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society that they're moving into. Another thing is that in this decision making our curriculum should address that, that this is exactly what it is for them. And that they should be given alternatives and ways of getting what they're looking for in drugs in a variety of ways.

When we ask kids what are some of the reasons they take drugs, the answers are the same that you'd probably give if I asked you. You know, to make you feel better, to help you cope with things, sometimes calm you down, help to relax, to be sociable, they're all the same reasons. There are a variety of ways that we've all learned to get these things and I think kids should be learned, to be helped to look at these alternatives as well.

And the last thing that I think should be part of the curriculum and learning is to make kids aware of the pressures that they're facing. I think that we are not really as open about all of the pressures that we get. We say that they're pressured by peers to take drugs. But they're pressured by their family and by the media, by television, by the world around them. They're pressured by the things they read and they are concerned about the world around them. And I think this should be also part of the curriculum that addresses this.

So I think that, in my perspective and from the perspective of the information that we've got on kids and drugs in the schools, and this is grade seven through twelve by the way, that we ask. I think curriculum has to incorporate this world very much into the schools because it's already in the schools. Thank you.

Moderator: We're going to follow the procedure of hearing from each speaker and then the panel will then change and very quickly we'll open to the audience for discussion. We're going to make this a workshop rather than a sit and listen process and I hope you will all participate with us. So while the speakers are going through their presentation, make notes and be prepared to throw some questions to the panel. Thank you. Betty has been kind enough, in short notice, to replace one of our speakers and I want to thank her for doing it and I want to present Betty Bender.

Bender: LoAnn Larson, my colleague ----- so I felt that it would be a great value to me to be among the legislators again and I taught for a number of years in California secondary school system. As a matter of fact ----- I don't know why I still consider myself an educator. Many of the persons that I'm involved in at AWAIC working with as staff are ex teachers. Every job announcement results in many ex teachers applying for the jobs.

The teachers have a great deal to offer to the AWAIC program. There are a number of parallels. We're involved

in education every day with women and their children. It's a process of unlearning behaviors developed from past experiences.

Replacing these behaviors with more positive ways of coping, problem solving. In this process of problem solving and coping, of course many of the women, and I must say also their children, have become involved in drugs. I consider the problem of drugs primary in my teaching years as well as my work now at the shelter. I believe that the skills are a great aid in women being able to pick up with their lives again in a more positive way. Improving the quality of not only of their lives but those of their children, the next generation. In a way, they have dropped out, not only in school, in many instances it is school, but also of life, for a short brief period.

Reentry, I find the schools, the curriculum very important. The women will pick up again if they left before high school diploma with a GED. Perhaps getting a college degree, others going on for a Masters and some are even at the Ph. D. level. The role of the schools and the curriculum is partially, I believe to break the isolation which is an intrinsic element of each abusive relationship. Communication, not only with peers, but also through the curriculum with ideas. Ideas for problem solving skills, coping, coming out of themselves, out of the abusive relationship and then after a brief time at the shelter, picking up again and going back to living in a much more positive way.

AWAIC is not only concerned with women and their children, there are two components. One is the male awareness program which deals with the abusers and learning skills to cope with anger which basically is the cause of domestic violence, lack of anger control. Because of the isolation that both the women and the men have worked themselves into, they've not been able to see, understand, feel, listen while they are at school. Therefore when they return, their attitudes many times, many times have changed dramatically.

The AWAIC staff often goes out to the schools in the community, ACC, UAA. We have practicum students working for their masters, doing their research at the shelter. We go to the elementary schools. The secondary schools in Anchorage have started in service training for teachers recognizing abused children, developing protocol to bring the children, recognizing first the children from abusive homes and then being able to do something about it. As yet, there is not anything in the curriculum, at any level, directed to an understanding of what is domestic violence, what is the relationship. However, one thing that I would like to see, and I think it could be used vitally by a number of people in the schools, we estimate that perhaps one out of every four families is involved in a domestic

violence relationship. So that an understanding, learning facts will help, not only to break the generational cycle but to help people who are already in it to learn problem solving skills how to get out of it. They're not alone and yet many of them feel that they really are. And I feel that educators play a very important role in improving the quality of life for men, women and their children.

Moderator: Thank you Betty. The problems of drugs, the problem of abused child, the people that through their experience grow to be disenfranchised adults and effective parents. The problems of looking at all of these situations and deciding then what sort of curriculum should exist in the schools and what kind of people should be available to teach those curriculums, to perform the role of classroom teacher and even more importantly, the administrative school system is a problem faced by the schools of education in this country. Sort of in the fore front, in most cases, should be in the fore front of change. Dean Bergquist is in a enviable position in the University of Alaska, in a state that has a chance to profit from the mistakes of the Lower Fortyeight and to develop here a new and vital process that perhaps might serve as a model for that lower part of the United States. Dean Bergquist.

Bergquist: Well, enviable or not, I'm in the position, I guess you might say. Also I have to confess I have only just fairly recently arrived here in Alaska. Been here since July. And I'm finding that if anything, the diversity of the problem, the problem statement and so forth isn't getting clearer, but rather getting a bit more difficult to understand as time goes on. I would like to give you some idea though of the sort of approach that I think perhaps would be a profit to consider thinking about when we try to deal with the student who is somehow or another just not managing in school. This is not a problem, first of all that I think we need to lay entirely at the foot, at the foot of the student, but rather we need to accept that there are considerably wider responsibilities. Beyond, far beyond just what that student does and what he or she may feel and express to us through acting out behavior, through perhaps the unacceptable behavior at times, and perhaps too, particularly that most unacceptable of behaviors, that is complete rejection of us as educators. We need to consider that the student who has at this point decided I won't have much to do with school anymore, has in effect said to us we've not entirely managed to do what we at least said we would try to do when we went out to educate. Also this student is telling us often in somewhat silent but very loud silent ways, I want help. I'm not telling you anything that you don't know, I'm sure. But let's get this kind of out at the beginning.

The pressures that are placed on all of us are contributory to this process that we see, that we call dropping out, stopping out, going out, turning off, or whatever kind of jargon we would prefer to use. It is not however, only the child, the student or the faculty member of the school, it is society's problem to a major degree as well. As indicated by our previous two presentations, we are talking about something that is symptomatic of a rather substantial segment of our society, not something that occurs just to individual students and in the schools. We see dropping out, we see the person, the adult, stopping working as often, as perhaps, in more distressing ways than we see this happen to students. We see for example, in many instances the adult who tries first one job, then another, then another, and finally at some point gives up trying and simply drifts from one situation to another. If this were not the case, we would not need such things as, in these days and times, breadlines or other kinds of compensatory support services for all segments of our society. So what we are seeing in the schools, I believe is a shared problem but it is also a very wide, wide problem and we are simply seeing that perhaps, for us, for us as school oriented people, the most heartrending symptoms of that problem.

Let's take a look now, for a minute, at some of the things that are happening. As a shared problem, I'd like you to also consider that what is happening to the student is not all that is of concern here. We've heard presentations earlier today that indicate for example, there might be a good deal that we need to look at in what is happening to teachers. That may in fact then result in certain symptoms somewhat removed in children's or students behavior. For example, if we continue to have a situation where a teacher feels very much under pressure. feels that he or she is not being rewarded for the efforts put into the job, that is at best demanding, at certain times is frantic, then what is one of the possible outcomes on children. The pressure will be translated to the children. They in turn, will have to figure out some way to cope with that pressure.

The pressures that we're talking about here are such things as, teachers perhaps not demanding, as Mr. Wong may very rightly say, not demanding the appropriate kinds of behavior, or perhaps demanding behaviors that are entirely inappropriate for a given situation. Take the situation, a teacher comes into a classroom and sits around and shuffles papers for awhile and then finally says well, I guess we got to do something today, so what do you want to do. That situation might seem, on the surface of it, to place the child in sort of a relaxed laissez faire kind of a relationship with the teacher. As a matter of fact, to the contrary, for many students asking what do you want to do places almost intolerable kinds of pressures upon them.

What do I say, how can I respond, if I say something will it be acceptable.

Those are the kinds of things that we perhaps need to look at and be concerned about when we talk about the pressures placed upon teachers and students. The sources of those pressures are, of course, multiple. As I indicated, society has an agenda, it is out there, it impinges on all of us. Whether or not we cope with it is, of course, one of the concerns that we have in talking about students who give up and teachers, likewise who perhaps give up. These types of pressures, of course, are translated into the behaviors that we talked about, or our previous speakers have mentioned such as drug abuse, truancy, dropping out.

But perhaps the most important and insidious of any of these effects of this kind of pressure is the student, who in effect, still maintains attendance but simply stops doing much of anything. In one sense those are the ones I worry about the most. Those are the ones who often appear to be sitting there in the classroom somewhat articulate perhaps at times, but only when stirred by some sort of passion or other. They're the ones who also perhaps may simply defy you and say, I dare you to try to teach me something. You've seen them, I'm sure if you worked in a classroom for more than a few days, or perhaps just one day would take care of that.

We're talking about all ranges of turning off and not participating in the system. But we're also talking about a set of problems that I believe, has some source or some possibility for solution. I'd like to suggest at least a few, perhaps in outline form, so that we can consider them, and if you like, come back and discuss them in somewhat detail, somewhat more in detail later on. Number one, as a person working principally in teacher education, one of the first things I'll say is, I think that we have responsibilities, from my perspective, to work with teachers, to help teachers develop the appropriate kinds of skills to deal with exactly what we are talking about here. The pressures, the kinds of behaviors, the responses that they get from in the educational setting that are obviously inappropriate. The things such as the drug use, the stopping out, etc. We need to spend some time perhaps prior to teaching, perhaps during the teaching process, I'm fairly certain, likely at both instances, to help teachers develop what are otherwise generally called coping skills. How to, for example, cope with the problem of overloaded classes, of students who appear to come and go, almost at will and a number of different kinds of situations of this sort.

When we send a student teacher out, I'm often struck by one of the things that happens within the first week or so for some of them, they come back a little bit wild eyed, a little bit some of them put down and say you never told me it was like this, you never told me about the reality of

schools and schoolrooms. I think perhaps we have, as teacher educators, more responsibility to prepare people for this kind of, well I won't call it difficult work so much as it is challenging work.

Another kind of thing that I want to stress here, too. Students, who inspite of finding themselves in very stressful, very difficult home or other situation, who inspite of those kinds of those entirely negative conditions, do somehow find their way through to a successful conclusion of the high school experience and perhaps even, you might say successful transition, into adulthood. Students of this kind have been studied and we, no certain things occur in their day to day lives, and in their lives in school. One of the things that we know is they are very adapt at finding good models for their behavior. That is that one of the things we need to, in by extension, work with teachers long at all levels, pre service, in service, and so on, is to help them become good models for the kind of things that we want students to do. It's not going to happen, as I suggested the teacher coming in, sitting, shuffling papers and then saying what do you want to do. That's not particularly good modeling behavior for the student who's kind of on the edge of things and ready to drop out. That'll perhaps, if anything, push the student over the edge. What we want is a teacher who will be able to do some of the things that Mr. Wong mentioned earlier today. Come in and present the students with clear alternatives, making choices, making decisions, he would not use that term I know, but making decisions that are influential on the ultimate behavior of the individual, both the teacher and the student.

