bering Straits, and Nome.

As demand for employment services increased, the Alaska Association of School Administrators successfully lobbied the legislature on behalf of UAF for a full-time position, and "Alaska Teacher Placement" was born.

Today, due to the ongoing commitment of the University of Alaska Fairbanks and school district administrators, ATP continues to grow. ATP once served only a handful of administrators (less than 50% of the school districts). Now, 100% of Alaska's 53 school districts are ATP participants. Alaska Teacher Placement prides itself on its close relationship with the school districts, facilitating the hiring of educators best suited to each specific cultural setting.

The number of educators who annually register with ATP has declined with the teacher shortage, but the number of districts utilizing ATP services has increased tremendously. ATP's staff has increased to handle this larger workload and the variety of services has also increased. ATP's professional staff provides career counseling for education majors, assistance in resume writing, interviewing, and other job-seeking skills. The filing system has developed into a computerized program that allows for individualized referrals. The ATP staff maintains two websites; one for prospective educators and one for district administrators to search for applicants online.

ATP is a department within the Division of Career Services and is located in Fairbanks. For the future, we see Alaska Teacher Placement continuing to provide a much-needed service to the education community statewide, and to provide accurate information and referral for teachers "Coming into the Country".

RECRUITMENT

Even with the large number of registrants dually endorsed, shortages still exist in certain endorsement areas. To assist Alaska's school districts in meeting these demands, ATP increased recruitment efforts with particular emphasis on selected endorsement areas. Recruitment trips were made to universities in Oregon, Washington, Idaho, Montana, Arizona, Minnesota, New Mexico and Utah. Information sessions were presented to hundreds of educators, encouraging them to register with ATP and discover the opportunities in the Alaska school system. Other recruitment efforts included attending the Alaska Special Education Conference and advertising in the AAEE (American Association for Employment in Education) manual. Attending the NWAEE Conference has proven to be an excellent resource for establishing relationships with other university education placement personnel. Recruitment advertising via the Internet is extensive, with Job Track, and other online posting sites. In addition increased advertisements in newspapers and educational magazines has been incorporated.

ATP has a "Cooperating University" network with universities throughout the United States. Information is sent to the career centers and education departments at these cooperating campuses for dispersal to their students, alumni and faculty. Teaching shortages, vacancy opportunities, and job fair details are publicized along with application procedures. The response to these efforts is always encouraging, with a significant number of registrants applying from these universities. Districts have also realized the need to recruit. Many use retired staff living in the lower 48 to attend job fairs and conduct interviews for them.

THE FUTURE

As the need for qualified teachers' reaches an all time high. The State legislators and University of Alaska Statewide are exploring options to alleviate the situation. More collaboration and networks are developing every day and energetic plans are being implemented to increase the recruitment effort, promote higher retention in rural Alaska and provide adequate resources for teacher training.

These efforts have proven to be a huge responsibility, but with hard work and collaboration they are making a difference. President Hamilton has vowed to increase funding to expand education degree programs. Initiatives like House Bill 37, which will bring back a Loan Forgiveness Program for educators is being addressed by representatives. The Alaska Personnel Development Team, being funded through Alaska's State Improvement Grant: Quality Education in the Last Frontier is another great example of networking.

So how does ATP fit into the above network? As the Statewide Education clearinghouse ATP is on the front line of the recruitment effort. The ATP director serves as an active member on the Statewide Improvement Grant Committee. ATP has supplied house representatives with considerable data. The director has given testimony on various house bills. ATP staff provides information to President Hamilton regarding the teacher shortage and issues that surround teacher retention. Whenever possible ATP takes an active roll in collaborating with constituents invested in Alaska education. For over 25 years ATP has provided this invaluable service to Alaska.

SUPPLY: ALASKA TEACHER PLACEMENT

During 2000 the ATP registrant pool numbered 901. The number of qualified teachers and administrators seeking positions in Alaska has been steadily declining over the years. In 1994, the registrant pool was 300 more and the vacancies 500 less. Today many hard-to-fill positions remain unfilled due to a shortage of qualified applicants. Information concerning supply and demand by endorsement area follows: The supply is the ATP registrant pool, and the demand is the total number of new openings listed as "Filled Positions: Rural and Urban for 2000. As is apparent from this table, if a candidate was endorsed in the high demand/low supply area, with strong qualifications and references, and was willing to relocate to any location in Alaska, the chance of acquiring a position was excellent. For example, with only 125 special education teachers registered, 93 were hired for rural positions. If the candidate is endorsed in a high supply/low demand area (such as social studies), placement becomes more competitive. Teachers with expertise in more than one area are much more employable in rural Alaska than those singularly endorsed.

2000 Supply and Demand

Endorsement Area	ATP Registrant	Filled Positions		2000 Vacancies	Endorsement Area	ATP Registrant	Filled Positions		2000 Vacancies
		Urban	Rural				Urban	Rural	
Superintendent	109	2	11	13	Home Ec.	2	1	2	3
Assistant Superintendent		3	5	8	Industrial Arts	24	1.5	14.89	16.39
Principal		6	45	51	Library	11	6	6	12
Assistant Principal		4	12	16	Math	70	15.5	22.2	37.7
Teacher Principal		9	13.5	22.5	Media	0	0	0	0
Art	19	4.5	1	5.5	Middle/Jr. High	16	4	15.5	19.5
Bilingual Bicultural	0	3.5	2.2	5.7	Music	19	13	7.1	20.1
Business Education	8	2	3	5	Physical Education	39	6	6	12
Computer	12	2.5	11	13.5	Occupational Therapy	0	3.2	2	5.2
Counselor	40	11.8	26	37.8	School Psychology	10	5	6	11
Early Childhood	15	15	23.75	38.75	Reading	21	13.1	11.07	24.17
Elementary	310	89	161.5	250.5	Science	141	17.5	22.5	40
English	101	24.5	46.36	70.86	Social Studies	108	11	14.21	25.21
Foreign Language *	38	9	2.83	11.83	Special Education	125	68	93	161
Generalist	25	4.5	96.76	101.26	Speech Pathology	3	8	7	15
Gifted Talented	0	7.85	6.3	14.15	Other	37	21	28.07	49.07
Health	17	1.5	0.2	1.7	TOTAL FTE		393.45	724.94	1118.39

ATP Registrant - represents individual endorsement areas, multiple endorsements are common. Not all registrants meet Alaska Certification requirements. Registrants include job fair participants and referral applicant pool.

In District Transfers	
Superintendent	7
Assistant Superintendent	5
Principal	22
Assistant Principal	8
Teacher/Principal	15
Central Office	9

Of the 13 total superintendent vacancies in 2000, 7 of them were In District Transfers. Of the 8 assistant superintendent vacancies, 5 were In District Transfers. Of the 51 principal vacancies, 22 were In District Transfers.

* Foreign Language	
Russian	0
Japanese	2
Spanish	7.43
French	0
German	0.56
Yupik	0
Latin	0

Of the 16 assistant principal positions, half were In District Transfers. Teacher/principal positions are administrative positions that include a teaching load. 15 of the 22.5 FTE positions were In District Transfers.

* Foreign Language vacancies are divided up into the specific language areas.

PROGRAM EFFECTIVENESS

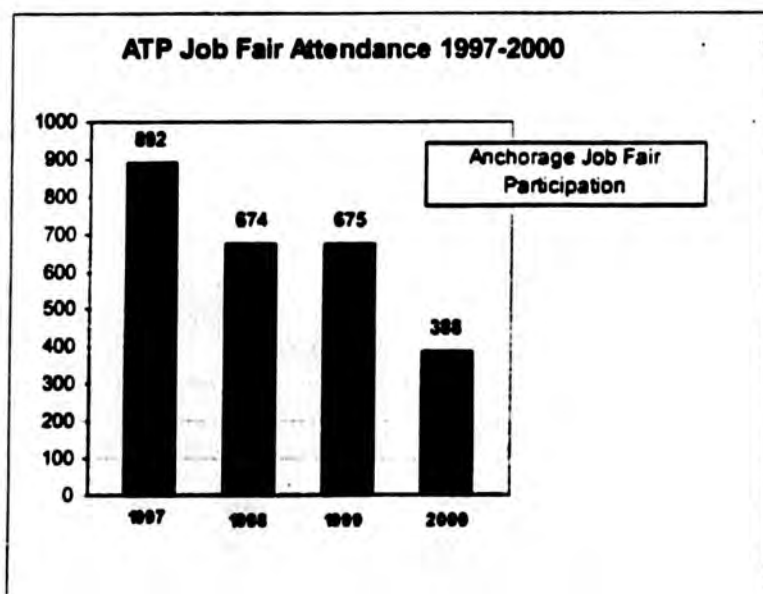
All total, there were 901 people registered with Alaska Teacher Placement in 2000. Of these, 473 were offered positions. The following table shows the number of people registered for Alaska Teacher Placement's programs.

2000 Total ATP Program participation

Program	Number of Participants
Referral Program	580
April Job Fair - Anchorage	388
Summer Job Fairs - Fairbanks	133
Lower 48 Job Fair - Minneapolis	94

Many registrants participate in more than one program. ATP offers several job fairs to facilitate the hiring process. The spring job fair is the largest with 40-45 districts attending to share information about their district and interview potential personnel. The summer fairs held at the UAF campus are of a smaller scale, but more direct in the hiring practices. Contracts are often offered on site. People do not have to register with ATP to participate in the April job fair, but do have to register to be involved in one or more of the summer job fairs. For this reason, the number of participants for all programs exceeds the number of actual registrants.

The following graph indicates the decrease in the ATP Job Fair attendance compared to the vacancies, which is a direct reflection of the teacher shortage. Other factors contributing to the declining numbers are stagnant salaries in Alaska, signing bonuses in the lower 48 and the rural living conditions that prove too difficult for some "city" folks.



The Alaska Teacher Placement Anchorage Job Fair held in April every year is a good indication to the declining number of educators seeking employment in Alaska. Although ATP has increased advertisements throughout the lower 48 and increased recruitment efforts the numbers attest to the teacher shortage trend.

ATP is actively seeking additional funding from the state and the University of Alaska system. These funds will allow us to decrease fees and increase the applicant pool.

As is evident from the table below, educators who limit their participation with ATP to one program are not as successful as those who participate in several. ATP placed 49% of those educators who registered only in the referral program, but placed 76% of those who participated in the referral program and the April job fair. The best place for many educators to begin their job search is at the spring job fair in April when districts are building their personnel files for use at a later time when positions become vacant. 50% of all ATP hires trace back to early registration with the referral service and the spring fair.

ATP Program Effectiveness	Participated	Placed	Percent
Registrant	238	117	49%
April Job Fair	184	97	53%
Summer Job Fairs	133	70	53%
Minneapolis Job Fair	94	38	40%
Anchorage Job Fair & Referral	203	154	76%
Minneapolis Job Fair & Referral	36	18	50%
Summer Job Fairs & Referral	132	84	64%

ATP FACTS

- ♦ ATP correspondence database tracked over 600 hires that accepted jobs in **rural Alaska**. Contributing to 56% of the hires. Although not all correspondence with prospective applicants leads to the use of ATP services, ATP is constantly assisting educators seeking information on teaching jobs in Alaska. In addition we answer calls regarding certification, retirement, geographic location and demographics. The ATP staff must be well educated to deal with these involved questions.
- ♦ ATP correspondence database tracked over 100 hires that accepted jobs in **urban Alaska**. Contributing to 9% of the hires. Applicants seeking positions in urban areas are always encouraged to consider teaching in other schools located on the road system.
- ♦ The ATP Registrant online database system accounted for 241 of the hires, 23% in **rural Alaska**. The Anchorage job fair accounted for 19% with 199 hires registered. And 117 hires used ATP services prior, accounting for 11%. Through previous services, current services and correspondence ATP accounted for 95% of placement in **rural Alaska**.
- ♦ The ATP Registrant online database system accounted for 27 of the hires, 3% in **urban Alaska**. The Anchorage job fair accounted for 3% with 30 hires registered. And 38 hires use ATP services prior, accounting for 4%. Through previous services, current services and correspondence ATP accounted for 17% of placement in **urban Alaska**.
- ♦ Through previous services, current services and correspondence with Alaska hires, ATP accounted for 89% of placement throughout Alaska.
- ♦ 45 Alaska School District participated in the Anchorage Job Fair. With over 150 district representative attending.
- ♦ 18 Districts participated in the Minneapolis Job Fair and 27 Districts participated in the June Job Fair held at the University of Alaska Fairbanks.

ALASKA SCHOOL DISTRICTS

This table shows the number of educators hired by endorsement area. As is evident, hires by endorsement areas can be very cyclical (such as: science); what is high one year could be quite low the next. Some educators are endorsed in multiple subject areas. It is important to take this hidden factor into consideration; a teacher may be hired under one certification but also be required to teach another.

8 Year Survey of New Educators Hired by Endorsement								
ENDORSEMENT	1993	1994	1995	1996	1997	1998	1999	2000
Superintendent	9.0	19.0	7	12	14	13	9	6
Asst. Superintendent	3.0	7.0	0	1	4	2	2	3
Principal	31.0	32.0	29	37	57.5	38	42	29
Asst/Vice Principal	10.0	12.0	8	11	14.7	7.5	9.5	8
Principal/Teacher	8.5	20.0	19	30	22.5	13	15	7.5
Central Office		7.0	11	17.6	14	23	20.5	17.82
Art	8.5	5.5	6.5	8.5	9.8	13	10	5.5
Bilingual/Bicultural	9.5	5.0	10.4	5	9.5	15.5	7	5.7
Business Education	12.0	6.0	2	4.3	10	9.5	4	5
Computer Science	6.0	6.5	4.5	7.2	18.5	12.5	14	13.5
Counselor	27.0	23.0	23	23	45.5	53	47.5	37.8
Early Childhood	9.0	8.0	28.4	16.5	41.3	63	45.4	38.75
Elementary	207.0	189.0	217	210	380.5	350.5	376.6	250.5
English	42.0	35.0	41.5	58.9	103.7	91	88.5	70.86
English as Sec Lang						9	9.5	0
Foreign Language	11.0	10.6	8.5	14.1	13	24	16.5	11.83
Generalist	23.0	61.0	37	25.8	68.5	71.5	43.5	101.26
Gifted/Talented	8.4	5.2	12.5	9.5	12.5	14	15	14.15
Health	3.0	2.0	1.5	5	4.5	2	5	1.7
Home Economics	6.0	3.8	6	5	2.5	3	5	3
Industrial Arts	9.4	14.5	13.5	19	17.5	25	17	16.39
Library/Media	7.0	11.0	15	16	12.5	21.6	12.5	12
Long Term Substitute	4.0	25.0	8	10	8	13	8	0
Mathematics	44.0	31.5	31.5	46.8	70	65	63	37.7
Middle School	22.0	31.5	29.5	34.5	31.5	20.7	22	0
Music	35.0	23.0	12.8	18.1	22.7	30.5	28	19.5
Occupational Therapists	4.5	1.5	4	3	3	4.8	7	20.1
Physical Education	11.0	11.4	9.3	16.1	23.7	31	26.5	12
Reading Specialist	8.5	5.8	10.5	13	10.7	8	18.8	5.2
School Psychologists	11.0	10.0	8	9	11.6	12.3	9	11
Science	24.0	37.0	23.5	42.2	48.2	66.6	65.3	24.17
Social Studies	20.0	15.0	18	27	37	56	41.8	40
Special Education	127.0	116.0	135.3	131.25	151	161.2	176.5	25.21
Spec Ed/Early Childhood				22.5	6	2	4	161
Speech Pathologists	22.0	18.0	19.5	21.3	15	19.5	25.5	15
Other	37.0	15.2	5.8	41	14.8	20.8	25	49.07
Total	820.3	824	817	972	1329.7	1386	1335	1079.21
2000 Totals do not include in-district transfers for administrative positions.								

This table shows the 2000 positions filled by each district. The total district staff numbers are included in this table to help the reader keep the turnover percentages in perspective. An 8-10% turnover is normal for natural attrition. In any given year, Alaska's rural sites can experience resignations from up to 47% of their staff. This high turnover can be due to many reasons, but one of the main reasons seems to be poor housing and harsh living conditions. The number of first year teachers being hired increases each year. Are they being given the support needed for success? The University of Alaska Fairbanks is seeking a post-hiring course for first year teachers. Courses such as these in addition to Alaskan Native Studies are essential to teacher retention rates. Many rural sites do not have adequate funding to give them the resources for success.

Positions Filled by Districts									
District	New Hires		Total Staff	District Turnover	District	New Hires		Total Staff	District Turnover
	Admin	Teacher				Admin	Teacher		
Alaska Gateway	0	6	42	14%	Kodiak	0	23	221	10%
Aleutain Region	0	2	6	33%	Kuspuk	2	14	52	31%
Aleutians East	1	16	43	40%	Lake & Pen	0	24	67	36%
Anchorage	12	215	3477	7%	L. Kuskokwim	4	71	335	22%
Annette Island	1	5	35	17%	Lower Yukon	5	48	164	32%
Bering Strait	3	58	201	30%	Matanuska	6	85	910	10%
Bristol Bay	2	2	28	14%	Nenana	2	12	33	42%
Chatham	2	9	30	37%	Nome	3	11	60	23%
Chugach	0	3	16	19%	North Slope	6	53	231	26%
Copper River	0	8	52	15%	NW Arctic	6	49	199	28%
Cordova	2	3	38	13%	Pelican	1	1	4	50%
Craig City	0.5	9	37	26%	Petersburg	0	6	54	11%
Delta	0	0	65	0%	Pribilof	2	4	13	46%
Denali	0	5	36	14%	Sitka	2	7	128	7%
Dillingham	2	15	51	33%	Skagway	2	12	14	100%
Fairbanks	1	48	1087	5%	Southeast Is.	0	3	25	12%
Galena	1.5	9	75	14%	Southwest R.	0	5	97	5%
Haines	0	0	36	0%	St. Mary's	7.5	28	20	178%
Hoonah	1	3	25	16%	Tanana	0	1	10	10%
Hydaburg	0	5	12	42%	Unalaska	1	6	36	19%
Iditarod	3	14	51.5	33%	Valdez	2	11	73	18%
Juneau	5	25	407	7%	Wrangell	0	6	36	17%
Kenai	6	39	737	6%	Yakutat	1	7	19	42%
Ketchikan	2	13	168	9%	Yukon Flats	7	16	42	55%
Klawock	0	0	18	0%	Yukon Koyukuk	1	15	85	19%
					Yupit	3	23	42	62%
					SESA	0	3	21	14%

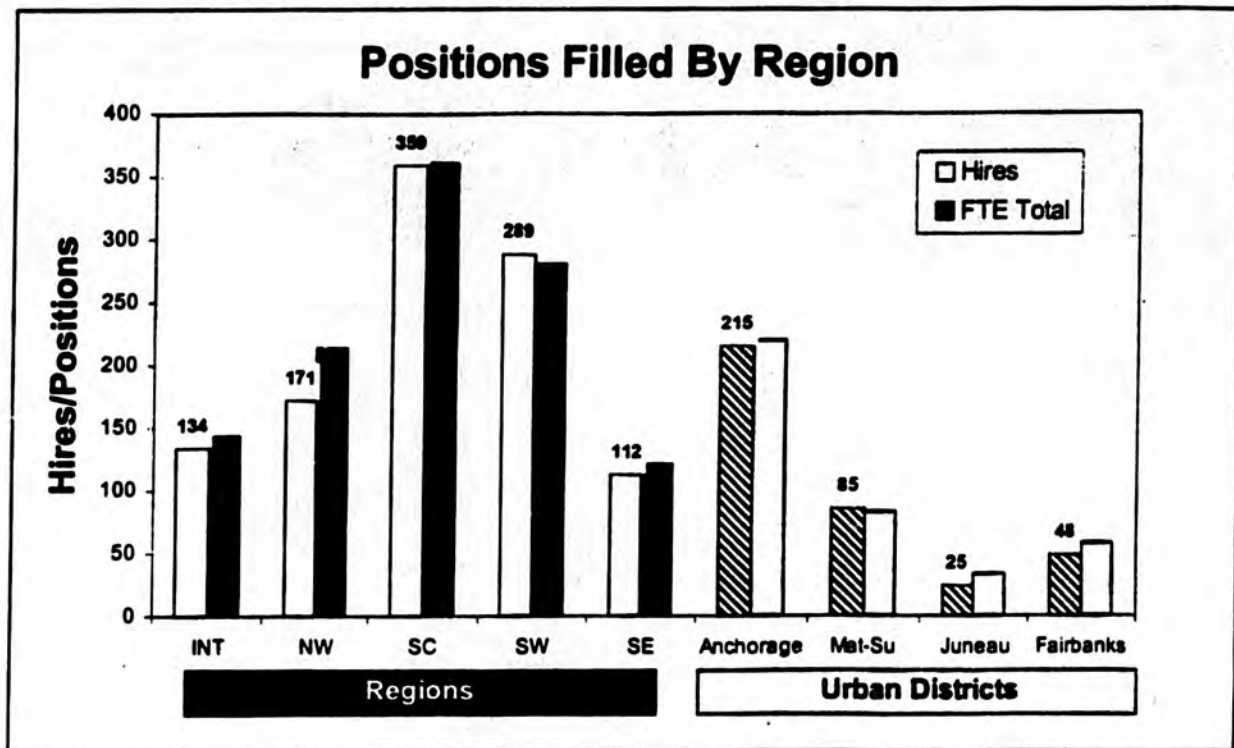
Average Turnover for the following:

