

SB

101

ALASKA STATE LEGISLATURE
Senator Georgianna Lincoln

Standing Committees:
Resources
Transportation
Community & Regional Affairs

Joint Committee:
Legislative Council

Budget Subcommittees:
Administration
Transportation

State Capitol
Juneau, Alaska 99801-1182

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Toll Free: 1-888-461-3732
Fax (907) 465-2652

E-mail: Senator_Georgianna_Lincoln@legis.state.ak.us

DISTRICT C

Alatna
Allakaket
Aniak
Angoon
Anvik
Arctic Village
Beaver
Beluga
Bettles
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
Chisana
Chistochina
Chitina
Chuathbaluk
Circle
Coffman Cove
Cordova
Cube Cove
Coldfoot
Copper Center
Craig
Crooked Creek
Delta Junction
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Edna Bay
Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Evak
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogata
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

MEMORANDUM

TO: Senator Fred Dyson, Chair
Senate HESS Committee

FM: Senator Georgianna Lincoln

RE: Hearing Request – Senate Bill 101

DATE: May 1, 2003

At your earliest convenience, please schedule SB 101, an act establishing a teacher cadet program, for a hearing in the Senate HESS Committee. Attached please find a copy of the bill, my sponsor statement, letters of support, and a detailed explanation of a similar program in South Carolina. Your consideration on this matter is greatly appreciated.

Hyder
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Katalla
Kennicott
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlakatla
Mentasta
Minto
Nabesna
Naukati Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Taktotna
Tanacross
Tanana
Tatitlek
Tazlina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tomsina
Tyonek
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat

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Sponsor Statement Senate Bill 101 – Teacher Cadet Program

DISTRICT C

Alatna The national shortage of qualified teachers for public schools has made headlines across the country and across the state for several years. To assist with this problem, which directly affects the quality of our children's education, state governments have developed plans to recruit and retain teachers.

Allakaket
Aniak
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Arctic Village
Beaver
Beluga
Bettles
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
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Chistochina
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Chuathbaluk
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Cordova
Cube Cove
Coldfoot
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Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Evak
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogatza
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

In Alaska, the teacher shortage is not a broad-based problem. We experience a shortage of instructors for specific subject areas, and our retention problems are focused in rural areas. When we look at recruiting and retaining teachers, we need to focus on creating a base of instructors who are dedicated to rural schools and rural communities.

In rural Alaska, turnover is a major contributor to teacher shortages. Many rural districts experience annual turnover rates between 20 and 50 percent, compared to urban districts where turnover rates are between 6 and 14 percent.

The historical pattern in rural schools staffed by teachers recruited from "Outside" begins with these new teachers excited about the adventure of teaching in rural communities and ends with teachers leaving after only a few years. According to the recent report, "Retaining Quality Teachers For Alaska," teachers cite personal/family reasons as well as career opportunities as the top reason for leaving. Changing these particular factors may be beyond the reach of policy, but policy can address our recruitment practices.

To increase retention we must "grow our own" teachers, with roots in their communities and in our state. This should be our goal for rural and urban schools. On average, 70% of our state teaching force has been imported from "Outside."

My contribution to this effort is Senate Bill 101, which would establish a Teacher Cadet Program in four high schools across the state. The program is a teacher recruitment strategy designed to attract young people to the profession through a challenging "Introduction to Teaching" high school class.

A similar program in South Carolina, which began as a modest pilot program in 1985, now attracts over 2,500 high school students annually and operates in 149 high schools across the state. More than 2,000 former cadets currently teach in state. One South Carolina teacher who works with Teacher Cadets and first-year teachers wrote, "It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have."

The challenge of recruiting and retaining teachers for hard-to-staff schools and subject areas is all the more important in an era of increased state and federal accountability, high stakes testing and the noble goal of leaving no child behind. When we consider research that shows low teacher turnover is associated with higher student achievement, it is clear that teachers are critical to eliminating the achievement gap. Let's make them Alaskan teachers.

