

SB

241

SENATE COMMITTEE REPORT

DATE: 2/6/08

FURTHER:

DATE TURNED
IN TO OFFICE: 2/14/08

Health, Education and Social Services Committee considered

SENATE BILL NO. 241

SB 241 UNIV. REPORT: TEACHER TRAINING/RETENTION

"An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska."

and recommends:

- be replaced with SCS or CS _____ (_____)
- adopt previous SCS or CS SB 241 (SED)
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

SENATE BILL:	
<input type="checkbox"/> Same Title	
<input checked="" type="checkbox"/> New Title	
<hr/>	
HOUSE BILL:	
<input type="checkbox"/> Same Title	
<input type="checkbox"/> Technical Title Change	
<input type="checkbox"/> New Title w/ SCR # _____	


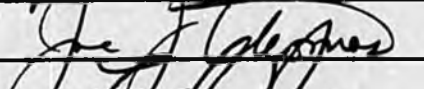

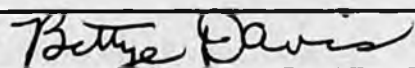
NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indel.	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indel.	Zero	FN#
Univ	1/25/08			✓	1

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS	PRINTED LASTNAME	OP PASS	DIRTY PASS	NO REC	AMEND
	Elton			✓	
	Thomas	✓			
	Dyser			✓	
CHAIR: 	DAVIS	✓			

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Senator Gary Stevens
Alaska State Legislature

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Memorandum

To: Senator Bettye Davis, Chair
Senate Health, Education, and Social Services Committee

From: Senator Gary Stevens

Date: February 6, 2008

Re: CS SB 241 (SED) Hearing Request

I respectfully request a hearing of CS SB241 (SED) before the Senate Health, Education, and Social Services Committee, "An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska, and providing for an effective date." SCR 15 is informally known as the University Reporting bill.

In the enclosed packet is the sponsor statement, a copy of the original version of the bill, the Senate Special Committee on Education's committee substitute, some background materials, and a fiscal note from the University of Alaska.

Thank you for your consideration of this request. Please contact myself, or my aide Tim Lamkin at extension 4925 with any questions you may have.

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Senate Bill 241

SPONSOR STATEMENT

"An Act relating to a report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska."

SB 241 is the product of intensive work by the Joint Legislative Education Funding Task Force. The Task Force's Report, published on September 1, 2007, features 5 pieces of legislation being forwarded to the Legislature to change certain components to Alaska's state education policy. SB 241 represents a desire by the Task Force to improve the dialogue between two of our state agencies with key roles in education delivery.

The University of Alaska educates and trains Alaska's resident teacher workforce. The Department of Education & Early Development employs them in our schools. The Task Force is recommending that the University be required to provide an annual report to the Legislature documenting their efforts and degree of success in training teachers and in assisting Alaska schools districts to attract and retain qualified teachers.

I encourage your support for the efforts made by the Joint Legislative Education Funding Task Force in presenting the Legislature with legislation reflecting considerable collaboration and compromise. Thank you for considering SB 241.

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 241
 () Publish Date: _____

Identifier (file name): _____ Dept. Affected: University of Alaska
 Title UNIV. REPORT: TEACHER TRAINING/RETENTION RDU University of Alaska
 Component Sysbra
 Sponsor SENATOR(S) STEVENS BY REQUEST OF JT LEG EDUCATION
 Requester SPECIAL COMMITTEE ON EDUCATION Component Number _____

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING		0.0	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF								
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time								
Part-time								
Temporary								

ANALYSIS: (Attach a separate page if necessary)

Teacher preparation, retention, and recruitment are critical to the University of Alaska (UA). Beginning with prior legislation (Missions and Measures), UA has conducted and updated the Alaska Teacher Supply and Demand report. In addition, UA provides accreditation reports, performance measuring reporting (high demand jobs, etc.) and employment follow-up data. The Alaska Teacher Placement (ATP) and the Alaska Teacher Mentoring programs also focus on collecting the information requested in SB 241.

These current reports would serve the purpose of the reporting requirements and address many of the questions included in SB 241. However, a joint report from DEED, UA, ACPE and school districts may be useful as well to streamline the information and discuss policy issues.

Prepared by: Michelle Rizk
 Division: University of Alaska
 Approved by: Pat Pitney
University of Alaska

Phone 907-450-8187
 Date/Time 1/25/08 4:30 PM
 Date 1/25/08 4:30 PM



Alaska Teacher Placement



candidates: 3989

districts: 68

resumes: 1388

jobs: 99

Alaska Teacher Placement Update

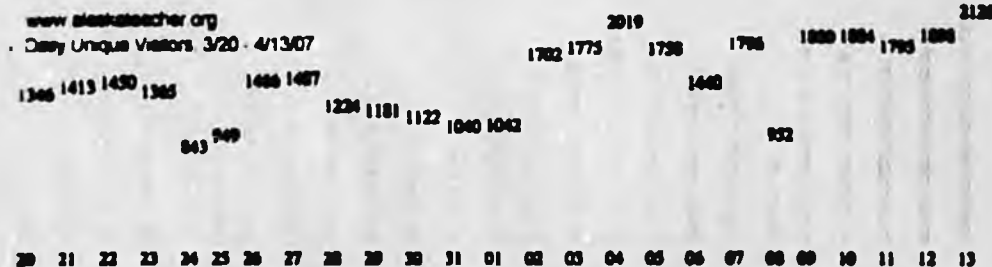
The first semester of the 2007-08 school year is nearly over, and Alaska districts are likely to have a few mid-year openings for long-term substitute positions, and a handful of newly approved positions for the current year. If you are an educator looking for a new opportunity consider Alaska!

In addition, some districts are beginning to gather candidate pools for positions they expect to have open during the 2008-09 school year. The recruiting season typically picks up in January as districts begin to offer contracts to returning staff, and do initial budget projections.

There are around 67 open jobs in the ATP Job Bank as of 12/19/07.

If you are considering Alaska seriously, we strongly suggest you visit the ATP iCommunity to learn more about Alaska, post questions and meet other educators.

The statistics bar on the top this page uses live data. Checking the ATP Job Bank [<http://www.alaskateacher.org/jobs/>], and your email account regularly is very important if you are looking for a job right now.



A Message From



Governor Palin

Traffic to the ATP Job Bank steadily increased this year, and easily surpassed last year's peak traffic average. We are currently seeing between 900 - 1,800 daily visitors, and serving out 18,500 or more web pages. Here is a chart that gives some idea of the March - April trend of unique daily visitors to the site.

Make sure to visit the [Job Fairs](#) page for information about our 2007-08 SY Job Fairs, and use the ATP iCommunity [<http://alaska.moodle.com/mod/forum/view.php?id=5>] site to learn more about working in Alaska.

ATP Job Fairs Announced

Next Lower 48 Job Fair: April 13, 2008! - Minneapolis, MN

Next ATP Anchorage Job Fair: April 18-19, 2008! - Captain Cook Hotel

The Anchorage ATP Job Fair is always the biggest event of the annual hiring cycle for Alaska school districts. This past April we had over 350 teacher and school administrator candidates from 35 states attend.

For a full report on ATP Job Fairs, and how to register [http://www.alaskateacher.org/job_fair/] or to get ready for a fair, see our [ATP Job Fairs page](#).

• ATP Job Fair Registration - Candidates [http://www.alaskateacher.org/job_fair/]

New ATP Brochure!



Click to Download

District Registration & Booth Information

- Coming Soon!

New Job Fair information packets and links to district registration will be up and running February 1, 2008.

ATP Job Bank

The ATP Job Bank [<http://www.alaskateacher.org/jobs/>] is your best bet for finding a job in Alaska.

Use the eApply feature for current openings listed on the ATP Job Bank [<http://www.alaskateacher.org/jobs/>]. Apply as soon as new openings are posted, and then follow up with phone contact.

Those with resumes in the system will be automatically notified of openings that match their areas of interest. Districts with openings in your stated categories of interest are notified when you register. However, it is such a busy time of year that you will want to also make sure to actually apply on-line for specific openings!

Ⓢ **Note:** If you have a Spam filter that does not allow our messages to go through, you will be less likely to receive the information you need in a timely fashion. If you use Earthlink mail, Yahoo mail, AOL or another ISP that has filtering automatically in place, you must have us "whitelisted" in order to get job notifications, and school district messages.

iCommunity: ATP Forum

ATP iCommunity [<http://alaska.moodle.com/>] - The iCommunity area has numerous ways to interact with working Alaska educators, other job candidates, and both school district and government officials.

- ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] - Search our forum database for answers to common questions, or to ask your own.

ATP's Live Hosted Chats

Next Live Chat: Friday, January 18, 2008
Special Guest: Alice Tucker, Experienced Rural Teacher

Live Hosted Chats [<http://alaska.moodle.com/mod/resource/view.php?id=617>] - Our hosted chats are held on-line live roughly twice a month on Fridays from 3:00 - 5:00 p.m. Alaska Time Starting in January.

- For more information, and the list of guests and topics, see our [Live Chat](#) page.

For event updates, access instructions and any changes, you can always check the ATP iCommunity website [<http://alaska.moodle.com/>].

- Virtual Job Fairs [http://www.alaskateacher.org/doku.php?id=alaska_job_fairs#virtual_job_fairs] - Our Virtual Job Fairs via chat are also linked to the front news of the ATP iCommunity [<http://alaska.moodle.com/>] site.

ATP Photo Gallery

Check out our new ATP Photo Gallery [<http://207.58.137.193/~atp0alas/gallery/>] for hundreds of images from our Job Fair events. We really enjoyed meeting many of the regulars from the ATP Forum and on-line chats.

Full details on all of ATP's scheduled recruiting events, including our upcoming 2007-08 Job Fairs, can be found on the [Alaska Job Fairs page](#).

Educator Tips

There are some basic tips to remember when attending an ATP Job Fair. More details can be found on our Job Fairs page, but here are a few key reminders:

- Contact your references to let them know you are applying for jobs in Alaska
- Get multiple numbers to ensure school districts can reach them Saturday, Sunday or Monday
- Know thyself- know what you want and ask lots of questions- you are interviewing the district too
- Use the ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] to ask questions about teaching, learning, and living in Alaska.
- Get familiar with [Alaska School Districts](#), and [Bush villages](#)

As always, we look forward to serving your needs; as educators ourselves, we value you as professionals and hope to assist you in finding a job that is right for you both personally and professionally.

PodCasts

We are beginning a series of [PodCasts](#) and [VodCasts](#) about teaching in Alaska. You can subscribe to these, or you can watch them in your web browser.

ATP Podcasts

ATP Quicktime Stream

New ATP Website Offers Web 2.0 Features

We have rebuilt the Alaska Teacher Placement website from scratch, and now offer teachers and school administrators a powerful new set of Web 2.0 features, and options for staying connected and informed during your job search.

Extensive Job Research Resources, Web 2.0 Interactivity & New ATP Job Bank Features!

- Comprehensive wiki-based resources about teaching in Alaska - you can [contribute stuff you find](#), too!
- Easier candidate registration [<http://www.alaskateacher.org/jobs/personal.php>], and resume upload
- Automated job and resume matching for schools, teachers and administrators
- Tracking of how often your resume is viewed, and your online job applications
- Improved job candidate account management and bookmarking of jobs that look interesting
- New live ATP help online to assist candidates find the information they seek

Detailed Information and Resources - Find a Job in Alaska! :

- Contact info & details for researching [all 55 Alaska school districts](#)
- School district [salary schedules](#) & cost of living information by district and region
- Alaska Department of Education and Early Development links about key topics
- [Job Fair Information](#) , district interview schedules & Alaska Job Fair registration [http://www.alaskateacher.org/job_fairs/] online
- Information about [living](#) and [teaching](#) in Alaska's rural, and remote schools
- Tips about preparing for the move to Alaska, and adjusting to the Bush lifestyle

Online ATP Forum For Alaskan educators...and those who would like to be:

- ATP Forum [<http://alaska.moodle.com/mod/forum/view.php?id=5>] with relevant, user-initiated topics
- Hosted chat area [<http://alaska.moodle.com/mod/resource/view.php?id=617>] with featured guests - superintendents, experienced rural educators & Alaska EED staff
- "Virtual Job Fairs" - starting December 8, 2006!
- ATP Photo Gallery [<http://www.alaskateacher.org/gallery/>] - see what an ATP Job Fair is like, see schools and villages through the contributions of other teachers
- Video and Podcasts about teaching in Alaska, and looking for the district that is the best fit
- Live RSS feeds [<http://www.alaskateacher.org/feed.php>] to keep you up to date on new information added, new jobs and special events

We now have more resources and links about teaching and school administration jobs in Alaska than you can shake a stick at!