URBAN DISTRICTS	7%
RURAL DISTRICTS	20%
ALL DISTRICTS	12%

History of District Turnover

District	1997		1998		1999		2000		Average
	Staff	Turnover	Staff	Turnover	Staff	Turnover	Staff	Turnover	
Alaska Gateway	48	31%	45.25	24%	40.5	4%	42	14%	15%
Aleutian Region	4	0%	9.5	33%	9.5	42%	6	33%	19%
Aleutians East	36	57%	37	15%	41.5	32%	43	40%	26%
Anchorage	3009	7%	3100	15%	3143	9%	3477	7%	8%
Annette Island	39	17%	37	16%	34.3	3%	35	17%	9%
Bering Strait	172	35%	198.5	24%	202	35%	201	30%	24%
Bristol Bay	29.75	0%	28	7%	28	3%	28	14%	3%
Chatham	33	29%	29	26%	27	10%	30	37%	16%
Chugach	17.5	0%	17	6%	12	8%	16	19%	4%
Copper River	46.97	28%	48.5	11%	48.5	11%	52	15%	13%
Cordova	34.5	21%	41	5%	35.3	10%	38	13%	9%
Craig City	31	17%	30	23%	33	15%	37	26%	14%
Delta/Greely	50	0%	75	11%	68	4%	65	0%	4%
Denali	30	15%	33	11%	30.5	24%	36	14%	13%
Dillingham	51	10%	54	34%	51	19%	51	33%	16%
Fairbanks	1044.33	0%	1065	10%	1129	8%	1087	5%	5%
Galena	34	24%	56	48%	70	36%	75	14%	27%
Haines	30.8	19%	11.7	23%	37	7%	36	0%	12%
Hoonah	25	0%	20	11%	21.5	4%	25	16%	4%
Hydaburg	15	28%	10	57%	12	50%	12	42%	34%
Iditarod	42.25	34%	47	39%	51	31%	51.5	33%	26%
Juneau	276.35	18%	371.7	10%	381	21%	407	7%	12%
Kake	17	0%	17.6	17%	16.6	23%	15	27%	10%
Kashunamiut	21	29%	27	33%	27	35%	26	27%	24%
Kenai	668	12%	730.5	8%	733	11%	737	6%	8%
Ketchikan	141.2	10%	165	13%	170.7	11%	168	9%	9%
Klawock	21.5	0%	18.5	6%	18.5	5%	18	0%	3%
Kodiak	199.95	0%	209	11%	216	15%	221	10%	7%
Kuspuk	51	38%	56	22%	56	31%	52	31%	23%
Lake & Peninsula	56.5	54%	69	36%	73	36%	67	36%	32%
Lower Kuskokwim	298.5	17%	329	16%	327	22%	335	22%	14%
Lower Yukon	170	26%	181	23%	162	13%	164	32%	16%
Matanuska	736.15	9%	872	4%	869	13%	910	10%	7%
Nenana	13	24%	17	47%	25	27%	33	42%	25%
Nome	58.5	15%	63.5	16%	65	21%	60	23%	13%
North Slope	204.25	35%	237	23%	234	27%	231	26%	21%
Northwest Arctic	152	22%	170	30%	186	29%	199	28%	20%
Pelican	5	55%	5	0%	4	31%	4	50%	22%
Petersburg	55.5	0%	54	18%	54	9%	54	11%	7%
Pribilof	21.5	37%	15	38%	13.5	15%	13	46%	23%
Sitka	121	10%	129	12%	133	11%	128	7%	8%
Skagway	13	0%	14	40%	14	14%	14	100%	14%
Southeast Island	29	26%	27	9%	27	35%	25	12%	18%
Southwest	72	25%	91	30%	92	26%	97	5%	20%
St. Mary's	13	12%	15.5	13%	12	39%	20	178%	16%
Tanana	11	0%	11	25%	11	36%	10	10%	15%
Unalaska	32.6	27%	34	24%	34	25%	36	19%	19%
Valdez	69.5	0%	67	13%	68	10%	73	18%	6%
Wrangell	41.2	0%	38	16%	39	15%	36	17%	8%
Yakutat	16	20%	18	35%	19	35%	19	42%	23%
Yukon Flats	53	30%	48	25%	45	25%	42	55%	20%
Yukon Koyukuk	58	36%	63	37%	73	19%	85	19%	23%
Yupit	38	0%	37	41%	38	47%	42	62%	22%
SESA	21.6	15%	18.5	11%	19	6%	21	14%	8%

This graph depicts the number of positions filled by each region for 2000. For a key of districts in each region see below. The cities are also included in the regions.



District Per Region Key

SOUTHEAST

Annette Island
Chatham
Craig City
Haines
Hoonah
Hydaburg
Juneau
Kake
Ketchikan Gateway
Klawock
Pelican
Petersburg
Sitka
Skagway
Southeast Island
Wrangell
Yakutat

NORTHWEST

Bering Strait
Nome
North Slope Borough
Northwest Arctic Borough

INTERIOR

Alaska Gateway
Copper River
Delta Greely
Fairbanks
Galena
Iditarod
Nenana
Denali
Tanana
Yukon Flates
Yukon Koyukuk

SOUTHWEST

Aleutian Region
Aleutians East
Bristol Bay
Dillingham
Kashunamiut
Kodiak Island
Kuspuk
Lake and Peninsula
Lower Kuskokwim
Lower Yukon
Pribilof
Southwest Region
St. Mary's
Unalaska
Yupit

SOUTHCENTRAL

Anchorage
Chugach
Cordova
Kenai
Matanuska Susitna
Valdez
SESA

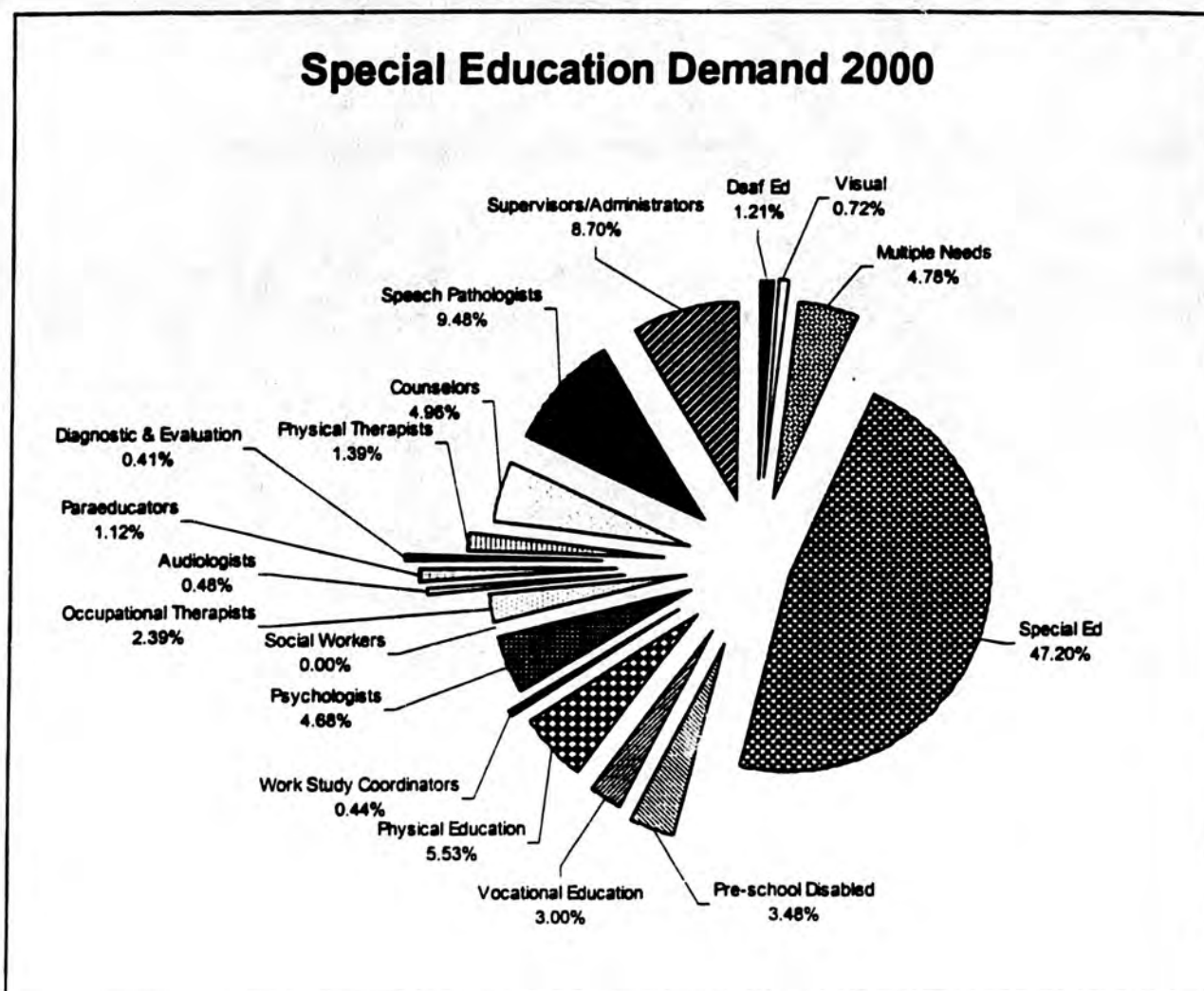
2000 SALARIES BY DISTRICT					
District	Base Teacher	Master Teacher	Top Teacher	Base Principal	Top Principal
Alaska Gateway	\$35,016	\$39,568	\$63,379	\$71,000	\$73,000
Aleutian Region	\$32,660	\$37,383	\$62,092	\$70,000	\$80,000
Aleutians East	\$37,183	\$40,219	\$64,507	\$74,000	\$77,000
Anchorage	\$30,079	\$32,971	\$57,555	\$60,000	\$79,970
Annette Island	\$34,099	\$39,214	\$63,083	\$65,000	\$76,000
Bering Strait	\$36,453	\$39,743	\$62,771	\$68,194	\$81,185
Bristol Bay	\$33,667	\$37,943	\$58,446	\$60,000	\$75,000
Chatham	\$33,920	\$59,164	\$59,164	\$60,000	\$63,000
Chugach	\$31,730	\$35,330	\$53,330		
Copper River	\$34,500	\$37,500	\$58,500	\$64,230	\$69,170
Cordova	\$33,456	\$38,930	\$58,091	\$62,000	\$77,630
Craig City	\$31,123	\$36,057	\$57,631	\$63,000	\$69,458
Delta	\$32,348	\$34,963	\$55,718	\$59,590	\$75,548
Denali	\$3,234	\$65,500	\$65,500	\$70,837	\$73,337
Dillingham	\$36,337	\$64,225	\$64,225	\$66,820	\$80,344
Fairbanks	\$32,733	\$36,661	\$61,865	\$59,992	\$86,234
Galena	\$35,368	\$39,931	\$59,701	\$80,000	\$92,000
Haines	\$29,620	\$51,220	\$56,620	\$68,137	\$73,004
Hoonah	\$31,618	\$37,309	\$64,349	\$62,930	\$68,000
Hydaburg City	\$33,577	\$37,623	\$58,000	\$65,000	\$55,000
Iditarod Area	\$32,779	\$37,696	\$62,936	\$43,651	\$76,190
Juneau	\$31,418	\$34,560	\$61,268	\$62,000	\$61,288
Kake City	\$32,500	\$37,300	\$58,100	\$62,000	\$62,000
Kashunamiut	\$38,000	\$56,000	\$62,000	\$78,000	\$80,000
Kenai	\$33,000	\$81,748	\$34,068	\$57,888	\$58,150
Ketchikan	\$33,000	\$36,545	\$60,380	\$61,588	\$82,571
Klawock	\$30,555	\$36,000	\$60,723	\$65,000	\$82,000
Kodiak	\$33,155	\$37,598	\$66,973	\$72,160	\$82,060
Kuspuk	\$35,092	\$38,951	\$62,923	\$47,653	\$80,090
Lake & Peninsula	\$34,000	\$51,150	\$60,357	\$64,175	\$71,080
Lower Kuskokwim	\$36,226	\$39,726	\$65,957	\$69,500	\$86,000
Lower Yukon	\$34,379	\$39,880	\$63,543	\$65,311	\$82,183
Matanuska Susitna	\$31,347	\$61,127	\$61,127	\$52,277	\$82,389
Nenana	\$30,883	\$34,049	\$56,729	\$60,000	\$66,000
Nome	\$33,093	\$36,402	\$64,531	\$63,477	\$77,567
North Slope	\$39,974	\$43,993	\$66,107	\$79,800	\$99,975
Northwest Arctic	\$36,163	\$55,132	\$68,865	\$77,600	\$86,663
Pelican	\$33,581	\$37,774	\$58,251		\$70,000
Petersburg City	\$31,019	\$36,207	\$60,487	\$62,410	\$76,000
Pribilof	\$35,158	\$38,000	\$63,966	\$55,000	
Saint Mary's	\$34,933	\$36,124	\$60,084	\$56,167	
Sitka	\$31,799	\$58,935	\$60,069	\$60,317	\$78,496
Skagway	\$32,494	\$49,484	\$58,543	\$50,000	
Southeast Island	\$29,784	\$34,626	\$56,590		
Southwest Region	\$35,560	\$38,760	\$60,452	\$72,500	\$76,500
SESA	\$31,281	\$36,094	\$64,427	\$68,900	\$76,400
Tanana	\$35,080	\$39,171	\$60,409	\$78,000	
Unalaska City	\$37,639	\$41,026	\$65,760	\$69,900	\$79,800
Valdez City	\$36,210	\$39,831	\$69,568	\$72,038	\$85,989
Wrangell	\$29,634	\$32,598	\$54,823	\$57,773	\$79,438
Yakutat	\$33,000	\$34,317	\$58,615	\$63,000	\$63,000
Yukon Flats	\$33,496	\$62,464	\$64,338	\$66,000	\$62,000
Yukon Koyukuk	\$34,885	\$56,799	\$56,799	\$59,184	\$74,613
Yupik	\$36,777	\$40,171	\$49,130	\$61,292	\$67,292
Average	\$33,083	\$42,720	\$60,385	\$64,429	\$75,523

Base Salaries taken from 2000 ATP District Surveys

1998-1999 ADMINISTRATOR SALARIES BY REGION

SUPERINTENDENT	SE	SC	SW	INT	NW	AK
AVG. SALARY	\$78,272	\$105,600	\$91,938	\$87,582	\$105,500	\$89,695
AVG. DAYS	248	257	253	256	255	253
PRINCIPAL ELEMENTARY	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$57,345
AVG. TOP SALARY	\$72,708	\$74,486	\$74,296	\$69,937	\$80,706	\$73,741
AVG. DAYS	201	205	209	200	207	204
PRINCIPAL HIGH SCHOOL	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$57,470
AVG. TOP SALARY	\$74,662	\$81,906	\$76,862	\$79,610	\$83,559	\$80,273
AVG. DAYS	206	215	217	214	211	213
PRINCIPAL K-12	SE	SC	SW	INT	NW	AK
AVG. BASE SALARY						\$58,623
AVG. TOP SALARY	\$62,407	\$70,685	\$78,728	\$75,553	\$80,059	\$76,809
AVG. DAYS	211	201	210	210	207	218

ASSOCIATION OF ALASKA SCHOOL BOARDS: 1997-98 SCHOOL ADMIN. SALARY & BENEFITS REPORT

SPECIAL EDUCATION DEMAND OF ALASKA IN 2000

The demand for Special Education teachers in Alaska continues to far exceed the supply. At this time, there are:

- ◆ 36 students are teaching under special education waivers. Due largely to the fact that the state has mandated that teachers with a special education endorsement are required to take a special education position in a district before a waiver will be granted to another teacher. In essence special educators are being forced into the classroom.
- ◆ The Department of Education reported that 38 teachers have expunged their special education endorsement from their Alaska teacher certificate. The majority of the teachers who are choosing to expunge their endorsement are from the urban areas. Some smaller districts have been denied waivers.
- ◆ The total unfilled positions for special education was reported to be 69 which has more than doubled since last year.

2000 Special Education Teachers

Number (FTE) and type of teacher employed and needed to
provide special education and related services for students with disabilities.

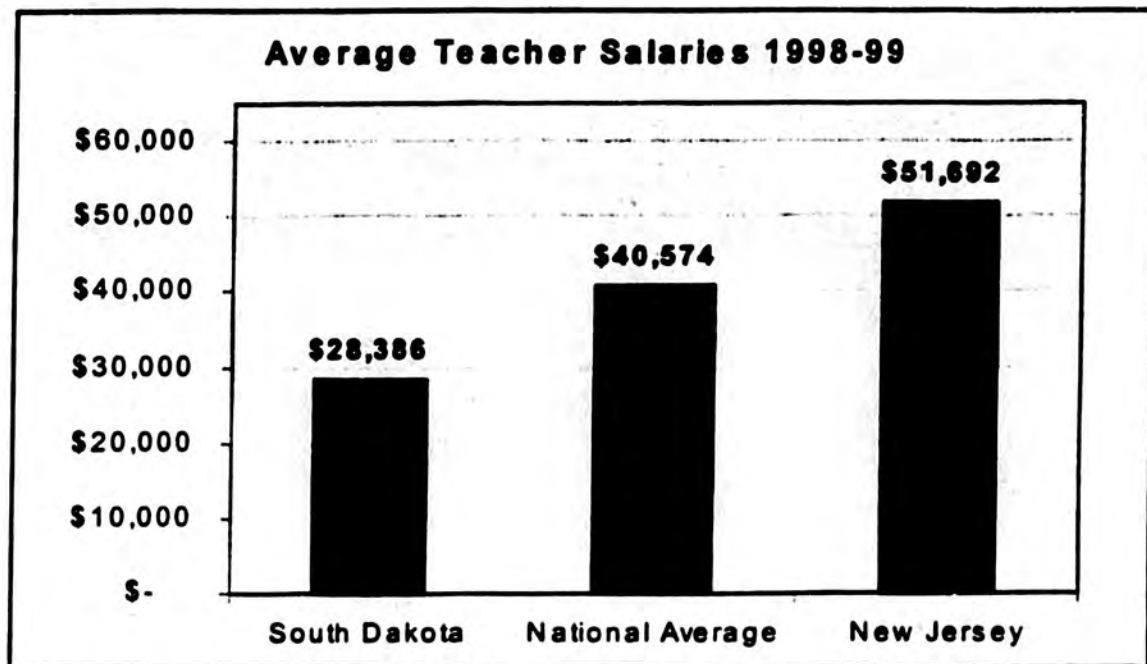
Certification	New Hires		Retained Staff		Vacant Positions	Total Demand		Waivers #	Related Services Contracted
	Certified	Not Cert.	Certified	Not Cert.		Certified	Not Cert.		
Deaf Ed	3.5	3	15	3	4.2	22.7	6	0	2
Visual	2	0	10.35	0	1.2	13.55	0	2	5
Multiple Needs	9	6	78.5	9.5	2	89.5	15.5	0	5
Special Ed	165.33	12.77	693.57	28	20	878.9	40.77	34	15.5
Pre-school Disabled	11	4	51.5	1	2.75	65.25	5	0	1
Vocational Education	13.29	1	41.72	0	1.25	56.26	1	0	0
Physical Education	4	0	99.4	0	0.25	103.65	0	0	2
Work Study Coordinators	0	0	7.2	0	1	8.2	0	0	0
Psychologists	14.75	0	66.45	1	6.55	87.75	1	0	17.1
Social Workers	0	0	0	2	0	0	2	0	0.1
Occupational Therapists	3.25	0	40.1	0	1.5	44.85	0	0	20.75
Audiologists	1	0	8	0	0	9	0	0	6
Paraeducators	0	189.42	6	626.97	15	21	816.39	0	1
Diagnostic & Evaluation	0	0	6.75	4	1	7.75	4	0	4
Physical Therapists	1.25	0	19.7	0	5	25.95	0	0	20.5
Counselors	19.5	1	73	0	0.5	93	1	0	2
Speech Pathologists	21.75	0	149.4	0	6.5	177.65	0	0	15
Supervisors/Administrators	20	0	142.7	0	0.25	162.95	0	0	3
TOTALS	289.62	217.19	1509.34	675.47	68.95	1867.91	892.66	36	119.95