Hyder
Kake
Kaltag
Kasaan
Katalla
Kennebuck
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlakatla
Mentasta
Minto
Nabesna
Nauyas Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Taketna
Tanacross
Tanana
Tatitlek
Taelina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tonsina
Tyonek
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat



April 1, 2003

Ms. Jillian Schroeder, Legislative Intern
 Office of Senator Georgianna Lincoln
 State Capitol, Room 11
 Juneau AK 99801

Dear Ms. Schroeder,

This letter is in response to your request for information about the South Carolina Teacher Cadet program, which began in the 1986 academic year.

The **South Carolina Teacher Cadet Program** is an innovative teacher recruitment course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with an insight into the nature of teaching and the critical issues affecting the quality of education in America's schools.

History

The Teacher Cadet program has had a successful history. In 1984, the idea of a Teacher Cadet program received the attention of a newly-developed South Carolina teacher recruitment task force. With grant support from one institution of higher education, four high schools agreed to serve as pilot sites for the 1985-86 school year. The Educator Recruitment Task Force was awarded a \$236K grant from the Commission on Higher Education in 1986-1987, and the South Carolina Center for Teacher Recruitment was formed. After all 200 of South Carolina's high schools were invited to adopt the program in 1989-1990, 101 sites were established. In 1997-1998, the program expanded to 147 sites. Annual enrollment climbed to an average of 2,600 students and 23 colleges. In 2001-2002, we performed a pilot of End-of-Course Assessment, and a committee of College Partners helped establish honors credit policy with the South Carolina Department of Education. This year, we estimate that there are several thousand former Cadets are in their own classrooms.

During this time, other states have become interested in South Carolina's program. Over the past 17 years, we have trained instructors from states all across America. Some of these states include: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Kansas, Kentucky, Louisiana, Michigan, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, Tennessee, Texas, Virginia, and Washington. We have also trained an educator from the Marshall Islands.

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 Rock Hill, South Carolina 29733
 Telephone: (803) 323-4032
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 Toll Free: 1-800-476-2387
 www.sccctr.org

The Teacher Cadet Course and Curriculum Components

Currently, the program earns high school credit and college credit (from approximately two-thirds of the 23 colleges) partnered with the participating high schools. It is not an extracurricular course. The *Experiencing Education* curriculum includes three units: **The Learner, The School, and The Teacher and Teaching**. Three supplemental curricula give students hands-on experience in the shortage areas of **math, science and foreign language**. The pivotal part of the program is the field experience. During this required internship, Cadets teach lessons, tutor students and work with small groups.

Students will observe in classrooms throughout the year, based on the content of the curriculum. For example, after studying human growth and development characteristics of children ages 6-12, Cadets will observe students of that age in a public school classroom. Observations should be structured and should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences and drawing conclusions). Students are required to observe in classrooms at the primary/elementary, middle/junior high, and secondary levels. When feasible, provisions should be made for Cadets to observe and participate in a variety of settings, including special education classes, pre-school children programs, remedial/compensatory programs, and vocational/technical programs.

The field experience typically occurs in early spring in a traditional year-long class, during which time the students are placed in a classroom under the supervision of a master teacher. The timing of the extended field experience for Teacher Cadets on an A/B or 4x4 schedule should be adjusted to occur fairly late in the course and allow adequate time for the Cadets to get a complete experience, including bonding with the younger students. This is the magical part of the Teacher Cadet Experience — the hook that will grab potential teachers — and it should be utilized effectively. The Teacher Cadets may be placed at the elementary, middle or high school level, depending on their content interest. Cadets should continue to attend their TCP class at least one class period each week during the extended field experience in order to plan and process their experiences.

Types of teaching and observing experiences may include, but are not limited to, the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; planning and developing learning centers; serving as a laboratory assistant.

The Teacher Cadet Experience

In South Carolina, the average SAT score of the 2001-2002 Teacher Cadets was 1056; the average SAT score for Teacher Cadets who plan to enter the teaching profession was 1030. An average of 39% of all students who have participated in the Teacher Cadet Program indicated plans to teach. Twenty-one percent of the 2001-2002 Cadets changed favorably toward teaching as a career; another 21% affirmed their decision to pursue teaching. Of the Cadets who indicated that they were not currently interested in teaching, the majority listed interest in another vocation as the primary reason.