Add Your Own Information!

Want to Contribute?

Since the ATP website uses a wiki database engine, you can add links that you think are good by simply creating an account [<http://www.alaskateacher.org/doku.php?id=sidebar&do=register>], and directly editing any page yourself!

Adding your links, resources and suggestions to the ATP website is quite easy once you give it a try, and you won't break anything. You can even create new pages, and upload pictures.

Together we can build a better website, and a social network of Alaska teachers, administrators and job candidates helping each other!

- Register to be an ATP Editor [<http://www.alaskateacher.org/doku.php?id=sidebar&do=register>]
- [Editing Help](#)

Latest Job Listings

Latest Jobs Posted - Alaska Teacher Placement

Postdate	Title	Job Category	Location
01/31/2008	Language Arts H.S.	English/Language Arts	Southwestern Regional Hub
01/31/2008	Vocational Education	Vocational Education	Southwestern Regional Hub
01/31/2008	H.S. Math and Science	Mathematics	Southwestern Regional Hub
01/31/2008	Middle School	Middle School Generalist	Southwestern Regional Hub
01/30/2008	Art Teacher Japanese Elementary Immersion Program	Art Teacher	Anchorage Area
01/30/2008	Physical Therapist	Physical Therapy	Anchorage Area
01/30/2008	Occupational Therapist	Occupational Therapy	Anchorage Area
01/30/2008	Speech-Language Pathologist	Speech / Language	Anchorage Area
01/30/2008	School Psychologist	School Psychologist	Anchorage Area
01/29/2008	School Psychologist (2 Positions)	School Psychologist	Soldotna - Kenai Area

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Alaska Statewide Mentor Project

About Us

Mentoring Model

Meet the Mentors

Research

How to Apply

ASMP Videos

Mentor Stories

Teaching Resources

Vision

Every student in Alaska has the benefit of a great teacher.

Great teachers help our children to learn, grow, and thrive. They make learning exciting and tap into the knowledge, skills, and resources of local communities to help students achieve both personal and academic success.

Mission

Give new teachers the support they need to succeed.

The Alaska Statewide Mentor Project exists to lift up and support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.



Sunrise in Kongiganak

PHOTO



Alaska Statewide Mentor Project Videos

Visit our new video site, featuring testimonials and interviews about the Mentor Project!

» Veterans Come to Aid of Novice Teachers in Alaska's 'Bush'

(article from Education Week; October, 2006)

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For technical questions or concerns about this site, please email [Grea Petitto](mailto:Grea.Petitto).

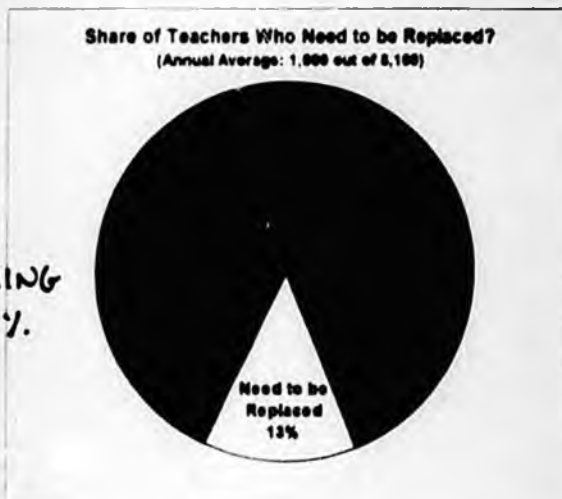
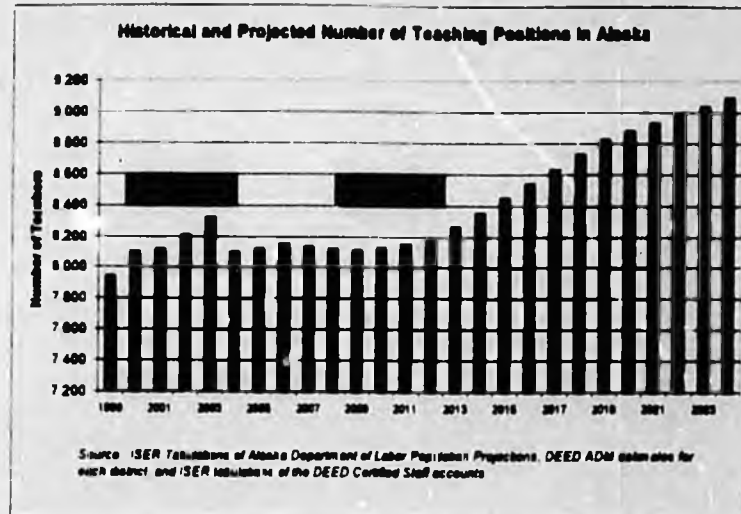
Teacher Supply and Demand in Alaska—A 2005 Snapshot

Prepared by
Eric Larson, Alexandra Hill, and Diane Hirshberg
Institute of Social and Economic Research, University of Alaska Anchorage



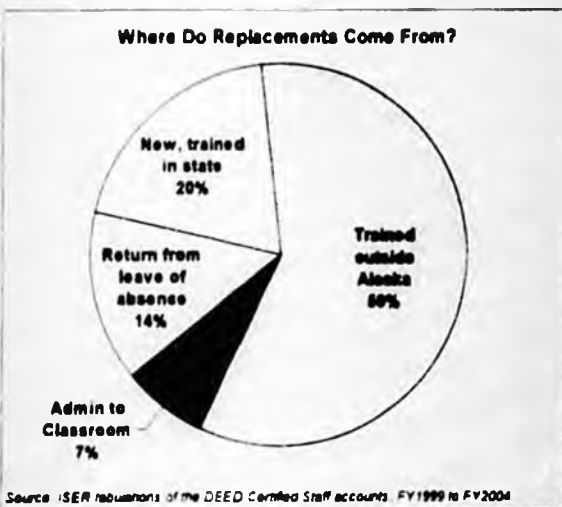
How Many Teachers Does Alaska Need?

Every year, Alaska school districts face the challenge of replacing teachers who leave and recruiting additional teachers if enrollment grows. For many districts, recruiting new teachers costs considerable time and money. Many educators and policy makers believe we can alleviate this problem by training more new teachers from within Alaska and retaining more of the teachers we have. While these strategies would help, they won't be enough to meet projected demand.



STAY
TEACHING
87%

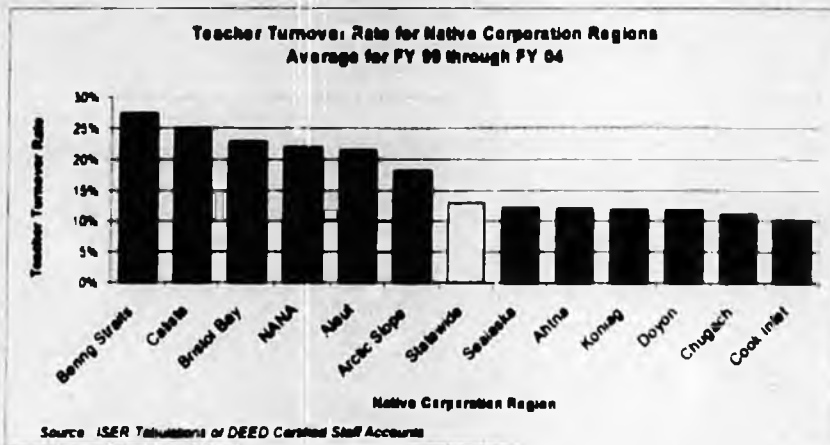
Alaska currently employs about 8100 teachers. Projections from the Alaska Department of Labor and the Alaska Department of Education and Early Development indicate there will be a statewide decrease of about 50 teachers over the next four years, followed by an increasing demand for about 30 new teachers every year between 2009 and 2012 and up to 90 each year after 2018. Demand will vary across districts with large urban districts expecting stable or declining enrollment and the Yukon/Koyukuk, Mat-Su, and regional rural hub districts seeing faster growth.



How Many Stay, How Many Go?

Continue teaching: 87%, 7,100 teachers
Just over three quarters (77%) of the teachers in Alaska (about 6300) stay in the same school. About 8% (about 600) move to different schools within the same district. Another 2% (about 200) move to different districts within the state.

Need to be replaced: 13%, 1,000 teachers
An average of 2% (150) go on leave of absence, typically for one or two years. Slightly fewer (130) become administrators or take other non-teaching positions. The remaining 9% (about 720 annually) leave the state education payroll.

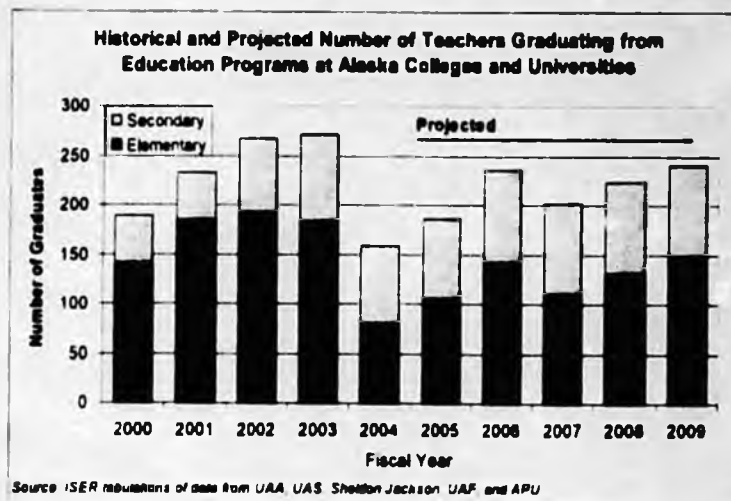


Rural Turnover is Higher

The turnover rate for the five largest urban districts combined (Anchorage, Fairbanks, Juneau, Mat-Su and Kenai) is about 10% per year. Turnover in rural districts is twice as high, averaging about 20%. Teacher turnover rates are highest in the southwest and northwest regions.

Alaska Universities Train Some New Teachers

All three UA campuses have recently restructured their teacher education programs, so there was a dip in the number of graduates. Projections of graduates over the next five years show steady increases. When we include Sheldon Jackson and APU programs, the number of Alaska's teacher graduates will increase from fewer than 200 to almost 250 annually. Not all these newly trained teachers go on to teach in Alaska when they graduate. Even if they did all teach in Alaska, the number would fall far short of the 1,000 needed each year.



Districts Need a Variety of Recruiting Strategies

As the figure on page one shows, new teachers trained in Alaska will fill only about 20 percent of projected demand over the next few years. About another 20 percent will come from teachers returning to the classroom from leave or administrators shifting to teaching jobs. Districts currently fill most of the remaining 60 percent from outside the state. Several strategies could reduce this number.

Improve Retention: Retaining current teachers reduces turnover costs and keeps the most experienced teachers on the job. Also, high turnover is associated with lower student achievement. Improving retention is important throughout Alaska, but especially so in rural districts.

Recruit In-State: Recruit teachers who have left the classroom but remain in the state. The next phase of our study will look at the number, location, and employment characteristics of certified teachers who are not teaching.

Train More New Teachers: Teachers trained here are already familiar with Alaska teacher and content standards as well as Alaska-specific cultural and language issues. They have already made the decision to live in Alaska.

Recruit Outside: Even if in-state strategies are successful, Alaska needs so many more teachers than it trains that districts will still need to recruit teachers from outside the state.