Another characteristic that we know exists in students, who inspite of all the risks, bad risks, and bad indicators, that would say that they are not going to make it in life. Those students and children, who inspite of all those problems, are successful. Another thing that we know is that they seem to at some point or another, have a recourse to what we might call a strong positive experience with some individual. Frequently it is in a situation where we're talking about a battered child, the other parent or another relative or someone else who's able to step in and form some kind of a positive relationship with that child. If we're talking about the child in school who is failing, falling, dropping out, frequently the ones who manage, inspite of all of those problems, to pull it out and succeed academically or at least make the situation work for them, they find one of the best sources for that kind of positive relationship is with a teacher.

I would suggest that one of the things then that maybe we need to do is to acknowledge that teaching is not all just a matter of presenting the information. It often has a great deal more to do with being able to recognize when a

student has a difficulty and being able to, at the appropriate moment, say a kind word. Being able to indicate that things will work out. Being in a sense, that source of a positive situation, a positive experience within the classroom that then can be used as a basis upon which the trouble student can call for some emotional or other support to see them through, to get to the end, to be successful.

I think there is also another kind of possible area of solution to consider too. And that is we need to be very candid with students themselves about the nature and concerns that they are facing. The nature of the problems and the concerns that they are facing. I think too frequently we tend to push the problems aside and say well, if we don't acknowledge them they'll go away. That isn't the way to deal with difficulties, particularly with high school age students who are perhaps, in many instances, at the point that they understand better the nature of the problems than we do as educators. The suggestion I'm making here is that we acknowledge a good deal more candidly with students the problems, the risks, the concerns in such programs as programs to focus on drug education, on stress management, coping skills, and that type of thing. Not so much at the level of a curriculum per say, but rather in the service operations of a school. If we can provide the clear indication to students that we acknowledge that there are problems and that, furthermore, we're willing to work with them on the problems. That often is the major step towards the solution of those problems.

I submit that these things again, are not matters that fall entirely to the student, they are not matters of concern that fall entirely as a responsibility for teachers or for administrators or for parents. They are a shared responsibility that has to be dealt with in a collaborative, a collective kind of fashion. When we have the mechanisms for doing that, I think we will probably see significant reduction in such symptoms as the drop out, the person who does not care, the person who doesn't pay attention, the one who in the long run is the educational failure that we, of course, never want to see come through our hands. Thank you.

Moderator: I think Dr. Bergquist is suggesting that we can't have standardized programs until we have standardized children. That's the educational process, it is a sharing process and that we need communication and product advertising perhaps.

Wong: Did you know, did you know that the absolute worst lunch you can have is one that is high in protein and meat? What every person should know is that the best lunch you could have is salad and vegetable. Did you notice I had two salads today and I'm the most wide person in this room? Oh

it's so nice to see my fifth period class right now. Everybody's falling asleep. And it's not due to the three panel members, they're delightful people. Therefore, as every good teacher knows, I want everyone to stand up and say wake up! Wake up! Breath deeply, stretch your arms!

End of Tape I

Tape II

What I do is not as important as who I am and I tried to share with you this morning who I am. But nonetheless, lots of people came up to me during the lunch, and in a sense, wanted to know who I am. Ok. I am a classroom teacher who has taught for the past twenty-eight years in a town, a city, a suburb south of San Francisco, thirty minutes south of San Francisco called Minelo (sp?) Park, where I taught at a high school and now in a junior high school. But what's more important is that for well over half of my career I have been teaching what are called basic students. And some of you who know me know that that has been my challenge. And I've enjoyed it.

In fact, much of what I have learned from teaching has been learned from teaching what I call basic students. You don't learn much from teaching college bound kids. You learn a whole lot from teaching kids of the type you have just heard today. And I have grown as a result of teaching those kinds of students. In the State of Colorado they are called basic skills students and that's where I will be going next month to work with those teachers. I am often called to Ontario, Canada to work with what are called general level students. We're all talking about the same kid. That's the kid who comes to school and sits there and dares you to teach him. The kid's not a dreamolodial. Runs around the school doing everything straight As, pom pom girls, cheerleaders, sings in the church choir, work at McDonald's. Monday he comes in the school and says hey, Mr. Wong, I got some free time, got a project for me to do? I don't want to talk about that kid today. I don't want to talk about the kids going to college. I call the ulceroidal, worried about SAT scores, Friday's examination. Don't want to talk about those kids.

I would like to talk about those wonderful kids who come to school, sit there and dare you to teach him. That kid's not a dreamolodial, that kid's not ulceroidal, that kid's hemorrhoidal. Now we can turn that kid on so he doesn't drop out of school. We have accomplished everything we wanted to accomplish in terms of equal opportunities in a democratic society for everyone.

Now let's just clarify something. Last year 47,000 students dropped out of our high schools, all of whom had As and Bs. Alright. Now you see the thing is we come in here and talk about dropouts. Oh, dropouts Harry Wong! Oh, you mean minority kids. You mean disadvantaged kids. You mean rural kids. You mean deprived kids. You mean slow learners. You mean dumb kids. You see, that's our image, right? Turn off dropout kids. Until you that 47,000 kids dropped out of our American high schools last year. Every single one of those 47,000, that's a group, had straight As and Bs. Ok? So they're not all drug problems, they're not all alcohol problems, they're not all abused problems. They are all kinds of kids, and you find them in all kinds of schools.

Now, just think about that one as background. Now let me give you something else as background before I go into my presentation on how we can prevent dropouts. Here's some more statistics I would like to share with you as to what a good job we are doing. Thanks to drop out prevention programs, 92% of the students currently enrolled in public schools are actually attending classes as opposed to 1969 when only 70% of the kids were attending school. So you see, we're not doing that bad a job. But the fact that we are sitting in here today worried about the other 8% tells us what a good job we are doing. That's fantastic. Enrollment in colleges and universities was 6.4 million in 1966 and the figure is now well over 11 million. So we're not doing such a bad job. The number of students graduated from college and universities tripled from 1955 to 1977, from 286,000 to 900,000. In 1900, 11.3% of U.S. population was illiterate. In 1970, according to the Education Commission of the States it was down to 1.2. And the last one I would like to share with you is that the United States has more of it's 15-18 year olds enrolled in school today than any other country in the entire world. So again I say to you, my fellow teachers, we aren't doing such a bad job, in fact I say we are doing a very, very good job. But we can always do better.

And so the question today is how do we prevent even more dropouts? Well what I want to do now is simply share with you what I as a teacher do. Now please, that's what I do best. I can't do it any other way. I'm not a college professor, I can't do what Dean Bergquist does, you see. I am not skilled in working with alcoholic, drug people, kids and abuse. I'm a class room teacher. And so they're the experts. All I know how to do is teach school. I'm sorry, that's all I know how to do.

And so what I want to do today is simply share with you how one crazy teacher has never had a single dropout in the past fifteen years, honest. Not only have I not had one single dropout, the kids line up, the parents beat the counselors to death if they do not assign their kid to my

class. And Harry Wong teaches according to the general public, the toughest subject in the entire curriculum. Now, that's to the general public, but not to me. You see, Harry Wong teaches science and everyone hates science. I don't know why, there's no reason for you to hate science. But I teach science, that's my credibility. I teach science and have absolutely no dropouts and yet they line up at the door. And so what is it that you and I can be doing. We can all do it. I'm not that good. I just am simply doing what the good professors have taught me. I'm simply doing what the researchers told me as a classroom teacher to do. And I would be pleased to share it with you right now for a few minutes. Now please, I'm not here to tell you what to do. I'm an Outsider. Ok. I'm from the Lower 48s. I have never been in the bush. I almost made it. When I was in Dillingham they promised to take me to some villages en route to Bethel but I got fogged out. So you're the experts, not me. All I can do is to simply share with you what I have done. And if you like what I do, please steal. Please steal. Please copy, please record. On the other hand, if you don't like what I do, that's ok. You go mumbling out of here today at 5:00 saying to yourself three million Wongs in the world and I haven't heard one right yet. Uh.

Largest family name in the world. More Wongs in this world than Smith. That's right. Check the San Francisco phone book. Nineteen columns of Wongs in the San Francisco phone book, only fifteen columns of Smiths. We outnumber the Smiths by four columns. But you know what the Smiths tell me. Sure, Harry there may be more Wongs than Smiths but the Smiths, we have you beat, we come in more different colors. Half a column alone of Harry Wongs in the San Francisco phone book, my students never call me at night for help. If they tried it, they'd probably end up ringing the wrong Wong.

It is the first day of school, the kids are coming down the hall looking for my room and my room is all ready for instruction. Why? Because the research says a classroom must have a positive classroom climate. That's where you begin by preventing dropouts. Your classroom is got to be ready. Common sense. How would you like it today when this whole educational symposium is over at 5:00. We all get up and go downtown to Anchorage to go have a dinner. You walk into a restaurant and the maitre'd says ah, welcome educators, please come to my restaurant to eat but by the way, I'm not ready. Seven of you help me set the tables. How long do you think that restaurant would be in business? That business would be bankrupt in two weeks due to what? Customer dropout. How would you like it if you walked down the street to Nordstroms to shop and they were not ready for you to shop. Nordstroms would be bankrupt in two weeks due to customer dropout.

Is your room ready for your customers when the kids walk in. My room is ready. Oh my God is it ready! I've already called the local senior citizens club. Alright. And I've got five paraprofessional volunteers to help me and they've got my room all decorated. The bulletin boards are up, the mimeographs are run off, the desks are polished. The room is ready when the kids walk in.

Point number one, the classroom has got to be ready, it's got to have a positive happy climate when the kids walk in. And the students walk into my class and, as I said this morning, they are given an assignment and they are told to sit in a certain chair. But they're not just told, they find their chair. And they sit down. And Harry Wong says hi everybody, it's so good to see you this year. 1983-84, welcome to my class, our class. That's right, welcome, welcome. I hope you all had a good summer. I had a fantastic summer and I'm looking forward to this school year. That's right.

This is going to be my twentyninth year of teaching school. That's right kids. I have twentyeight years of experience. I know what I am doing. That's important to prevent dropouts, you see. They want that security of knowing that you are competent. I have twentyeight years of experience and not only that, I am competent. I mean, kids, if you've done something for twentyeight years, you oughta know what you're doing, right? Yeah, yeah, Mr. Wong, you oughta know what you're doing. So kids, relax, you're in good hands. I not only know what I'm doing and I'm competent, I enjoy teaching. I love to teach school. That's right. And so kids, relax. Do you know what I'm talking about.

Do you know what I'm talking about, do you know why people drop out? Because they do not perceive you as being competent, my fellow classroom teachers. They do not perceive you as someone who enjoys or who loves to teach. Have you ever told a class that you're competent? Have you ever told a class that you love to teach school? Have you ever told a class how nice it is to see them? Have you ever told a class, relax I know what I'm doing, you're in good hands? You see, I do it.

And why do I do it? Have you walked into a doctor's office lately? You ever notice what the doctor's hang up on his or her wall? Framed, in neat columns. The doctor's diplomas, internship, residencies. I'm in a dentist office, my mouth is open, he or she is coming towards me with a drill. I look up on the wall immediately. I want to see lots of diplomas hanging on the wall. You go down the street, you walk into a travel agency, notice what the travel agent has hanging up on his or her wall. United Airline qualifies them for this, American Airline qualifies them for that. Go into a business person's office and notice what they have hanging up on their wall. Junior

Chamber of Commerce, Executive of the Year; Rotary Club, Young Person of the Year; United Way, Chairman of the Year. They proudly hang up their achievements. Even the mechanics proudly hang up their mister goodwrench certificates.