SALARY AND COST OF LIVING INFORMATION**SALARIES**

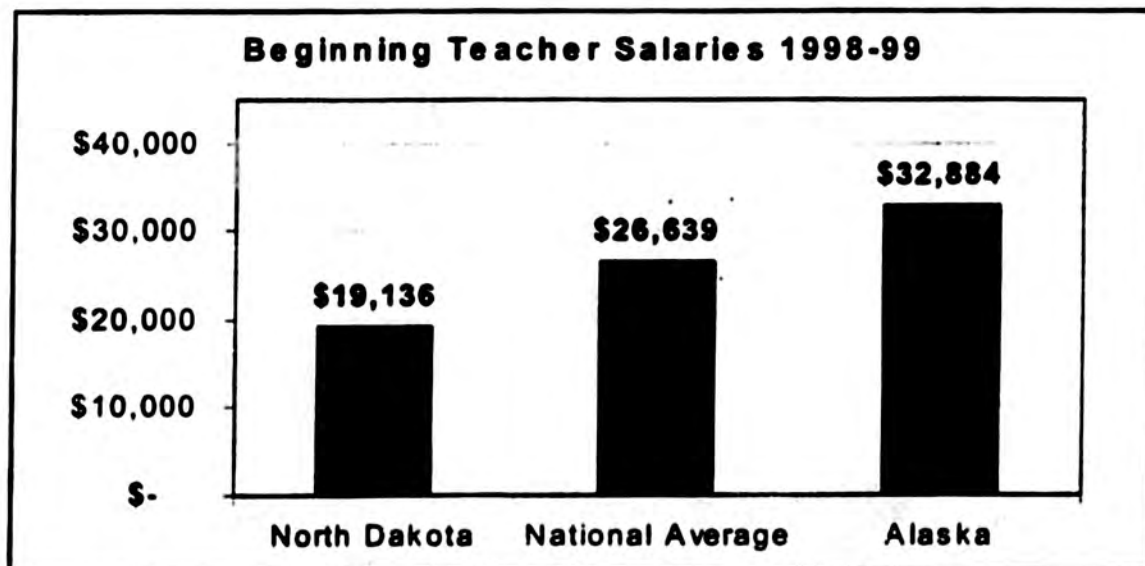
Alaska's salaries have seen very little change since 1994. Since that time, they have only risen 4%. Compared to 1998 salaries, the base teacher salary has increased by .5%. On average of salary fluctuation and increase, Alaska ranks dead last over a the ten period (1987-1997) according to the American Federation of Teachers. However, Alaska's beginning teacher salaries are still the highest in the nation. Alaska's educators have one of the highest compensation rates in the nation. However, several districts do not compensate for years of experience. Last year Matanuska-Susitna did not offer new hires years of experience. In the past Anchorage new hires start at base salary regardless of years of experience. According to statistics compiled by the American Federation of Teachers, after adjustment to the cost-of-living index, Alaska's salaries rank among 22 in the U.S. www.aft.org

Ma-Maximum Salaries Adjusted By 1996 Accra Cost-Of-Living Index					
	Ma			Accra	
	Maximum	Steps	Rank	COL Index	Adjusted Ma-Max
1 Rochester, NY	68,863	36	1	106.5	64,660
7 Fort Wayne, IN	45,919	18	35	91.4	50,240
8 Virginia Beach, VA	48,735	19	20	97.8	49,831
10 Greensboro, NC	45,410	30	38	92.7	48,986
11 Columbus, OH	51,028	15	12	104.3	48,924
19 Minneapolis, MN	47,939	11	24	100.4	47,748
22 Houston, TX	43,777	26	47	94.3	46,423
23 Grand Rapids, MI	49,875	11	15	107.7	46,309
24 Raleigh, NC	46,228	30	32	100.3	46,090
25 Dallas, TX	45,608	26	37	99.1	46,022
26 Newport News, VA	44,946	31	41	97.8	45,957
27 Tucson, AZ	45,000	31	40	98.1	45,872
29 Jersey City, NJ	67,975	17	2	149.5	45,468
55 Phoenix, AZ	43,277	13	52	102.5	42,221
56 Portland, OR	46,081	14	33	109.2	42,199
60 Denver, CO	43,210	13	54	104.4	41,389
62 Spokane, WA	42,937	16	59	104.5	41,088
67 Tacoma, WA	41,824	13	69	104.0	40,215
76 Las Vegas, NY	40,116	11	81	103.3	38,834
77 Fresno, CA	40,268	6	80	103.8	38,794
78 Anchorage, AK	48,624	11	22	125.7	38,683
79 Albuquerque, NM	39,329	26	85	101.8	38,634
81 Montgomery, AL	35,459	25	95	93.0	38,128
86 Washington, DC	46,382	13	31	126.5	36,666
87 Wichita, KS	34,285	12	97	94.5	36,280
88 Birmingham, AL	36,564	12	91	101.7	35,953
89 San Diego, CA	42,462	12	63	119.4	35,563
90 Los Angeles, CA	40,963	10	75	117.2	34,951
91 Boston, MA	49,723	8	16	144.4	34,434
92 New York, NY	56,275	20	6	165.0	34,106
93 Sacramento, CA	37,191	12	89	114.0	32,624
96 Seattle, WA	35,881	12	93	114.8	31,255
97 Baton Rouge, LA	29,365	14	100	99.7	29,453
Average	\$44,694	18		106.6	\$42,128

NATIONAL TRENDS



American Federation of Teachers



American Federation of Teachers

National Rankings			
	Average	Base	
	Teaching Salary	Teaching Salary	
1. New Jersey	\$ 51,692.00	\$ 29,112.00	
2. Connecticut	\$ 50,277.00	\$ 31,391.00	
3. New York	\$ 49,686.00	\$ 30,808.00	
4. Michigan	\$ 48,711.00	\$ 27,822.00	
5. Pennsylvania	\$ 48,457.00	\$ 29,793.00	
6. Alaska	\$ 48,275.00	\$ 32,884.00	
7. District of Columbia	\$ 48,275.00	\$ 30,000.00	
8. California	\$ 46,326.00	\$ 29,105.00	
9. Rhode Island	\$ 46,289.00	\$ 26,237.00	
10. Illinois	\$ 45,286.00	\$ 28,954.00	
11. Massachusetts	\$ 44,051.00	\$ 28,055.00	
12. Oregon	\$ 43,789.00	\$ 28,589.00	
13. Delaware	\$ 43,223.00	\$ 29,981.00	
14. Maryland	\$ 42,545.00	\$ 27,605.00	
15. Nevada	\$ 42,528.00	\$ 28,482.00	
16. Indiana	\$ 41,159.00	\$ 26,171.00	
17. Ohio	\$ 40,734.00	\$ 23,087.00	
18. Hawaii	\$ 40,416.00	\$ 28,315.00	
19. Minnesota	\$ 39,809.00	\$ 24,462.00	
20. Wisconsin	\$ 39,374.00	\$ 24,839.00	
21. Georgia	\$ 38,993.00	\$ 37,908.00	
22. Washington	\$ 38,530.00	\$ 23,645.00	
23. Colorado	\$ 38,157.00	\$ 25,489.00	
24. Virginia	\$ 37,709.00	\$ 25,777.00	
25. New Hampshire	\$ 37,405.00	\$ 24,406.00	
26. North Carolina	\$ 36,883.00	\$ 25,338.00	
27. Vermont	\$ 36,697.00	\$ 25,435.00	
28. Florida	\$ 35,916.00	\$ 24,402.00	
29. Alabama	\$ 35,820.00	\$ 29,092.00	
30. Tennessee	\$ 35,490.00	\$ 22,645.00	
31. Kentucky	\$ 35,383.00	\$ 24,387.00	
32. Iowa	\$ 35,007.00	\$ 24,333.00	
33. Maine	\$ 34,906.00	\$ 24,962.00	
34. Kansas	\$ 34,634.00	\$ 23,006.00	
35. Arizona	\$ 34,582.00	\$ 26,163.00	
36. South Carolina	\$ 34,506.00	\$ 23,827.00	
37. Texas	\$ 34,448.00	\$ 26,261.00	
38. West Virginia	\$ 34,248.00	\$ 23,316.00	
39. Idaho	\$ 34,062.00	\$ 20,814.00	
40. Utah	\$ 34,007.00	\$ 22,957.00	
41. Wyoming	\$ 33,480.00	\$ 22,836.00	
42. Missouri	\$ 33,463.00	\$ 25,164.00	
43. Nebraska	\$ 32,880.00	\$ 22,611.00	
44. Arkansas	\$ 32,761.00	\$ 21,273.00	
45. New Mexico	\$ 32,161.00	\$ 24,393.00	
46. Louisiana	\$ 32,000.00	\$ 23,500.00	
47. Montana	\$ 31,536.00	\$ 31,536.00	
48. Oklahoma	\$ 31,107.00	\$ 31,107.00	
49. Mississippi	\$ 29,550.00	\$ 21,346.00	
50. North Dakota	\$ 29,002.00	\$ 19,136.00	
51. South Dakota	\$ 28,386.00	\$ 21,376.00	
US Average	\$ 39,292.22	\$ 26,682.66	

American Federation of Teachers

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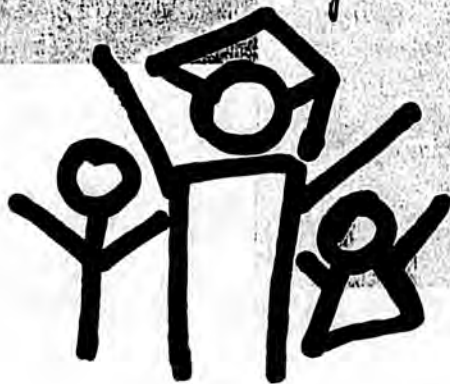
Praxis Cut Scores By State

		Written Format Test				Computer Format Test			
		WReading	WWriting	WMath	W Total	CReading	CWriting	CMath	C Total
Alaska	AK	175	174	173	522	322	321	318	961
Arkansas	AR	172	173	171	516	319	319	316	954
Connecticut	CT				0	324	318	319	961
Delaware	DE	175	173	174	522	322	319	319	960
District of Columbia	DC	172	171	174	517	319	316	319	954
Florida	FL	172	171	175	518	321	318	317	956
Georgia	GA	176	176	174	526	322	321	321	964
Hawaii	HI	175	171	176	522	322	316	321	959
Indiana	IN	176	172	175	523	323	318	320	961
(Kansas)	KS				0				
Louisiana	LA	172	171	170	513	319	316	315	950
Maine	ME	176	175	175	526	323	322	320	965
Maryland	MD	177	173	177	527	325	319	322	966
Minnesota	MN	173	172	169	514	320	318	314	952
Mississippi	MS	170	172	169	511	316	318	314	948
(Missouri)	MO				0				
Montana	MT	170	170	170	510	316	314	315	945
Nebraska	NE	170	172	171	513	316	318	316	950
Nevada	NV	174	172	172	518	321	318	317	956
New Hampshire	NH	174	172	172	518	321	318	317	956
(New Jersey)	NJ				0				
(New Mexico)	NM				0				
North Carolina	NC	176	173	173	522	323	319	318	960
Ohio	OH				0				
Oklahoma	OK	173	172	171	516	320	318	316	954
Oregon	OR	174	171	175	520	321	317	320	958
Pennsylvania	PA	172	173	173	518				
Rhode Island	RI				0				
So. Carolina	SC	175	173	172	520	322	319	317	958
Tennessee	TN	174	173	173	520	321	319	318	958
Texas	TX	172	173	171	516				
U.S. Virgin Islands	VI	175	174	170	519	322	320	315	957
Vermont	VR	177	174	175	526	327	322	322	971
Virginia	VA	178	176	178	532	326	324	323	973
West Virginia	WV	174	172	172	518	321	318	317	956
Wisconsin	WI	175	174	173	522	322	320	318	960
# states higher than AK (in red regular type)		7	3	11	6	7	3	11	5
# states lower than AK (in blue bold type)		15	21	13	18	14	22	13	20
# states with same score (in black italics)		1	4	4	4	6	1	3	2

To the Special Committee on Education:

See p. 16 for the source of some of my quotes. The Linda Darling-Hammond material we communicated is on the last 3 pages. Thank you for the opportunity to speak with you.

- Elaine Griffin



Vol. 5, Issue 2

A Publication of The Education Trust

Spring 2001

Thinking K-16

NEW FRONTIERS FOR A NEW CENTURY

A National Overview

THERE IS A MOMENT UPON US. A convergence of fast-changing demographics, extremely high public and political concern about education, and a new willingness among many of public education's leaders and supporters to consider bold alternatives, including market solutions, that would have been unthinkable even a few short years ago. It's a moment that contains both enormous opportunity and enormous dangers. But regardless of whether you welcome or fear it, the moment is inescapably ours.

An earlier generation of leaders seized a similar opportunity before. Through their efforts, the country made significant progress during the 1970s and 1980s, cutting the achievement gap that separates low-income and minority students from other youth almost in half. But as regular readers of *Thinking K-16* know too well, by the end of the 1980s that progress

stopped cold. Since then the gaps have remained stable or widened once again.

We must use the moment upon us now to finally deliver on the promise that those who came before us left only halfway done. To do so, we must combine the passion—indeed the courage—that fueled their progress with the know-how that accumulated in unusually successful schools, districts and, finally, whole states. Our job, in other words, is to find a way to set aside all the old bargains, the old politeness, and do what it takes to make needed changes before it's too late for the children and for public education.

To move boldly ahead with needed changes, though, educators, policymakers and advocates need rock-solid information to help them shape policies and practices that will ensure the academic success of every student, especially those who have not been served well by our schools in the past. The Education Trust's *Education Watch* series is our best effort to provide a solid foundation for action. The first *Education Watch* databook was published in 1996 and provided national and state data on educational achievement, attainment and opportunity for all children in America. The demand for this data was enormous and led to making *Ed Watch* a biennial event.

Inside

Thinking K-16

New Frontiers for
A New Century



Closing the Gap:
Done in A Decade



continued on next page

In true 21st Century style, our third and latest edition of *Ed Watch* offers two innovations that promise to make the data even more useful and powerful than before:

- We now offer *Ed Watch* online with a new, interactive database that allows users to mine a large reservoir of national and state data and to compare progress among states.
- We highlight data from "frontier" states—those states that lead the country into whole new territories of educational performance. Virginia, for example, currently leads other states for Latino students in grade 8 reading, and Texas African American eighth-graders are at the head in writing.

No frontier state currently performs to the levels they need to for any group of children. But they do show us what's possible right now. They demonstrate, beyond a shadow of a doubt, that the achievement gaps are not what people have been led to believe—the inevitable result of poverty, poorly educated parents or neighborhood conditions. That myth is now forever shattered.

We can also draw on lessons from these frontier states to provide a framework for immediate action.

- We must insist, loudly and publicly if necessary, that the low-level assignments that poor children get be replaced by intellectually rigorous work. Now.

- We must insist that people look not just at the regression line on poverty and achievement, but at the so-called "outliers" and what we can learn from them. Now.
- We must lead our colleagues beyond analysis and excuses to bold action. Now.

Clearly, it would help if there were changes outside of schools, too—if parents spent more time with their children, if poverty didn't crush so many spirits, if the broader culture didn't bombard young people with so many destructive messages. But we can't ignore the damage done by what we as educators do: we take the children who have less to begin with, and then systematically give them less in school, too. In fact, we give these children less of everything that we know makes a difference.

In this issue of *Thinking K-16*, we introduce readers to the online *Education Watch* by taking a look at the data over the last decade. We hope through this report and our online database to provide not just information, but inspiration. The evidence is there. We have the tools. We have the expertise. Now all we need is the will. If we really try, we can make the achievement gap a historical footnote by the end of this decade. Then and only then will the children of the new century reap the benefits of a promise finally fulfilled.

Kati Haycock
Director

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Editor:
Patte Barth
Graphics Editor:
Autumn Richardson

The Education Trust was created to promote high academic achievement for all students at all levels, kindergarten through college. While we know that all institutions could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve education: those serving Latino, African American, Native American and low-income students.

Thinking K-16 is published with the intent to share lessons learned in these communities with policymakers as well as with educators and members of the public concerned with the quality of education provided our neediest young people.

Thinking K-16 is supported by a grant from the Pew Charitable Trusts.

Closing the Gap: Done in a Decade

BY KATI HAYCOCK, CRAIG JERALD AND SANDRA HUANG

THE 1990S WERE A TIME OF unprecedented focus on education. When the decade began, Americans were puzzling over a new idea in school reform: high, public standards intended for all students. The business community was first to latch on to this strategy as a means to raise the quality of the workforce to the levels the new economy demanded. But many others quickly saw the marriage of "high standards" with "all students" as a way to guarantee equity in education. By decade's end, all states except one had their own standards and most were testing their students' progress toward meeting them.

So where are we now?

Two stories can be told about progress over the last ten years. One gives us hope; the other reminds us that an enormous task was left undone.

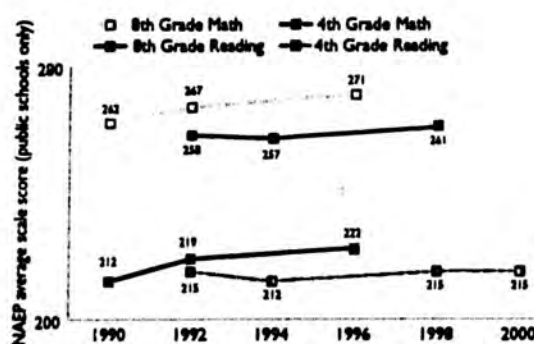
The first story tells what we've done well. After a period of lagging test scores, American students began once again to post gains, particularly in math. Moreover, most groups showed improvement.

- By 1996, the math skills of our fourth and eighth graders were nearly a year ahead of their peers in 1990.
- Within this overall improvement in math, African American and Latino children also made significant gains.
- Our eighth graders were making steady progress in reading.

- And even though fourth graders were reading at about the same level they were in 1990, they had managed to recover from a mid-decade decline by 1998 (Chart 1).

Chart 1

Making Progress Over the 1990s



Note: Data are from Main NAEP tests, not Long Term Trends. Data are for public schools only. Ten points is roughly equivalent to a year's worth of learning on NAEP assessments. Only 4th grade reading was tested in 2000.

Source: National Center for Education Statistics.

The second story, on the other hand, sounds gloomily familiar. While minority students generally showed improvement over the decade, the gaps that separated them from White students remained alarmingly wide. Large gaps were also evident between the children of low-income families and others.

- By the end of grade 4, African American, Latino and poor students of all races are already about two years behind other students.
- By the time they reach grade 8, they are about three years behind.

Unless otherwise noted, the data featured in this report are available on Education Watch Online at www.edtrust.org.

- By the time they reach grade 12, if they do so at all, minority students are about four years behind other young people. Indeed, 17-year-old African American and Latino students have skills in English, mathematics and science similar to those of 13-year-old Whites.¹

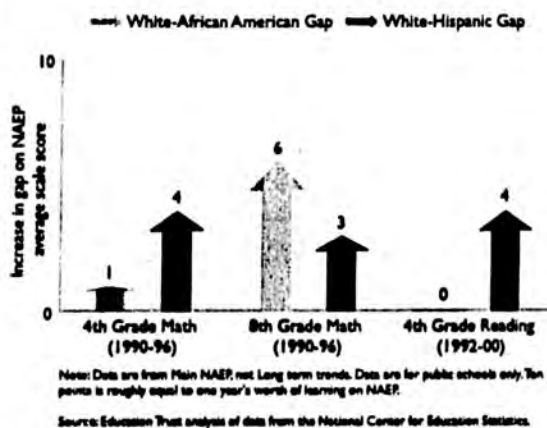
Unfortunately, these gaps continue into and through college.

- While the college-going rates of African American and Latino high school graduates have increased, they remain below those of White high school graduates.²
- African Americans and Latinos obtain college degrees at only half the rate of White students.³ And well-to-do students are nearly seven times as likely as those from poor families to earn a bachelor's degree.⁴

What's worse, these differences didn't narrow a whit during the 1990s. In both reading and math, gaps separating poor and minority students from others actually widened at most grade levels, and remained the same or dropped only slightly at others (Chart 2).

Chart 2

Gaps Have Grown Over the 1990s



To the Luddites of education, these data seem to simply reinforce the view that an achievement gap separating poor and minority students from other young Americans is inevitable, and efforts to close it hopeless and naive. But we are neither Luddites nor sentimentalists. We know that these gaps can close. And we have proof.

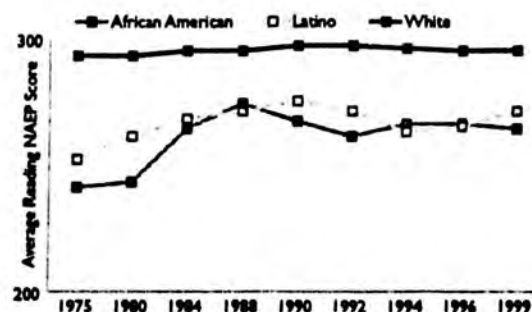
Gaps Are Not Inevitable

A careful analysis of available data shows just how wrong it is to conclude that an achievement gap based on color or family income will always be with us.

For one thing, data from the 1970s and 1980s tell a far different story. During these two decades, achievement among poor and minority students rose dramatically, and the gaps between groups were cut almost in half. Had that pattern continued uninterrupted, the gaps could have been eliminated early in this decade (Chart 3).

Chart 3

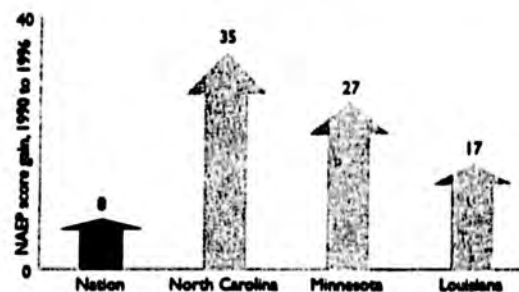
Gap Narrows, Then Widens
NAEP Reading Scores, 17 Year-Olds



Source: US Department of Education, National Center for Education Statistics, NAEP 1990 Trends in Academic Progress (p. 167) Washington, DC: US Department of Education, August 2000.

Chart 4

Unequal Progress: Growth in Average
8th Grade Math Scores for Latino Students



Source: National Center for Education Statistics.

Even during the 1990s, it turns out that some states continued making precisely the kind of progress in raising minority achievement that the country as a whole made during previous decades. Indeed, if minority achievement had gone up nationally during the 1990s at the rates it grew in some states, we would be positioned very differently today (Chart 4).

WHAT'S GETTING IN THE WAY, PART 1:

Myths About Student Achievement

The American education system has been in thrall to a myth for more than 30 years. The myth says that student achievement has much more to do with a child's background than with the quality of instruction he or she receives. It says that urban and rural schools face insurmountable obstacles caused by poverty and racism. It says that "disadvantaged" children might learn some basic skills, but that their home lives are just too deprived to allow them to attain the same levels of learning as their affluent suburban peers.