SB241 Hearing, February 1, 2008
Overview of University of Alaska Activities Focused on
Teacher Training, Recruitment and Retention in Alaska

The University of Alaska continues to focus efforts that benefit public education in Alaska, with efforts spanning over all MAUs. UA welcomes the opportunity to report to the Legislature on the quality, placement and employment of teachers and administrators from these programs, as well as other efforts.

Academic Programs Offered:

The UAA College of Education (UAA COE) offers academic programs in the several areas. The Department of Educational Leadership within UAA COE offers graduate degrees in Educational Administration and Adult Education. The Department of Counseling and Special Education offers a variety of programs for individuals interested in working as special educators, speech pathologists, and as counselors. Lastly, the Department of Teaching and Learning offers a variety of programs for individuals interested in working as early childhood, elementary and secondary educators.

The UAF School of Education (UAF SOE) offers a Bachelor of Arts in Elementary Education for undergraduate students, a one year Post-baccalaureate Program for people who already have a degree, and two Elementary Education minors. UAF SOE also serves as the administrative home for the Bachelor of Arts and Sciences degree. The Secondary Post-Baccalaureate Licensure Program serves individuals who currently hold degrees and are interested in pursuing a career in teaching at the middle and high school level. Initial and on-going assessment assures that candidates are competent in both content and pedagogy. The UAF SOE also offers Master of Education degrees in Curriculum and Instruction, Cross Cultural Education, Language and Literacy, Guidance and Counseling and Reading. In addition, UAF SOE houses a variety of programs and endorsements, in areas such as Reading, Music, K-12 Art, and Special Education.

The UAS School of Education offers a range of programs, including a Master of Arts in Teaching with focus areas available in Education and Secondary Education, and a Master of Education degree with focus areas available in Education and Reading, and educational endorsements in a variety of areas. In addition, UAS SOE offers as BA in Elementary Education.

Support Activities: Programs range from teacher and administrator recruitment and preparation, professional development training, in-service support programs, and curriculum development. Many of these efforts are in collaboration with national leading research centers, the State Department of Education and Early Development (EED), scientists, and of course school districts throughout Alaska. A detailed list of UA activities by area can be found starting on page 2.

Reports and Information: The University completes a number of reports on this area, including accreditation reports, grant performance reports, teacher quality reports, the Alaska teacher supply and demand report, performance, missions and measures reporting, Department of Labor

employment follow-up, and graduation reports. A select list of these reports can be found in the appendix.

The Challenges

Educator recruitment and retention is an important and complex policy issue for Alaska as a whole. Federal and state policies that govern education drive each of the individual school districts, the State Department of Education, and universities to develop programs that are in compliance with these regulations.

Suggestion

Through expanding and strengthening existing partnerships with other state agencies, as well as with the fifty-three individual school districts, additional progress can be achieved. One possible approach is to request a shared reporting session including UA, EED, ACPE, school districts, and DOLWD to foster a dialogue between agencies in addressing the full range of issues that influence teacher and administrator recruitment and retention in Alaska. This approach may help improve communication, collaboration, and focus state policy.

UA Activity Detail

Future Teachers of Alaska

In regard to recruiting teachers to the profession, UA houses the Future Teachers of Alaska program. Working with rural and urban school districts, these programs encourage and specifically target Alaska's Indigenous populations and engage them early on in college readiness activities to prepare them for a career in education. Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS) is housed at UAS in Juneau. Alaska Native Educators Student Association (ANESA) at UAF is also working to support students on campus.

K12 Outreach

K12 Outreach housed at UA works directly with school districts on recruitment and retention issues. The Alaska Teacher Placement program works to fill the gap between teacher supply and demand by providing recruiting assistance to school districts, maintaining the Alaska Educator Job Banks online at alaskateacher.org, and hosting job fairs in Alaska and the Lower 48. In collaboration with EED, ATP also works to recruit special education teachers.

The Alaska Statewide Mentor Project, in partnership with the EED, supports beginning teachers throughout Alaska. Working with the New Teacher Center, ASMP is a grassroots effort that serves the needs of first and second year teachers on site by providing formative assessment and feedback through teacher observation and support.

The UA Alaska Educational Innovations Network (AEIN), located at UAA, was established to build stronger teaching and learning communities in the nine partner school districts. This program offers professional development and training to teacher leaders and support to school districts.

The K12 outreach effort also includes activities for students such as sports camps, Rural Alaska Honors Institute (RAHI), and Upward Bound, which include the opportunity to complete college prep courses. The International Polar Year (IPY), for example, provided every school in Alaska with a set of posters and an educational resource guide with information about IPY. In addition, there is an art contest for students sponsored by IPY Education Outreach.

Research and Curriculum Development

Research grants often encourage a K12 curriculum component. As a result, researchers and scientist alike work to develop curriculum and resources for teachers right here in Alaska. Some examples include: Aurora Alive, an interactive DVD for students and teachers; Geographic Information for Alaska (GINA), a network and resource for teachers to use in the classroom; Global Learning and Observations to Benefit the Environment (GLOBE), which is a worldwide, hands-on, primary and secondary school-based science and education program; Science Teacher Education Program (STEP), a professional development program designed to increase Alaska teachers' science content knowledge in order to meet Alaska State Science Standards; the Alaska Native Knowledge Network (ANKN), that provides resources for compiling and exchanging information related to Alaska Native knowledge systems and traditional ways of knowing; and Math in a Cultural Context, a long-term, collaborative project aimed at developing supplemental math curricula based on the traditional wisdom and practices of the Yup'ik Eskimo people.

APPENDIX

Inventory of Reports Related to Teacher Training, Recruitment and Retention in Alaska

- Alaska Teacher Supply and Demand Report, 2005 Update
- Teacher Supply and Demand in Alaska—A 2005 Snapshot
- Finding and Keeping Teachers in Alaska - 2006 Supply and Demand Fact Sheet from Alaska Teacher Placement
- Turnover Among Alaska's Teachers: How many leave their jobs?
- Graduates of Alaska's Teacher Preparation Programs -- Where Are They Now?
- Alaska Statewide Teacher Mentor Project Research Highlights, 2006-2007
- Alaska Statewide Teacher Mentor Project Executive Summary

- UAA College of Education - Program Overview
- UAA College of Education - Detailed Program Profile
- UAA College of Education - NCATE Institutional Report

- UAF School of Education - Strategic Enrollment Management Plan
- UAF School of Education - NCATE Institutional Report
- UAF School of Education - NCATE Board of Examiners Report

- UAS School of Education - Fact Sheet
- UAS School of Education - Center for Teacher Education Overview
- UAS School of Education - NCATE Board of Examiners Report

- Residency and Employment Followup on UA Teacher Education Graduates, 1989 - 2006

- University of Alaska End Results Performance Reporting on High Demand Job Area Program Graduates (Teacher Education)

Note: Each of the above reports is updated on a cyclical basis, ranging from semi-annual updates to an update cycle of several years.



RESEARCH SUMMARY

TEACHERS AND ADMINISTRATORS: HOW MANY LEAVE EVERY YEAR?

Despite what many people think, there is no general shortage of teachers, nationwide or in Alaska. But school districts in Alaska and around the country do have problems recruiting and keeping teachers; the geographic distribution of teachers doesn't always match the demand, and there are shortages in some specific fields—special education, for example.

Teacher turnover in Alaska has been relatively constant over the last decade, requiring some districts in the state to recruit heavily every year. ISER recently looked at the demand for and the supply of teachers in Alaska; see the back page for the full report citation. Highlights of our findings include:

- Close to 1,000 teachers—or 12% of the state's roughly 8,100 teachers—have to be replaced every year. These are teachers who either leave the Alaska public school system or take administrative jobs.
- High turnover and small capacity for training teachers in Alaska mean that only about one-quarter of the replacement teachers are new graduates of colleges and universities in Alaska. Another one-quarter either come back from leave or return to teaching from administrative jobs. The remaining half are recruited from elsewhere.
- Teacher turnover is higher at the district level than it is statewide, because in addition to teachers who leave the Alaska system every year, another 2% change districts within Alaska. So average annual teacher turnover among districts is about 14%.
- Turnover is a much bigger problem for rural than for urban districts. As a group, Alaska's five largest districts—the ones we classify as "urban"—have about 11% teacher turnover a year, compared with 24% among rural districts.
- Many of Alaska's rural districts magnify problems that contribute to teacher turnover nationwide—including remoteness, small enrollment, high rates of poverty, and high needs and low achievement among students.
- Statewide enrollment and teacher demand are expected to remain about at current levels through 2010 and then grow modestly. But enrollment in some districts—especially the Mat-Su—is growing.

- About a third of Alaska's teachers and administrators will be eligible to retire between now and 2010. We know that many don't retire as soon as they can—but some school officials worry that if a large share of those eligible to retire do in fact retire, turnover could increase.
- Training more Alaskans to teach has been suggested as a way to reduce turnover, and there is evidence that might help. Our analysis of data from the most recent school year found that Alaska-born teachers were only half as likely to leave the school system as teachers born elsewhere.
- Salaries for Alaska teachers remain above the U.S. average, but they're less competitive than they used to be. We don't know how recent changes in retirement systems, teacher training requirements, and licensing policies will affect Alaska's ability to attract teachers.



URBAN AND RURAL TURNOVER

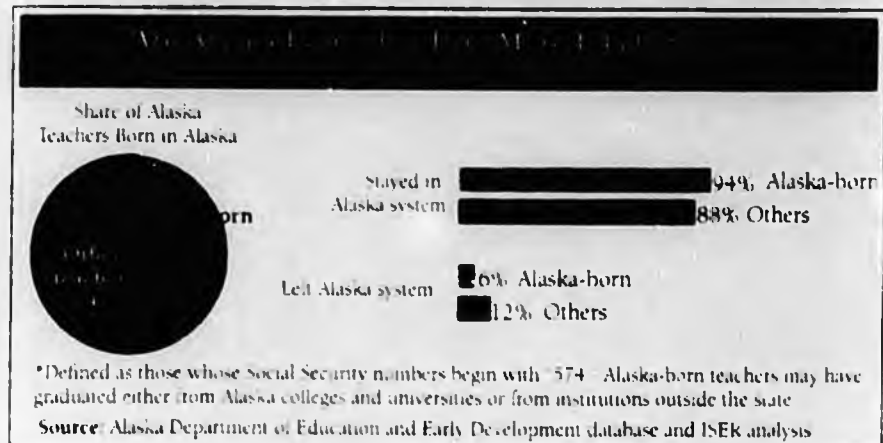
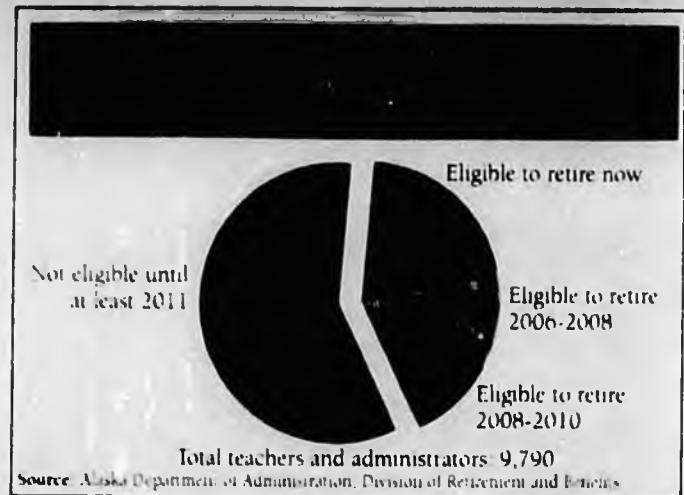
We define "urban" districts as those in Anchorage, Juneau, and the Fairbanks North Star, Mat-Su, and Kenai Peninsula boroughs. More than 70% of students and 68% of teachers are in those five districts. The remaining 48 districts are defined as rural, as the adjacent map shows.

Turnover in rural districts is more than double that in urban districts. Rural teachers are far more likely to leave the Alaska school system, to change districts within Alaska, and to go on leave. But turnover also varies a great deal among rural districts. A few have turnover at the same level as the urban districts—12% or less. Other rural districts are split almost evenly between those with annual turnover of 13% to 24% and those with turnover of 25% or more.