The Teacher Cadet course is rigorous, and the SCCTR's expectations are high. In return for the grant support and resources of the SCCTR staff during the year, high schools and colleges agree to meet reasonable criteria set by the SCCTR Policy Board. All students enrolled in the Teacher Cadet program must have a 3.0 average (on a 4.0 scale), must be enrolled in college preparatory courses and must be recommended by five educators. An interview is optional.

There are many benefits of having a Teacher Cadet program in a high school. We asked Teacher Cadets and their instructors to tell us why a school needs a program, and here are a few things they told us.

- Writing and reflecting skills are enhanced.
- Students have an opportunity to develop goal planning and organizational skills.
- Teacher Cadets have access to scholarship information which can also be shared with other upperclassmen through the guidance staff.
- The Cadet program is filled with "hands-on" activities and creative projects.
- College credit is awarded in 86% of the sites.
- A positive, life-changing leadership group transforms a high school campus.

What should a principal look for when choosing a Teacher Cadet instructor? We are asked this question quite frequently since usually only one teacher per high school building is trained to instruct the course. In most South Carolina sites, it is an honor to teach the class. By and large, however, there are some qualities that awesome Cadet instructors share:

- Communicating effectively with others - The instructor will find this especially important when working with Teacher Cadets, their cooperating teachers and building administrators in the field.
- Being informed on the latest educational issues - The instructor encourages Teacher Cadets to discuss the latest trends in our profession.
- Maintaining good records and documentation - The instructor will be able to display Teacher Cadet work throughout the classroom and school building.
- Using different instructional methods - The instructor realizes that there are many different learning styles and knows how to make accommodations for the learners in the classroom. With the assistance of a teacher-created Teacher Cadet curriculum, the instructor can share the research with Teacher Cadets.
- Expecting high levels of achievement from students - The instructor sets a high standard for himself or herself and students. He or she communicates these standards to students.
- Being enthusiastic about our profession - The instructor can't imagine having any other career.

- Making purposeful decisions about his or her teaching - The instructor knows what to do to help those who are struggling with course content.
- Striving to be a positive role model - The instructor provides all students with an example of good character.
- Having a genuine desire to teach this course - He or she may've heard about this recruitment program and hoped you would implement it.
- Encouraging the best and brightest students to become a teacher - This instructor will help insure that there will be certificated college graduates to return to your school district to teach in your district's classrooms.

Ms. Shroeder, I would be happy to provide Senator Lincoln any other information she or the staff would like to have about this incredible, life-changing program. We are proud of South Carolina's efforts to "grow its own" cadre of teachers, and we would be honored to share our pride with Alaska as well. Please let me know how I can help.

Sincerely,

Amanda Graham

Amanda Graham
Program Director
Pre-Collegiate Programs

South Carolina TEACHER CADET PROGRAM



The South Carolina Teacher Cadet Program is an innovative teacher recruitment course designed to attract talented young people to the teaching profession through a challenging introduction to teaching. The program seeks to provide high school students with an insight into the nature of teaching, the problems of schooling and the critical issues affecting the quality of education in America's schools.

- The program earns high school credit and college credit from approximately **two-thirds of the 23 colleges** partnered with the participating high schools.
- The *Experiencing Education* curriculum includes three units: **The Learner, The School, and The Teacher and Teaching.**
- Three supplemental curricula give students hands-on experience in the shortage areas of **math, science and foreign language.**
- The pivotal part of the program is the field experience. During this required internship, Cadets teach lessons, tutor students and work with small groups.

Participant Information

- Approximately **18% of the students are male and 28% are minorities.**
- The **average SAT score** of the 2000-2001 Teacher Cadets was **1066**; the average SAT score for Teacher Cadets who plan to enter the teaching profession was **1053.**
- An average of **37%** of all students who have participated in the Teacher Cadet Program indicated **plans to teach.**
- Twenty-one percent of the 2000-2001 Cadets **changed favorably toward teaching** as a career; another 21% affirmed their decision to pursue teaching.
 - Of the Cadets who indicated that they were not currently interested in teaching, the majority **listed interest in another vocation** as the primary reason.
 - Cadets who indicated an interest in pursuing education as a career indicated that **working with young people and a desire to influence the future** as their primary reasons for teaching.