The myth is powerful. It is pervasive. And it is wrong.

No one who has visited as many urban classrooms as we have would argue that poverty and racism don't make both teaching and learning more challenging. But more challenging doesn't mean impossible. All across the country, there are examples of high-poverty schools that perform at or near the top on state tests. Mount Royal in Baltimore. The KIPP Academies in Houston and the Bronx. Wrigley Elementary in Kentucky.

The myth mongers like to explain away such examples as isolated and unrelated. "Sure," we often hear, "individual schools can sometimes beat the odds, but that's just not a reasonable expectation for the majority of high-poverty schools. Show us a whole district that's done it. Show us a whole state."

The Education Trust has taken up the challenge. Beginning with the 1996 publication

of the first *Education Watch*, our compendium of key state and national education data, we have exposed how the system contributes to the gap and showcased the communities that buck the trend. The third and latest edition of *Education Watch*—now online with a new interactive data warehouse—gives further lie to the myth. By looking at the educational frontier, we are able to say flat out: "The myth is wrong."

Some States Are Getting Much Higher Achievement

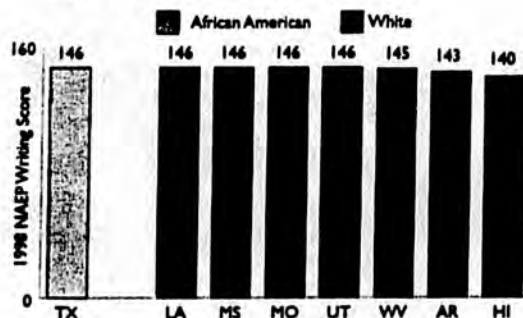
The most powerful evidence comes from the National Assessment of Educational Progress (NAEP), the only assessment that makes it possible to look at achievement across states. If indeed demographic factors exert such an overwhelming impact on learning, one would expect to see low-income or African American children, for example, performing about the same on NAEP from community to community, state to state. But that is simply not the case. *Even at the state level, where nuances get lost and variations wash out, differences in average state scores for the same groups of students are often staggering.*

On the 1998 NAEP grade 8 writing test, for example, average scale scores for African American students ranged from 121 points in Arkansas to 146 points in Texas, the "frontier state" on that test. This 25-point difference is roughly equivalent to two-and-a-half years' worth of learning, and is the same size or larger than the gap between White and African American students in about half the states. In fact, if African American eighth graders in Arkansas, Hawaii, Louisiana, Mississippi, Missouri and West Virginia could swap NAEP writing scores with their counterparts in Texas, the African American-White achievement gap in all of those states would disappear (Chart 5, p. 6).

The same patterns hold for Latinos. On the same grade 8 writing assessment, scores for Latinos range widely, from 146 in Virginia to 116 in Missouri and 108 in Mississippi. The gap between Latinos in these three states amounts to between three and four years of learning, and is larger than the White-Latino gap in most states.

Chart 5

African American Students in Texas Match or Outscore White Students in Seven States on 1998 NAEP Writing Assessment



Source: National Center for Education Statistics.

And writing is by no means an isolated example.

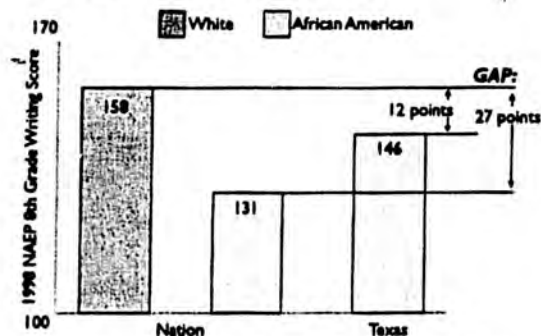
- In 1996, African American fourth graders in Texas achieved an average math score 24 points higher than African American students in California. Again, that range is roughly equivalent to two-and-a-half years' worth of learning, and is about the same as the gap between African American and White fourth graders in Massachusetts on the same math test.
- In 1998, African American and Latino fourth graders in Connecticut achieved average scores of 205 on NAEP's grade 4 reading test, with their counterparts in Colorado close behind at 202. This put Latino fourth graders in both states roughly one and one-half years ahead of their counterparts in New York and Georgia, and African Americans about one year ahead of African American students in the same states.
- In 1996, low-income eighth graders in North Dakota scored higher in science than middle-to high-income students in 20 states. They scored nearly 40 points higher than low-income students in Delaware and California, a gap far wider than the poor-nonpoor gap within any single state.

A focus on frontier states also puts the national achievement gap in perspective.

- If Latino eighth graders everywhere read as well as those in Virginia, the national achievement gap between Whites and Latinos would shrink by more than one-third.
- If African American eighth graders everywhere wrote as well as their peers in Texas, the national achievement gap between Whites and African Americans would be cut in half (Chart 6).

Chart 6

Pushing the Frontier in Texas



Source: National Center for Education Statistics. Calculations by the Education Trust.

- If low-income eighth graders everywhere had mastered science as well as low-income students in North Dakota, the national achievement gap between poor and non poor students would virtually disappear.

Some States Getting Bigger Gains

While states differ considerably in the absolute performance of similar groups of students, there are also significant differences among states in improvement over time. At the rate they are going, some of these states will clearly occupy frontier positions in the near future. This was clearly what North Carolina Governor Jim Hunt had in mind when he told his state education leaders that if they were "number 1 in improvement", they would eventually be "number 1, period."

Take, for example, the case of grade 4 mathematics. In the country as a whole, Latinos climbed 4 points on the grade 4 NAEP between

continued on p. 8

Learning from the Frontier

Improving American education requires getting better at something we have yet to do very well: learn from places getting results. Education Watch Online (www.edtrust.org) draws attention to the top-performing states for poor and minority students on NAEP. We call these leaders "frontier states."

We want to be very clear that "frontier" is not simply a fancy euphemism for "high performing."

- First, a frontier is a place that, by definition, someone can get to. Any state can reach the current frontier on a NAEP test, not in ten or twenty years, but by the next time the test is given. States that have vaulted to the frontier in only a few short years offer proof of that.
- Second, a frontier is not a final destination, but rather the farthest point anyone has reached yet. The true destination is crystal clear: all students score at a proficient level or above on NAEP's rigorous assessments, and there is no more achievement gap separating groups of students.

We also care that performance is improving and that gaps between groups are shrinking.

Frontier States, Smallest Gaps, and Biggest Gains

		Frontier State for Group	Smallest Gap	Biggest Gain*
4th Grade Math (1996)	African-American	Texas	Kentucky	Massachusetts
	Latino	North Dakota	North Dakota	Tennessee
	Low-Income	North Dakota	North Dakota	n/a
8th Grade Math (1996)	African-American	Nebraska	West Virginia	Nebraska
	Latino	Iowa	Iowa	North Carolina
	Low-Income	North Dakota	Utah	n/a
8th Grade Science (1996)	African-American	Colorado	Hawaii	n/a
	Latino	Montana	Indiana, Montana	n/a
	Low-Income	North Dakota	North Dakota	n/a
4th Grade Reading (1998)	African-American	Connecticut	Hawaii	Rhode Island
	Latino	Iowa	Wyoming	Connecticut
	Low-Income	Maine	Maine	n/a
8th Grade Reading (1998)	African-American	Kansas	Hawaii	n/a
	Latino	Virginia	Utah	n/a
	Low-Income	Maine	Oklahoma	n/a
8th Grade Writing (1998)	African-American	Texas	West Virginia	n/a
	Latino	Virginia	Virginia	n/a
	Low-Income	Oklahoma	Wyoming	n/a

*1990-96 GR 8 Math; 1992-96 GR 4 Math; 1992-98 GR 4 Reading

Individuals should investigate where their state stands on all three measures. For example, some states with relatively high achievement among poor or minority students also have very large achievement gaps between those students and nonpoor or White students (see "Some States Have Smaller Gaps," page 8).

Consider Connecticut, which is the frontier state for African American students on NAEP's grade 4 reading test, but also has one of the widest achievement gaps between African American and White students on that test. The reverse can also be true. Texas and Hawaii each have a 28-point gap between White and Latino students in grade 4 reading, but both groups of students in Texas far outscore their counterparts in Hawaii, so much so that Latinos in Texas come within eight points of Whites in Hawaii on that test.

Ideally, states will combine high performance with small gaps. Virginia has the highest performance for Latino students on NAEP's grade 8 writing assessment and also the smallest gap between White and Latino students on that test. At the same time, Virginia's White students score fifth-highest on the NAEP writing test compared with their counterparts in other states.

The list of frontier states is surprisingly diverse. It includes traditional high-performers like Iowa and North Dakota, but also includes states that have high concentrations of poor and minority children, such as Kentucky and Texas, which are new to such lists. Those states succeed with state policies that focus on some of the things we know matter most: higher standards, meaningful assessments, real accountability, better instruction, and good teachers.

1992 and 1996. During this same period, Latinos in Tennessee improved by 15 points, Minnesota and Rhode Island by 11 points, and Mississippi by 10 points. Nationally, African Americans climbed 8 points on the NAEP mathematics assessment. But African Americans in Massachusetts improved by 14 points, those in Texas and Michigan by 13 points, and those in North Carolina, Connecticut, and Iowa by 11 points.

In reading, the differences look much the same. In Connecticut, for example, reading

performance among African American and Latino fourth graders grew much faster than the performance of those groups in the nation as a whole. In the country overall, reading performance among African American fourth graders was statistically flat. But in Connecticut, it improved by 9 points, close to the amount of learning students typically gain in one year. For Latinos the comparison is even more dramatic. Nationally, Latino reading performance *declined* 4 points on the same test. In Connecticut, it *improved* by 12 points, a net difference of 16 points (Chart 7).

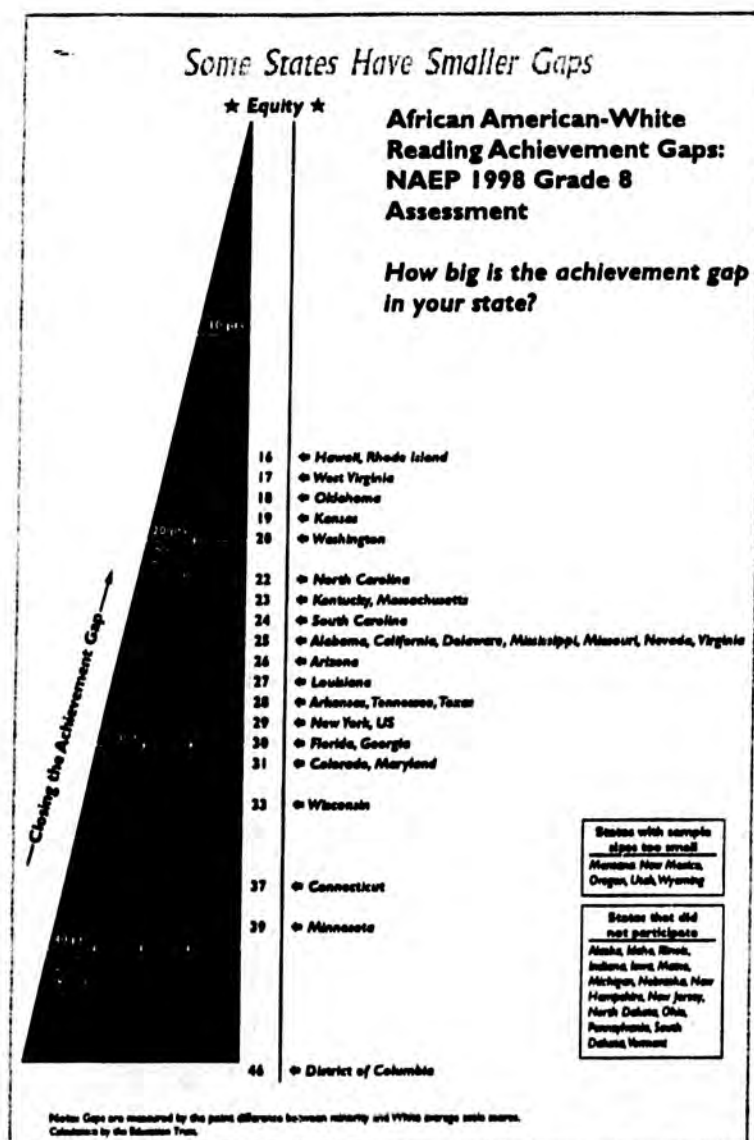
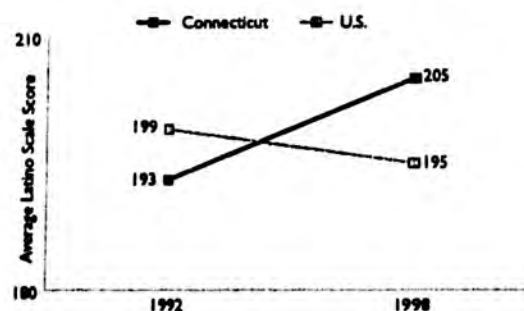


Chart 7

Connecticut's Latino Students Outpace the National Average in 4th Grade Reading



The differences in state performance are huge, and they can have major consequences. If the nation's Latino fourth graders had attained the same rate of improvement as those in Connecticut, the national reading gap between White and Latino fourth graders would have been sliced *nearly in half*.

Other states don't necessarily get this much growth for students of color, but they have managed to accelerate the progress of minority students and narrow gaps between groups.

On the grade 4 reading examination, for example, Rhode Island managed to increase the performance of African Americans by 10 points between 1992 and 1998, while White students increased by 3 points, narrowing the gap

between groups by 7 points. Colorado increased African American performance in grade 8 math by 17 points between 1990 and 1996, while White students gained 8 points. As a result, the gap closed by 9, bringing the groups closer together by almost a grade level!

Virginia, Georgia and North Carolina did much the same thing for Latino eighth graders in

mathematics between 1990 and 1996, shaving the Latino-White gap by 7, 10, and 18 points respectively.

Importantly, all of these states narrowed gaps NOT through declining White scores, but by accelerating the performance of the groups that had lagged behind. In every case, White and minority scores increased.

Latinos in Iowa? African Americans in Vermont? Is This Relevant for Arizona and Mississippi?

In some cases, the frontier state for one or more minority groups on a particular indicator is a state that doesn't have very many students from that group. We are ever sensitive to the need for data that are credible to users—a criterion we call "passing the laugh test."

We initially decided to exclude states where a particular group comprised less than 3% of student enrollments from being frontier states for that group. We knew that people in Alabama might guffaw at the notion that they could learn something from Nebraska about educating African American children, and that people in New Mexico would be appalled at the suggestion that they could learn something about educating Latino children from Mississippi—or, for that matter, Vermont. And frankly, we didn't want to invite that kind of a reaction.

But then we looked more closely at the data. It turns out that the relationship between the relative size of a group and that group's performance is not as clear-cut as we first assumed.

Yes, in grade 8 mathematics, Latinos in Iowa, Minnesota and North Dakota are the highest scoring in the country. And in no case do these youngsters comprise even 3% of the student population in the state. At the same time, though, Latinos in South Carolina, Alabama and Mississippi—also less than 3% of each state's student enrollment—are the lowest performers in the country.

Interestingly, the same is true in states with sizable minority populations as well as those in between:

- In Texas, for example, where roughly 4 in 10 eighth graders are Latino, Latino young people scored second in the nation on the NAEP grade 8 writing assessment. In California, on the other hand, where roughly 4 in 10 eighth graders are Latino, Latino young people scored 20th in the nation, two full years' worth of learning behind their Texas counterparts.
- One in four Virginia eighth graders is African American. They scored third among their national counterparts in grade 8 writing. Arkansas has almost exactly the same percentage of African Americans, but they scored at the bottom of the national pool.
- One in three North Carolina eighth graders is African American. The same is true in Alabama. But African American eighth graders in North Carolina perform a full year ahead in mathematics than their counterparts in Alabama.

There are also no obvious patterns when you look at achievement gaps.

- In Kentucky, where about 10% of eighth graders are African American, the African American-White gap in mathematics is second smallest in the country: 21 points (or about two years). However, in Wisconsin, where about the same percentage of eighth graders are African American, the gap is the second largest in the country: 48 points (or more than four years difference in learning!).
- Latinos in Oregon and Massachusetts comprise roughly the same percentage of student enrollments, yet Oregon has one of the smallest gaps in eighth grade mathematics (20 points) and Massachusetts one of the largest (41 points).

As it turns out, whether the poor or minority population in a state is high- or low-achieving seems to have little to do with their numbers. So Latinos in Iowa? African Americans in Vermont? Other states should pay attention.

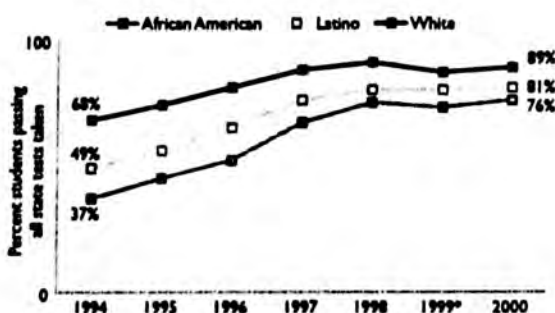
Moving Beyond State Frontiers

It's important to keep in mind that these analyses are based on state averages, which themselves mask large variations in the performance of any particular group. In other words, the frontier doesn't end in statewide data from Texas or Connecticut or Virginia—or, for that matter, in state averages for any other state at an achievement frontier. Here's why: even within top performing states, some schools and some districts are performing higher still.

- For example, Mount Royal Elementary-Middle School in Baltimore, Maryland is 99 percent African American and nearly 80% low-income. Yet this school not only significantly out-performed schools with similar demographics, but it achieved the highest passing rate in the state on Maryland's 1999 grade 5 math test.
- The Aldine Independent School District in Texas is another example. Statewide, Texas's African American students are at the frontier. They outperformed African American students in any other state in grade 4 math and grade 8 writing, and Latinos were only a little behind. Yet Aldine exceeded even these accomplishments. The district, which has an enrollment of about 85% minority and 70% low-income students, made larger than average improvement on the Texas state exams for all groups and narrowed gaps between groups (Chart 8).

Chart 8

*Aldine, Texas:
Improving Achievement, Closing Gaps*



Note: *Beginning in 1999, scores began to include special education and Spanish-language test-takers.

Source: Texas Education Agency.

Frontier states tell us more about how far any one state has come to date than about how far we all have left to go. Remember that the ultimate goal is for all students to meet standards. In only two states, Connecticut and D.C., does a majority of White students score above the NAEP "proficient level"—the NAEP definition of meeting standards—and then, only by the slimmest margins. In no state does a majority of African American, Latino, or low-income students score at this level. Schools like Mount Royal and districts like Aldine send the message that, when it comes to raising achievement statewide, especially poor and minority achievement, today's frontier is the not the end. It is only the beginning.

WHAT'S GETTING IN THE WAY, PART 2:

Solutions That Don't Fit The Problem

As we move into the 21st Century, our collective mission is clear. We must root out the remaining vestiges of our myths about who can learn and who can't, and move decisively to close gaps between groups once and for all.

But we also need to make sure that our solutions fit the problem, because it's not just myths that have slowed the effort to close historic gaps between groups. It's how we have approached them.

At the Education Trust, we are often asked why the country made so much progress during the 1970s and 1980s. After studying this issue for years, we are convinced that there are two parts to the answer.

First, poor and minority children were a major focus at all levels of government from the mid-1960s to the early 1980s. New laws were passed, programs created, and dollars appropriated. All in all, the message to schools was unmistakable: you've got to pay attention to the children at the bottom. And if we know anything from American education history, it is that when we truly focus on something, we generate results.

But they got something else right during these

decades: the fit between problem and solution. If you look closely at the achievement data from the early part of that period, you quickly realize that poor children and children of color weren't even mastering the most rudimentary of skills. The solutions that were pressed upon schools by lawmakers in the federal Title I program and its state-level clones were reasonably well matched to that problem. Schools provided extra assistance to eligible students, usually through pull-out programs characterized by drill and practice with a paraprofessional. So we made progress. And the achievement gaps in very basic skills virtually closed.

However, that approach essentially maxed out in the late 1980s. Now, most of remaining gaps are found when it comes time to apply those basic skills, for example, by analyzing texts and solving open-ended math problems (see "Hitting the Ceiling on Basic Skills"). These higher order abilities aren't simply amenable to improvement through drill under the direction of paraprofessionals, especially so for the students who are struggling anyway. Accordingly, we should have shifted our approach to bolster the skills of classroom teachers to raise the level of challenge in the regular classroom and support their efforts to address the varying needs of students. Instead, we remained mired in the add-on, drill-drill-drill approach.

The job before us is obvious. If we are to finally close achievement gaps, we must do two things. We must kill the myth that hobbles the thinking and action of too many of our colleagues inside and outside of education. And we must learn from the successful schools, districts and states at the frontier in order to fashion solutions that fit the problem.

Moving Forward

What are the important lessons that should shape our work during the coming decade?