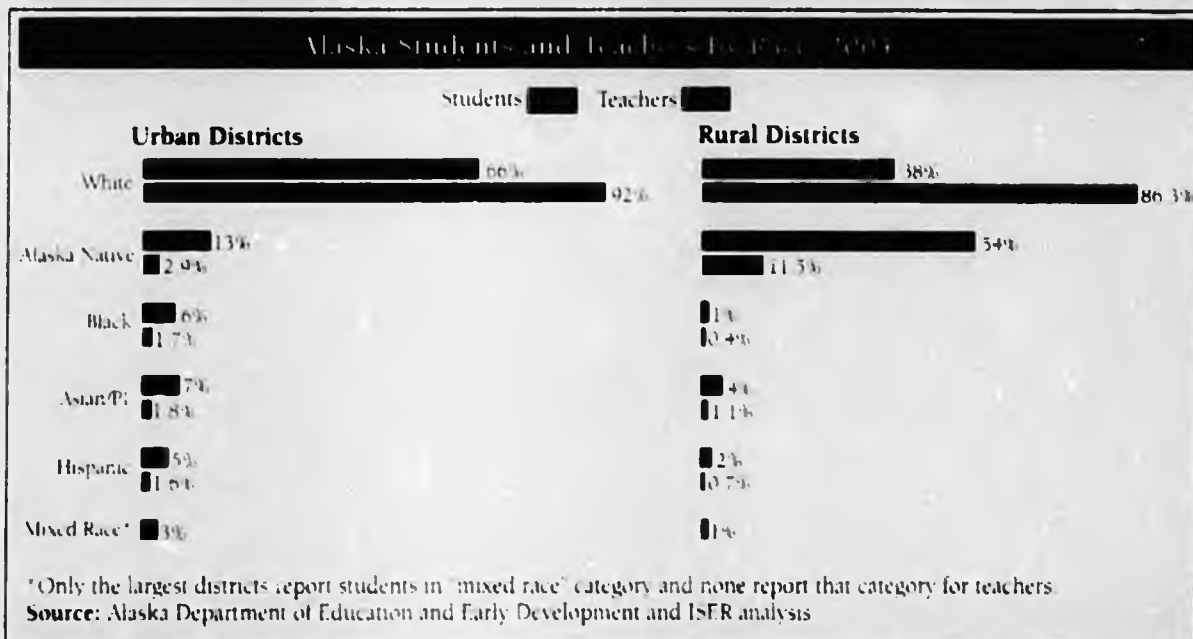
TEACHERS' CHARACTERISTICS

Alaska's teaching force remains overwhelmingly white, even as the student population grows more diverse. All minorities are under-represented among teachers, but in rural districts the gap is especially wide between the share of Alaska Native teachers—12%—and the share of Alaska Native students—54%. The share of Alaska Native teachers hasn't increased much in recent years, despite programs to train more Native teachers.

Alaska's teachers are also aging. About a third of the state's roughly 9,800 teachers and administrators are eligible to retire by 2010. The available data don't allow us to separate teachers from administrators, nor can we predict how many of those eligible to retire will actually leave the school system in the next few years. Still, a large number of retirements in a short period would increase turnover.



Most of Alaska's teachers come from outside the state, and the distance from family and other factors often make it hard for them to stay—especially in remote places where travel in and out is expensive. Some analysts believe turnover would be lower, if there were more Alaska-born teachers. Our analysis of just one year's data suggests that may be true—but we would need more data to draw a firm conclusion.



PROJECTED GROWTH

The adjacent graph shows that Alaska public school enrollment is expected to remain almost flat at around 142,000 in the next several years and then grow about 10% by 2024. So the number of teachers Alaska needs will likely not increase much in the next few years—although growing districts will need to add teachers. Demand for teachers will gradually increase from about 8,100 now to around 9,100 by 2024.

ALASKA GRADUATES

Current teacher education programs at Alaska's colleges and universities can fill only a share of the demand for teachers created by turnover and growing enrollment.

Alaska has five teacher education institutions—the three main campuses of the University of Alaska (Anchorage, Fairbanks, and Southeast), and Sheldon Jackson College in Sitka and Alaska Pacific University in Anchorage. Those institutions together project they can build from a low of 158 graduates in 2004 to 286 by 2009.

ALASKA COMPETITIVENESS

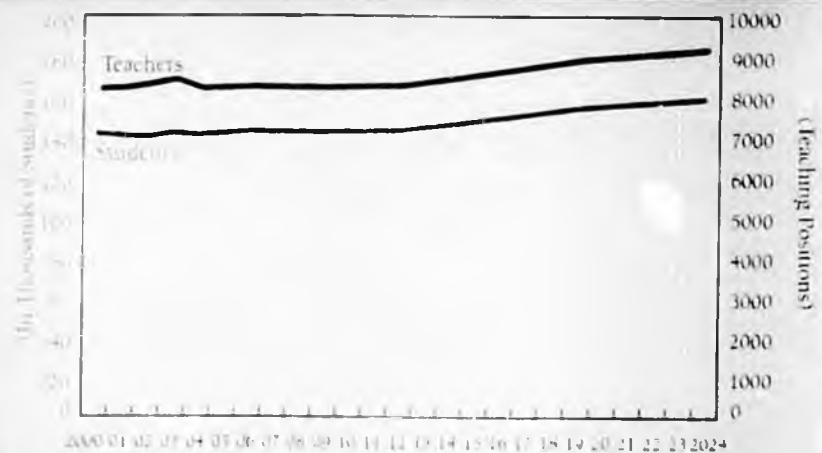
Higher living costs, especially in remote areas, have historically made Alaska teachers' salaries higher than the U.S. average, and salaries here still rank number 11 in the U.S. But from 1994 to 2004, teachers' salaries in Alaska grew less than in any other state—under 9%, compared with 31% nationwide. Adjusted for inflation, Alaska teachers' salaries fell 14% during the decade. So on the basis of salary, Alaska has become less competitive nationally in the search for qualified teachers.

REDUCING TURNOVER

We weren't asked to recommend policies for reducing teacher turnover but rather to provide information for policymakers. We can, however, make some general observations.

Alaska institutions can't train all the nearly 1,000 replacement teachers Alaska needs every year—but with the necessary resources they could train more than they currently do. Policymakers also need to assess how much the real decline in Alaska teachers' salaries and the recent changes in retirement systems and licensing and training policies may contribute to turnover. And aside from salaries, there are other ways to make teaching in Alaska more attractive—mentoring and other help for new teachers, especially in remote districts, more opportunities for professional development, and other policies that increase teachers' effectiveness and satisfaction with their jobs.

Historical and Projected Alaska School Age Population and Number of Teaching Positions, 2000-2024



Source: Alaska Department of Labor and Range Projections of numbers of Alaska children 5-17; ISER projections of number of teachers, based on state of school-age children expected to enroll in public schools and current pupil-teacher ratio.

Historical and Projected Graduates of New Teacher Programs from Alaska Institutions of Higher Education, 2000-2009



Source: ISER tabulations of data from UAF, UAS, UAA, Sheldon Jackson College, and APU.

How Do Average Salaries of Alaska Teachers Compare With Others?

Rank among States, 2003-2004 year	2003-2004 year	Change in Average Salaries, 1994-2004	
		Nominal	Real**
1. Connecticut	\$57,337	+49.7%	+17.8%
11. Alaska	\$51,736	+30.8%	+2.9%
	U.S. Average	+8.9%	-14.3%

*Includes Washington, D.C. **Adjusted for inflation.

Source: National Education Association, Estimates Database 2005.

ENDNOTES

1. D. Grissmer, A. Flanagan, et al. *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND, 2002. E. Haycock, *Honor in the Boyar: Equalizing teacher quality*. Washington, D.C.: The Education Trust, 2000.

2. Alliance for Excellent Education, *Teacher Attrition: A Costly Loss to the Nation and the States, Issue Brief*. Washington, D.C.: Aughton, 2005. Available at www.aee.org.

FULL REPORT

Alaska Teacher Supply and Demand, 2005 Update. By Alexandra Hill and Diane Hirshberg. Available from ISER's offices (907-786-7710) and at www.iser.uaa.alaska.edu

Editor: Linda Leask • Graphics: Clemencia Amaya-Merrill

Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?

Teacher Supply and Demand

A joint project of
Alaska Teachers' Association
University of Alaska

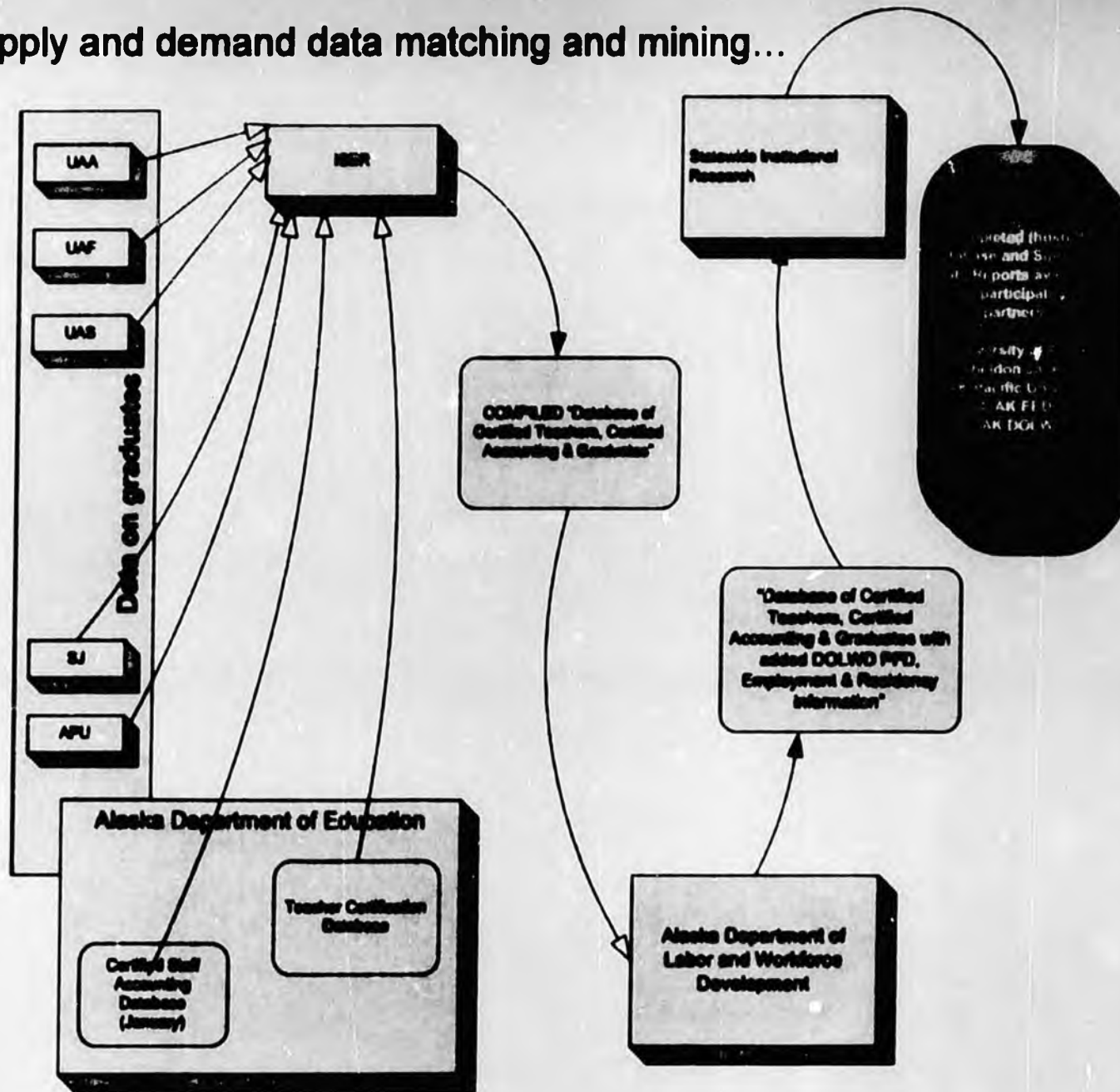
Department of Social Sciences
University of Alaska Anchorage