HISTORY OF THE S.C. TEACHER CADET PROGRAM

'84	The idea of a Teacher Cadet program gets the attention of a newly-developed S.C. teacher recruitment task force	'85	With grant support from one IHE (Winthrop), four high schools agree to serve as pilot sites for the 1985-86 school year.	'85	The Educator Recruitment Task Force is awarded a \$236K grant from the Commission on Higher Education; SCCTR is formed.
'89	After all 200 high schools were invited to adopt the program, 101 sites were established.	'97	Program expands to 147 sites. Annual enrollment climbs to an average of 2,600 students and 23 colleges.	'01	Pilot of End-of-Course Assessment; committee of College Partners help establish honors credit policy with SDE.
-90	1,400 students. 19 colleges.	-98		-02	



Teacher Cadet Curriculum

Participants in the South Carolina Teacher Cadet network are required to include certain fundamental components in their Teacher Cadet courses, whether taught for high school credit or college credit, with or without a college partner.

The components of the Teacher Cadet course are intentionally broad in scope and provide a great deal of flexibility to the high school and college instructor. We continue to stress that the Teacher Cadet curriculum should not be a "foundations" course. It is an introduction to teaching and education that must include field experiences.

Curriculum Components of Teacher Cadet Course

The Learner

- Self assessment
- The role of self-esteem
- Exploration of personal values, beliefs and attitudes
- Personality styles and learning styles
- Personal, intellectual, linguistic and social human growth and development
- Observations of students at various developmental stages
- Appreciating diversity and multiculturalism
- Special needs students
- Barriers to learning

The School

- The history of schools
- Adapting and changing
- Curriculum trends
- The governance of schools (state and local)
- Society's expectations of schools
- Roles of school personnel (district and school building level)
- The school curriculum (state requirements, philosophical issues)
- Organization and management of schools (district staff presentations)
- The school reform movement (state and national)
- Current issues facing schools
- Different kinds of schools

The Teacher and Teaching

- Characteristics of today's teachers
- Teacher responsibilities
- Attitudes of teachers
- Variables that affect learning and teaching methods
- Teaching styles and strategies



continued on next page

- Multiple intelligences
- Learning modalities
- Exploring instructional models
- Classroom culture
- Discipline and classroom management
- Exploring careers in education
- Teacher supply and demand issues
- Intrinsic and extrinsic benefits of teaching
- Field experience with a classroom teacher
- SAY (Science and Youth), MAY (Math and Youth), FLAY (Foreign Language and Youth)
- Portfolios
- Teacher Cadet closing ceremonies

Observations

Students will observe in classrooms throughout the year, based on the content of the curriculum. For example, after studying human growth and development characteristics of children ages 6-12, Cadets will observe students of that age in a public school classroom. Observations should be structured and should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences and drawing conclusions). Students are required to observe in classrooms at the primary/elementary, middle/junior high, and secondary levels. When feasible, provisions should be made for Cadets to observe and participate in a variety of settings, including special education classes, pre-school children programs, remedial/compensatory programs, and vocational/technical programs.

Field Experiences

The field experience typically occurs in early spring in a traditional year-long class, during which time the students are placed in a classroom under the supervision of a master teacher. (The timing of the extended field experience for Teacher Cadets on an A/B or 4x4 schedule should be adjusted to occur fairly late in the course and allow adequate time for the Cadets to get a complete experience, including bonding with the younger students. This is the magical part of the Teacher Cadet Experience — the hook that will grab potential teachers — and it should be utilized effectively). **The Teacher Cadets may be placed at the elementary, middle or high school level, depending on their content interest. Cadets should continue to attend their TCP class at least one class period each week during the extended field experience in order to plan and process their experiences.**

Types of teaching and observing experiences may include, but are not limited to, the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; planning and developing learning centers; serving as a laboratory assistant.

STUDENT CRITERIA FOR PARTICIPATION

In return for the grant support and resources of the SCCTR staff during the year, high schools and colleges agree to meet reasonable criteria set by the SCCTR Policy Board. All students enrolled in the Teacher Cadet program must have a 3.0 average (on a 4.0 scale), must be enrolled in college preparatory courses and must be recommended by five educators. An interview is optional.