But you walk into a classroom and you don't find any diplomas hanging on the wall. I hang up my diplomas. You see. My kids see my diploma hanging on the wall. And I say, kids, I'm qualified, so just relax. That's important to a kid. Very important that the kid have some security that you are qualified and they relax. And the second they relax, and what is this whole thing taking me, less than a minute, wack! I hit them with the discipline plan.

The research says a teacher will have discipline problems if he or she does not have a discipline plan. Do you have a discipline plan? I have a discipline plan that takes one minute to tell them.

Let me explain what I'm talking about. Have you ever noticed that the airlines do not have any discipline problems. Why? Because all the airlines have a discipline plan. And you don't even know what it is, huh? You have got it memorized and watch, you have got it memorized, that's right. You get on an airline, they shut the door and they say welcome to the friendly skies of United. Rule number one, now they don't say rule number one, but there are five rules of behavior on an airline and they are as follows: 1. put out your cigarette; 2. put your lap tray up; 3. put your seat back up; 4. put all your luggage underneath the seat in front of you; and everyone in here in unison, I want a class recitation, what is rule number five? (Put your seat belt on). Whoa! What a class!

So discipline, walk into my classroom tomorrow, tap some kid on the shoulder and say, recite from memory Mr. Wong's five rules of behavior and the kids will be able to tell you what they are from memory. That's right. Please I'm not an ogre, I'm not a tyrant. I mean United Airlines is not an ogre, they are not a tyrant. They are just rules. My kids will be able to recite to you from memory. Phase number one of Harry Wong's prevention dropout program, important. You got to have discipline in the classroom. Ok? Number one, they recite the five rules of behavior.

Number two, the kid will be able to tell you from memory, exactly what will happen to him or her should they choose to break one of the rules. They'll be able to tell you the eight things that will be done to that kid, of which Harry Wong will do four and the principal will do the other four. Now what am I explaining to you? What I'm saying to you is I hear lots of teachers, beautiful colleagues say, Harry Wong I get no backing from the administration. Have you all heard that one? Well buddies, I won't back a whole bunch of you guys up either. If all you do when the kid missed the As is throw the kid out of the room, send the kid down to the office and expect somebody downtown to take care

of the kids. Not me. I go down to the office, I sit down with the principal and I say principal, I would like to work out with you a mutually agreeable discipline plan, of which I will be responsible for half the plan, and I would like you to be responsible for the other half. And so the principal knows, that when the principal finally gets one of my kids, Harry Wong has exhausted his four steps. And when I send a kid to the office, I know exactly what the office will do. And I get backing. And the whole plan is duplicated, is sent to the house, the kid gets a copy.

But the part I like to talk about is phase number three of Harry Wong's discipline plan. You say to the kid, now what if you behave? What will happen to you and the kid will just smile. Will tell you what will happen to the entire class on Friday as their reward. It's a three stage plan. And it is told to the kids all within the first two minutes of the first day. I said told. I do not discuss, we do not brainstorm. I mean could you image United Airlines saying, passengers, I got some bad news for you. The plan is about to crash in thirteen seconds, could we all gather around the cockpit and brainstorm what we ought to do in this situation? I sit in my chair and say put emergency plan into action. Where you see where the kids misbehave in your classroom you got to have a plan. So you see, if I see misbehavior in my classroom, ok. I see misbehavior. Verdall is acting up. And I say put plan into action. You see that's all I do. I don't get mad, I don't get angry, my blood pressure does not go up. Wong says, uhuh, put plan into action. And that's the most beautiful thing about stewardesses, flight attendants, and pilots, you ever notice that? I mean, you really, when you fly in an airplane you have full confidence that you will get there safely and that should there be some kind of an emergency they know how to take care of it. And that's exactly what I'm talking about.

These are some of the things I do to prevent dropout. Two minutes have gone by, that's all. One, I'm competent. Two, here are the discipline plan. And the kids don't fight it. Welcome to my class again. Who is sitting in seat A1 please. Hopefully only one hand goes up. The kid sitting in the first chair in the first row, the first column, I say what is your name please. And the kid tells me his or her name. Sidney Bergquist. Did I pronounce it right? Thank you sir. I do not pronounce any names on the first day of school. Do not destroy the beauty and dignity of any human being by mispronouncing their name at any time, much less the first day of school. So you see, some of us unfortunately have created potential dropouts within the first minute by not telling the kids what the discipline plan is, by not telling the kids that you are competent, and worse yet we mispronounce their names by reading the roll book or the registration cards or the computer printout.

Hey, all of you in here, you have a name and you don't like it when someone mispronounces your name, why? Because you are God's greatest creation, nature's most magnificent invention, there's never been another human being like you in this world, and you don't like it when someone mispronounces your name. You are important. So on the first day I go A1, A2, A3, A4, what is your name please. Thank you, thank you, thank you. And what else do you do? Oh, I work at McDonalds, you know I sing in the church choir, oh class, Sidney Bergquist, you know, straight A student, sings in the church choir, works in McDonalds, welcome to class. I go to my transparency machine. My seating chart's projected on the machine and in space A1, I write in Sidney Bergquist and then I stop and give every single student in my class a seating chart. Harry Wong, why didn't I think of that before?

You walk into most class rooms in America and who's the only person with a seating chart? Who? The teacher. Why? Because that's the way it's always been done, Harry Wong. I mean when I went to school the only people with seating charts were my teachers and now that I'm a teacher I look up and down the hall and the only other people with seating charts are the other teachers, since that's the way it's always been done. And everybody's doing it that way now, I do it too. Monkey see, monkey do. Not Harry Wong.

I choose to give everyone a seating chart. Why? Two reasons. The first one is the research on cooperative learning. Their names are David and Roger Johnson, University of Minnesota, Minneapolis, Minnesota. They have written four books on the subject and if you don't buy into it, write to them, they'll send you a bibliography that right now exceeds 625 pieces of research that says teach kids in groups where they can help each other and four things will happen: 1. higher achievement, now you realize that higher achievement means less dropouts; 2. more homework is turned in, and you realize that when more homework is turned in, you get fewer dropouts; 3. they will like school more, and you realize that when the kids like school more, they won't drop out; and most important, 4. they will like you and I, my fellow classroom teachers, even more. And when the kids like you, they will not drop out of school.

Cooperative learning is better than what other method? Ready for the shock of the day cause here it comes. It is much better except for gifted children than self pace individualized instruction which died fifteen years ago, and if you don't believe me pick up the spring edition, one of the spring issues of Educational Leadership, the official magazine of ASCD and you will find a giant article in there officially pronouncing the death of self paced instruction. Notice what I said now. I said self paced instruction. I did not say individualized instruction. I mean anyone who

stands in the door greets the kids, alright, tells them they are God's greatest creation, does not mispronounce their names, must believe in the individual dignity of human beings. Individualized instruction is not dead. Individualized instruction means the more different ways you know how to teach, and the more different ways you know how to reach kids, the more individualized you are. But unfortunately many teachers don't realize that, many teachers think that individualized instruction means you give everyone, everyone the same program. That's right. Everyone gets the same book. Everyone gets the same worksheet, everyone gets the same program, and the only variable is what? Rate of speed. Do it at your own rate of speed. Jill, I know you don't like liver and onions, but everybody at this dinner table tonight gets liver and onions. I know you're a slow eater, so eat it at your own rate of speed. And Jill is sitting there saying no Harry Wong, I want a Big Mac. See Jill's an individual but what we do is we give everyone in class liver and onions, please liver and onions is good. Alright. But that's what we do, we give everyone the same lesson. And it's rate of speed.

Now how do we get caught up in rate of speed? Well rate of speed is the great all American free enterprise virtue, isn't it? That's right. And until you realize that there are other cultures, there are other peoples who do not operate by self pacing. That's right. I would hypothesize that native Alaskans are not self paced. Why do I know that? Because I know Asian culture. I know Spanish, American, Hispanic, Latino culture because I'm from California. I know how a Korean child thinks. I have been brought up in a family situation. And when you put me into a classroom situation and says kid, go sit in a study carrel all by yourself, and consume a lesson, all by yourself. Do you realize you are threatening me and you are causing me to drop out of school?

And yet we've all been brought up thinking the best way to teach kids is at their own rate of speed, huh? And that died fifteen years ago. How do I know that? In common layman's language, when's the last time you and I, my fellow Americans, heard the term do your own thing? That died years ago, right? In fact, my fellow Americans, what have we been saying for well over five years? Reach out and touch someone.

The biggest word in American democracy right now is not do your own thing. The biggest word in the computer field is what? Networking. Haven't you people been noticing that? That's the biggest word in computers, networking. And what does networking mean? It means that someday all of us are going to have a computer of our own. It's even going to be in our own home. And we are going to plug it into the phone line and that's why she's called AT&T information services. Ma Bell's no dummy. She can't wait for this day

when we all plug into her phone lines and use her own phone lines because we need to network and access and retrieve from each other's computers. For those of you into the computers you know about networking.

And so to teach a kid to sit in a study carrel all by himself or herself to consume at their own rate of speed, first, you are not teaching the kid how to survive in the information world. But secondly, you are violating all the rules of good education which says, which says that the most, the most insecure time for any human being is childhood.

You know they say that adults, senior citizens are lonely. Senior citizens are not the loneliness age, because of their age and their wise wisdom in years of living, they know how to cope with loneliness. The loneliness age, according to psychiatrists, is young age. And what do we do with these young people? We put them in study carrels all by themselves and frame them to death. Do you know that alcoholics have a support group? Do you know that drug addicts have a support group? Do you know that abused people have a support group, thanks to these wonderful people who provide these support groups? Do you know that cancer patients have support groups? Do you know that battered wives have support groups? Do you know that widows and widowers have support groups? Do you know that fat, overweight people have support groups? Do you know that women in business who aspired to preeminence have support groups? We have support groups all over America. Have you ever thought about it? I know of one group that does not have a networking support group. And who are those? Kids. Kids do not have a support group.

And what do we do with these kids in school? We put them in study carrels all by themselves and separate them from each other. And we wonder why we have dropouts at school. In my school, my kids work. Ala David and Roger Johnson, in groups, helping each other out.

Oh, I know what you're thinking. I know what you're thinking. You know, we've been so --- in American, do your own thing, Yankee spirit. That you think that the only way to preeminence is do your own thing, Yankee individualism spirit. Until I point out to you, that who is probably the most preeminent group in America, in the world right now. Who makes all of our TV sets? Cars? God, I get sick and tired about those people. That's right. The Japanese. And have you looked at Japanese education? Have you looked at Japanese culture? It's not do your own thing, it's called quality circles. That's right. Management works hand in hand with labor. You hear that? Labor and management works hand in hand with government. You hear that Senator Josephson? We all work together in Japan for the common good in a cooperative spirit and as a result of working together in a cooperative spirit, they have achieved preeminence.

So don't tell me that the only way you achieve preeminence is to work by yourself in a carrel consuming at your own rate of speed. And the reason it died fifteen years ago is smart educators realized that what we were doing was not teaching kids subject matter, we were teaching the kids how to consume, consume, consume, consume. That's right. And when they were not able to consume enough, they went elsewhere to look for other things to consume and dropped out of our schools.