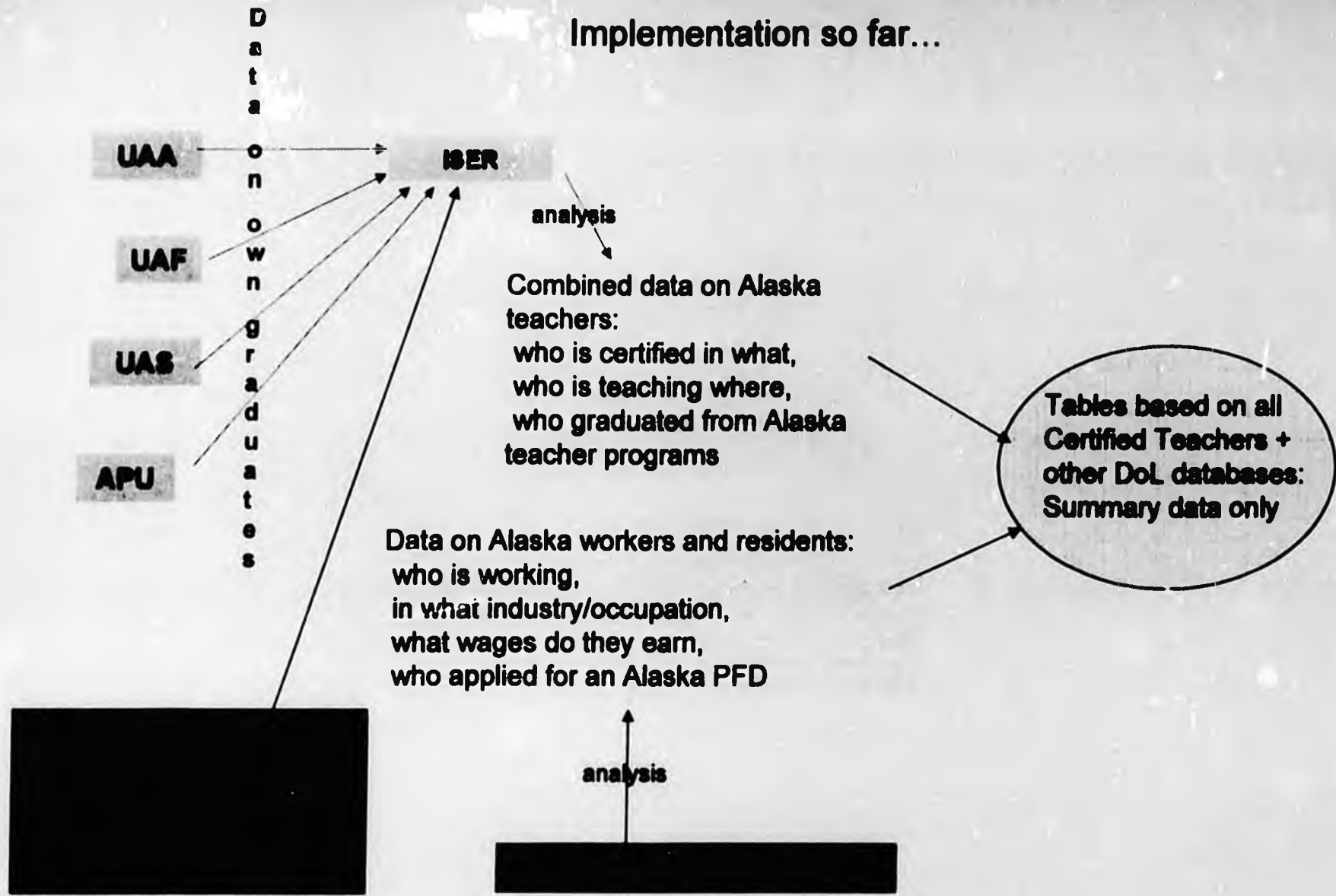
Today's Presentation:

- Review sources of data
- Present preliminary findings on graduates of initial certification programs in Alaska
- Collect feedback on what analyses to add, refine, revise

The plan for supply and demand data matching and mining...



Implementation so far...



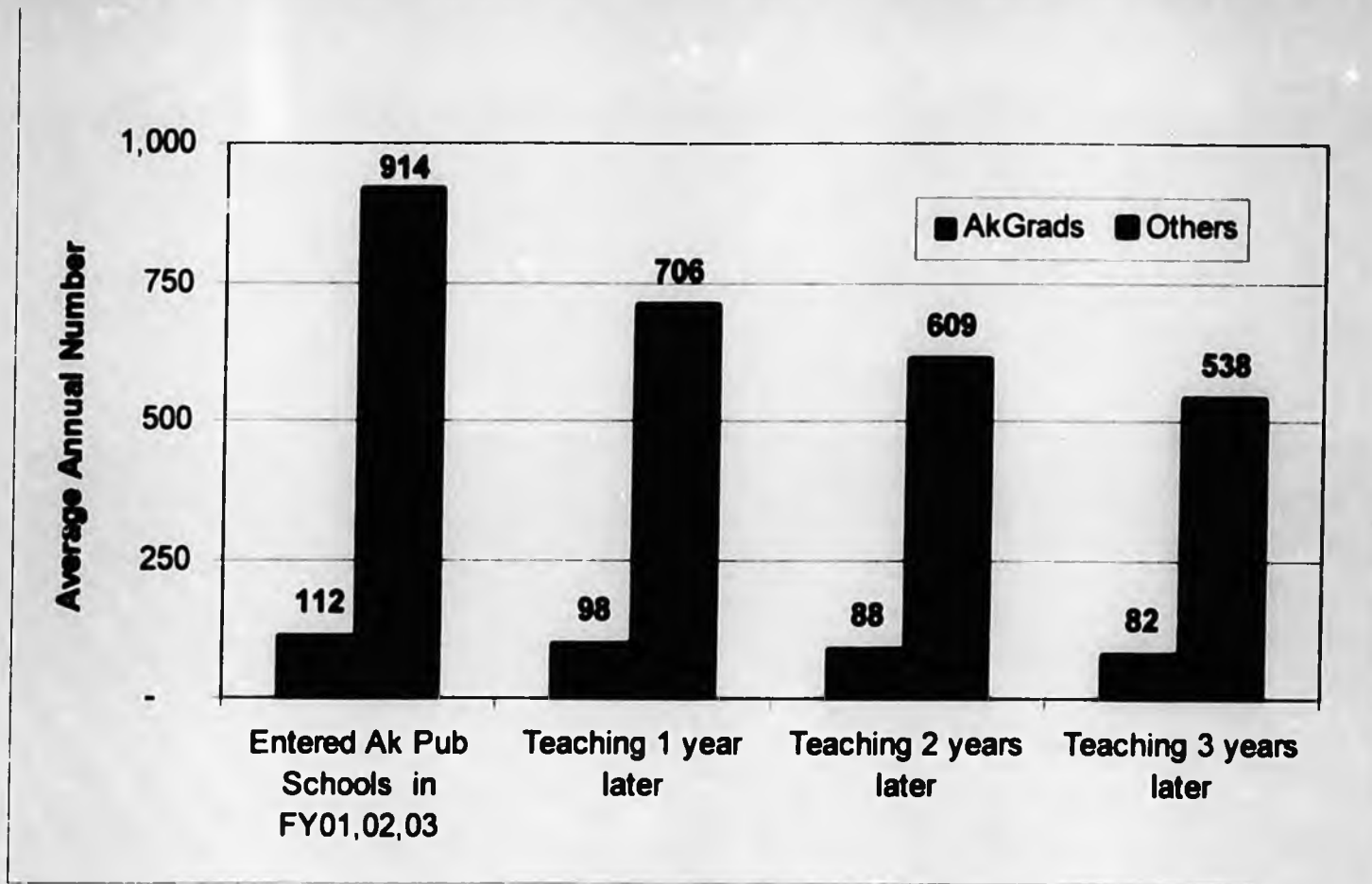
**Alaska Teacher Program Graduates
by Institution and Year of Graduation
2001 to 2005**

Year of Graduation	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
2001	21	111	50	42	224
2002	15	154	80	45	294
2003	19	62	103	74	258
2004	21	35	67	43	166
2005	22	50	71	56	199
Total	98	504	399	260	1,261

**Alaska Teacher Program Graduates
by Sex and Ethnicity
2001- 2005**

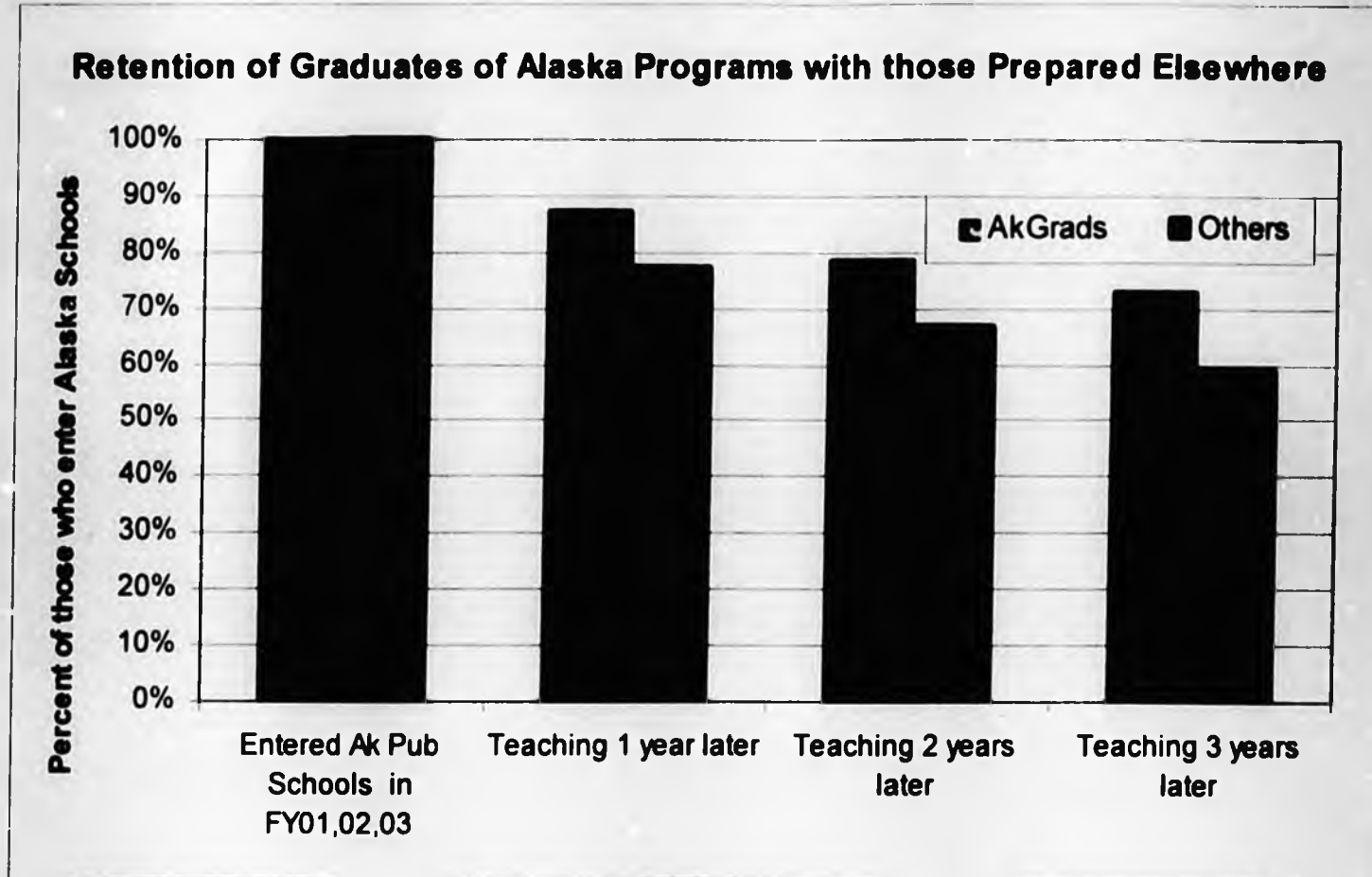
	Alaska Pacific U	U of Alaska Anchorage	U of Alaska Fairbanks	U of Alaska Southeast	Total
Percent Female	76%	74%	75%	69%	73%
Percent White	85%	70%	79%	83%	77%
Percent AIAN	5%	4%	15%	3%	7%
Percent Other	10%	26%	6%	14%	16%

How Long do Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools after they Enter the System?