TEACHER CADET PROGRAM CORE CURRICULUM STANDARDS

Teacher Cadets will:

Unit I

- Standard 1: Understand themselves as individuals, learners and community members.
- Standard 2: Demonstrate respect for themselves and the diversity of those they will teach.
- Standard 3: Examine the physical, cognitive, moral, and psychosocial developmental characteristics of learners from birth through adulthood.
- Standard 4: Identify and evaluate teaching strategies that will benefit learners with special needs.
- Standard 5: Analyze the effects of challenges faced by learners from diverse backgrounds.

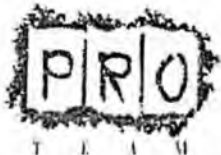
Unit II

- Standard 6: Understand historical and current educational issues, policies, and practices.
- Standard 7: Comprehend how schools are governed at the local, state, and national levels.

Unit III SAY, MAY, FLAY

- Standard 8: Examine the roles of the teacher within the profession.
- Standard 9: Demonstrate various methods to deliver lessons creatively and effectively.
- Standard 10: Apply their knowledge by observing, assisting, and teaching in a classroom.

Several programs and services of the South Carolina Center for Teacher Recruitment



MIDDLE SCHOOL CURRICULUM



HIGH SCHOOL CURRICULUM



FELLOWSHIP AT 11 IHEs IN S.C.



EDUCATION JOB FAIR

Teacher Forum

DISTRICT TEACHERS OF THE YEAR



NBPTS CANDIDATE SUPPORT

Amanda Graham, Program Director of Teacher Cadet Program | grahama@winthrop.edu
South Carolina Center for Teacher Recruitment
800.476.2387 | 803.323.4032 | 803.323.4044 fax



Yukon Koyukuk School District
Administrative & Support Offices
4762 Old Airport Way
Fairbanks, Alaska 99709-4456

Christopher Simon
Superintendent

Telephone: (907) 374-9400
Fax: (907) 374-9440

March 18, 2003

The Honorable Georgianna Lincoln
Alaska State Senate
Alaska State Capitol
Juneau, AK 99811

**RE: SB 101, Sponsors: Senator Lincoln, Senator Davis,
"An Act establishing a teacher cadet program."**

Dear Senator Lincoln,

I am writing to support SB 101 which was introduced March 5, 2003. This bill offers an innovative solution to the predicament of recruiting qualified and long-term teachers for Alaska. As of today, nine certified staff members have resigned and we have yet to receive a yea or nay from the remaining twenty-five contract offers pending. I estimate YKSD will be facing a 25% turnover rate this year.

Attempting to meet the state and federal standards and mandates seems insurmountable when approximately one-fourth of your certified staff resigns annually. The teachers resign for two main reasons: to move to the road system in Alaska or to return home to the lower 48 states. This cadet program will help alleviate the teacher shortage dilemma throughout Alaska. Thank you for your extraordinary support for education in urban and rural Alaska.

Sincerely,

Christopher Simon
Christopher Simon
Superintendent



Alaska Native Health Board

3700 Woodland Dr., Suite 500
Anchorage, Alaska 99517

Phone: (907) 562-6006
Fax: (907) 563-2001

RESOLUTION # 03-18

Support of Senate Bill 101

Whereas, the Alaska Native Health Board (ANHB) is a non-profit organization established in 1968 for the purpose of "promoting the spiritual, physical, mental, social, and cultural well-being and pride of Alaska Native people;" and

Whereas, the ANHB is a legally established statewide organization representing Alaska Natives on public health policy issues; and

Whereas, the ANHB's membership consists of 22 tribes and tribal non-profit health organizations throughout Alaska; and

Whereas, SB 101 is an act establishing a teacher cadet program; and,

Whereas, the intent of SB 101 is to recruit Alaska students into the profession of teaching as a career to enhance the school environment, recruit more Alaska Native, American Indian, Asian-Pacific Islander, African-American, and Hispanic students into the profession of teaching, reduce the level of teacher turnover in Alaska schools, and eliminate the achievement gap between student groups in the school system; and,

Whereas, SB 101 authorizes the Department of Education and Early Development shall implement the program in at least four schools in the public education system and two of the schools shall be rural schools with higher than average turnover rates during the previous school year; and,