But in my classroom situation everyone is given a seating chart and everyone is introduced to each other. I know what you're thinking from the bush, but Harry Wong, we don't have to give kids seating charts in the bush. The kids all know each other in the village. ---- Right? I teach in a small village where everyone knows each other.

I would like to read May 20, 1983. I just got this, less than six months ago. I was at a university class lecturing to a class of student teachers. At the end of the school year, these student teachers have been teaching with a master teacher all year, all year, nine months. And I gave them a lecture on how to reach kids, prevent dropouts and have high excellence in the classroom. And I got a thank you letter from a college professor who said Dear Harry, one girl even tried something in her classroom to test out one of your ideas. She handed out a blank seating chart to her ninth grade class and asked all of her students to fill in the seating chart, giving first and last names. Only about 80% of the students seemed to have two thirds of the names correct. Many of them only knew first names and there were even a few students who could only name six or eight student sitting around them out of a class of thirtyfive.

Please do not assume that just because you teach in a small village that everyone knows each other. I discovered years ago that these kids do not know each other. They may know each other by name but they do not know each other.

And this is why in my class, each Friday two students are selected to do what I call, I want to introduce my friend. It takes fifteen weeks to take place in my class of thirty. And this is the way it operates. I say I'm going to pair everybody off in this class and once a week, on Friday, we will take five minutes, and for two and a half minutes I want you to introduce each other to class. And so, on Friday, Fred and Larry, it's your turn to introduce each other. So interview each other. And on Friday you will be given an opportunity to introduce each other to class. And so Friday comes, Fred and Larry sit up here, alright. And I say class, this is what we're going to do. Larry, I want you to introduce Fred as if Fred was the keynote speaker at this convention. Preeminent heart surgeon to address 6,000 medical doctors. And Larry, I want you to introduce Fred. And so Larry stands up and

introduces Fred. And when that's all over the class goes clap, clap, clap, clap, clap. And then Larry sits down and Fred stands up and introduces Larry. And they go clap, clap, clap, clap, clap. What did my class hear for five minutes? Positive words said about what? Each other. And this goes on for fifteen weeks. And after fifteen weeks, thirty kids have heard positive words about each other including their teacher, because if I had twenty nine kids, I am one of the thirty kids. I get to introduce Sidney, Sidney gets to introduce me. Cause I'm a human being too. And so these are some of the things that I do in my classroom. Ok. 4:00 we are going to stop, in a little while.

Now, let me share something else with you, one more minute. I have in my hand, a list of some of the things that I do in my classroom to prevent dropout. For instance, these are some of the things that I do. 1. I base my entire educational program on research. I do not blindly copy on what other people are doing. 2. I diagnosis learning style, I wish I had more time to do that, maybe we can do that in the one hour remaining. I diagnosis learning style. I understand learning style. You see, potential dropouts have a unique learning style. 3. I prescribe to proper instruction to match my teaching style to their learning style. I'd like to talk about that one. How you match teaching style to learning style because the more you match the style, the greater that you will prevent dropouts. 4.5. Invitation. I invite people. I give them a seating chart, a discipline plan, a calendar plan, a storage plan, a safety plan. I wish I had time to talk about my study plan where the kids are given a check list that tells them exactly what they are going to do at any moment to help them succeed in my classroom etc. etc.

And in the thirty seconds remaining, I'd just simply want to read something off to you. Dear and dear. You know what happens when you prevent dropouts, when you prevent a kid from dropping out? This is what may happen to you. You get presents. Have you ever gotten presents from kids, especially at Christmas time? Because when you get a present from a kid, what is the kid telling you? You've done a very good job. I love you. Thank you for keeping me in school and not only that, thank you for making school enjoyable.

And I got one one day, dear Mr. Wong, I just want to take this time to thank you for how much your life has taught me. It encourages me to see how open and friendly you are to our class. You have helped me by the words you say. I just want you to know that I appreciate you. The class loves you even though it may not show it at times. Your life makes us smile, Mr. Wong. Thanks again for being you. And the word you is underlined seven times.

And all I wanted to say is, right now in conclusion is this. The kids do not come to school to take a class that's third grade. The kids do not come to take biology. The kids do not come to school to take history. Don't you know that? The kids come to school to take a class from you. You can make or break a class. You can decide whether kids will drop out of school or stay in school. They come to take a class from you. Don't you know this? You ever listen to kids down the hall? They don't say, hey what are you taking this year? They say I got Mrs. Murphy, yucko. Or they say, I'm taking home economics this year. There are four home economics teachers and the computer gave me Mrs. Brown, the best one in the school, how lucky I am. The kids are coming to take a class from you. And you can decide whether kids will stay in school or dropout of school. Thank you.

Moderator: Is there anyone here who would be bored in Harry Wong's class? Is there anyone here who would go to sleep in his class? I don't think I'd even want to miss one day, frankly. I think we continue the process, the learning process, hopefully, and then going to then, to now, turn it over to the panel and to the audience in combination. To discuss what we've discussed, to explore it and to continue the process of discovery, but let's go.

Bergquist: I'm sure that one of the questions that a number of you want to ask, I'll ask it perhaps for you. What are those five rules of discipline?

Wong: We have a very very wise lady sitting in the audience who said he really didn't want to tell us. That's right. I really don't want to tell you. And there's a reason. Ok. Playing devil's advocate and I thank you for doing this, Dr. Bergquist.

If you have to ask me what are the five rules for discipline in your classroom, what you're really saying to me is you don't know what you want the kids to do to behave. That's right. Because if you cannot spell out exactly what it is you want the kids to do, to have a discipline class, and you have to ask me, you don't have a discipline plan. However, we're not here to make fun of you, so I will be happy to tell you.

Please do not use these five rules. You must decide what are your five rules. But before I give you the five rules, hold it. See, the rules are only one third of the plan. I said I have a discipline plan. I didn't say I have rules, I have a discipline plan of which part of the plan is to have rules. Just because you have rules is no guarantee that you'll have discipline in the classroom. You got to have the whole plan. And do me a favor, Dr. Bergquist, don't ask me to explain the whole plan. It takes a whole long period of time to explain.

But my five rules are very simple. Number one, follow directions the first time they are given. You like that one, huh, teachers. I never get, would you repeat that again sir? I didn't hear you. What did you say Mr. Wong? I say it once and they do it. That's it. Rule number two, do not leave your seat unless permission is given. Rule number three, do not speak unless permission is given. Rule number four, do not touch another student with your hands, feet or any other object. And number five, no cussing, swearing or profanity.

Please, you have your own rules. But there's more to it than that. See, the most difficult part of this whole plan, and that's where I need to coach you is not the rules. The most difficult plan is the minute the kid breaks one of the rules, what do you do? You see. I would love to spend an hour with a small group of you people and I mean coach you people. Coach you. I didn't say on a workshop. I said coach. By the way, sorry to take up so much time. We've been hearing this word all day long.

All day long we've been hearing coaching, coaching, coaching. First I threw it out this morning, then Mortimer Adler threw it out this morning, and I'm not assuming you don't know what the term means, but I think I should share with you, for those of you who do not, how this all of a sudden came to foreign education in the last year or two. It happened, I would say three years ago when a man by the name of Bruce Joyce (sp?) who wrote, by the way, Models of Teaching. Wrote a paper on coaching. And this is what Bruce Joyce said. Bring the people into the Sheraton Anchorage Hotel, serve them steak for lunch, have them in a nice ambiance environment, wine and dine them, cheese and crackers, bring in hot shot speakers, have them go back to the bush, and one year later see how many of the ideas they have picked up today, from all of the people here on the program that they have permanently put into their repertoire. And according to Bruce Joyce, you're ready for the shock of your life, five percent. He said phase number one, it's called awareness. This is an awareness conference. Five percent is all that will materialize out of this meeting.

He said step number two, bring the people back next year to the Sheraton Anchorage Hotel, wine and dine them, prime rib with yorkshire pudding. Lay it out thick, make them comfortable and phase number two, make them aware, hot shot speakers and then have the people demonstrate, that's right. I should be standing up here, they should be demonstrating what they do at their centers, their skill, they should be showing you so you can watch how they interact. Phase number two you sit here and you watch these wonderful people deal with their clients, you watch the demonstration. You go back, one year later we come to the village and we observe you and you know what Bruce Joyce

discovered? How much you have added to your repertoire if you watch these people deal with their clients or watch me teach or Dr. Bergquist teach? Five percent.

Phase number three, Bruce Joyce says bring them back, you know. Put them through the sessions, demonstrate and

End of Tape II

END

WORKSHOP E

Alaska's Program for School Finances Whither the Foundation Program?

Moderator: E.E. (Gene) Davis, E.D., Superintendent, Anchorage School District

Panelist: Jay Chambers, Associates of Education, Finance and Planning, Stanford, California
Sen. Don Gilman, Kenai, former School Superintendent and teacher
Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District
Hon. Peter B. McDowell, Director, Office of Management and Budget, Office of the Governor
William D. Thomson, Director, Management, Law and Finance, Alaska Department of Education

As a reminder, (inaudible) that you are in Workshop E. This is supposed to be the Kuskokwim Room and the title of the program is Alaska's Program for School Finances--Whither the Foundation Program? My name is Gene Davis and my job is to provide some introductory remarks and to permit you an opportunity to listen to a number of presenters today who might just highlight the introduction very briefly and then to get us moving through the program. This particular sectional is to last no longer than 5:00 p.m., and what we will try to do is catch a break somewhere in the middle of that. I know that some of the gentlemen here have to leave by 4:30 for other commitments, so we may get through a little bit earlier than 5:00, but hopefully provide a sufficient amount of time for you to ask questions after each one of these individuals has made a presentation.

On the panel today we have Jay Chambers, who is president of AEFED, Incorporated, and he is senior economist at the Institute for Research of Educational Finance and Government, Stanford University. Jay do you want to put something in the air. Stand up, if you would.

Another individual we have is Dr. Spike Jorgensen, Superintendent of Schools, Alaska Gateway School District. Some of you who know that as true, he is over at the far end. Backing up a little bit, Jay will be talking, of course, on some of the prospectives of the issues in school finance and also the (inaudible) that gets underway that's been financed by the legislature (inaudible). Dr. Jorgensen will be speaking relative to the general issue of finance but also from rural school prospective.

We also have Senator Don Gilman from Kenai, Alaska. Don is, of course, has experience in education. He is from Senate District D, Mayor of Kenai Peninsula Borough 1975 to 80. School

superintendent and principal, as I said, from 1962 to 1970, and he's been (inaudible) for some time.

Another panel member we have is William B. Thompson. He has been in the past involved in educational financing. He is currently again involved with the Alaska Department of Education. He is director of management law and finance for the Department of Education. (inaudible)

Another individual we have is Mr. Peter McDowell, who is the director for Governor Sheffield's Office of Management and Budget. Peter has had continued interest in school finance. In addition to that, in his current job, and some of you may be aware, familiar with his work in 1981. (inaudible)...the work that he did and his support staff for the legislative audit, budget and audit committee.

And we have a late substitute, but none the less, a very qualified individual who has had experience on the local board of education and who is now a member of the house of representatives, Mr. Walt Furnace from Anchorage. He's been an Anchorage resident for 19 years. He served on the Anchorage School Board for 3½ years. He was elected to the State House in 1982, is Chairman of the House Labor and Commerce Committee and a member of the Finance Subcommittee on Education.