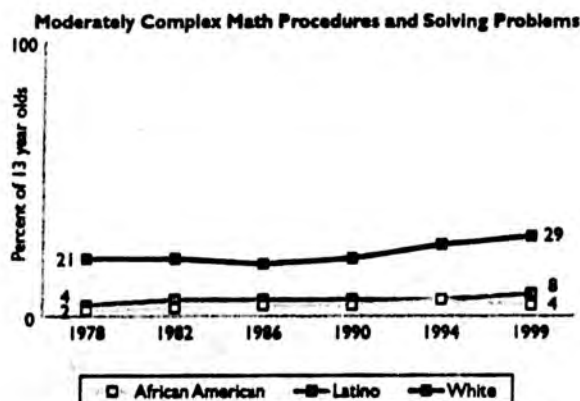
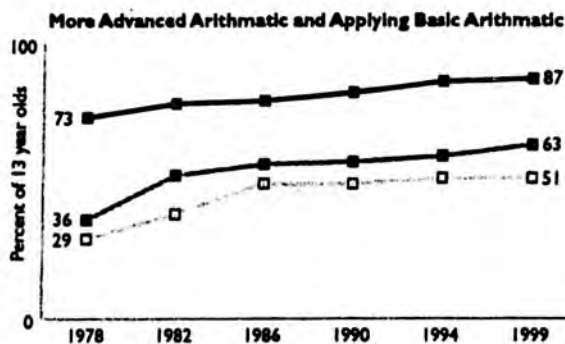
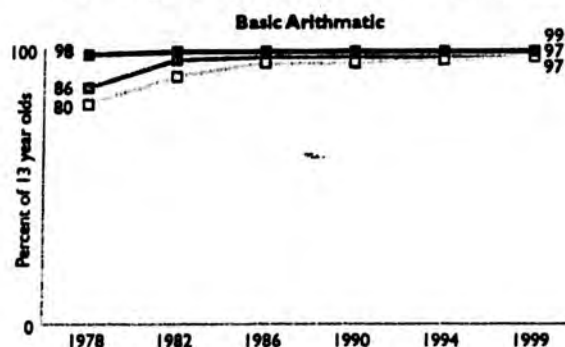
Lesson 1. We need clear goals: The role of standards

Historically, there has been no agreement on what American young people should learn at

Hitting the Ceiling on Basic Skills

During the 1970s and 1980s the nation made considerable progress on getting all students to master basic skills. But as these tables show, as math skills become more complex, gaps between students of color and White students begin to widen. Similar patterns are found in reading.

Percentage of 13-year-olds who have mastered:



Note: The three skill levels correspond to levels 200, 250 and 300 on NAEP Long Term Trends.

Source: NAEP Long-Term Trends, 1999.

each grade level, or on what kind of work is good enough. These decisions have been left to individual schools and teachers. The result is a system that, by and large, doesn't ask much of most of its students. And you don't have to go very far to find that out: ask the nearest teenager. In survey after survey, these young people are telling us that they are not being challenged in school (see "What Students Say").⁵

The situation is worse in high-poverty and high-minority schools. Education Trust staff members have spent a great deal of time over the past six years working with teachers who are trying to improve the achievement of students in their classrooms. While there, we have been looking carefully at what happens in high-poverty classrooms—the kinds of assignments teachers give, for example—versus other classrooms.

We have come away from this experience literally stunned by how little is expected of children in high-poverty schools. Stunned first by how very few assignments they get in a given school week or month. And stunned by the miserably low level of these few assignments.

In high-poverty urban middle schools, for example, we see an awful lot of coloring at the expense of assignments that require real writing or doing mathematics. Even at the high school level, it's not unusual for us to find coloring assignments. How often have we seen this grade

11 English assignment: "Read *To Kill a Mockingbird* (or *Of Mice and Men*, *The Diary of Anne Frank*, or the like); when you're done, color a poster on it." Or, there's the current favorite: "Design a T-shirt with your favorite quotations from the book." Indeed, national data confirm our worst impressions: we expect so little of students in high-poverty schools that we give them "A" grades for work that would earn a "C-" or a "D+" anywhere else.⁶

Clear and public standards for what students should learn at benchmark grade levels are a critical tool for solving this problem. They are a guide—for teachers, administrators, parents and students themselves—to what knowledge and skills are critical for students to master. Moreover, standards represent a contract between schools and their communities that this content and these skills are the expectation for all their students.

Kentucky is the first state to have embraced what has come to be called "standards-based" reform. Ten years ago, the Kentucky legislature laid out an ambitious set of learning goals and had the audacity to declare that all of its children—even the poorest—would meet those goals. Leaders in Kentucky would be the first to acknowledge that they are not there yet. But their progress is clear and compelling. And poor children are, in fact, learning. Among the top

What Students Say

The New York Times recently talked to New York teenagers to find out what they think about new, rigorous high school graduation requirements.¹ According to the article, while school officials attribute rising drop out rates to tougher standards, the recent drop outs on the street had a somewhat different take. These young people put the blame on overcrowded classes; having to repeat courses with younger students; impersonal schools; and "poor preparation in earlier grades and dumbed-down instruction in high school."

The article also featured the opinions of students who persevered, such as this perspective from a senior who had failed a state-required exam once but stuck it out to try again:

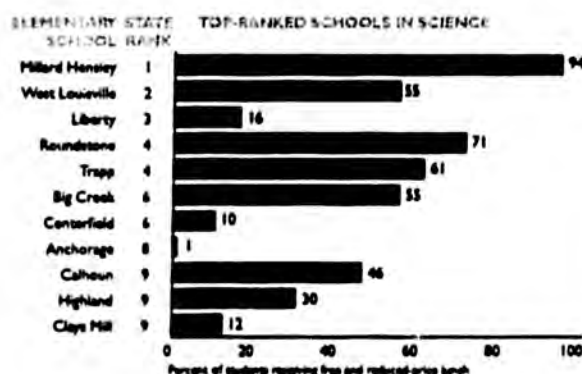
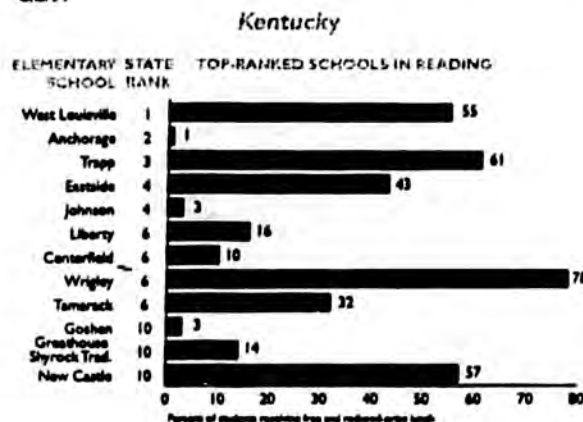
"Zachary Sharaga, 17, ... said that rolling back the standards could protect weak teaching, rather than weak students. Mr. Sharaga told how he had failed his mathematics Regents exam with a score of 40, after being in a class where the teacher diluted the material for fear that students could not understand it. Though demoralized, he repeated the class with another teacher, who moved much faster. This time he scored 96.

"I got my hope back," Mr. Sharaga said. "Now I'm in Advanced Placement calculus."

¹Anemona Hartocollis, "Not-So-Simple Reasons for Dropout Rate," New York Times, March 22, 2001.

performing elementary schools in each subject, for example: in reading, 7 of the top 20 are high poverty; in math, 8 of the 20 are high poverty; in writing, 13 of the 20 are high poverty (Chart 9).

Chart 9



Source: Kentucky Association of School Councils, 2000. (1999 data.)

Lesson 2. Assessments and accountability systems must provide honest information and signal needed improvements

The old norm-referenced systems that were once used by virtually every state sent a message to most schools—and most parents and students—that things were just fine. By comparing students with one another, rather than with a standard, we told the majority of schools and students in the middle two quartiles that they were doing okay. And we told those who performed in the top quartile that they were great. Whether or not they were mastering what we knew was necessary to succeed at the next

level was irrelevant. At least they weren't losing the horse race.

The new assessments and accountability systems based on them are designed to tell students, and their teachers and parents, whether they know what they need to know. They are also designed to signal educators and the public about where they need to target their efforts to improve.

The choices policymakers make when selecting assessments and designing accountability systems are critical, because they have a major impact on school practice. Assessments that demand a lot of writing, for example, tend to result in more writing assignments in schools than those that measure "writing" through multiple-choice items.

Similarly, states that include student race or economic status in the accountability system are likely to see attention focused not just on moving the average up but also on closing gaps between groups. Every state should follow the Texas lead and adopt accountability policies that separate out—and hold schools accountable for—the achievement scores of different groups of students, including White, African American, Latino, and poor (see Chart 10, p. 14). The first step in closing the achievement gap must be to make that goal clear, explicit, and meaningful.

Lesson 3. All students must have a challenging curriculum aligned with standards

New standards and assessments won't make much of a difference, though, if they are not accompanied by a rigorous curriculum lined up with those standards. Yet in too many places, some students are taught high-level curriculum, while other students continue to be taught a low-level curriculum—one that is better aligned with the assembly-line jobs that are disappearing than it is with state standards.

These patterns are disturbing, because the quality and intensity of high school coursework is a key predictor of college success—more important than class rank or scores on college admissions tests.⁷ This is especially so for African Americans and Latinos. Skills learned in more

Chart 10

Setting Clear—and Equitable—Goals

Only a handful of states base their school accountability policies on disaggregated test scores. The following box, taken directly from the 2001 Texas Accountability Manual, makes clear to schools and districts that they cannot ignore poor and minority students in their efforts to meet state accountability benchmarks:

ACCOUNTABILITY RATING STANDARDS FOR 2001

	Exemplary †	Recognized †	Academically Acceptable / Acceptable	Academically Unacceptable / Low-performing
Spring 2001 TAAS • Reading • Writing • Mathematics	at least 90.0% passing each subject area ("all students" & each student group*)	at least 80.0% passing each subject area ("all students" & each student group*)	at least 50.0% passing each subject area ("all students" and each student group*)	below 50.0% passing any subject area ("all students" or any student group*)
1999-2000 Dropout Rate	1.0% or less ("all students" and each student group*)	3.0% or less ("all students" and each student group*)	5.5% or less ("all students" and each student group*) ‡	above 5.5% ("all students" or any student group*) ‡

† A district cannot be rated Exemplary or Recognized if it:

- has one or more Low-performing campuses; or
- has 1,000 or more, or 10.0% or more, 1999-2000 students in grades 7-12 who were not reported either as enrolled or as leavers in the 2000-2001 PEIMS Submission 1.
- Student groups are African American, Hispanic, White, and Economically Disadvantaged.

‡ If a district or campus would be rated Academically Unacceptable / Low-performing solely because of a dropout rate exceeding 5.5% for a single student group (not all students), then the district or campus will be rated Academically Acceptable / Acceptable if that single dropout rate is less than 10.0%, and has declined from the previous year.

Source: Texas 2001 Accountability Manual.

rigorous courses make a big difference in earning power, as well.

Since 1983, we have steadily increased the number of students in a rigorous, "college prep" curriculum. But the pace is not fast enough. While about three quarters of high school graduates are going on to higher education, only about half of these grads complete even a mid-level college preparatory curriculum (four English, three each in math, science and social studies). If you also include two years of foreign language and a semester of computer science, the numbers drop to less than one in eight. Moreover, although college prep enrollments for poor and minority students have been inching up, they have failed to keep pace with those of White and affluent students.

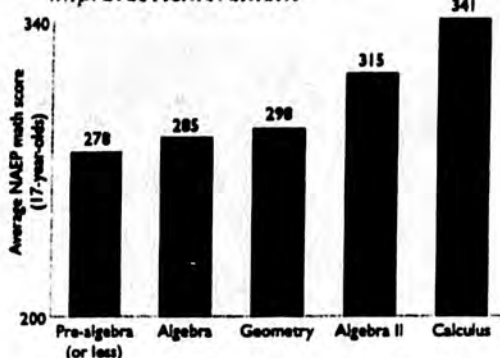
In addition to predicting college success, the number of rigorous courses students take also has a positive effect on learning. And that holds not only for traditional college bound students, but also for those who think of themselves as work bound and those who enter such classes as low performers.

This effect is clearest in high school, where students who take more rigorous coursework learn more and perform better on tests. Indeed, the more they take the better they do.

- In mathematics, for example, students who complete the full college preparatory sequence perform much higher on NAEP than those who complete only one or two courses (Chart 11).

Chart 11

A Rigorous Math Curriculum Improves Achievement

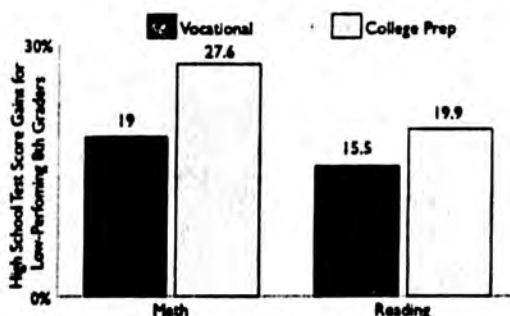


Source: National Center for Education Statistics, NAEP 1999 Trends in Academic Progress.

- The reverse is true of watered down, traditional "vocational" courses. In this case, the more students take the lower their performance.⁸
- Some of these differences are attributable to higher scoring students being assigned to the tougher classes to begin with. Even so, careful research clearly shows the positive impact of more rigorous coursework even on formerly low-achieving students (Chart 12).

Chart 12

A College Prep Curriculum Benefits Low Performers



Note: Low-performing refers to bottom quartile on NELS test.

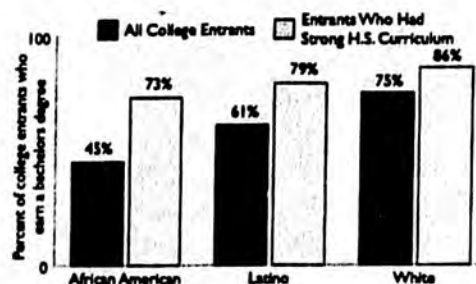
Source: National Center for Education Statistics, "Students Who Prepare for College and a Vocational," August, 1999.

- A strong high school curriculum can further shrink the college completion gap in half (Chart 13).

When the evidence is this convincing, why do we provide any other options? At the very least,

Chart 13

A Strong H.S. Curriculum Can Shrink the College Completion Gap in Half



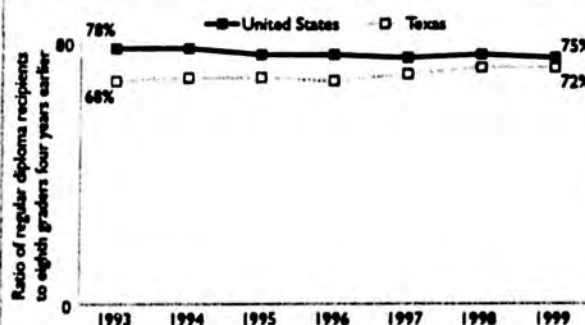
Note: "College entrants" include only those who entered directly after graduating from high school.

Source: Adapted from Adelman, Clifford, U.S. Department of Education, "Answers in the Toolbox," 1999.

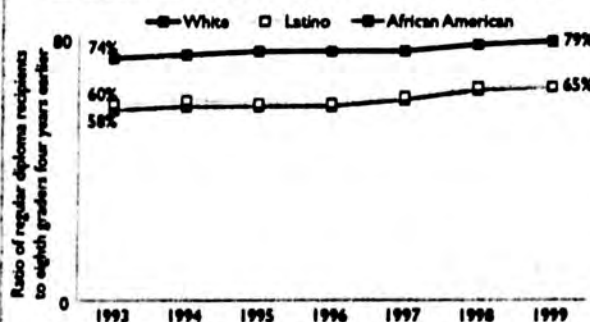
Texas: Tougher Accountability Does Not Cause a Higher Dropout Rate

Critics of the Texas accountability system charge that the high school exit exam has led to higher dropout rates. An analysis of completion rates, however, reveals just the opposite.

High School Completion Rises in Texas While It Falls Across U.S.



Completion Rate Rising at Least as Much for Minority Students



Source: National Center for Education Statistics.

we should do what the Texas legislature is currently considering: make the college prep curriculum the default curriculum for all students. You can do this in your state and community, too.

Lesson 4. Every child deserves good teaching

If we have learned anything over the past ten years it is how much teachers matter. On this point, the research is unequivocal: the teacher is the single most important factor in whether young people learn or whether they don't. The data—whether collected in Boston, Texas, Tennessee or anyplace else—are remarkably consistent:

- The most effective teachers are producing not just a little more growth, but as many as six times the learning gains produced by least effective teachers.
- These effects accumulate over the grade levels, with initially similar-achieving students separated by as many as 50 percentile points three years later based solely on the quality of the teachers they were assigned to.
- Most importantly for our work, these differences are not explained by differences in the race, socioeconomic or prior achievement of the kids, but, rather, by differences in the teaching.⁹

If they are going to learn to high standards, students need teachers who both know their subjects and how to teach them. Yet large numbers of students—especially those who are poor or members of minority groups—are taught by teachers who lack sufficient background in the subjects they are teaching.

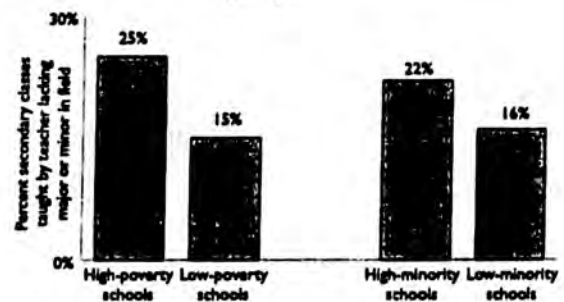
In high schools, for example, one-third of all math teachers do not have even a college minor in the subject.¹⁰

- In every subject, children in high-poverty secondary schools are more likely than other students to be taught by teachers without even the equivalent of a college minor in the subjects they are teaching (Chart 14).
- Students in high-poverty schools are far more likely to have teachers with low SAT/ACT scores (Chart 15).

- In much the same way, children in high-poverty schools are about twice as likely as other students to be taught by inexperienced teachers (Chart 16).

Chart 14

Poor and Minority Students Get More Underqualified Teachers

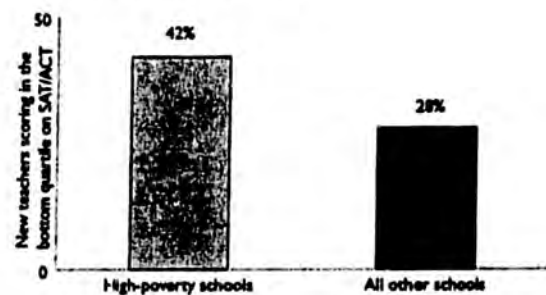


Note: High-poverty and high-minority schools have more than 50% of such students; low-poverty and low-minority schools have fewer than 15% of such students. Poor students defined as eligible for free or reduced-price lunches.

Source: The Education Trust, Analysis of federal data by Richard M. Ingersoll.

Chart 15

High-Poverty Schools Get More Low-Scoring Teachers



Note: High-poverty schools have two-thirds or more students eligible for free or reduced-price lunches. New teachers include only new hires who graduated from college in 1992-93 and in a public before or during 1994-97.

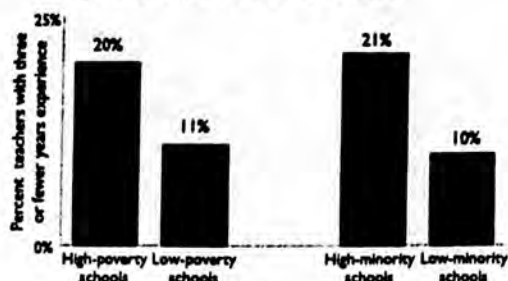
Source: Education Week, Quality Counts 2000, January 2000.

- Students in predominantly minority schools are also about twice as likely as students in other schools to be taught by inexperienced teachers (Chart 16).

No matter how you define teacher qualifications—in field vs. out of field, certified vs. uncertified, experienced vs. inexperienced, or low scoring vs. high scoring on licensure tests—the pattern is exactly the same. In other words, we take the kids who are most dependent upon

Chart 16

Poor and Minority Students Get More Inexperienced Teachers



Note: "High" and "low" defined as top and bottom quartile of schools, respectively.

Sources: National Center for Education Statistics, "Monitoring School Quality: An Indicators Report," December 2000.

their teachers for academic learning and systematically assign them teachers with the weakest academic base.

These problems are highly visible in the high-poverty schools Education Trust staff are working in. But they are also revealed in national data on instructional practice in different types of schools. Results from a survey of practice conducted in conjunction with the 1996 NAEP science examination are a case in point. While research has established that "hands-on" science taught by in-field teachers has a positive effect on science test scores, African American eighth graders are far less likely than students from any other group to be taught in these ways. They also attend schools that lack science resources. Even a qualified science teacher would find it hard to offer real science instruction in a room with no access to running water. Yet African American students are four times as likely as White eighth graders to have science class in such a room (see "No Piecemeal Solutions," page 18).

Given these differences, it's hardly surprising that African American eighth graders perform at the bottom of the national distribution.

If we're going to get any real traction on this issue, though, we have got to be able to talk about it in ways that don't make large numbers of teachers feel deeply and personally threatened.

This doesn't mean that we shouldn't talk publicly about this issue in our communities and get our local data out there. We must. And it certainly doesn't mean that we shouldn't try every approach we can think of—from salary incentives to lower course or student loads to bans on the hiring of unlicensed teachers in low-performing schools—to turn around the gross maldistribution of teacher talent in this country. We must try all these things, and more.

It does mean, however, that we must be clear that these problems are not the fault of individual teachers or of teachers more generally, but, more often, of the system that prepared or assigned them. And it also means that we must accompany new challenges to our teachers with new supports.

Teacher effectiveness is not forever fixed at exit from college. With coaching and support, most of our teachers—like most of the rest of us—can become ever more effective.