Whereas, will work with the University of Alaska to develop ways in which university credit may be given for successful completion of the teacher cadet program; and,

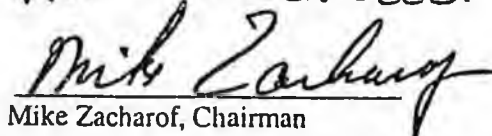
Whereas, will work with the University of Alaska, the education community, private sector, and the federal government to identify funds to lessen the burden on the state general fund; and,

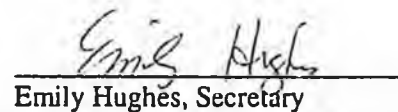
Now therefore be it resolved, that the Alaska Native Health Board supports SB 101.

Adopted at a duly noticed, called and convened meeting of the ANHB Executive Committee at which a quorum was present, by motion made by L. Bean and seconded by C. Cannon.

Certification

The foregoing resolution was adopted at a duly convened meeting of the Alaska Native Health Board, a quorum being present, by a vote of 8 in favor, 0 opposed, 0 absent, and 0 abstaining, this 14th day of March 2003.


Mike Zacharof, Chairman


Emily Hughes, Secretary

ALASKA NATIVE TRIBAL HEALTH CONSORTIUM
ALEUTIAN/PRIIBILOF ISLANDS ASSOCIATION
ARCTIC SLOPE NATIVE ASSOCIATION
BRISTOL BAY AREA HEALTH CORPORATION
CHUGACHMIUT
COPPER RIVER NATIVE ASSOCIATION
EASTERN ALEUTIAN TRIBES

KETCHIKAN INDIAN COMMUNITY
KODIAK AREA NATIVE ASSOCIATION
MANILAQ ASSOCIATION
METLAKATLA INDIAN COMMUNITY
MT. SANFORD TRIBAL CONSORTIUM
NATIVE VILLAGE OF EKLUTNA
NATIVE VILLAGE OF TYONEK

NINILCHIK TRADITIONAL COUNCIL
NORTON SOUND HEALTH CORPORATION
SELDOVIA VILLAGE TRIBE
SOUTHCENTRAL FOUNDATION
SOUTHEAST ALASKA REGIONAL HEALTH CONSORTIUM
TANANA CHIEFS CONFERENCE
YUKON-KUSKOKWIM HEALTH CORPORATION
VALDEZ NATIVE TRIBE

Georgianna,

I'm thrilled with your focus and Bill to assist in moving more of our rural native people into classrooms as native teachers. "No Child Left Behind" is providing us with a prime chance to interest our school aides to pursue an educational path to become a teacher. The long-range target of course is our high school students as your bill suggests. Our campus region is aggressively moving on a comprehensive plan to work with our 6 districts. Another possible option is "Future Teachers of America"- kind of a 4-H approach.

Please let us know what we can do to support the bill, and we would also like to be considered as a major "pilot" effort if it flies. The data I've listed below is very current as I just compiled it from our six school districts two months ago.

- Lower Yukon School District: 150 total teachers, 25 Native certified, 30% total turnover per year (45 openings per year)
- Lower Kuskokwim School District: 300 total teachers, 73 Native certified, 20% total turnover per year (60-80 openings per year)
- Kuspuk School District: 48 total teachers, ? Native certified, 25% total turnover per year (10 openings per year)
- Yupiit School District: 40 total teachers, 4 Native certified, 25%-30% total turnover per year (9 openings per year)
- Kashunimiut School District (Chevak): 24 total teachers, 6 Native certified, 20% total turnover per year (4 openings per year)
- St. Mary's School District: 15 total teachers, 4 Native certified, 20% total turnover per year (3 openings per year)

Totals: 577 total teachers, 112 Native certified, 26% total turnover per year (150 openings per year)

Bob Medinger
Director, Kuskokwim Campus
College of Rural Alaska, UAF
Phone: 907-543-4502 Fax: 907-543-4518
bob_medinger@bethel.uaf.edu
<http://www.bethel.uaf.edu>

Dear Senator Georgianna Lincoln,

I applaud your efforts to implement a Teacher Cadet pilot program in your state and assure you that the program will benefit the students and ultimately the citizens of your state.