What Senator Josephson and Dr. Reynolds staff are trying to do is put together individuals who obviously have a continuing and current interest in financing education in the state of Alaska and who have a variety of roles to play all the way from managing the finances at a local district level to managing the financing issues at a state level, both in the Department of Education and out of the Governor's office and through the legislature so we can get a much better prospective from all the individuals involved. Briefly, I want to introduce some of the areas that we will be talking about, and obviously it is the prerogative of each panel member to throw any other side issues in that they wish to throw in, and we will provide you an opportunity, as I said during the conversation, during the panel discussion, to raise questions (inaudible) completed their presentations.

Basically, to consider the subject of Alaska School Foundation Program appropriately, we need to, of course, look at the overall copy of this entire symposium and place this workshop in its proper prospective. Essentially, Alaska Schools and Public Policy. Where are we now? How did we get here? And Where are we Going? And in this particular instance, it relates to the financing of education. All of the various things that you and I have heard the last day and one half at this particular point, the wonderful things that can go on in the classroom in order to be considerate, obviously have to be paid for. And that's why the group that put this particular seminar and panel

discussion together felt that it was important that the issue of financing education be brought to bear in this symposium. As the school district's budget provides the description of the that district's instructional program, so does Alaska's financial support of the school indicate public policy toward education. These schools require substantial financial support. We've heard that in the past. We heard it most recently at noon at the luncheon, and I suspect that as we move forward in our discussion throughout the state of Alaska on the 27 different proposal for educational reform in the secondary schools, that someone is obviously going to ask the question about how are we going to finance it. So one of the questions is how does Alaska support the cost of public schools. Where are we now and how do we get there?

Most of you, I'm sure, are aware of the (inaudible) of statehood in 1959, just 29, 25 years ago. Statistically January 3. It was obvious that a new plan was needed to promote reimbursement for public education. By 1962, an approach had been adopted that provided reimbursement for future salaries, attendance center and (inaudible). Local effort, obviously, was required. However, in 1969, the local effort provision was eliminated and the state made laws that provided the state that 'the amount of state aid is for basic need' resulting in a significant increase in the state share of school operating costs. The public school foundation program as we know it today resulted from a study, conducted at that particular time by Stanford University, and was implemented in 1970. However, it provided a financial base for only the 31 borough of city school districts. District One, (inaudible) towards funding.

Since then, many people would state that there has been a patchwork approach at funding of education in the State of Alaska by the continual adding of programs such as vocational education, professional education, bilingual education, and on and on and on, to the point where we have our potforri of methods whereby we fund public education and the special programs. In addition to that, in 1975, of course, the (inaudible) was resolved, and the creation of 21 new rural education attendance areas caused the traditional kind of problems for (inaudible) related to public education. Currently, the proposal for operating Mount Edgecomb at the state budget high school has raised other state financial questions. In equities in many peoples minds, has resulted. Sometimes these are more prestige and real, but as as we all know, working in public light that the perceptions sometimes is a great problem. Nevertheless, even though a state financial study is underway now, there are a number of people that believe that the current plan for funding public education, is that we somewhat bothered and somewhat confused. As an example, most of us in this room that work on a day to day basis that have the

luxury over the previous five to six years, maybe longer, of having an airing in the school finance legislation called forward funding. We all know that in education that one of the prerequisites for a successful classroom or successful school and performance in that classroom, is stability in terms of the membership of that particular classroom.

One of the characteristics of the state of Alaska financial program has been, until recently, its stability. We plan a year in advance a year in advance for what we are going to get in funding. Now there were those that didn't agree always with the percentage of increase, which was always debatable. But nevertheless, if it was no increase of three percent or ten percent, you knew one year in advance, and like a classroom teacher and like anyone else in an economic situation, when stability plays a great role and was a major factor, it enables you to plan more effectively and basically to establish better leadership. Today, I think most of us would agree, if not one of us would, myself, and that is that lack of stability is a major problem because today most of us are planning budgets for the 1984-85 school year, essentially having absolutely no idea other than best guess, what our financial base from the state would be or (inaudible). So that is why the issue is at times confusing. Where are we going now with state funding of public education and as indicated by the workshop panel.

Today a new study is financed for Alaska schools is in progress. On June 1, a contract was awarded to the associates for education finance and planning of Stanford, California, and Jay Chambers is a member of this panel. It is my understanding that Jay can direct me when he gets...but this study is supposed to be completed, I believe, in December, 1984. The question is, obviously, how will this new study effect public school financing in Alaska. That is the significant question for this particular panel. How should school construction cost, including debt service, be financed is another subcategory for this particular panel, and I think for all of us here because its some information I will give you in just a few moments, this particular state has had a great (inaudible) population. It has had a significant need over the last five to seven years for capital construction, and there has been a good deal of controversy how certain types of school districts get capital construction funds verses other types of school districts, and whether or not they are equitable. Essentially, it is provided directly by legislation, but the construction cost are usually funded at 100%, and in some cases, there is no det. service. Borough and city school districts often must bond, as we know, with the potential reimbursement now or constructions beyond October of this year of 50% or less. And some of you are very much aware that there are no guarantee on that 50% just like

there wasn't a guarantee on the 90%. (inaudible) In addition to that, REAA has direct appropriation for school buildings, but that isn't as easy as it sounds. I'm sure some of the superintendents will say that they feel they have to go through a good deal of justification and have to address their own audiences. Like those that must bond those that (inaudible)...that's convincing them that your needs are sufficient to warrant laying out the funds. In addition to that your total modifications, repairs, and initial constructions should be a part of the state's capital budget. It should be prioritized statewide by the Department of Education or project by project basis, or should specific allocations be made on a area basis, similar to the areas differential that we now have in some of our day to day projects. So there are a number of issues that can crop up, some of which I tried to point out here. I'm sure that the panel members will point out others. And I guess we are probably going though, in my mind in the area of school finance, somewhat (inaudible)...to the futurist in the curriculum movement and the reformers.

In the futurist, basically if you've read (inaudible)...and listened to some of the futurist talk, it's kinda everybody do your own thing. Looking at what's called participatory democracy. Looking at the structure of the school house and the learning process not being as we know it now. And eventually some of the people would suggest that they will be, students will be staying at home and will be punching the buttons and will be learning off of computers. The opposite of that, of course, are reformist who have written the 27 or plus proposals for educational reform, who say there needs to be strong central control, that school boards, superintendents, and building principals need to have a significant amount of authority and specific objectives must be laid out that specific sense of monitoring tools must be used to look at the achievement of those objectives and that a districtwide or statewide prospective or national prospective must be given to education. That's in the curriculum movement--the reform movement I would suggest would be asking some of the same broad questions in the area of school financing. How much should the strong central government, i.e. the state of Alaska, be (inaudible)...funds for public education. Since the state of Illinois, the state of Alaska also has the charge in its constitution for providing public education. If there is going to be a lasting of state financing or a charge that you at the local level should be willing to pick up some of the cost. How many should be expected and if you will, under what guidelines should that local cost be paid for or taken care of. So I would suggest that like all the reform movements that are going on in the United States and the discussions between the futurists and the reformers, that we have somewhat the same

issues in school finance. It is not as simple as either or, but at least that will give you two inches or continue to look at in terms of discussion. I would hope that Jay would update us a little bit more, but basically I had an opportunity to pick up some recent information at the Northwest Land about city expenditure analysis, and essentially, there are significant differences between the state expenditures for public education in the pacific northwest and Hawaii and the cause for those expenditures, than there are nationally.

Let me give you some examples. And I would also like to say some similarities. The national analyses found that the largest percentage increase recently in expenditures have been in the area of six charges and maintenance and operation. In the northwest, five of the six states experience similar large increases but with a specific emphasis on fix charges. Maintenance and operation expenditures increase faster than the rate of inflation in all the pacific northwest states as well as in the nation as a whole is some of the similarities. One of the areas that was different was the amount of money spent on on instructional cost, direct instructional cost and, of course, the paper pointed out that with the tremendous increase in population in the pacific northwest and Hawaii, that it was to be expected, or should have been expected, that instructional cost would increase more significantly because in many, many other states, and regions of the United States, they are declining...and we are getting most of their students in Alaska and, perhaps, in Hawaii. Well, we continue a little bit further by pointing out some things, and this is as recent as Wednesday. Some of the concerns with the current review of the state finance. And I am indebted to that policy group that met Wednesday to talk (inaudible)...that one of my assistant superintendents who identified some of the concerns, and I will just give you a sample. From the state school board, one of the things that they are very concerned about is whatever financial system comes up, is exactly how that particular financing of education is going to directly benefit students whether they are in rural Alaska or urban Alaska, and whether or not there can be, in effect, what we all agree upon as a balance in the state or if there are simply going to be some proceed inequities because, as some might say, it does cost more out there to do it. They are concerned about state control, relative to quality. They are concerned about transportation cost and the local effort, and if you have been around Anchorage in the last few weeks, there are some of us who are concerned about transportation costs and there are some others that are just green with our concern about transportation cost.

In Anchorage, for example, special ed routes costs \$402.00 to operate our own and the highest cost contracted out is

\$251.00. It gives you par when you look at whether you want to operate your own bus system or let someone else do it. And the larger question is why am I being asked to get them to school anyhow. It's the parent's responsibility.(inaudible)...secondary principles, one of the things they wanted to know is where are they at in terms of the next year. Their number one concern was forward funding.

Secondly, secondary principals indicated that they want to stay away from, as much as possible, categorical funding. In other words, they wanted the kids to come into the building, they wanted to have the money to fund them, and I'm assuming, I'm taking some license, that they wanted to reduce as much of the paperwork of justifying who they were and why they got identified that way, as possible. They are not alone, I'm sure. Elementary principals, forward funding, was the number one issue. What are we going to have next year if we are not going to have as much as we have this year, at least give us more than July through September, to plan for that. If you can, give us a year ahead of time to plan for that. The school board association was concerned about the pressure of local communities, if there is going to be a reduction in state funding and a state funding--study comes out and says we ought to maintain or continue categorical funding. Some would say that there will be a big clang of the cymbals if, in fact, locals are expected to pick up increasing cost for special education, for example, and in order to do that we need to take money away from the regular students. And that clang, some would suggest, would ring all the way to the Governor's office. So there is some pressure on that.

Certainly, funding was another issue that the school board association raised. They wanted to be able to find a way to meet the individual needs of students through alternative programs and not be denied adequate funding for that. Superintendents' Association, number one, was consistent, predictable, funding base. In other words, forward funding. Planning so that you could make adequate decision. NEA, as I understood it, supported full funding of the instructional unit and also came in with forward funding. So here is some of the latest news, hot of the pressure, if you will of those individuals who are members of the policy group that met with the state department and looked at the current study that is being conducted while financing education. And this is just the birdside view of what some of those people felt for some of the primary concerns. There are about five sheets here--I don't have enough copies to go around, but I am sure that that information would be available from the State Park (inaudible) if you would ask for it. With that, I would described how we are going to handle the panel. We are going to give each individual of the panel no more than 20 minutes. Hopefully, 12 to 15, 15 being a good round number, and asked them

to present their points of view from their prospective on financing of education in Alaska. We will move through those panels. We'll take a break about half-way through. We will come back. We will have ample time for questions, not only between panel members, but from you in the audience. With that, I would like to introduce a second time our, one of our resident non-resident experts, Jay Chambers, who is heading up, uh, the finance study from Stanford University. Jay? I think your mike works right from there. If not, your free to come up here.