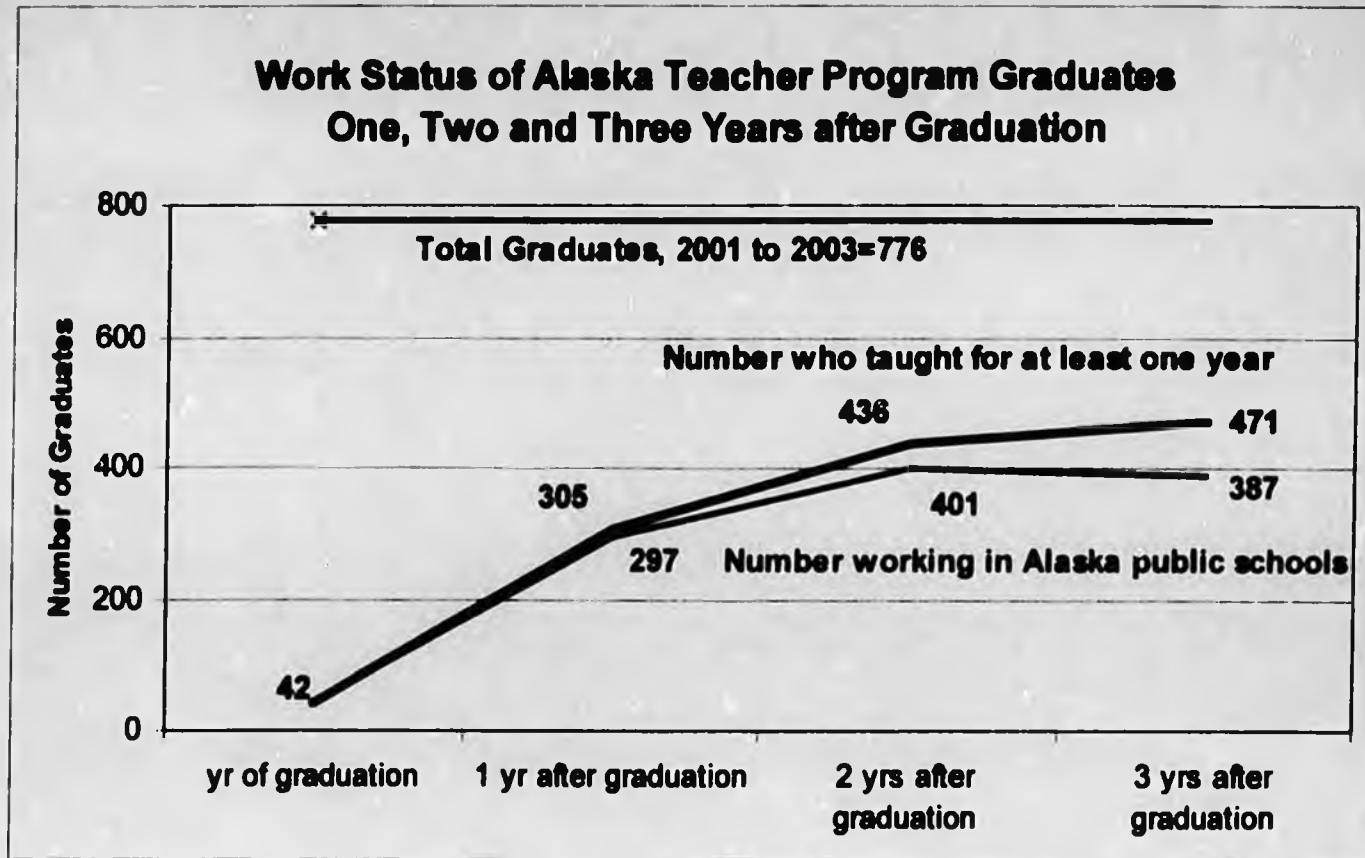
Between fiscal years 2001 and 2003, 112 Alaska teacher program graduates and 914 other teachers began teaching in Alaska public schools. (Some of those "others" had experience teaching elsewhere; some were new graduates from programs outside Alaska.) One year later (FY02 for those who entered in FY01, FY03 for those who entered in FY02, and FY04 for those who entered in FY03) 98 of the 112 Alaska Program graduates, and 706 of the 914 other teachers were still teaching in Alaska public schools. By three years after entry, only 81 and 538, respectively, still taught in Alaska public schools.

What Percent of Alaska Program Graduates and Others Remain Teaching in Alaska Public Schools?



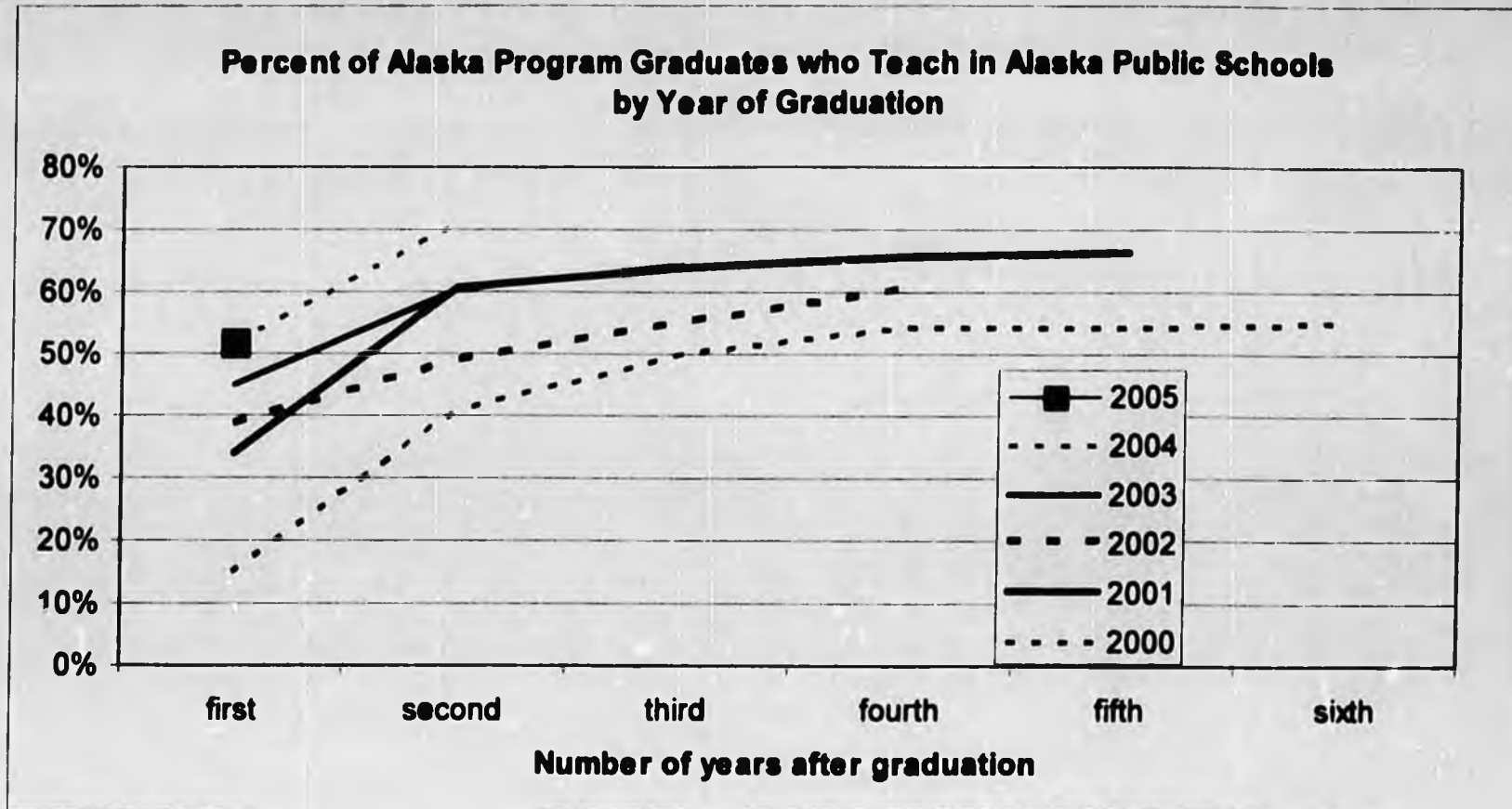
This graph re-expresses the data on the previous graph in percentage form to make it easier to compare the two groups. After one year, about 12% of Alaska program graduates and 23% of others have left; by three years after entry, 27% of Alaska program graduates and 41% of others are gone.

Work Status of Alaska Teacher Program Graduates One, Two and Three Years after Graduation



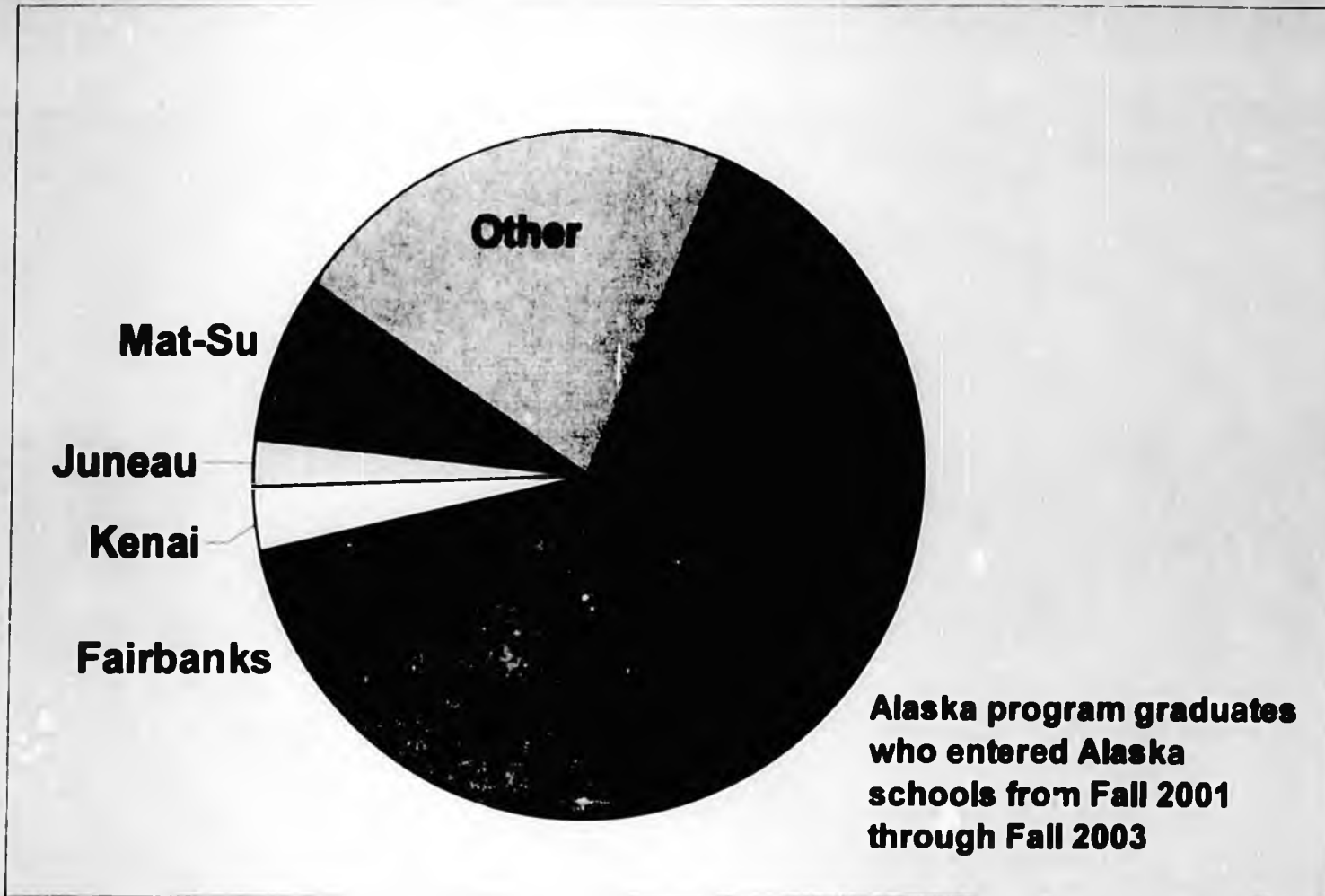
The previous two charts tracked the number of teachers leaving Alaska schools after they entered the system. This chart and the next one trace the path of Alaska program graduates as they enter teaching in Alaska schools. Between 2001 and 2003, 776 newly trained teachers completed Alaska programs. Of those, 42 were already teaching before they graduated. The year following graduation, 297 had teaching jobs (and 8 of the 42 already teaching had left Alaska schools). By two years after graduation, 401 were teaching, and including those who had come and gone, 436 had taught for at least one year. By three years after graduation, slightly fewer were still teaching – 387 – but 471 or 61% had taught at least one year.