In addition to teaching the Teacher Cadet class I also work with induction teachers and train the mentors in my district. At a recent meeting of induction teachers I asked how many had been part of the Teacher Cadet program while in high school and perhaps 20% responded that they had. It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have.

This is my third year with the Teacher Cadet program although it has been at my school for several years. The majority of our cadets have in fact become teachers, several have remained with our district. In my 3 years with the program this trend has continued. Last year I had a brilliant young man in the cadet class who emphatically told me at the beginning of the course that he did not want to become a teacher. He is currently enrolled in a secondary education program and is a Teaching Fellow. He turned down other scholarships at other universities to take the Teaching Fellow. This is but one of many success stories.

In my opinion the greatest advantages of the Teacher Cadet program is that it gives the best and brightest of the high school students the opportunity to see exactly what the teaching profession is all about. Many who are certain teaching is not for them become hooked. A few who thought they wanted to teach find out it is not for them. A few who thought they wanted to teach find out it is not for them. It helps others decide what level and subject area they wish to pursue. The Teacher Cadet program also exposes students to scholarship opportunities they may otherwise miss. Finally, the curriculum is designed to help the cadet grow in confidence and knowledge of oneself.

I am unable to offer much advice about the implementation of the cadet program into my school because I was not a part of that process. The program has remained a valuable part of our curriculum for several years. Students learn about the class through word of mouth and anticipate their senior year when they will be eligible to be a Teacher Cadet.

I hope this has helped in some small way. Please contact me if I can be of further assistance.

Trish Shealy
Airport High School
1315 Boston Ave.
West Columbia, SC 29170

ALASKA STATE LEGISLATURE
Senator Georgianna Lincoln

Standing Committees:
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Legislative Council

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DISTRICT C

Alatna
Allakaket
Aniak
Angoon
Anvik
Arctic Village
Beaver
Beluga
Bethel
Big Delta
Birch Creek
Boundary
Cape Pole
Central
Chalkyitsik
Chandalar Lake
Chenega Bay
Chicken
Chisana
Chitochina
Chitina
Chuathbaluk
Cirele
Coffman Cove
Cordova
Cube Cove
Coldfoot
Copper Center
Craig
Crooked Creek
Delta Junction
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Edna Bay
Ellamar
Ernestine
Excursion Inlet
Eureka
Evansville
Eval
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Funter Bay
Gakona
Galena
Grayling
Gulkana
Gustavus
Haines
Healy Lake
Hogatza
Hobart Bay
Holy Cross
Hoonah
Hughes
Huslia
Hydaburg

MEMORANDUM

TO: Senator Fred Dyson, Chair
Senate HESS Committee

FM: Senator Georgianna Lincoln *GL*

RE: Hearing Request – Senate Bill 101

DATE: March 4, 2004

At your earliest convenience, please schedule SB 101, an act establishing a teacher cadet program, for a hearing in the Senate HESS Committee. Attached please find a copy of the bill, my sponsor statement, and a detailed explanation of a similar program in South Carolina.

Your consideration on this matter is greatly appreciated.

Hyder
Kake
Kaltag
Kasaan
Katalla
Kenicott
Kenny Lake
Klawock
Klukwan
Koyukuk
Labouchere Bay
Lake Minchumina
Lime Village
Livengood
Long Island
Mankomen Lake
Mauley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Metlatgala
Mentasta
Minto
Nabesna
Naukati Bay
Nenana
Nikolai
Northway
Nulato
Ophir
Point Baker
Polk Inlet
Port Alice
Port Protection
Rampart
Red Devil
Ruby
Russian Mission
Shogeluk
Skagway
Slana
Sleetmute
Stevens Village
Stony River
Strelna
Takotna
Tanacross
Tanana
Tatitlek
Tazlina
Telida
Tenakee Springs
Tetlin Junction
Tok
Tonsina
Tyonck
Utopia Creek
Venetie
View Cove
Waterfall
Whale Pass
Wiseman
Yakutat