Chambers: Thank you Gene. As Gene pointed out, I am going to be trying to give you some kind of an overview of the school finance study and what we have been up to and the general philosophical prospective of what we are trying to accomplish. Clearly, the cry throughout the nation, and Alaska is no exception is to try to get more education (inaudible)...and Alaska being one of the, in fact, the high' t spending, at least in nominal dollars in education. That ~~con~~ of utmost importance. In addition, the very large role the state plays in providing education in this state and in fact, increasing role the states are playing in providing education, suggest an increasing responsibility for trying to establish standards and equitable means of distributing resources to those districts. You were taught that responsibility. And as I say, Alaska is among the highest in terms of the proportion of aid to those districts coming from the state.

The need then, as we see it and as our approach emphasizes, is a joining of forces to provide a strong rationale for educational appropriations. Why are we allocating X number of dollars to educational services, to local districts, and why do each, how much should each of the districts get throughout the state. This is primarily the focus of the Alaska school finance study, one of the major components of that study, beginning to feel that they face. Before I proceed to describe a little bit more specifically the nature of the study and go into the analysis that we are going to be doing in the study, I think it is important to put it in historical prospective to realize that what we are doing has precedence and had been asked for over a long period of time in this state, and not just this state but other states around the country. All through school.....All state school finance systems are predicated upon some basic level of support. What is the basic level of education? What is the appropriate or (inaudible). That word adequate or appropriate is in dandy developed a good deal in the professional literature, in state law, and in school finance circles for years. But few have made any significant attempt to define precisely what they mean by adequate or appropriate. More recently, there has been some attempts to provide more precise definitions as to what that

means, what adequacy is. But I think the important thing is to recognize what I think is a fairly obvious point. That adequacy is not some kind of objective concept. It is a subjective concept. Moreover, adequacy, because it is a subjective concept, is not something that is going to remain the same. Adequacy in India and in Alaska....many different things. Adequacy today in education means something different than it did 20, 30 or 50 years ago, which I recognize is a dynamic process. (inaudible)

The issue that we are going to be trying to deal with is deterring (inaudible)...what inadequate and appropriate level of education is for the state of Alaska. And actually I should clarify that. We are not going to be doing that. You are. (Inaudible...) towards what you think and Alaskans were providing educational service. What are job is done, the second issue that has to be addressed is the formula. That is, how much, who shares, who pays, what portion of that comes from the state, what is the responsibility of the local districts. That is the responsibility and in fact, it is going to be an issue that is going to be addressed by the housing committee that he referred to, but not by...I just wanted to say our part is really focused to try to determine what does it cost to try to provide an appropriate level of education. Our study, as you well know, is the latest in a series of studies going on and reports that are provided on the subject.

In 1956, there was a report to the Commissioner (inaudible)...in determination of a, of the minimum yet adequate educational program for each district in the state. In 1969, another study recommended that the state adopt amendments of determining the state's share of a basic program, all good recommendations, good questions that need to be addressed, and in 1977, the University of Alaska report precluded, and I would like to quote "that the most fundamental weapon (inaudible)...of the fact that the current formula, is only a proxy for the most ideal solution which (inaudible)...a real education study, including a definition of basic needs in terms of the program rather than dollars. (Inaudible)...to define basic programs being funded means that the audit accounts of school districts show parts of a basic program and only through most general form. To put it in another way, the state knows what it is willing to pay, but does not know what it is buying. There is s a critical issue of concern and focus for the work that we are doing in the state.

In 1981, a report by Homan and McDowell and by (inaudible)...first tackled the problem of trying to cost out what is the existing patterns of educational services in the state. What districts actually spent. Our study, we believe, takes it to the next step that needs to be made in order to determine appropriate level of funding for educational services for any state, and that is to begin by understanding as Homan and

McDowell has tried to do, understanding what are the factors that exist. What are the current factors that cause variations in educational spending. And then we go from there to begin to attempt to isolate those components in observed spending patterns that are beyond or outside local spending control. It is those components that are beyond local control that form the basis for understanding difference in cost. What are the components?

Basically, very simply stated they require differences in pupil needs on a school-by school basis, they reflect differences in the scales of operation, and they reflect differences in the prices that you have to pay probable resources in different localities across the state. So our study then involves two basic elements. One, something that has been referred to as a program cost model and second, which is focused on resource cost analysis. The program cost model is focused, or has emphasis on determining part of these resources in relation to pupil and programmatic needs and community size, that is the scale of pupil need issues. And the cost of education composed of the resource cost analysis is focused on determining prices of comparable resources, but is insuring that local districts have access to similar kinds of school resources for providing programs. The program cost model (inaudible). It is a process that, on one hand, is billed on the power of political participation and the other is utilizing the power of computer technology. The political participation component means supporting of a coalition of Alaska educators and policy makers and other interested and relevant constituencies, and trying to establish educational standards. What is the appropriate level of service for Alaskans in different communities? In the very real sense, this is an attempt to try to tie closer together the fiscal and budgetary decision making with curricular and instructional decision making. Something that is not very often done in education either in the state or the local level.

Indeed, the entire process--the technical part of the process is one that is similar, in many respects, to the process that districts go through in trying to build the budget. It is an attempt to identify the resources required to provide classroom, courses, programs. What does a third-grade, self-contained classroom look like? What does the basic course in English, ninth grade, look like? What does it look like in different school situations, small schools where you have six, ten, or twenty children ranging from grade K to 12? How does delivery systems differ across local districts and local schools an industries?

The computer technology that we have developed into this facilitates the comparisons and policy analysis that must be done, that is, it allows you to ask a whole series of what if questions. What if we were to increase our standards in terms of

decreasing class sizes. What if we were to add aids or subtract aids in different locations and so on and so forth. Almost immediately back, and the ability of a policy makers at all levels ask some very serious questions about resource allocation and to gather very critical data in making determinations about what our appropriate educational allocation budgeting system looks like. Decisions and projects that we have been going through involve two basic components. First stage has been primarily informational in training that we have been doing as the department and outside the Department of Education. This, in fact, this presentation today is an example of some of the kind of informational gatherings that we have spoken to. We have spoken to the superintendents, school boards associations, the principal association, the State Board of Education, the Annual Conference of Alaska Association of School Board Members, and we have been in a number of workshops, both inside and outside of the department that have not only provided information, but have been involved or directed to train the individuals that they are going to be involved in the process.

The next stage has been developing the structure that is the series of committees representing the diverse elements of the Alaskan school community, to begin to establish the standards, the educational standards, (inaudible). We organized what we have called program category committee, which involves committees focusing on regular elementary, regular secondary, special education, vocational education, and I'm sure I've missed some...adult education, community education and so on, that are focusing on deriving or developing resource specifications for the various kinds of course, classes, and services that are provided, both instructional related services as well as administrative and support services. We are going to be later on during the the project reconvening a program review committee, which will be reviewing these initial specifications to make sure that there has been some consistency in the approach for establishing standards, educational standards, and passing the information along to the national committee, which is a resource cost model committee that is involved with the RCA committee. Which begins to bring in other non-education components--legislative bureau of the budget, the Governor's office, representatives into the process so that they can give part of the process, they can understand what the educational committee has gone through in specifying programs, the level of details involved, and be able to review some of the information along with the educators in order to determine some recommendations.

Over arching this entire process is the policy committee, which has just been convened that Gene referred to in his remarks. It is going to be looking at a wide range of issues,

not only related to what we are doing but related to how what we are doing will be implemented and how it will interface with any distribution formula that might be considered, as well as a number of other critical policy issues related to school finance. We have, as I suggested, diverse representation from across the state, something that we have recommended at the offset and, I think, finally thorough experience, recognized the importance of greater and more diverse representation across the state. More importantly, we need to develop networks. That we don't just have a small series of programs (inaudible)...of these review panels, but that we hope that those committees being representatives of people out in the field, will go back as they have to their own district, own schools and explain what we are doing, draw on the information of the people who are the experts. The people who deliver the services. One thing I want to emphasize is that we come here not with answers, but with questions. You have the answers. All we have is the structure that is intended to facilitate--organizing the information on the data you have into intelligible and useful way for funding schools in the state.

I might add that as centralized as that process sounds, that first, it does represent diverse elements of the community, but it is more decentralized than you might first imagine. And secondly, it is primarily done to develop a funding base that is the systematic way so that we can determine an equitable institution of funds from the state to the local districts. There is nothing in what we are doing that suggests that any district or any school is necessarily going to be required to provide services exactly as they are specified on these worksheets and programs and figurations that I have referred to. I am not sure that we would even recommend such an approach. But local districts can respond more quickly, more easily if there were changes in most conditions and they were aware of it much more quickly than the state is. Local control, I think, is the critical element for success of this kind of system. The third part is that we are going to be conducting analysis of alternative policy standards. That is, once you establish these standards, they are not (inaudible). These standards are for you to change and consider and reevaluate from year to year, and you will have the tools, both of process and of computer technology in place to do exactly that. So we hope that it will be a process of continued growth and refinement of what we will present you with at the end of this study. It is not something that we presented you the final data, and we want you to use this data from on and on and on. It's something that you can use for your own purposes for now.

The other component, briefly, the department of education analysis is going to be combined with the program cost model

analysis. That is, it is important, in Alaska of all places recognizes this probably better than any other state in the country, it is important to insure equal purchasing power of educational dollars. A dollar spent in Barrow and Juneau and Anchorage does not buy the same thing. With the same salary, different teacher and individuals show up at the door, you end up with different degrees of heating in the building as well as difference in level of supplies and materials and so on. Because of the difference in the prices that you have to pay for these items and transporting these items to local sites. The critical issue here is comparability in access to resources. As you establish standards, that is with (inaudible)...now you have to say what is the difference between prices that you have to pay in each different locals to get access to these resources in order to provide these programs. That is the focus of our cost of education index analysis and it is very much similar in context, although different in analysis and methodology to your area cost differential. We will be examining the full range of factors that underlie variations in expenditures for resources. I guess you size that word expenditures, because expenditures are different than costs.

Expenditures involve two components. One of them, only one of them is cost. The other one is discretion. And our focus will be on isolating that component of expenditure variations that is beyond local control. That will be the foundation for developing a series of cost (inaudible). It will be used in connection with the program cost allowances to develop school by school, district by district. We will be looking at factors related to the cost of living, the attractiveness of the communities and places to work and live, access to medical facilities, crime rates, shopping facilities and so on. As you well know, it differs considerably throughout the state. We will be looking at access to shipping methods and center...we'll be looking at differences in climate and the impact that that has on energy usage. We will be looking at the different sources of energy being used and differences in densities of population (inaudible)...and the transportation of students. In conclusion, the current study we view (tape ends here. Turned to side 2).....through participation and activity to pursue a common goal. Educators can no longer be going to the legislature and saying 'we want 50 million dollars more' and when asked why, say 'it seems like we need more money'--they will be going saying 'we need 50 million dollars more because we have the following groups of programs that we need to provide and if you don't provide 50 million dollars,.....(inaudible) It's your future in education and we think that the potential is there for something better in education and this is an opportunity to take advantage of it. (inaudible).....(end of Jay Chamber's speech)

Davis: Thank you, Jay. Before we move on to the next panel member, I would just like to give you some ideas for thought (inaudible).... The whole issue of the consumer price index and without getting too technical, how we are going to take into account the fact that the last quarterly report or last report says its 4% and the electricity costs in certain districts are going to go up a minimum of 18%. Supplies costs are going to go up at least nine, and we start taking a look at that and those of us who are not experts in finance begin to wonder about humanizing the consumer price index as any meaningful instrument, and you might want to address that in terms of your basis of study when you get to it. Networking, I guess one of the things I thought about was that networking, I think, is important within the educational community. I think it is very important throughout the state.