Pittsburgh provides a compelling example. A couple of years ago, the district implemented the NSF-financed *Everyday Math* curriculum and contracted with Lauren Resnick's Institute for Learning to provide intensive professional development and coaching for the teachers. The result: both African American and White students in so-called "high implementation" schools (i.e., close work with expert teacher-coaches and a high level of implementation for the professional development) are substantially outperforming their counterparts in a matched set of "low-implementation" schools.

Moreover, after only three years, the high implementation schools have eliminated the African American-White gap on math skills, and reduced it considerably in problem solving and math concepts. Indeed, the African American students in the high implementation schools are significantly outperforming the White students in low implementation schools on skills, concepts and problem solving (Chart 17, p. 19).

No Piecemeal Solutions

Each of the six lessons can take a school system part of the way to closing the achievement gap. But making all of them work together is the surest route to closing the gap entirely.

For example, the data show that African American students systematically are more likely to be denied effective eighth grade science instruction. Bringing in more qualified teachers will help, but many would still be working in classrooms unfit for effective instruction. Spending money on better classroom materials would help, but not as much as if the materials were put the hands of adequately trained teachers. The problem is systemic, and the solutions must be too.

Standards and Expectations

- Compared with White students, African American eighth graders are twice as likely to have science teachers who place "little" emphasis on developing lab skills.

Frequent, Meaningful Assessment

- Compared with White students, African American eighth graders are nearly four times as likely to be assessed using hands-on activities only once per grading period or less.

Challenging Curriculum

- Compared with White students, African American eighth graders are twice as likely to have a science teacher who does not have students produce notebooks or reports on lab work.
- Compared with White students, African American eighth graders are twice as likely to have a science teacher who does not emphasize development of data analysis skills.
- Compared with White students, African American eighth graders are nearly three times as likely to only engage in hands-on science activities (e.g., labs) less than once or twice a month.

Quality Teaching

- Compared with White students, African American eighth graders are only two thirds as likely to have a science teacher who participated in more than two days of science-related training the previous year.
- Compared with White students, African American eighth graders are much less likely to have a science teacher certified to teach middle school science (97% vs. 82%).
- Compared with White students, African American eighth graders are three times as likely to have a science teacher with a substandard license in his or her main subject (temporary, probationary, emergency, etc.).

Resources

- Compared with White students, African American eighth graders are four times as likely to take science in a classroom with little or no access to a laboratory or running water.
- Compared with White students, African American eighth graders are much less likely to have a science teacher who gets most or all of the necessary classroom materials.

African American/White Science Gap Widens as Students Progress Through Grades

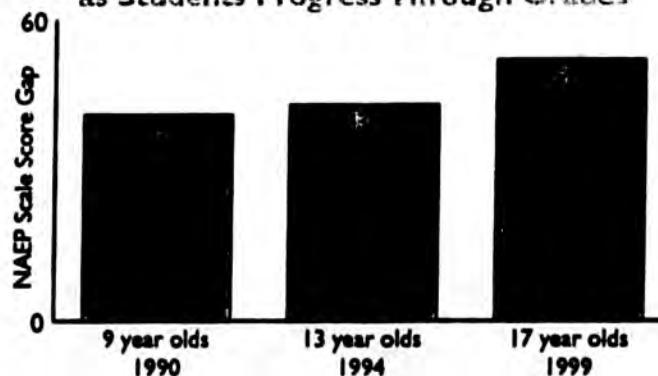
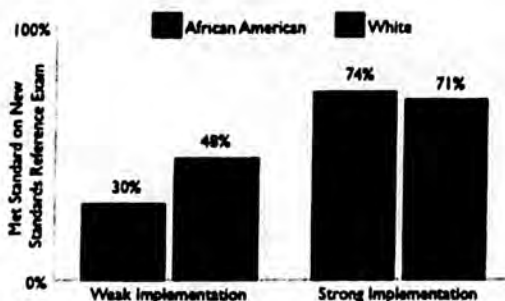


Chart 17

Pittsburgh: High Implementation of Reform Strategies Wipes Out Math Skills Gap



Note: Chart compares students in schools with similar demographics.

Source: Brar and Rasmick, CSE Technical Report 528, CREST, UCLA, August 2000.

We have seen similar gains in districts using our Standards in Practice (SIP) professional development model. In Cincinnati, for example, schools with SIP teams significantly improved test scores in just one year—much higher than schools without teams, which posted little or no student gains.¹¹

Findings like these make you wonder what would happen if, instead of always being at the end of the line for intensive, high quality professional development, teachers in high poverty and high minority schools were at the head of that line? It also makes you wonder what would happen if, instead of getting far less than their fair share of good teachers, underachieving children actually got *more*.

Lesson 5. Provide extra time and instruction for those who need it

There is now ample evidence that all children can achieve at high levels if they are taught at high levels. Contrary to conventional wisdom, simply putting students in more rigorous, college preparatory courses *will* improve achievement; the data are clear on that. But it is equally clear that for some students, passing the course—or the examination—will require more time and more instruction.

Around the country, states and communities are wrestling with how best to provide those extras. Kentucky does so by giving high-poverty

schools extra funds every year that they can use to extend instruction in whatever way works best in their community: before school, after school, weekends or summers. Maryland has an ambitious new plan that provides a wide range of assistance to students who are not on track to pass its new high school graduation test. And San Diego, California, created more time mostly within the regular school day, by doubling, even tripling, the instructional time for low-performing students to develop literacy and mathematics skills. They also provided high-quality training to all of their teachers.

The San Diego example is particularly noteworthy. What they are saying is essentially this: If students enter their middle or high school years well behind in reading or math, rather than create a lower level path through high school for them, they will create what Phil Daro calls an “on-ramp” to the higher curriculum by dropping almost everything else and really concentrating on building those critical skills.

The core idea in these states and communities is straightforward: *high challenge* and *high support*. Those of us from communities that have not yet stepped forward to build such support structures need to step forward NOW to assure that they are put in place and done right.

Lesson 6. It's time to ante up

If we're going to cut through all of these barriers in the time we—and, for that matter, the system—have left, we need help from those outside of education. And we must not be afraid to begin engaging them even if we can't be sure of where they'll land. So reach out. Share the data. Share what research says matters most. Raise your voice, even if these things make you a little nervous.

But while we raise our voices on these necessary action steps, we must also raise our voices about the shameful fiscal inequities that lie at the roots of some—although not all—of the opportunity gaps in high poverty and high minority schools and districts.

In preparing the latest *Education Watch*, we commissioned a new analysis of state and local

education dollars. Unlike most such analyses, which look at fiscal inequities regardless of who is enrolled, we looked at differences in revenues between districts with high- and low-concentrations of poor and minority students.

Our analysis reveals substantial funding inequities in most states. In 42 out of 49 states studied, school districts with the greatest numbers of poor children have less money to spend per student than districts with the fewest poor children. In fact, the national gap between the high- and low-poverty districts was \$1,139 per student.

These gaps have real consequences for the quality of education low-income children can receive. In North Dakota, the state with the *smallest* gap, the \$32-per-student difference translates into \$12,800 for an elementary school of 400 students, enough to pay for a part-time reading specialist or buy 1,000 new books for the school library!

At the other extreme, the \$2,794-per-student gap in New York state translates into a whopping \$1,117,600 for a 400-student elementary school, enough to compete with elite suburban schools for the most qualified teachers on the labor market and also provide extra instructional time for students who are behind (Chart 18).

Our analysis also revealed how funding disparities affect minority students. Nationally, the gap between the quarter of districts with the highest and lowest minority enrollments is \$979. Thirty-one states have such gaps (Chart 19).

We are not among those who argue that schools and districts can't do anything to change until they get more money. In fact, we explicitly reject that argument. That said, these differences are shameful, educationally significant, and downright un-American. If states are truly committed to closing the gaps between groups, they must close the gaps in funding as well.

Toward New Frontiers

We could say that the 1990s were a lost opportunity. The progress we were making toward closing the gap between groups of

Chart 18

*Poor Children Receive Fewer Dollars:
U.S. and States with Biggest Gaps*

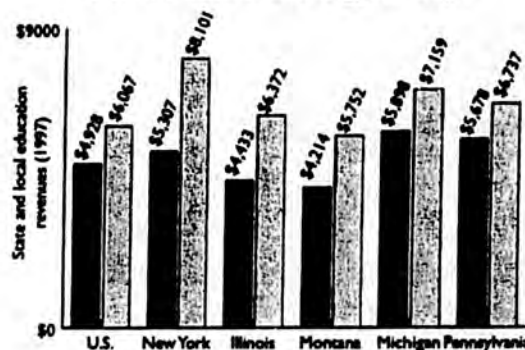
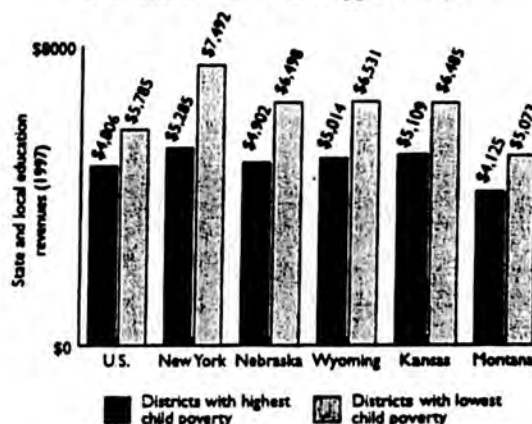


Chart 19

*Minority Students Receive Fewer Dollars:
U.S. and States with Biggest Gaps*



Note: Charts revenues per student in the quarter of districts that have the highest child poverty rates or minority enrollments with revenues per student in the quarter of districts that have the lowest child poverty rates or minority enrollments. Dollar figures have been adjusted to reflect student needs and geographic cost differences.

Source: The Education Trust. Analysis of federal data conducted by Greg F. Orloff.

students suddenly stopped. To many, we appeared to hit a logjam—one created by a myth about who can learn and who can't, and perpetuated by a bad fit between solution and problem.

But we could just as easily say that the lessons learned during the 1990s give us new direction and hope for the new century. Even though we failed as a country to narrow the achievement gap, actual student scores increased among most groups in many subjects, particularly mathematics. Moreover, the national averages concealed the enormous successes of individual states,

districts and schools that saw an opportunity where others saw only obstacles. These states and communities define the current frontier of school reform. They are proving that all students, and especially poor and minority students, will learn and meet high standards of performance when given the chance.

The frontier states show the rest of us what is doable right now. Out of their experiences, we now know that standards must be high and apply to all, and they should be aligned with good assessments. We need accountability mechanisms that cast a spotlight on achievement by race, ethnicity and poverty so our failure to teach some kids can no longer be hidden. We must make sure every child has the benefit of a challenging curriculum and teachers qualified to teach it. We must provide extra time and

support to students and their teachers. And we must allocate funds where they are most needed.

It's a big job. Not only are the gaps between racial and income groups large and, in some cases, growing, we have a widening gulf between the high-achievers and the low-achievers, suggesting that we haven't yet mustered the will to reach the neediest students no matter what color they are.¹² The frontier states have their work cut out for them, too. They may be leading the pack, but they still have a long way to go before all their students are meeting standards.

But we can do it. In fact, the data are so compelling that we propose a new mantra to launch the new century:

Close the gap by 2010.

It's a goal within our reach.

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Acknowledgments

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Specifically, we thank Richard Ingersoll of the University of Pennsylvania for the calculations he ran for us on underqualified teachers; and Greg F. Orlofsky for his analysis of state and local revenues invested in education.

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PLEASE NOTE: For calculations and technical notes, please see our *Definitions and Sources* online.

National Assessment of Educational Progress (NAEP) All data were all obtained online through National Center for Education Statistics using the NAEP Summary Data Tables (Washington, D.C.: U.S. Department of Education): <http://nces.ed.gov/nationsreportcard/TABLES/SDTTOL.HTM>

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State and Local Revenues of School Districts, by Child Poverty and Student Minority Status—Calculations conducted for the Education Trust by Greg F. Orlofsky, using a database constructed for the purpose from the data sources described below:

- *Adjusted school district revenues: F-33 Annual Survey of Local Government Finances, 1997, Data Files*, (Washington, DC, U.S. Census Bureau, 2000)
- *Minority students by district: Common Core of Data School Years 1993-94 through 1997-98 CD-ROM*, (Washington D.C.: National Center for Education Statistics, U.S. Department of Education, December 1999)
- *Children in poverty by district: Small Area Income and Poverty Estimates: School District Estimates*, (Washington, DC, U.S. Census Bureau, 2000)

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Now Online The Ed Trust's New State and National Database!

The Education Trust's web site now features what we believe is the best and most user-friendly source of national and state-by-state data on achievement patterns by race and class, kindergarten through college. Users—including journalists, educators, policymakers and advocates—are able to select and access data not only on their own states, but on how those states compare to the nation as a whole or any combination of other states on key education indicators.

Education Watch Online is the latest in our ongoing efforts to provide information that educators, policymakers and the public can use to ensure that every child learns to high levels and close the achievement gaps that separate poor students and students of color from their peers.

Check us out at
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ourselves to pony up that amount, we will pay far more dearly in the long run.

"Over the last decade too few states, school districts, and schools have done the work that it takes to close the gap," she adds. "And the federal government has turned a blind eye to the gap and to the students who most need its help by failing to require gap closing as a condition of receipt of federal funds."

In fact, a consensus is emerging across the political spectrum on ways to solve this problem. These include making sure all students have access to quality teachers and a high-powered curriculum.

n Trust 20

Linda
Darling-
Hammond

HOW TEACHING KNOWLEDGE MATTERS BY LINDA DARLING-HAMMOND

A GROWING BODY OF RESEARCH INDICATES THAT TEACHER expertise is one of the most important factors in determining student achievement. An equally large body of research shows that to be effective, teachers need to know both their subject matter and how to teach it to diverse learners. Despite this evidence, at least thirty states allow individuals to enter teaching who have not had any formal preparation for the job and who have not met their states' own certification standards. The vast majority of these teachers are assigned to teach in low-income and minority schools. This practice has created even greater inequities and increasingly damaging outcomes for students who are denied access to skillful teachers while the students are held accountable to tests that determine their promotion and graduation.

Knowledge about teaching matters especially to students with special learning needs, because untrained teachers are typically unable to diagnose learning problems or to address them when they occur. Studies of underprepared teachers consistently find that they have difficulty with curriculum development, classroom management, student motivation, and

teaching strategies. With little knowledge about how children grow, learn, and develop, or about what to do to support their learning, these teachers are less likely to understand student learning differences, to anticipate students' knowledge and potential difficulties, or to plan and redirect instruction to meet students' needs. They are also less likely to see it as their job to do so, often blaming the students if their teaching is not successful. Thus, policies that resolve shortages by supporting the hiring of unprepared teachers serve only to exacerbate the inequalities low-income and minority children experience.

What can be done? A number of states and districts have tackled the issue of teaching quality in a comprehensive way with extraordinary results. The National Commission on Teaching and America's Future has documented successful strategies in states like Connecticut, North Carolina, and Kentucky and in urban districts like Cincinnati, Ohio, Rochester New York, and New Haven, California <ETH> all places that have made systematic investments in getting and keeping well-prepared teachers in districts and schools where they are needed the most.

Connecticut's story is instructive. In a state with a student population that is more than 25% minority and with increasing poverty and language diversity, student achievement has increased steadily and steeply throughout the 1990s, reaching number one in the nation in elementary reading and mathematics and achieving top rankings in science and writing as well. The state has pursued a consistent strategy since the 1980s, when it

- 1° significantly raised and equalized teacher salaries,
- 2° raised licensing standards and eliminated emergency licensing,
- 3° required more teacher education for teaching reading, for teaching special needs students, and for using research-based practices,
- 4° provided scholarships for attracting top candidates into teacher education in high-need fields and for high-need

locations,

- 5 ° created a beginning teacher mentoring and assessment program for all new teachers,
- 6 ° invested in widespread professional development based on effective strategies like Reading Recovery,
- 7 ° aligned student standards and teaching standards,
- 8 ° stimulated improvements in teacher evaluation linked to teaching standards,
- 9 ° created a low-stakes performance-based assessment system for students which provides rich information to districts and schools, and
- 10 ° provided categorical aid to low-achieving districts to help them improve the quality of education for their students.

This combination of policies successfully moved Connecticut away from widespread teacher shortages which caused the large-scale hiring of unqualified teachers, especially in its cities. Within three years, the state had teacher surpluses that have continued for over a decade. Connecticut now has one of the best-prepared teaching forces in the country that shares common knowledge for effective practice.

While the state continues to work on reducing the achievement gap between rich and poor and white and minority students, the gap is closing. Currently, African American and Hispanic students in Connecticut outscore their counterparts nationally by more than 50% in reading. The emerging success stories in Connecticut and other states and districts show that, by doing what matters most—investing in teaching, with the quest for excellence built on a foundation of equity—all students can learn, and all students do learn. In large part they learn because their teachers also have opportunities to learn.

Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University and executive director of the National Commission on Teaching and America's Future. 20

the blessings of the liberty we celebrate, let's ensure that school personnel respect this as well. In that spirit, AS 14.03.130 requires school officials to 'inform all affected persons at the school of their right not to participate in the pledge of allegiance.'"

"Thank you for all you have been doing to contribute to a positive learning environment during this difficult time."

Scholarship Deadline Nears

Two Alaska students have an opportunity to receive a \$2,000 college scholarship from the U.S. Senate Youth Program. November 2 is the deadline for applications. The winners will spend a week in Washington, D.C. March 2 - 9 observing operations of the U.S. Senate and other branches of government. Applications are open only for high school juniors and seniors now serving as an elected officer in their school's student government, on the student council, or as a class officer.

More information: Naomi Obie, 465-8728.

Teacher Shortage Reg Dropped

Efforts to enact regulation 4 AAC 12.010(g), which would have waived certification fees for teachers hired to teach in a content shortage area, has been dropped upon the recommendation of the Department of Law. The State Board of Education & Early Development took comment on the proposal and adopted it in June. The Law Department disallowed the regulation on technical grounds, determining the department did not have the authority to define teaching shortage areas.

More information: Cyndy Curran, 465-2857. 10/12 - Left msg requesting more info

Regs would have to be done yearly, which wouldn't fit w/ hiring timelines.

Data collection isn't very good to identify shortage areas.

Dept is trying to fund data collection - not enough people.

Invited to T/C.

Gray Wilken <Senator_Gary_Wilken@legis.state.ak.us>

Will work with schools in crisis -

All,

Make your reservations now...

Could be teleconferenced, if requested

University of Alaska Chancellor Lee Gorsuch and the Alaska Partnership for Teacher Enhancement invite you to attend the next meeting of the Educational Policy Roundtable **Friday, October 19, 2001 from 9 - 3:30**. The meeting will be held in Anchorage on the UAA campus in Room 107 of the University Commons. A map to the University Commons may be found at the following website:

<http://www.uaa.alaska.edu/uhdcs/Images/Housing%20Area%20Map.jpg>

Lunch will be provided and an agenda will be e-mailed to you as we get closer to the meeting date.

Please RSVP to me at anbjm@uaa.alaska.edu or by calling 907/786-4307.

We hope you will be able to participate.

Betty Meyer

Betty Meyer

Program Coordinator

Alaska Partnership for Teacher Enhancement Grant

University of Alaska Anchorage

3211 Providence Drive

Anchorage, AK 99508

907/786-4307

907/786-4318 (FAX)

anbjm@uaa.alaska.edu

Twice a
year

Grant - 6 million fed grant/
5yr

Ed Round Table -

current education policy

- ISEB survey turn over
of Ak teacher - Supply/Demand
- Turn over in Rural Ak
- Teacher mentoring
- Assoc Arts for Teacher's Aid

Oct 99 - hired a co-director

Dean Alex McNeil /

abstract - Bill McDiarmid

EED recruitment + retention
- APU/ Rural practicum
- new \$ from EED

Interns - don't get MAT - 1 semester away from a master
- full immersion of theory/practice in classroom
- qualify for teaching credential

UAA - 4yr - elementary (not available for secondary teacher)
5yr - secondary - 4yr regular + APTE
(content)

5 schools in Anch/LKSD, Kashinawut, Yup'it - \$, training, network
4 professional training - summer institutes
all costs paid

free to partnership sites
- others can attend, but pay



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
(800) 892-4843 (907) 465-4843 (phone)
(907) 465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

November 2, 2001

Ms. Betty Walters, Superintendent
Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, AK 99615

Dear Superintendent Walters:

Thank you again for extending your hospitality to the House Special Committee on Education on October 22. I very much appreciated the information that you and the other education professionals of Kodiak Island Borough School District shared with us. Please also extend my thanks to Sheila Roberts for her hard work in making the meeting such a success.

I have enclosed a copy of the Committee Report. The findings it contains will serve as the basis for continued discussions next session. I hope you find it useful.

If you have any questions or comments about the report, please contact me at 907-465-4843. It was a pleasure seeing you again.

Sincerely,

A handwritten signature in black ink, appearing to read "Con Bunde".

Representative Con Bunde

CB/km

SREB

Quality Teachers:

Can Incentive Policies Make a Difference?

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

This report was prepared by Lynn M. Cornett, senior vice president, and Gale F. Gaines, director of legislative services.

Quality Teachers:

Can Incentive Policies Make a Difference?