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DISTRICT C

Sponsor Statement Senate Bill 101 – Teacher Cadet Program

- Alatna
- Allakaket
- Aniak
- Angoon
- Anvik
- Arctic Village
- Beaver
- Beluga
- Bettles
- Big Delta
- Birch Creek
- Boundary
- Cape Pole
- Central
- Chalkyitsik
- Chandalar Lake
- Chenega Bay
- Chicken
- Chisana
- Chitochina
- Chitina
- Chuathbaluk
- Cirele
- Coffman Cove
- Cordova
- Cube Cove
- Coldfoot
- Copper Center
- Craig
- Crooked Creek
- Delta Junction
- Deltana
- Dot Lake
- Dry Creek
- Eagle
- Eagle Village
- Edna Bay
- Ellamar
- Ernestine
- Excursion Inlet
- Eureka
- Evansville
- Evak
- Flat
- Fort Greely
- Fort Yukon
- Fortuna Ledge
- Funter Bay
- Gakona
- Galena
- Grayling
- Gulkana
- Gustavus
- Haines
- Healy Lake
- Hogatza
- Hobart Bay
- Holy Cross
- Hoonah
- Hughes
- Huslia
- Hydaburg

The national shortage of qualified teachers for public schools has made headlines across the country and across the state for several years. To assist with this problem, which directly affects the quality of our children's education, state governments have developed plans to recruit and retain teachers.

In Alaska, the teacher shortage is not a broad-based problem. We experience a shortage of instructors for specific subject areas, and our retention problems are focused in rural areas. When we look at recruiting and retaining teachers, we need to focus on creating a base of instructors who are dedicated to rural schools and rural communities.

In rural Alaska, turnover is a major contributor to teacher shortages. Many rural districts experience annual turnover rates between 20 and 50 percent, compared to urban districts where turnover rates are between 6 and 14 percent.

The historical pattern in rural schools staffed by teachers recruited from "Outside" begins with these new teachers excited about the adventure of teaching in rural communities and ends with teachers leaving after only a few years. According to the recent report, "Retaining Quality Teachers For Alaska," teachers cite personal/family reasons as well as career opportunities as the top reason for leaving. Changing these particular factors may be beyond the reach of policy, but policy can address our recruitment practices.

To increase retention we must "grow our own" teachers, with roots in their communities and in our state. This should be our goal for rural and urban schools. On average, 70% of our state teaching force has been imported from "Outside."

My contribution to this effort is Senate Bill 101, which would establish a Teacher Cadet Program in four high schools across the state. The program is a teacher recruitment strategy designed to attract young people to the profession through a challenging "Introduction to Teaching" high school class.

A similar program in South Carolina, which began as a modest pilot program in 1985, now attracts over 2,500 high school students annually and operates in 149 high schools across the state. More than 2,000 former cadets currently teach in state. One South Carolina teacher who works with Teacher Cadets and first-year teachers wrote, "It was no surprise that those who had been Teacher Cadets were also among the best first year teachers we have."

The challenge of recruiting and retaining teachers for hard-to-staff schools and subject areas is all the more important in an era of increased state and federal accountability, high stakes testing and the noble goal of leaving no child behind. When we consider research that shows low teacher turnover is associated with higher student achievement, it is clear that teachers are critical to eliminating the achievement gap. Let's make them Alaskan teachers.

- Hyder
- Kake
- Katag
- Kasaan
- Katalla
- Kennicott
- Kenny Lake
- Klawock
- Klukwan
- Koyukuk
- Lahouche Bay
- Lake Minchumina
- Lime Village
- Livengood
- Long Island
- Mankomen Lake
- Manley Hot Springs
- Marshall
- McCarthy
- McGrath
- Medfra
- Metlakatla
- Mentasta
- Minto
- Nahesna
- Naukat Bay
- Nenana
- Nikolai
- Northway
- Nulato
- Ophir
- Point Baker
- Polk Inlet
- Port Alice
- Port Protection
- Rampart
- Red Devil
- Ruby
- Russian Mission
- Shageluk
- Skagway
- Slana
- Sleetmute
- Stevens Village
- Stony River
- Strelna
- Takotna
- Tanacross
- Tanana
- Tatitlek
- Tazlina
- Telida
- Tenakee Springs
- Tetlin Junction
- Tok
- Tonsina
- Tyonek
- Utopia Creek
- Venetie
- View Cove
- Waterfall
- Whale Pass
- Wiseman
- Yakutat