One of the things I get concerned about is the networking between the state board and the finance study and an agency called the Public Facility Commission. Again, relative to interim rate increases and these kinds of things. So, I, maybe you can address one of the issues that some may have and that is how will the networking be spread out. The division to the educational community to other agencies that have an impact, when I get a light bill and its 50% interim increase and I have some concern that that group hasn't been network into the fact that we are only being allowed X number of dollars in percentage utility cost. Also, I was glad that you addressed the issue of delivery mode because, as I am sure the state board of education will (inaudible)...it's one thing to identify the curriculum content, its another to get into the area of delivery mode. And the delivery mode in some school districts in the state of Alaska, of course, is substantially different than others. So those are some of the things I thought of that you were (inaudible).

With that, I would like to introduce another practicing administrator, Dr. Spike Jorgensen who is the Superintendent of Alaska Gateway District, and I believe you are going to (inaudible)

(THE REST OF THE TAPES FOR WORKSHOP E ARE INAUDIBLE DUE TO STATIC ELECTRICITY PICKED UP IN THE RECORDING.)

100-2
100-7

WORKSHOP F
Retaining Alaska's Teachers
Keeping the Best and the Brightest
December 16, 1983

Moderator: Michael Adams, Superintendent, City and Borough of
Juneau School District

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

Adams: Well, yeah, somebody may have to put up there hand a second time. Does that get it started? How about administrators? Okay. School board members? Wonderful. University folks? Okay. I know there are a whole lot of parents here, but let's say, parents who are here because they are parents. How many parents here? Community members? Wonderful. Okay. I just like to briefly mention some ground rules that we would like to ask you to consider. Um, we'd like to discuss the issues of attracting our brightest and best, and I think that we have an outstanding group of people here to talk about the issues. But we would also like to provide an opportunity for the panel to interact with the group and so we have broken our general topic into seven subtopics, which I will identify a little later. Can you all hear me? It went out? Is that alright? Okay.

We've broken our major topic into seven subtopics, and I will identify those for you a little later. As we discuss each of the subtopics and bring closure to our discussion, we'd like to provide an opportunity for your to interact by asking questions of members of the panel. So what we'll do is proceed on that with the first part of our presentation and if it works fine, and if it doesn't, we'll switch that ground rule midstream. Before we get into our topic, I'd like to address the issue of educational reform from a perspective that perhaps you've not talked about up to this point in the conference today. And I'd like to quote from a statement that is noted in the Nation At

Risk report, a statement made by President Reagan regarding educational concerns. And what he is quoted as saying is 'this public awareness and, I hope, action is long overdue. This country is built on American respect for public education. Our challenge now is to create a resurgence of that thirst for education that typifies this nation's history'. At a recent conference of university presidents, Ernest Boyer, who's president of the Carnegie Foundation for Advancement of Teaching lamented this clarion call for action with a very clearly stated exemption of federal responsibility for the implementation of such actions.

At the same meeting, Stanford University's president, Don Kennedy likened President Reagan's elevation of our school problems to a national crisis as announcing the third world war and then asking anyone for tennis. The current situation, Stanford President Kennedy said, leaves it unclear as to whether the nation is experiencing, in fact, a great educational reform or a probable operation, a media blitz, or a combination of all three. The interest in reform, he said, is a mile wide and an inch deep. He concluded by warning that unless the reforms are well directed, the support for change in education could evaporate as quickly as it exploded. I think that is an important perception for us to keep in mind, and as we leave here with our ideas on how we can proceed in our districts and our communities and in the state of Alaska towards educational reforms, that we look to the decision makers for commitments to change.

I indicated that I thought that we had five outstanding, er, six outstanding people on our panel, and I would like to acquaint you with these people and begin by introducing at the far right, Sondra Dexter, who is currently a junior high school teacher at Wendler school here in Anchorage, has been at that school since 1971, she teaches Science and Mathematics, and last year was honored with being granted the presidential award for excellence in Science and Mathematics teachers. She was one of two people so honored from Alaska and traveled to Washington, visited the White House where she was presented with her award.

Next to her, is Don Renfroe, he is currently superintendent of the North Slope District, was a classroom teacher for 15 years, both at the elementary and secondary levels, served two years as a high school principal, and two years as an elementary school principal. Then he came to Alaska and for the last seven years has been serving as superintendent for the North Slope District. Next to Don is Carl Rose. He's past president of the Alaska School Board Association, has served two terms as the board of education president in Skagway, and he and his wife have two children. He is a business man there and currently is serving as the president of the Skagway Chamber of Commerce.

At my immediate left is Ken Burnley. He is the superintendent of the Fairbanks District and came to us three years ago from Langsing, Michigan, where he was the deputy superintendent. He served in virtually every management role that has ever been identified in public school organizations. He is a science teacher and a coach, and is also taught at the university level.

Next to Ken is Vi Evans. She is currently president of the Alaska Parent Teachers Association, and serves as a member of the National PTA Board of Directors and its educational committee. She began her dedication to education in public schools and her PTA work in the state of Washington. She now lives in Kodiak where the youngest of her four children is a high school senior. She is an honorary life PTA member at both the state and national levels.

And to my far left is Gayle Pierce. Currently, Gayle is kept busy throughout the state of Alaska as president of NEA Alaska. She has taught nine years in the Fairbanks district, four years at the junior high school and five years at the alternative high school. She has extensive experience in negotiations and working teacher rights issues and is considered an expert in teacher evaluation programs and processes.

Our topic, how can we attract and retain the most qualified teachers in the state of Alaska, the brightest and best. I think one of the most important decisions that we make as educators and school board members is who we bring into the profession. And it presents a significant challenge for us, especially in light of traditional problems that existed in public education and in society for the past 20 to 25 years. Because traditionally, as Ruth Love pointed out at noon today, we have paid lower salaries than other professions and the fact that public education has not enjoyed the confidence and support of the general public. It is becoming increasingly difficult for us to attract folks to the profession. Teacher training institutions has significantly reduced their output in this past decade, and I am confident that there is a teacher shortage immediately in our future with significant numbers of people leaving our profession because of retirement and the need is not going to be met by the teacher training programs that are currently in operation. So this by way of introducing our topic, I would like to ask Ken if he would outline as he did in written form and is contained in the packet of materials that we received, the issue of attracting the best and the brightest. Ken?

Burnley: Thank you Mike, It is certainly a pleasure to be here. As a lead into this overall panel, I would like to share with you a story, for many of you it will be very poignant, those of you who are teachers and administrators, about a teacher giving a test in class. Previous to this particular test, he had

found pretty much half the class cheated. So when he passed out the test, he also passed out a form and it said that please sign at the bottom at the form. And the statement above it said, I have received no assistance on this exam. Well, he passed it out and, you know, how sharp students are so, anyway, he began to monitor the exam and students begin to pass the papers in. One particular student, you know there is always a smart alec, walked up to the teacher and handed him his paper and then turns around to walk away. Teacher said, 'wait a minute, wait a minute. Where is the form that you are supposed to sign indicating that you didn't get any help'? He said "well, sir, I can't sign that form. He said 'well, why not'? He said, 'well, during the entire examination, I prayed to the lord for help'? Well, the teacher said he would go along with the little game. So he put his glasses on, pulled them down and started to examine this paper. Looked back at the student after a couple of minutes and said 'well, hey, I think it is okay for you to go ahead and sign the form, because it's clear to me that you didn't receive any help. And a little lesson that I think we all have learned as we come this way is that the Lord tends to help those who help themselves. I think we have a fantastic opportunity right now in education to help ourselves, and I think that if we take advantage of that, and we have heard many people speak about that in the last two days, no telling what we can do.

The title of our panel is Keeping the Best and the Brightest. Perhaps we might retitile that to say Gaining, Motivating and Retraining, rather, Retaining the Best and the Brightest, because we have heard many of us tell us in the last two days that perhaps we are not attracting some of the very best, in addition to holding on to those that we feel are very talented. I think there are a couple of other additional questions, and I tried to outline them for you when we put together response to the topic that I think we need to ask ourselves. Do we really want to get the best and when we get them, do we really want to hold on to them. And if so, we have a substantial amount of research and perical information that allows us to understand what motivates people in their work. We can use all kind of different theories or research that has given us this frame of reference.

I shared with you some of Herdberg's research, and he broke it essentially into two factors: hygiene factors and motivation factors. And he referred to hygiene factors in a fairly extensive list and I provided some for you. Basically, salaries would be in the hygiene area. Essentially, how much we make is very, very important to us. In addition to that, he referred to policies, rules, procedures, co-workers and on and on and on. All of these things taken together seem to create levels of unhappiness if they are well presented, people essentially are not at all unhappy and very pleased but will return next year for

more money, improved rules, more say so in policy, so forth and so on. So he goes to the next step. His research seems to indicate that people only get excited when they can move on to another continuum that talks about how pleased they are with the work itself. and with that same regard, the chances they have for recognition, achievement, advancement and responsibility. Now, if we accept that research, and there is much more to substantiate that, and Maslow's work says much of the same kind of thing if you examine it closely. Hersley and Blanchard and many others say the same kinds of things. If we accept that basic set of information on those basic premises, then is what we are doing in the field of education consistent with those beliefs. And I submit to you, I don't think so. Because essentially, what we do does not allow a lot of our teachers, most of our teachers, that outstanding chance for responsibility, achievement, advancement, recognition and a joy for the work itself. Except for what comes on an basis from each of those individual people. Or, except as they might consider moving into an administrative position, but there are many that don't want to do that and that is not necessarily what they are best at.

So with that in mind, I think there are a couple of other basic principals that we need to consider. What sort of public image do we project? What attention do we pay to all of the many things that we do well? What kind of an opportunity do we take to market what it is that we are about. And that is a business term and we will be talking more about application of the private sector to the public sector, but essentially marketing is nothing more than an exchange process. And if we understand that, the only way you really know or find out what people want is to go ask them. If we don't do a particularly good job in our profession of knowing for sure what it is that our public wants for us and then accessing our ability to meet those needs and essentially assessing where we will go from there. So I submit that while we may consider Hersberg's work, some of the theories and work of Maslow, while we may want to strive to do our very best, we've got to do a better job of marketing what it is we do. If we are concerned about gaining the best, then I don't think there is any other, there is no better way than word of mouth in order to help people perceive what it is that our profession is about. We know ourselves that teachers talk to other teachers, to people they live with in their communities. Students do the same. And while we may talk about educational reforms, unless we begin, as a nation, to talk highly of our profession, we're not going to attract those who might consider it if they felt we paid more money, if they felt it was a better chance for achievement, recognition, advancement, responsibility, etc. So it seems to me we've got to do a better job of marketing what it is that we are about. As we begin to make those improvements, we've got to be in contact with the public. We've got to share with them what we

do. Now (inaudible)...in addition to the reforms that we may strive to make.