Are more recent graduates more likely to enter teaching in Alaska schools?



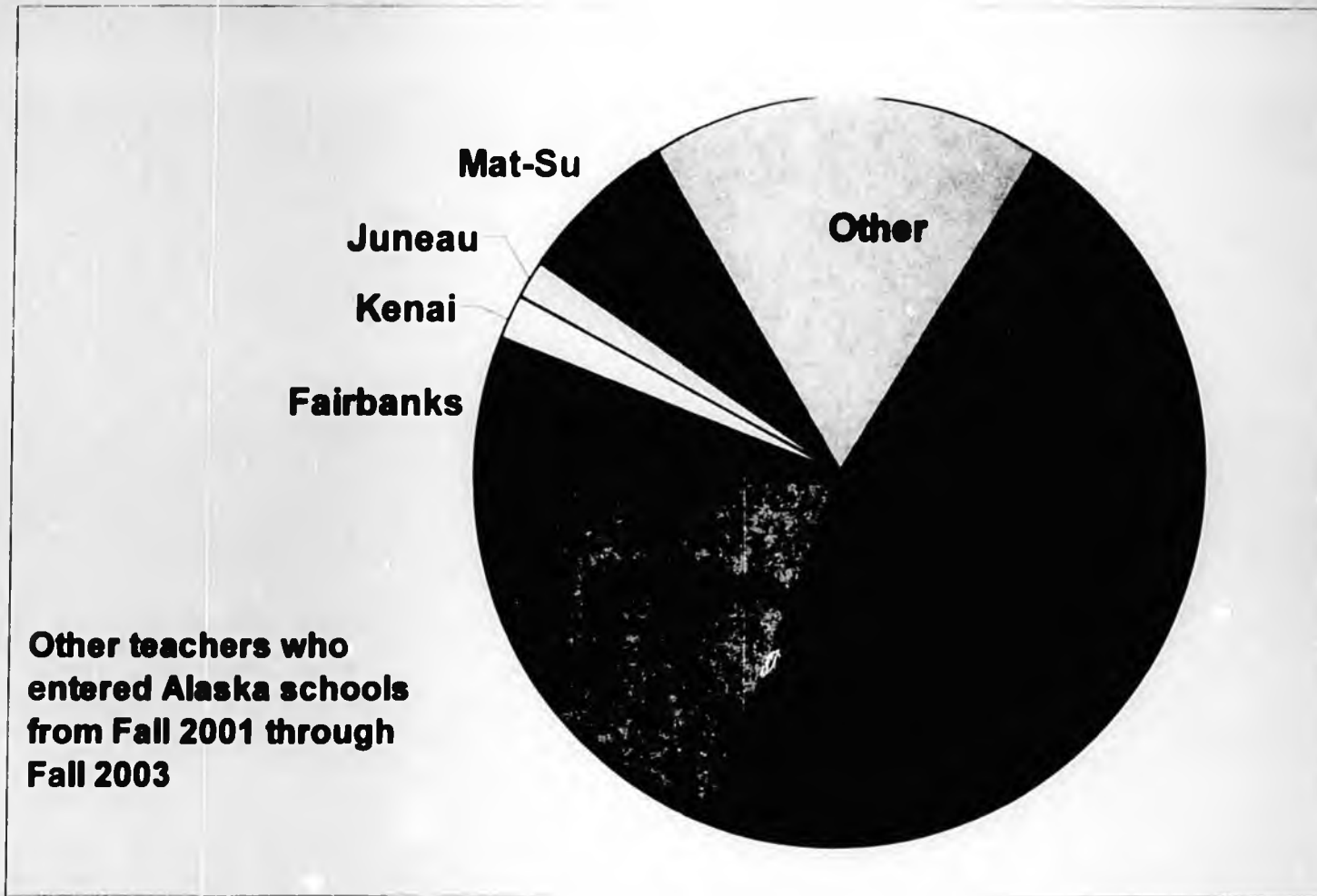
Where the previous chart aggregated graduates across several years, this chart looks at each graduation year separately. We can track graduates to FY2006: six years post-graduation for FY2000 graduates, five years for Y01 graduates, and so on with only one year of data for 2005 graduates. While the data is only preliminary, more recent graduates appear to be more likely to enter and remain in Alaska's schools. For example, slightly over half of FY2004 graduates taught in their first year post-graduation, compared to only about 15% of FY2000 graduates; by year 2, the shares had climbed to 70% of FY04 graduates and about 40% of FY00 graduates.

Where do Alaska program graduates teach?



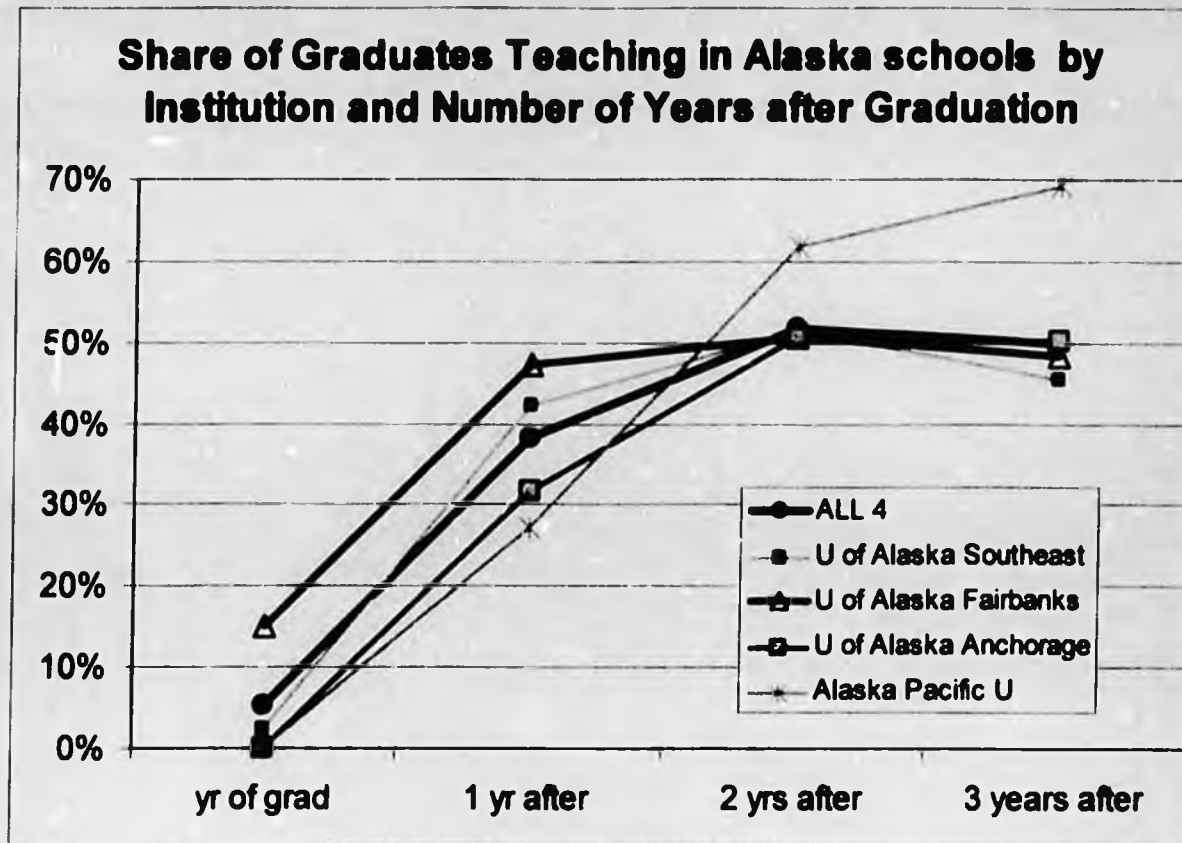
This chart shows the school district employment in Fall, 2005 of the Alaska program graduates who began teaching in Alaska public schools between Fall 2001 and Fall 2003. It shows the five largest districts separately and combines the other 48 districts into "Other". Gone indicates the teachers are no longer reported as teaching in Alaska public schools.

Where do other teachers who enter Alaska schools teach?



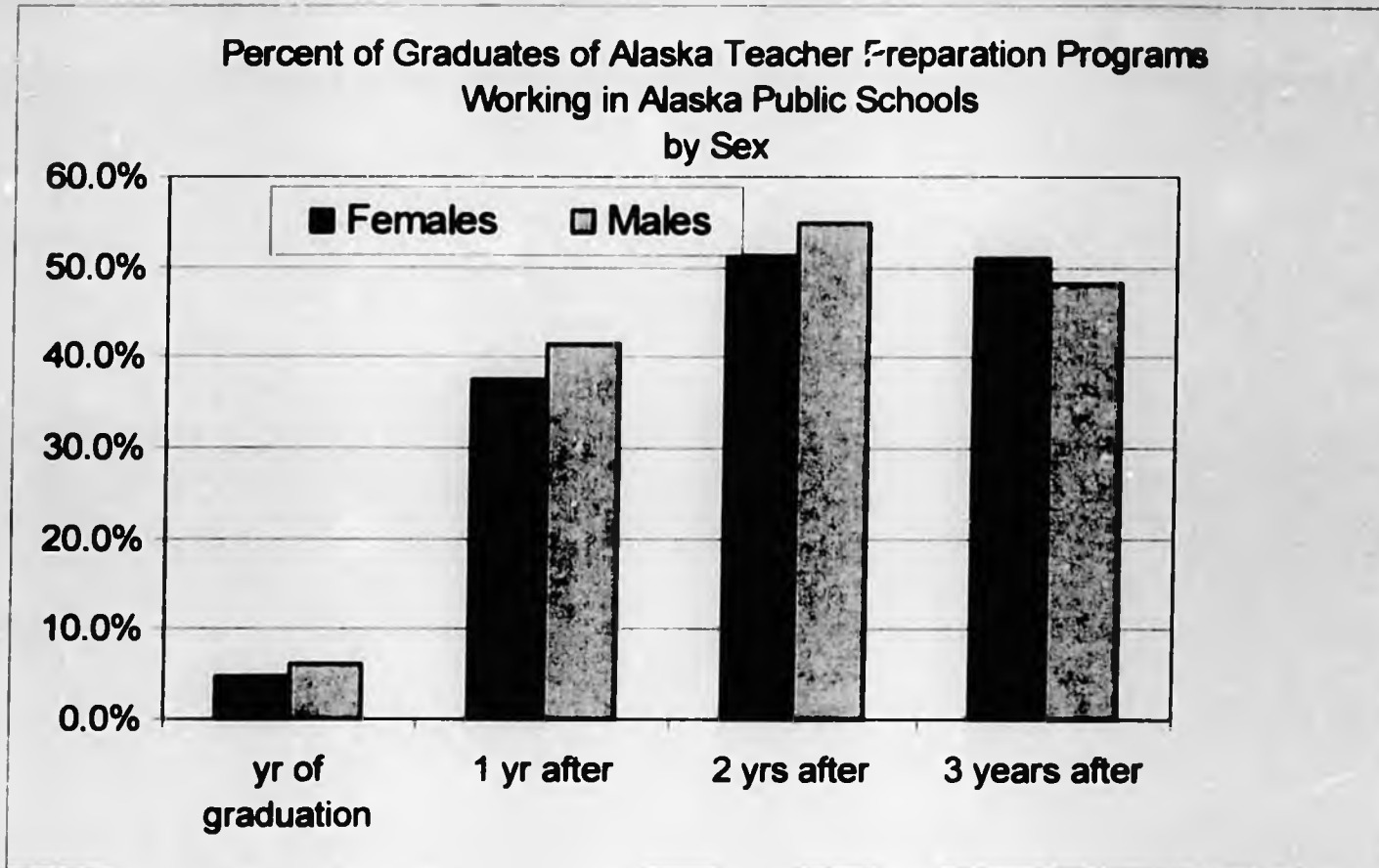
This chart shows the school district employment in Fall 2005 of teachers who were not Alaska teacher program graduates, who began teaching in Alaska public schools between Fall 2001 and Fall 2003. Compared to Alaska program graduates, a much larger share are gone, and a smaller share teach in Anchorage.