What can your state do:

- ... to prepare diverse and qualified teachers to meet the needs of your state?*
- ... to attract the most qualified to teach in your state's schools — especially in remote areas and in low-performing schools?*
- ... to keep teachers in the classroom, especially during the critical first five years of teaching?*
- ... to anticipate the shifting patterns of teacher supply and demand?*
- ... to reward teachers for improving student performance?*
- ... to reward and support teachers to be up-to-date on what they teach and how they teach it?*

Across the region, SREB states are implementing policies that provide incentives to attract and retain teachers and increase student performance. Incentives are helping states recruit new teachers into the workforce, attract persons from outside education, retain teachers in the classroom and support accountability programs that focus on school-by-school efforts to boost student achievement.

Every state has unique priorities and will have somewhat different answers to these questions. To target incentive policies most effectively you must first understand your state's needs and problems. You also may benefit from the research and policy experiences of other states in the region.

This report includes:

- A framework for thinking about priorities for your state based on SREB's extensive teacher supply-and-demand research.
- Examples of teacher incentive programs that are attracting and retaining teachers in SREB states.
- The history of pay-for-performance for teachers, with lessons from the 1980's and 1990's.
- A review of school-level incentive programs that support state accountability programs.

CREATING INCENTIVES TO PROMOTE A QUALITY TEACHER WORKFORCE: A POLICY FRAMEWORK

The First Priority: Reducing New-Teacher Turnover

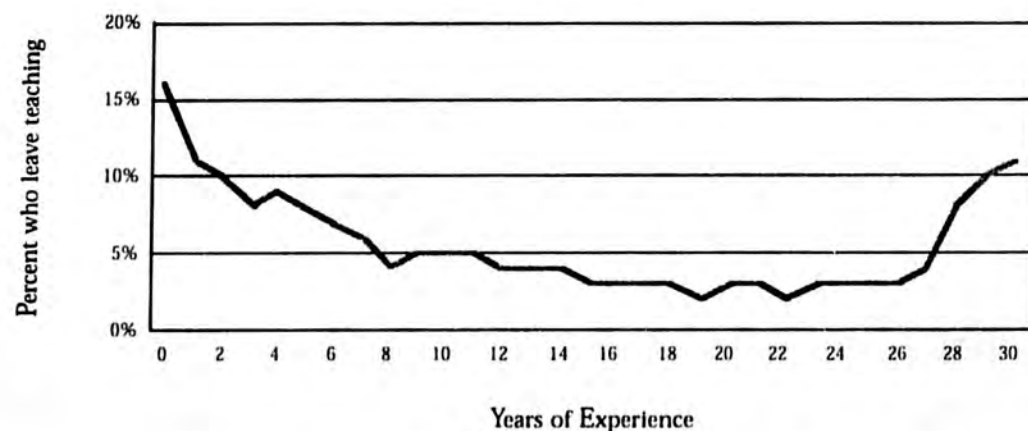
If states can create incentives that reduce teacher turnover, many fewer teachers will have to be replaced. The research on teacher turnover is crystal-clear, and the patterns are consistent from state to state.

The patterns reveal a need to focus incentives on the early years of teaching. About 12 to 20 percent of teachers in their first year of teaching are leaving the classroom. Among new teachers in Tennessee with no previous experience, 36 percent leave within the first four years and 42 percent leave within five years. Similar turnover occurs in other states. In Oklahoma, 13 percent of first-year teachers left in 2000. Oklahoma teachers with eight years of experience are leaving at a rate of only five percent, showing clearly that policy attention in early years is important. Georgia reports first year teachers leave at a rate of 15 percent; South Carolina 12 percent; North Carolina 13 percent; and Texas 19 percent.

Sound state policy begins with an awareness of these abnormally high turnover rates in the first five years of teaching. But there's more to the policy equation. States also need to understand their overall supply of teachers and how policies might be targeted to different layers of the teacher pool. These "layers" include new graduates; qualified individuals who have left teaching; and, most importantly, teachers who taught last year and are eligible to return.

Figure 1

WHEN
TEACHERS
LEAVE



The overall supply of teachers is often misunderstood. Supply and demand discussions too often address only the number of new graduates. But new graduates are a small portion of the teachers hired every year. As an example, Figure 2 shows the patterns in Oklahoma and Tennessee. In any year, 90 percent of teachers remained in the classroom from the previous year. Another four percent were former teachers re-turning to teaching jobs. Just six percent were new teachers with no experience. As states develop effective recruitment and retention policies, policymakers need to attend to the special characteristics of each group.

New Graduates: More is not enough

Too often the challenge is not simply preparing more teachers, but preparing the teachers we need. Are states attracting a sufficiently diverse group of persons to teach in the public schools? Are colleges and universities preparing enough teachers in the right subject areas? And do states have an adequate supply of teachers who are prepared and willing to teach in particular geographic areas and in the most challenging classrooms?

Supply and demand studies undertaken by SREB over the last decade point to several disconnects.

Diversity in the teacher supply pool

How varied are the people who enter teacher education? Do they reflect the diversity of our states? What is the typical profile of someone graduating from traditional undergraduate baccalaureate programs?

Across the region, program graduates continue to be overwhelmingly white and female. In Tennessee in 2000, for every one black male in a teacher education program there were 10 black females, 15 white males and 65 white females. This pattern is repeated from state to state. In 1998, 18 percent of total teacher education graduates in South Carolina were African-American; in Florida, 26 percent were minority. In Maryland, 16 percent of all teacher education graduates were minority in 2000.

Figure 2
SUPPLY OF
TEACHERS



Studies show that alternative teacher preparation programs, such as the Texas Alternative Certification Program, provide greater percentages of minority teachers for the workforce. In Texas, 41 percent of participants completing the program are minority.

Qualified teachers in high-demand subjects and specialties

Do state policies support a balance between the workforce demands of school systems and the supply of various kinds of teachers? Are new graduates being prepared in the subjects and specialties schools need most?

To make sure teaching incentives are on-target, state policymakers need to know how many persons are being prepared in each specialty and subject area — and also how many graduates in each area actually become classroom teachers. When states examine these questions closely, they typically find patterns of over- and under-supply. These patterns, which can shift over time, are influenced not only by the personal preferences of teachers-in-training (e.g., elementary over special education; social studies over math or science; teach near home or move away), but also by student population trends and related factors.

Across the region, almost half of all teachers hired are assigned to elementary classrooms. Every SREB state prepares large numbers of elementary-certifiable graduates — so many, in fact, that the supply of elementary teachers typically outstrips the demand statewide. Yet local shortages still occur, especially in urban or remote areas. Teachers who **do** accept positions in these areas often are not trained to work effectively in inner city or rural schools and have high turnover rates.

While elementary teacher shortages have more to do with distribution than supply, most states do suffer from some chronic supply problems in other areas. For example, states historically have prepared too few graduates in mathematics, science and special education, forcing up the numbers of under-prepared teachers hired when fully qualified individuals are not available.

States also experience "swells" of students moving through grades K-12. As these swells roll through middle and high school, most states find they are undersupplied with teachers trained to work with these age groups, especially in subjects like math and science.

Clearly, state policymakers need to ask: *What incentives exist for colleges and universities to focus on meeting the well-documented and predictable needs of every type of public school, in every setting and at various points in time?*

New teachers take jobs close to home

New graduates tend to take jobs in school districts close to the college or university from which they graduate. Many want to live near home; others may have established personal ties in their college communities. Whatever the reasons, this tendency of grad-

uates to cluster around their alma maters contributes to an uneven distribution of the new-graduate teacher supply. Statewide policies or incentives to change this pattern may or may not work. On the other hand, states might be able to use this pattern to their advantage, for example, by supporting school-college partnerships that promote quality teacher preparation programs in high-need areas.

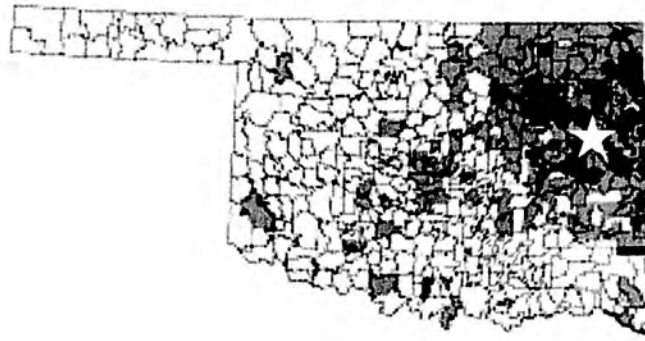
TEACHERS
TAKE JOBS
CLOSE TO
HOME

Kentucky



Western Kentucky University

Oklahoma



Northeastern State University

Tennessee



University of Tennessee - Martin

Darkest shades show geographic areas where more new graduates are teaching.

Attracting Teachers Back into Teaching

About one in five teachers returns to the classroom after leaving, typically within two years. A state's "reserve pool" (usually described as the total number of certified teachers in a state not currently employed as teachers) is often murky and difficult to tap. The deep end of the reserve pool usually holds those former teachers who are certified in over-supplied fields. In Tennessee for instance, more than 16,000 teachers in the "reserve pool" have endorsements in elementary school teaching, but only about 1,000 have endorsements in mathematics.

Will teachers return to the classroom? Before policymakers can fashion incentives that might lure former teachers back, they need hard information about why teachers left and whether new state policies are likely to influence them to resume teaching careers. Arkansas, Florida, North Carolina and South Carolina have researched their teacher reserve pools, probing for answers that can help shape policy. In Florida, a study of teachers certified in shortage areas (like science and mathematics) but not currently teaching found that 81 percent did not plan to return to the classroom. In Arkansas, a study showed that 50 percent of those certified but not teaching had actually applied to teach again but were not hired. Of that group, about half said they were no longer available to return to the classroom.

When teachers in these studies were asked why they left, about a third cited personal reasons. Smaller percentages left because of salary, although salary issues almost always ranked in the top few reasons. "Lack of support in the school" typically fell in the middle between personal reasons and salary. In a North Carolina study, for example, 29 percent of the teachers left for personal reasons, 20 percent were dissatisfied and 14 percent were disappointed in salary.

Recent studies across several states suggest that **substantial** pay increases might convince teachers to return to the classroom. In Florida, it was \$10,000. In Arkansas, it was \$8,000. The studies also suggest that some teachers might be lured back by improvements in working conditions. Former teachers cited the need for smaller class size, more discipline and better leadership. Teachers in their beginning years were most likely to point to a lack of mentoring and other new-teacher support as a reason for leaving.

Veteran Teachers Tend to Stay

Day in and day out, year after year, some 90 percent of teachers remain in teaching. After five years, teacher turnover rates taper off, averaging around five percent for teachers with 6-8 years experience and remaining in that range until teachers begin to retire at around 20 years. Given these high retention rates, incentive program policies for this large group of teachers do not need to focus on retention per se, but rather on issues of quality and professional growth. If teachers are unlikely to be replaced, it makes good

policy sense to raise their skills and knowledge to the highest levels possible. In addition, as veteran teachers approach eligibility for retirement, they are more likely to remain in the workforce if they are experiencing success with their students. And states and school systems have a vested interest in keeping successful, veteran teachers on the job.

Addressing the professional development needs of this large group of continuing teachers is a pressing policy issue in every state. Evidence suggests that most veteran teachers do not get the support they need to stay up-to-date on the content they teach or the strategies that are most effective in teaching various content. For example, data from SREB states who participate in the National Assessment of Educational Progress show that middle grades math teachers need over 16 hours of professional development each year in their content areas to realize an improvement in student achievement. Yet only 5 percent of the teachers had received 16 or more hours of content help in a year.

INCENTIVE PROGRAMS IN THE SREB STATES TO ATTRACT AND RETAIN TEACHERS

Across the region, states have an uneven supply and distribution of teachers, and they continue to experience shortages in certain subjects and teaching specialties. Effective state policies not only must attract quality teacher candidates, they must provide incentives for individuals to select teaching roles that meet the staffing needs of every school. At the same time, state policies must encourage teacher retention and motivate teachers to continue developing professionally. SREB states are taking a variety of actions designed to satisfy these joint policy agendas.

Attracting New and Veteran Teachers

Traditionally, states across the region and nationally have operated teacher recruitment centers or state recruitment efforts. Most SREB states also have created scholarship and forgivable loan programs to attract prospective teachers and to allow current teachers to upgrade their education and skills. These programs usually require the award recipient to commit to teach for a certain number of years.

Some states are working to fill vacancies by tapping alternative sources of teachers. These sources can include part-time teachers. South Carolina, for example, offers access to health insurance for teachers teaching part-time. Mississippi has changed its retirement laws to allow retirees, including teachers, to work up to one-half time.

Career-changers are another alternative source of new teachers. Alternative certification programs have been in place for some time — most requiring basically the same preparation as traditional teacher education programs. Newer programs that offer accel-

erated preparation are beginning to appear. In Georgia, for example, the Teacher Alternative Preparation Program trained nearly 800 career-changers in an intensive summer session during 2001. (Several hundred had to be turned away for lack of spaces.) Beginning in the fall, nearly all of those reported to Georgia classrooms where they received additional support from mentors and university faculty. Other states, including Florida and Texas, are planning to implement new programs for career-changers, and Virginia has expanded its program.

Retirees returning to the classroom are another alternative source of teachers. Retirement experts say it is not uncommon for retirees to take a short break from work and then reenter the workforce. Twelve SREB states allow retired teachers to continue collecting retirement benefits while they return to full-time work. The remaining four states (Alabama, Delaware, Georgia and Mississippi) allow retirees to serve as part-time or substitute teachers and continue receiving their retirement benefits but have no provision for full-time service. These policies are attracting older, experienced teachers in a number of states. For example, during 2000-2001 nearly 400 retirees returned to North Carolina classrooms and more than 500 returned to teaching in South Carolina.

These efforts are new and have potential, but states need to assess their effectiveness at drawing the quality teachers needed to meet educational goals and priorities.

Incentives to Help Retain Teachers

Many states are offering incentives to individual teachers to take on additional duties or gain additional expertise. These programs address state needs and priorities and also provide opportunities for teachers to find new challenges and earn additional pay. Many of these programs are fairly new and none have been carefully evaluated to determine their impact on quality teaching and learning. (Evaluation is often the least emphasized aspect of initiating programs.) What is available are preliminary participation numbers that show teacher interest in these efforts.

Advanced certification

SREB states are leading the way in encouraging teachers to earn certification through the National Board for Professional Teaching Standards. National Board Certified teachers must meet high standards of practice and demonstrate their skills and knowledge through examination, portfolios and video demonstration lessons. This is an example of a program that provides career development for veteran teachers and also creates a valuable resource that can help schools meet state needs and priorities.

In 2000-2001, the SREB states produced 71 percent of the teachers who received national certification. Since the inception of the program, 59 percent of all teachers who have earned NBPTS certification are in SREB states, even though the SREB states

account for only 37 percent of teachers nationally. Six SREB states (Florida, Georgia, Mississippi, North Carolina, Oklahoma and South Carolina) are in the top 10 nationally. Nearly all SREB states provide financial assistance for teachers seeking national certification and pay annual bonuses (ranging from \$2,000 to \$7,500) to those who earn the credential.

Some states also offer opportunities and incentives for teachers to achieve advanced state certification. In Maryland, over 2,700 teachers who have earned advanced certification have committed to teach in low-performing schools for three years. These teachers receive annual bonuses of \$2,000. As a part of North Carolina's accountability efforts, teachers with the state's masters/advanced competency certificate receive a 10 percent pay increase. In Texas, 255 master reading teachers received \$5,000 annual bonuses to teach reading and to assist other teachers improve the teaching of reading in schools. Two similar efforts are under development in Texas — one for master math teachers and one for master technology teachers.

Coaching and mentoring

Several states, including Alabama, Kentucky, Louisiana, North Carolina, South Carolina and Tennessee, have developed a "distinguished educator" program for veteran teachers. These educators work with administrators and teachers in low-performing schools to improve student achievement. Kentucky's program originated in the 1990 Kentucky Education Reform Act. Participants are on loan to the state for three years and are paid 135 percent of their regular salary. When they return to their districts, they often serve as a resource to assist with district goals and priorities.

Most states in the region designate a small percentage of teachers (usually less than 10 percent) to serve as mentors to new or veteran teachers. The recent SREB report, "Reducing Your Losses," found that 10 SREB states support the assignment of mentors to new teachers. Mentors are often selected based on experience and recognized excellence and usually receive additional pay ranging from about \$300 to \$1,000. These programs serve two purposes: first, they provide support for new teachers, helping them maneuver the early difficult years of teaching; and second, they provide career advancement for veteran teachers.

Across the region, mentor programs vary widely from district to district. Variables include the amount of time and support new teachers receive, the level of formality in the relationship, and the qualifications of mentors. To strengthen programs, states including Delaware, Kentucky, Louisiana, North Carolina, Oklahoma, Virginia and West Virginia have established or are establishing formal training programs for mentors. South Carolina is developing criteria for the selection of mentors.

Shortage-area incentives

A few states have policies designed to attract teachers to shortage areas. Florida and Georgia adopted efforts to provide bonuses to qualified teachers who teach high-need subjects or in geographic areas with a shortage of teachers, though neither state currently is offering the bonuses. Florida also has offered bonuses for teaching in low-performing schools. Louisiana adopted a similar measure during the 2001 legislative session. In North Carolina middle and high school teachers can earn an \$1,800 bonus if they are certified in math, science or special education and agree to teach in low-performing schools — or in schools with a high percentage of students from low-income families.

The Mississippi Critical Teacher Shortage Act of 1998 is probably the best example of a program that is drawing teachers to a geographic shortage area. The program provides bachelor's- and master's-degree scholarships, pays expenses for teachers moving into the Delta, and offers assistance with down payments for homes. As of last year, there were over 1,000 prospective teachers receiving scholarships and 175 Delta teachers pursuing master's degrees through the program. Over the first three years, nearly 400 teachers received help with moving expenses. During 2000-2001, 67 teachers were fulfilling their service requirement for their undergraduate scholarships in Delta classrooms. Sixteen teachers had completed their service requirements and of those 16, all elected to continue teaching in the Delta.

PERFORMANCE PAY FOR TEACHERS: WHAT WORKS AND WHAT DOESN'T? _____

Performance pay for teachers made sense to political and business leaders in the 1980s. They assumed it would be easy to implement programs that "paid good teachers more for doing a good job." They were wrong. Performance pay for teachers was problematic in the 1980s and 1990s, and most states abandoned their experiments. Now, as we surge into a new decade, states and districts are once again looking for effective policies to reward high-quality teachers.

SREB spent more than a decade from the mid-1980s through the mid-1990s tracking performance incentive programs in states across the nation. There are lessons learned from the past as policymakers consider pay-for-performance once again.

A Brief History of Performance Incentive Programs for Teachers

During the early 1980s, there was heightened concern about the quality of the teaching force. The debate was fueled by teacher shortages in areas like mathematics and science, and by studies that suggested teaching was not attracting "the best and the brightest." Although the school reform landscape has changed considerably in the last two decades, these core issues — quality teachers and enough of them — have persisted.

Twenty years ago, the interest in reward programs for teachers was high in the SREB states and across the nation in both the education and political communities. Two questions were being asked that are resurfacing today:

1. "Can incentive systems be devised that will strengthen the performance of teachers and improve the achievement of students?"
2. "Can such systems make teaching more attractive and rewarding — and more professional?"

By 1984, six states had developed statewide career ladder programs and were beginning to implement them (Arizona, Missouri, North Carolina, Tennessee, Texas and Utah). These programs created career steps for teachers based on evaluations of their teaching and (usually) years of experience. Several states called for student achievement to be included in the criteria to move up the ladder, but only Arizona had a program with student achievement measures central to a teacher's evaluation.

Florida enacted a short-lived merit pay program in the mid-1980s. Teachers who ranked in the top 20 percent on the teacher certification test and on-the-job evaluations were eligible to receive merit pay. Only about 10 percent qualified under these criteria, and support for the program quickly waned.

Fifteen other states also were exploring the possibility of teacher incentive programs. The South Carolina Education Improvement Act of 1984 included three incentive programs: one for teachers, one for principals and one based on school performance. All programs focused on student achievement as the primary criterion. The school incentive program remained in place through the 1990s, but the teacher and principal components were never fully implemented.

By 1994, of the original six states with career ladder plans, only Arizona, Missouri, Tennessee and Utah continued to support their programs. North Carolina and Texas discontinued programs and never fully funded a statewide career ladder program. The downturn in state economies was widespread, and since most programs were added on top of the normal teacher salary schedule, they were vulnerable to funding cuts.

North Carolina's plan was suspended because of difficulties in implementing a complex teacher evaluation system. Texas implemented the first two levels of its program, in which 90 percent of teachers qualified. Texas never moved to implement the top rungs of its proposed career ladder. The cost of paying 90 percent of teachers a bonus and

skepticism that 9 out of 10 merited bonuses for outstanding performance were reasons that Texas discontinued the program in 1993.

The Tennessee program remained in existence until the late 1990s, although a proposal to include student achievement in the evaluation of teachers was never realized in the program. A 1992 law created a system to reward schools and ultimately individual teachers based on the achievement of their students. The "value-added" program was never implemented for individual teachers — it became controversial and ultimately unworkable. The Missouri Career Ladder program remains today. Two-thirds of the state's districts participate and educators can move to Level III and earn \$5,000. Of those teachers who participate, 49 percent are at the top level. The Utah Career Ladder program continues with almost half of the funding to pay teachers for extra contract days; 10 percent goes to performance bonuses based on student achievement.

The Arizona career ladder plan, which called for districts to completely restructure pay schedules, remains in place today. A complete restructuring of teacher compensation was said to be key to the stability of Arizona's plan. Arizona policymakers resisted the almost irresistible urge to layer quality incentives on top of a traditional pay plan that compensated teachers based on degrees or years of experience.