How Do Different Alaska Programs Compare in the Share of Their Graduates who Teach in Alaska?



For each institution, this chart shows the share of their FY01 – FY03 graduates teaching in Alaska schools the year they graduate and one, two and three years after graduation. The three University of Alaska programs are almost identical by the second year following graduation. Somewhat more Alaska Pacific graduates enter Alaska classrooms, but this analysis doesn't consider any of the characteristics of students who enter the different programs (such as age, elementary or secondary emphasis, etc) that might affect how many teach in Alaska.

Do Men and Women Graduating from Alaska Teacher Programs Differ in the Likelihood that They'll Teach in Alaska Schools?



This chart shows the percent of men and women who graduated from Alaska teacher programs from FY2001 to FY2003, who taught in Alaska schools one, two and three years following their graduation. There is little difference between the two groups.

Percent of FY01-FY03 Teacher Program Graduates who did not apply for an Alaska PFD in 2003 - 2005

Institution	Year of PFD		
	2003	2004	2005
APU	6%	11%	19%
UAA	7%	8%	11%
UAF	5%	10%	16%
UAS	23%	22%	27%
Total	10%	12%	16%

We matched teacher program graduation data with Department of Labor data on Permanent Fund Dividend applications – a proxy for Alaska residence. Most people are eligible for a PFD by the time they complete a teacher preparation program here, so we looked at graduates who completed their programs between 2001 and 2003, and PFD applications from 2003 to 2005. Only 10% did not apply for a PFD in 2003. We expected that number to rise if teachers moved out of state. Teachers who leave Alaska schools but remain in Alaska continue to apply for the PFD; those who don't apply have probably left the state. By 2005, 16% no longer applied for a PFD and were probably no longer in Alaska. The previous pie chart on the school district location of this same group in 2005 showed 24% of them no longer in Alaska schools; this table indicates that about two-thirds of those no longer teaching in Alaska schools (16% of the 24%) have probably left the state, and the other one-third are still here.

Employment of Alaska Teacher Preparation Program Graduates by Industry, 1st Quarter 2006

	Year of Program Completion					Total
	2001	2002	2003	2004	2005	
Education	125	165	167	123	138	718
Other industry	22	31	27	10	14	104
no wage employment	53	69	43	23	25	213
Item: no 2005 PFD	40	46	29	16	15	146
Education	63%	62%	70%	79%	78%	69%
Other industry	11%	12%	11%	6%	8%	10%
no wage employment	27%	26%	18%	15%	14%	21%
Item: no 2005 PFD	20%	17%	12%	10%	8%	14%

This table shows the employment of Alaska teacher program graduates by industry, and by year of graduation. The employment data comes from Department of Labor Unemployment Insurance data, and doesn't include those employed in very small firms or self-employed workers. Those working in education include not only those teaching in public K-12 schools, but also those working in private K-12 schools, higher education, and private sector educational entities (e.g., Nine Star Enterprises). Only about one-third of graduates not working in Alaska education are working in other industries. Most have either left the state (no PFD) or are not working for wages (perhaps raising children, self employed, or looking for work).

A black and white photograph of a landscape. The top half of the image shows a bright, overexposed sky. Below the sky is a dark, dense treeline. The bottom half of the image shows a dark, textured foreground, possibly a field or a path, with some lighter patches. The overall image has a high-contrast, grainy appearance.

Thank You!

Alexandra Hill

anarh1@uaa.alaska.edu

786-5436

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Overview of University of Alaska Activities Pertaining to Teacher Training, Recruitment and Retention in Alaska

The University of Alaska continues to focus its efforts on programs that benefit public education throughout Alaska, with efforts spanning over all MAUs. UA welcomes the opportunity to report to the Legislature on the quality, placement, and employment of teachers and administrators from these programs as well as other efforts.

Academic Programs Offered:

The UAA College of Education (UAA COE) offers academic programs in several areas. The Department of Educational Leadership within UAA COE offers graduate degrees in Educational Administration and Adult Education. The Department of Counseling and Special Education offers a variety of programs for individuals interested in working as special educators, speech pathologists, and counselors. Lastly, the Department of Teaching and Learning offers a variety of programs for individuals interested in working as early childhood, elementary, or secondary educators.

The UAF School of Education (UAF SOE) offers a Bachelor of Arts in Elementary Education for undergraduate students, a one year post-baccalaureate program for people who already have a degree, and two Elementary Education minors. The Secondary Post-Baccalaureate Licensure Program serves individuals who currently hold degrees and are interested in pursuing a career in teaching at the middle school and high school level. The UAF SOE Graduate department also offers Master of Education degrees in Curriculum and Instruction, Cross-Cultural Education, Counseling, and Reading. UAF SOE also serves as the administrative home for the Bachelor of Arts and Sciences degree and offers non-degree professional development programs to teachers who wish to add endorsements. The UAF SOE is nationally accredited, and all programs are approved by their respective professional associations.

The UAS School of Education (UAS SOE) offers a Bachelor of Arts in Elementary Education and an AAS in Early Childhood Education for undergraduate students. For students who already have a bachelor's degree and want to become a teacher, a Master of Arts in Teaching is offered with focus areas available in Early Childhood Education, Elementary Education, and Secondary Education. The School of Education also provides support for experienced teachers through a Master of Education degree with emphasis areas available in Special Education, Educational Technology, Early Childhood Education, and Reading Specialist, as well as graduate certificates in a variety of areas, including Mathematics Education. The School of Education is also home to the PITAAS (Preparing Indigenous Teachers and Administrators for Alaska Schools) program.

Support Activities: Programs range from teacher and administrator recruitment and preparation to professional development training, in-service support programs, and curriculum development. Many of these efforts are in collaboration with leading national research centers, the state Department of Education and Early Development (EED), scientists, and school districts throughout Alaska. A detailed list of UA activities by area can be found starting on page 2.

Reports and Information: The University has published a number of reports pertaining to teacher training, recruitment, and retention, including accreditation reports, grant performance reports,

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teacher quality reports, the Alaska teacher supply and demand report, missions and measures reporting, Department of Labor employment follow-ups, and graduation reports. A selected list of these reports can be found in the appendix.

The Challenges:

The recruitment and retention of highly qualified educators is an important and complex policy issue for all of Alaska. Federal and State educational policies compel individual school districts, the state Department of Education and Early Development, and postsecondary institutions to develop programs that are in compliance with these regulations.

Suggestions:

Through expanding and strengthening existing partnerships with other state agencies, as well as with the fifty-three individual school districts in Alaska, even greater progress can be achieved. One possible approach is to request a shared reporting session including UA, EED, ACPE, school districts, and DOLWD to foster a dialogue between agencies to address the full range of issues that influence recruitment and retention of teachers and administrators throughout Alaska. This approach may serve to improve communication, collaboration, and help to focus state educational policy.

UA Activity Detail

Future Teachers of Alaska

A key facet in UA's efforts to recruit future teachers to the profession is the Future Teachers of Alaska program. In collaboration with rural and urban school districts, this program targets Alaska's Indigenous students, engaging and encouraging them at an early age with college readiness activities to prepare them for careers in education. Other teacher preparation and support programs at UA include the Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS) program housed at the Juneau campus of UAS, and the Alaska Native Educators Student Association (ANESA) at UAF.

K-12 Outreach

The K-12 Outreach Program housed at UA Statewide works directly with school districts on recruitment and retention issues. The Alaska Teacher Placement program (ATP) works to fill the gap between teacher supply and demand by providing recruiting assistance to school districts, maintaining the ATP Job Bank online at alaskateacher.org, and hosting job fairs both in Alaska and the Lower 48. In collaboration with EED, ATP also works to recruit special education teachers.

The Alaska Statewide Mentor Project, in partnership with EED, supports beginning teachers throughout Alaska. Working with the New Teacher Center, ASMP is a grassroots effort that serves the needs of first and second year teachers onsite by providing formative assessment and feedback through teacher observation and support.

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The UA Alaska Educational Innovations Network (AEIN), located at UAA, was established to build stronger teaching and learning communities in nine partner school districts. This program offers professional development and training to teacher leaders and support to school districts.

The K-12 outreach effort at UA also includes activities for students such as sports camps, the Rural Alaska Honors Institute (RAHI), and Upward Bound, which offer the opportunity to complete college preparatory courses. The International Polar Year (IPY), for example, provided every school in Alaska with a set of posters and an educational resource guide with information about IPY. In addition, there is an art contest for students sponsored by IPY Education Outreach.

Research and Curriculum Development

Research grants often encourage a K-12 curriculum component. As a result, researchers and scientists alike are working to develop curriculum and resources for teachers right here in Alaska. Some examples include: Aurora Alive, an interactive DVD for students and teachers; Geographic Information for Alaska (GINA), a network and resource for teachers to use in the classroom; Global Learning and Observations to Benefit the Environment (GLOBE), a worldwide, hands-on, primary and secondary school-based science and education program; Science Teacher Education Program (STEP), a professional development program designed to increase Alaska teachers' science content knowledge in order to meet Alaska State Science Standards; the Alaska Native Knowledge Network (ANKN), which provides resources for compiling and exchanging information related to Alaska Native knowledge systems and traditional ways of knowing; and Math in a Cultural Context (MCC), a long-term, collaborative project aimed at developing supplemental math curricula based on the traditional wisdom and practices of the Yup'ik Eskimo people.

APPENDIX

Inventory of Reports Related to Teacher Training, Recruitment and Retention in Alaska

- Alaska Teacher Supply and Demand Report, 2005 Update
- Teacher Supply and Demand in Alaska—A 2005 Snapshot
- Finding and Keeping Teachers in Alaska - 2006 Supply and Demand Fact Sheet from Alaska Teacher Placement
- Turnover Among Alaska's Teachers: How many leave their jobs?
- Graduates of Alaska's Teacher Preparation Programs – Where Are They Now?
- Alaska Statewide Teacher Mentor Project Research Highlights, 2006-2007
- Alaska Statewide Teacher Mentor Project Executive Summary

- UAA College of Education - Program Overview
- UAA College of Education - Detailed Program Profile
- UAA College of Education - NCATE Institutional Report

- UAF School of Education - Strategic Enrollment Management Plan
- UAF School of Education - NCATE Institutional Report
- UAF School of Education - NCATE Board of Examiners Report

- UAS School of Education - Fact Sheet
- UAS School of Education - Center for Teacher Education Overview
- UAS School of Education - NCATE Board of Examiners Report

- Residency and Employment Followup on UA Teacher Education Graduates, 1989 - 2006

- University of Alaska End Results Performance Reporting on High Demand Job Area Program Graduates (Teacher Education)

Note: Each of the above reports is updated on a cyclical basis, ranging from semi-annual updates to an update cycle of several years.