While many incentive plans based on individual teacher performance arrived at policy "dead ends" in most states that tried them, incentive plans aimed at whole-school performance have fared somewhat better over the last two decades.

A shift in state education reform agendas in the late 1980s and 1990s to a focus on school-by-school results and gains in student achievement led to changes in incentive programs. Whole-school incentive programs became part of accountability legislation that rewards either schools or staff in schools for meeting school-wide performance criteria or making gains toward targets. In 1994, six states (Georgia, Indiana, Kentucky, North Carolina, South Carolina and Texas) had reward programs in place. By 2001, 21 states across the nation — including 12 SREB states — were implementing and funding school incentive programs.

What We've Learned About Pay-for-Performance Plans

The difficulties encountered by states as they tried to implement a good idea — performance pay for teachers — offer some valuable lessons for today's policymakers as they continue the search for ways to improve teacher quality and restructure the teacher workforce to meet the needs of all students and schools.

Two clear messages emerge from the first large-scale effort to tie pay to performance:

- Changing the structure of work for teachers and how they are paid is very difficult to accomplish. Ted Sizer's often-quoted observation applies here: "Things remain the same because it is impossible to change very much without changing most of everything." Any new policy that requires major change is an easy target for organized resistance.

- Teachers need to be more involved in the development of any program that seeks to tie financial rewards to individual performance. A new teacher compensation system will not succeed without a critical mass of teachers who "buy in."

Key lessons from state efforts to reward teachers in the 1980s and 1990s

1. *Teachers prefer pay for additional work rather than pay based on performance.* Surveys indicate a clear preference for "extra pay for extra work." Pay for performance requires that teachers be sorted or graded in some way, and the majority of teachers resist this concept.
2. *Teachers who participate in performance-pay programs are positive; those who do not are negative.* Teachers who chose to participate in career-ladder and similar incentive programs were more positive about performance pay as a result of the experience.
3. *Evaluation of teachers must be perceived as fair:* Serious philosophical differences emerged among teachers and principals about whether teachers should be paid for performance. These conflicts, which often centered on how "high performance" would be determined, doomed programs from the beginning. While a state can develop a comprehensive evaluation system for teachers that is fair, rigorous and reliable — everything it needs to be in a technical sense — there is another problem. The evaluation of teachers must be *perceived* as fair. Studies at the time reported that up to 80 percent of teachers thought they were top 20-percent performers. So long as this kind of mindset persists, any pay-for-performance program built on an evaluation of what teachers do in the classroom faces serious challenges and difficulties.
4. *Programs that alter pay and responsibilities can produce change.* Programs that simply attempt to develop a bonus or incentive program for individual teachers based on evaluations of their classroom work produce little change. Programs that call for teachers to take on different roles — and pay them on that basis — hold more promise.
5. *District pilot programs rarely work in the performance pay area.* Statewide innovation did not take place in states that tested teacher pay-for-performance programs using "pilot districts." Single-district initiatives, which not only met with teacher resistance but also often lacked sufficient resources and expertise to survive their early stages, did not provide fertile ground for the propagation of similar, culture-changing initiatives across the state.
6. *Rewards for what teachers do rather than for student achievement may be counterproductive to state accountability programs.* A decade ago, school reformers thought that teacher accountability was the engine that would drive school improvement. Today's state accountability systems focus instead on *student* outcomes, and the teacher rewards built into current accountability programs key on student performance. Teachers must be held accountable, but the issue is, *how?* We have learned that in schools, as in business, what gets rewarded is what gets done. Teacher evaluation systems linked to "pay for teacher performance" could shift the accountability focus away from the student and back to the teacher. Such a shift could siphon off resources, time and teacher attention that could be better invested in student achievement.

The pay-for-performance programs of the 1980's and 1990's did contribute to two significant changes in the way schools do business. First, they helped open the classroom door and bring teachers out of their traditional isolation, creating new school and district roles for them and increasing their sense of responsibility for school-wide success. Second, teachers began to rethink the need for the school principal to serve as the sole teacher evaluator, and they began to accept more observation and evaluation by their fellow teachers.

Pay for performance is a powerful idea, but implementing a program is difficult, and today's student-centered accountability systems may not be the best fit. States that consider pay-for-performance programs will do well to heed the lessons of the 1980's and 1990's.

SCHOOL INCENTIVE PROGRAMS LEAD THE WAY TODAY ---

Today, Florida is the only SREB state actively pursuing bonuses based on individual teacher performance. Most SREB states are relying instead on school-focused incentive programs that promote high-level performance among teachers and principals by rewarding gains in student outcomes.

Florida's bonus plan grows out of legislation passed in 1997 and 1999. It requires districts to base a portion of each educator's compensation on individual performance. District plans are to be in place by June 30, 2002 and will allow teachers with outstanding performance (based on district evaluations) to receive an add-on bonus estimated at about 5 percent.

In other SREB states — and in states across the nation — the popularity of whole-school incentive programs continues to grow, burgeoning from six states in 1994 to 21 states by the end of 2001. Seventeen states include provisions for monetary awards, including 12 SREB states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, South Carolina, Tennessee and Texas). Awards are given for improvement, as well as high performance, in 12 states (including nine SREB states).

Overwhelmingly, the awards are made to schools rather than individuals. North Carolina is the notable exception, where all teachers receive awards when a school meets or exceeds expectations for improving student performance. Twelve of the states that provide monetary awards permit but do not require the funds to be used to pay bonuses to staff — including nine SREB states.

SCHOOL
INCENTIVE
PROGRAMS
WITH
MONETARY
AWARDS

	Basis for awards	Can awards be used for bonuses?	Awards are made to
Alabama	High and improved performance	No	Schools
Arkansas	High and improved performance	Yes	Schools
Delaware	High and improved performance	Yes	Schools
Florida	High and improved performance	Yes	Schools
Georgia	High and improved performance	Yes	Schools
Kentucky	High and improved performance	Yes	Schools
Louisiana	High and improved performance	No	Schools
Maryland	Improved performance	No	Schools
North Carolina	Improved performance	Yes	Teachers and certified staff
South Carolina	High and improved performance	Yes	Schools
Tennessee	High performance	Yes	Schools
Texas	High and improved performance	Yes	Schools

In 2001-2002, several SREB states are phasing in school incentive programs, and some have altered programs as they adjust to current economic conditions. Arkansas and South Carolina have deleted funds earmarked for school rewards; Alabama and Tennessee have reduced the funds originally appropriated. Texas has a small program in the second year of its two-year funding cycle so no funding is needed this year. Louisiana's program is fairly new and is not fully implemented, but \$10 million is available in 2001-2002. Oklahoma is developing a school reward program.

How States Determine Awards

How do states determine whether schools qualify for awards? In SREB states with monetary award programs (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, South Carolina, Tennessee and Texas), all except Maryland, North Carolina and Tennessee use both high performance and improvement in making awards. Awards in Tennessee are based on high performance only. Those in Maryland and North Carolina are based only on improved performance.

All SREB states use test scores as one measure of a school's award eligibility. Other common measures include attendance and dropout and/or graduation rates. Florida includes a measure of postsecondary readiness, and Delaware, Florida and Kentucky give credit to schools for reducing numbers of low-performing students. North Carolina examines course-taking among high school students, and Georgia includes meeting individual school goals in its criteria.

Funding and Distribution of School Incentives

Programs in six SREB states (Delaware, Florida, Georgia, Kentucky, Maryland and North Carolina) are fully operational in 2001-2002. In those states total state funding going to schools ranges from about \$3 million in Delaware and Maryland to \$76 million in Florida and North Carolina. The awards are distributed in a number of ways:

- An amount per student;
- An amount per teacher/certified staff;
- An amount per school;
- Or using a combination of factors

Florida distributes \$100 per student to schools with high or improved performance. Georgia and Kentucky distribute funds to schools based on an amount per teacher. In Georgia, schools meeting individual school goals receive \$2,000 per teacher and in Kentucky, high performing schools and those meeting improvement goals receive \$960 per teacher. In North Carolina, teachers and certified staff in schools meeting improvement expectations receive \$750 each. Those in schools exceeding improvement goals receive \$1,500.

2001-2002 REWARD PROGRAMS IN SELECTED SREB STATES

	Total for awards (in millions)	Schools receiving awards	Percent of schools	Awards go to	Average award per school	Criteria for awards in addition to tests	Basis for awards
Delaware	\$2.9	72	43.4%	Schools (\$10,000 to \$30,000)	\$18,354		High and improved performance
Florida	\$76.4	842	23.0%	Schools (\$100 per student)	\$90,736	Graduation/dropout; attendance; postsecondary readiness	High and improved performance
Georgia	\$10.2	95	5.0%	Schools (\$2,000 per teacher)	\$107,368	Individual school goals	High and improved performance
Kentucky	\$22.4	702	58.5%	Schools (\$959 per teacher)	\$31,908	Graduation/dropout; attendance	High and improved performance
Maryland	\$2.8	61	5.0%	Schools (per school and per student)	\$45,082	Graduation/dropout; attendance	Improved performance
North Carolina	\$75.5	1,288	60.5%	Teacher/certified staff (\$750 to \$1,500)	\$58,618	Dropout rates; course taking	Improved performance

Delaware's program is based on a two-year cycle and provides an amount per school ranging from \$20,000 to \$60,000 for two years (\$10,000 to \$30,000 per year). Schools can qualify for awards in any or all of three categories: high performance; overall improved performance; and improved performance of low-performing students. Maryland allocates its awards on two factors: an amount per school, and an amount per student.

The average awards per school in the six states range from about \$18,400 in Delaware to more than \$107,400 in Georgia. With the exception of Maryland, all of these states can choose to use awards for bonuses.

Just as there is wide variation in state funding and in the amount of school awards, there also is wide variation in the percentage of schools that receive awards — ranging from 5 percent in Georgia and Maryland to nearly 60 percent in Kentucky. In North Carolina, teachers and certified staff in 60 percent of schools receive awards.

HOW CAN WE BE SURE THAT EVERY STUDENT HAS A QUALITY TEACHER?

Can state leaders assure that every child in every classroom in your state — regardless of location, grade level or subject area — has a well-prepared, quality teacher? Chances are the answer to this question right now is "no."

Policies that promote the ability to attract, prepare and retain quality teachers will play an important role in supporting state accountability efforts and improved student performance. Incentive programs carefully targeted at each stage of the teacher development process can serve as powerful tools to build successful teacher-quality policies.

All SREB states are taking actions to attract and retain quality teachers. But how will state leaders know which efforts in your state are the most effective? State leaders cannot assure quality without a deep understanding of their state's teacher supply and demand equations. Careful policymakers should give close attention to:

- Early recruitment programs in high school and college.
- The performance of pre-service teacher education programs.
- Teacher hiring patterns.
- Programs that support and strengthen beginning teachers.
- Conditions in schools that increase or decrease teacher attrition, and to the ongoing professional development of teachers throughout their careers.

In each instance, carefully crafted and evaluated incentive programs can help insure that state policies accomplish their primary objective — steady gains in achievement for all students.

Questions to help policymakers determine what's working — and what's not

1. Have you targeted key policies to the teacher workforce needs of your state? Is your state collecting the information necessary for you to determine if programs that support these policies are effective?
2. What percent of teachers in your state leave teaching every year? What percent and how many are first-year teachers or have been in the classroom five years or less? How many teachers are retiring?
3. Do you know why teachers in your state leave the classroom? Are quality teachers retiring during their prime teaching years?
4. What kinds of incentives do you have to attract and support new teachers and encourage the best veteran teachers to remain in teaching? Do you have the information you need to know if the programs are effective?
5. Are new teachers in your state receiving the guidance and support they need early in their careers? Do policies in your state support opportunities for veteran teachers to use their expertise to improve teaching and learning and find new professional challenges that encourage career longevity?
6. Are the colleges, universities and alternative programs preparing enough teachers for the needs of your state? How diverse is your new-teacher workforce? Are teachers prepared in needed subject areas? Are teachers prepared to succeed in a variety of settings, including rural and inner-city schools?
7. Where are the graduates of each college, university or alternative program in your state taking jobs? Are there "gaps" in areas of your state where few new teachers are produced or choose to work?
8. Are certified teachers available and willing to return to teaching? Do you know under what conditions they might return? What kinds of incentives could be used to encourage available teachers to return? And what policies might help insure that those who do return can do a quality job?
9. Has your state identified the teachers who do not have the content background to teach subjects in the middle grades and high school? What policies are in place to ensure that these teachers have the content knowledge and specific teaching skills to increase student achievement?
10. Finally, given that more than 90 percent of a state's teachers continue from year to year, what assurances do you have that teachers who are already on the job in your state have the knowledge and skills to make a difference in student progress? Does your state accountability system include incentives for the continuous professional growth of teachers through standards-based staff development and advanced certification? Are professional development funds tied to state and local improvement goals?

Related SREB Publications:

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Reduce Your Losses: Help New Teachers Become Veteran Teachers

Teacher Salaries and State Priorities for Education Quality — A Vital Link

Teacher Supply and Demand in Tennessee

Focus on State Policies That Allow Retired Teachers to Return to the Classroom

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Tennessee reports on supply and demand:
www.state.tn.us/education (under Statistics and Reports)

The Great Underpaid Teacher Myth

March 2001

In this first legislative session of the new century, one issue has catapulted to the top - education. Frustrated that student test scores remain stagnant, parents are demanding that *something* be done to improve the educational system. Governors and state legislators, as well as policymakers at the federal level are scrambling to respond. Most have focused on reducing classroom size, recruiting new teachers, and raising teacher salaries as the most direct means to reform. Even if there is little data to suggest that these measures would help, they certainly *seem* like they should.

What has emerged from this flurry of activity, is the general consensus that recruiting and retaining more and better teachers must be a state's top priority. As one would expect, the education establishment has made increasing teachers' salaries their top priority. According to Education Week, at least 29 governors have set teacher pay hikes as a priority this year. And legislators in 28 statehouses from Alabama to Washington have introduced a number of bills to increase teacher pay.¹ But are teachers truly underpaid? And will raising teacher salaries actually bring the results that parents are looking for - greater educational achievement for students.

Teacher Pay: A Look at the Numbers

"Teaching is an emotionally, physically, and intellectually challenging career that today garners too little respect and low pay relative to comparable professionals."² - National Education Association President Bob Chase.

Are teachers' salaries really lagging behind that of the private sector as Mr. Chase would have us believe, or is there another story to be told by looking more closely at the numbers? One has to look no further than the NEA and American Federation of Teacher's own reports to see that quite often, legislators, the media, and the American public are not getting all of the facts.

According to the NEA's own numbers on average teacher salaries for 1998, when compared to the average salary for all workers it becomes clear that teachers are in fact better compensated than previously thought. The average teacher salary for the United States was \$42,459 in 1998 compared to an average salary of \$31,945 for all workers.³ This works out to be an average salary for teachers of 33 percent above the average for all workers. Within the states, the disparity between teachers' salaries and all workers is often times even more remarkable. In Massachusetts, the state with the highest average teacher salary in 1998, teachers earned an average of

\$56,829 while all workers earned an average of \$37,774.⁴ This is an average salary for teachers of 50 percent over all workers in the state. In Rhode Island for example, teacher salaries in 1998 averaged \$51,689 compared to \$30,156 for all workers.⁵ This is an astounding 71 percent higher average salary for teachers.

A report completed by the American Federation of Teachers Department of Research comparing average teacher salaries nationally with average per-capita personal income found very similar findings. According to the report, the 1998-99 average national teacher salary was \$40,574 compared to a national per-capita personal income of \$26,412.⁶ This works out to be an average salary for teachers of 54 percent about the per-capita personal income. Once again, the differences in the states was often more dramatic. In Michigan, the average teacher salary in 1998-99 was \$48,711 compared to an average per-capita personal income of \$25,857.⁷ This is a remarkable 88 percent higher average salary for teachers.

Teacher Pay: Days Worked vs. Private Sector

When speaking about teacher pay it is important to keep in mind a circumstance that is unique to the teaching profession—namely that teachers actually work 185 days per year but are paid over a full year. According to John C. Bowman of the Texas Public Policy Foundation, the average teacher works 185 days per year while the average number of days worked by most other employees is 235.⁸ When teacher salaries are projected by state over a 235-day work year, the low pay that the NEA and AFT vilify is actually greater per day of work than that of most U.S. workers.⁹

According to a report in the February 1997 issue of School Reform News, "When adjusted for the number of months worked, the average teacher salary in the lowest-paying suburban school district is 53 percent higher than the salary of the average worker in the Chicago area. The average private sector pay in the Chicago metropolitan area was \$32,524 in 1995. Teacher salaries in the area, adjusted for months worked, exceed salaries of average workers by 53 to 164 percent."¹⁰

Teacher Pay: More Money Equals More Teachers

Calls for increased salaries for teachers are nothing new. In a press release dated May 13, 1998, NEA President Bob Chase made the following impassioned statement, "This is not the time for teacher salaries to

By Andrew LeFevre, Education Task Force Director

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be falling behind. If anything, they must be made more competitive than ever before, to ensure that education attracts its share of the best and the brightest college graduates in the next several years."¹¹ But are the NEA and AFT being completely honest with the American public by painting such a bleak picture of teacher pay and its effects on recruiting and retaining teachers.

According to the NEA and AFT, the starting pay of teachers is a crucial factor in attracting more and better-qualified individuals into the teaching profession. More pay they argue would reflect a larger societal respect for their profession and would allow them to better compete with the private sector for workers. But according to Baylor University Professor John Pisciotto, "The broader point is that talented individuals do not enter or leave career fields on the basis of starting salary exclusively. Rather, in the context of the financial anchor attendant to any professional choice, individuals consider the opportunity for, and swiftness to any advancement. More simply put, prospective teachers are interested in what they will be paid today, but they are even more interested in what they will be paid in three, five, ten or thirty years from today."¹²

In a report published by the National Center for Education Statistics it was shown that among departing teachers with less than four years of experience, the reason most often cited for departure was "personal and family reasons" at 44 percent. Only 17 percent of teachers left mainly "to pursue other work or better salary."¹³ Also, evidence suggests that teacher attrition is not a major issue after the three-year point. Or in other words, once a teacher successfully completes their probationary period, they are unlikely to leave the profession until retirement.

Higher Pay for all Teachers is not the Answer to Improving Student Performance

According to a report entitled "Teacher Pay and Teacher Quality" the dramatic increase in teacher salaries over the past twenty years have done nothing to improve the quality of American public school teachers.¹⁴ And as has been shown in ALEC's *Report Cards on American Education* series, simply increasing spending on education is not enough to improve student performance. "The findings of this year's report demonstrate that there is no evident correlation between pupil-to-teacher ratios, spending on school infrastructure, and teacher salaries on the one hand, and educational achievement as measured by various standardized test scores, on the other hand."¹⁵

So if simply increasing the level of all teachers' salaries is not the answer, what is? States, and more importantly local school districts and schools need to be given more flexibility in being able to pay more money to hire teachers in areas where there is a greater demand for their talents. Most schools are facing a serious shortage of math and science teachers - two areas where there is greater competition with the private sector for workers. If schools were able to pay higher salaries to attract individuals to fill math and science slots, it could go a long way towards getting qualified teachers in front of students.

Schools also need greater flexibility to be able to pay

greater compensation to those teachers who are doing an excellent job of educating our nation's students. There are many types of "merit pay" programs being discussed in state houses across the nation. The basic premise of merit pay is that salaries would be directly related to a teacher's ability to show that his or her students are making academic progress. In September of 1999, Denver teachers approved a two year pilot program which would link their salary to student performance as understood from three different approaches: standardized tests, teacher-created projects and tests, and increases in teacher's knowledge and skills. Denver, like other districts beginning merit pay plans, hopes the new incentive will encourage teachers to move away from failed practices and work toward progress.

As legislators move through their sessions and engage in meaningful debate over reforming and improving schools, they should take care not to rush headlong into an educational spending frenzy after falling prey to the myth that teachers are underpaid. Instead, legislators should be looking for ways to make the money that schools do spend on teacher salaries more effective at promoting those individuals and ideas that will most benefit our children.

As writer Eric Hanushek recently stated, "Imagine a world where good teachers were paid large salaries and poor teachers were helped to find alternative jobs. Imagine a world where schools could compete for skilled specialists without having to pay the same to everybody, regardless of scarcity. This world would be very different from our current world, and the discussions of pay comparisons with other professions would be more meaningful."¹⁶

Notes

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² The Wall Street Journal. March 11, 1997.

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⁴ Ibid.

⁵ Ibid.

⁶ "Average Teacher Salary in 1998-99 Compared to 1998 Per-Capita Personal Income." American Federation of Teachers. <http://www.aft.org/research/survey99/tables/table1-6.html>

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⁸ Bowman, John C. "Teacher Compensation in Texas: Emerging Trends for Texas." July 11, 2000. Page 14.

⁹ Ibid.

¹⁰ "High Teacher Salaries Make Headlines in Illinois." *School Reform News*. February 1997. www.hartland.org/education/feb97/salaries.htm

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¹² Flacinta, John. "Teacher Satisfaction in Private and Public Schools." 1997.

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¹⁴ Ballou, Dale and Podgursky, Michael. "Teacher Pay and Teacher Quality." W.E. Upjohn Institute for Employment Research. 1997.

¹⁵ Barry, John S. and Hoderman, Rex S. *Report Card on American Education: A State-by-State Analysis 1976-1999*. March 2000. Page 3.

¹⁶ Hanushek, Eric. "The Truth About Teacher Salaries and Student Achievement." *The Weekly Standard*. April 3, 2000.

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