So I forward you that challenge. Another major piece that we may need to consider that will have an impact on the overall approach is planning and evaluation and having imperical knowledge of what it is we are doing well and what improvements we can make and, likewise, communicate that. So as we said a few seconds ago, a few minutes ago, the Lord helps those who help themselves, and we indeed to not want to find ourselves in the position of the students who receive no help. Now I would like to turn it back to Mike.

Adams: Thank you Ken. Is there a panel member that would want to add to the issue as it has been outlined by Ken. If not, then I would like to identify the seven subtopics that we will be addressing in a very general way within this topic. The first deals with incentives programs and we'll begin, at least, to focus in upon the concepts inherit and merit pay, or merit schools as the case may be. The second deals with the professional training of teachers. The formal training that teachers receive in college and universities. The third is teacher burn-out. I don't know that I need to elaborate on that. The fourth is staff development, staff training. Fifth, includes teacher evaluations. And then in Sixth, teacher involvement in decision making. Those are the subtopics that we will be addressing.

I would like to start first with the incentive programs, some of which were mentioned by Ruth Love, but let's start with merit pay. This topic, the last seven or eight months, has received more attention from the press and politicians than any other educational program since the 60's. Some states have already committed two plans of merit pay, one being considered in California and one in Florida, to name two. The president, his democratic opponents, the Governors' Association, have all embraced the concepts of merit pay. Columnists and editorial writers have kept the topic in the public's eye and under other circumstances, one would think that the conditions should be proficious for this reform and yet we know that it is a hot issue. One tenant of the advocates for merit pay, as a reform approach, is that the current pay system prevailing in public education today, reflects its obsession with equality at the expense of excellence. So our question is if merit pay is not the answer, how do we address the challenge. And we'd like to start first, and I am going to ask Ken to kind of get us started on this by, again, providing a framework for the issue of merit pay and incentive programs.

Burnley: Ron Phillips, coach of the, former coach of the Houston Oilers and now the New Orlean Saints, said there are two types of

people that he doesn't like. Those who don't do what they are told and those who do nothing more than they are told. And there we might find a definition or at least a beginning or a portion of a definition for a master teacher, because for sure a master teacher does a great deal more than the job description requires and does it exceptionally well. So before we move too much further along, let's talk about this whole notion of teacher incentives by providing the definition to some of the more accepted labels for those particular areas. First, the course is merit pay. I think most of us understand that what we are talking about here is rewarding people on a salary basis for the work that they do, and often times, that to performance. (inaudible). And on the basis of that those who are found meritorious receive more money than those who are found to be average.

Differentiated staffing is another term that we often talk about in this area. Differentiated staffing might best be defined as, through an example. Instead of rewarding people for the whole notion of you get paid to teach during the school day and then you get paid a stipend for coaching and a stipend to have a debate, those would all be woven into various jobs and instead of being hired only to do the teaching, you might be hired as a combination of teacher, coach and other activity. And that would be rolled into one salary and the person would be hired to fulfill that job. And that would be an example of differentiated staffing because it would be lots of different jobs and job descriptions. Master teacher we've talked about already. Master teacher might be defined as that person, who after some determined years of experience and demonstrated excellence, would be considered above their peers in terms of their performance, might be rated by peers or combination of peers and administrators and as such, would be paid accordingly.

Another term is the career ladder. Career ladder might include some of the other principles that we have already talked about. It might include the master teacher somewhere in that career ladder. It might include differentiated staffing, but substantially a person entering the teaching profession could remain in the classroom and expect to go up the ladder in terms of career options that would not be reward on the basis of one more year seniority, but instead might qualify for various supervisory positions within the classroom context where the master teacher position, etc.

Another major definition is incentive pay or incentive bonuses. Many school districts will give an incentive to teachers willing to teach in one building because it might be considered to be a tougher teaching setting than another. Or there may be an incentive for outstanding performance in the classroom, but those are given in the ways of stipends and bonuses, not necessarily at all built into the salary. And then

another major one is one we pretty much follow now, and that is the step approach. So many steps on the bachelor's programs, so many steps on the masters program and beyond. And then every combination that you can imagine and then some things that I have not thrown out.

Let's talk a little bit now about the facts around the whole issue of merit pay. In practice, we seem to have some 4% of the nation schools that right now have some kind of teacher incentive in operation. This is not a new wheel; it is not a new invention. Merit pay has been tried in this country many, many years ago, but in many cases it's found to be a failure for two major reasons. One, finances, and two, staff dissatisfaction with how it is implemented. We have right now some plans in operation in Charlotte-Mecklenburg. We have a career advancement program or differentiated staffing program rather than merit pay. In Houston Second Mile School District they use incentive grants and tie them to student performance. In Westside Community Schools in Omaha, they combine differentiated staffing, general incentives, merit pay and steps. So they essentially use all four approaches in that school district. The national school board survey results, published in September of 1983, came up with some interesting information about merit pay. When they queried nationwide teachers on a sample research basis, they found that those teachers associated with the NEA, some 61.5% were in favor of merit pay. Those associated with the AF of T, they found some 62.1% in favor of merit pay. And for those teachers not associated with a union of any kind, they found that number to go as high as 76.4% in favor of merit pay. However we come back to the qualifications. One, how the plan is implemented and developed to begin with is a very important concern, so they expanded the survey and asked the following questions: who should evaluate a person who might be receiving merit pay? The response was 39% felt the principal should; 15% felt the department head should; 12.1% felt that a combination of the administration and peers should; 5.5% felt that a curriculum specialist should; and 25.4% felt that it should be a combination of peers.

Another question was asked how do we determine the whole notion of merit pay? Well, 41% felt it should be tied to student performance. That is not often popular, but 41% of the people felt that it should be. Seniority and credibility, 17% felt it ought to be tied to those two. And it goes on. We essentially, I was in Washington, D.C. last week and had an opportunity to talk to leaders in both AF of T and NEA and asked them their position and stance on merit pay and in both cases, the general response was we don't want to consider it as a single source issue. We don't want it to predominate our discussions of educational reform, but we are willing to talk and we think it does have merit. We are most concerned about how it is developed, how it is implemented and who basically is in charge

of the process. Well, AASA, American Association School of Administrators likewise conducted a study with superintendents. They surveyed some 2,222 superintendents of which 1,200+ responded. Some 54% responded and of that number, 68 were from the rural areas, 26 were from suburban areas, and 7% were from large urban areas. So we had a good cross section there. Eighty percent of them were in favor of merit pay. Again, we are looking at merit pay as a much more broad in terms of incentive. Six percent knew of some successes in our country where merit pay or incentive systems were in place. As in the rest of the groups, road blocks, unsatisfactory evaluation method, and staff decention.

So essentially, regardless as to whom we speak, we are getting pretty much the same information. And the whole question of incentives, one of the major problems, of course, is salary. We have a survey that was conducted of 28 school districts in the country and they took a look at the whole question of starting salary and salary of the teaching profession as compared to comparable salaries in other professions. We used the term market sensitive to determine that motion. They said let's find a market sensitive salary for teachers. Okay, and to do that they said we will find those people with bachelors degrees in other fields, find out what (inaudible)...and compared to teachers, and what they found was the average teacher salary in the nation--\$13,853.00. The average salary outside of the teaching profession--\$18,720.00, a differential of 35%. On the average teacher salary, they found after time in the profession, the average teacher salary--\$20,813.00, and the average salary of people outside of our business--\$27,617, so what started out as a disparity is widened over time. They also costed out some of the other kinds of notions such as the longer school day or 200 day school year. In all cases, what they found is it takes more money. In fact, just in those two areas alone, the salary and the school day they found, the school districts across the country would have to increase their budget, at least those 28 as a sample, 26.96% just to implement those two reforms alone.

So what does that all mean to us? Well, I think it means several things. One, what ought we be doing in this whole area of teacher incentives? And right now we have three organizations that have sponsored a rather major study. The National Association of School Principals, the National Association of Elementary School Principals and the American Association of School Administrators have gone together and commissioned CMP, Cressor, McCormick and Padgett in Washington, D.C., to do a substantial study in the whole area of teacher incentives. And essentially what they are going to ask are what are the most promising approaches to enhance the school's ability to attract, motivate and train superior teachers through improvements in compensations, rewards and other incentive systems? What types

of rewards and incentives are most effective? What should teacher performance, or how should it be evaluated? Should teachers be rewarded on the basis of individual or group performance, etc.? Have effective employee incentive systems been implemented in non-educational organizations so they will compare what goes on in both the public and the private sector and ask some additional questions in that area. Should teachers' salaries reflect variations in the quality of their performance? How should desired outcome and behaviors be defined and by whom? Who should conduct performance appraisals? How can objectivity, reliability and validity be obtained? Another major area, the variations in market conditions and job requirements across subject areas or grade levels require differentiated salary structures, and if so, in which areas are the demands greater? How can constructed efforts of performance based salaries and rewards be placed in their optimum perspective? Will adequate resources be available to support increases in teacher pay?

We have some exciting things happening. This report will be delivered and available some time in February or March for school districts throughout the nation to begin to examine and to apply to themselves. Mike?

Adams: Thank you Ken. Other comments? Panel Members? Don?

Renfro: I think Ken gives, gave a very global account, probably the most prevalent account of teacher incentives that exists, but I would like to bring it more to a local level. Can I, is everyone hearing me? Louder? I guess I would like to bring it more to a local level, as it applies to our district. When our panel met briefly before lunch to talk about what we were going to talk about, the question came up how do you define a master teacher.

My buddy Rose here said that he had figured it out, but he couldn't really define it, but it was based on the same principal that one of the supreme court judges in commenting about whether or not pornography, a particular instance was pornography or not. The judge said, I cannot define pornography, but I know it when I see it. And that is the way he sees master teachers. I guess you just know one when you see one. At my particular district, we doubt very seriously whether merit pay, or incentive pay, would change much. I am on the north slope. Basically, our teachers and generally our teachers come to us without permanency in mind. They are not coming necessarily for money. I think we found that they come more for a challenge, something different, a chance to live and work in a unique environment, probably questioning whether or not they even have the physical and mental capabilities of doing so. And so I think they come to us as kind of a different breed of cat. And I have heard lots of teachers around the state say, you couldn't pay me enough to work up there. I think that's true and even though our teachers make

probably more than most across the state, I don't think that's what makes them stay. But I think in order to keep them longer, that is what we are considering more than anything else is how do you keep the best teachers longer than you are keeping them now, and we've got several plans in mind and we are using some of those, and I will show you in a minute how that may be working against us.

One plan is to, we set up savings, kind of a savings account where they put up can put up as much as 6% in the savings account and the district matches 3% of their salary, and if they stay five years then they get to keep that 3% that the district puts up. If they don't then they lose that. So by staying five years, that is a significant incentive, I think, to cause someone to not quit after four but to stay one more. Now that may or may not be good in all cases. Another plan is an insurance plan which gives them paid up life insurance policy equal to their salary if they stay ten years. So there are incentives along the way to try to get them to stay longer, but I don't think very many of them, even if they had the opportunity, and I'm not sure that they do all the time, some do, some don't, to purchase property and build a home. I'm not sure how many would do that if they could do that. They are working among a group of people who have elected, who have chosen to live and die in the Arctic and they have not, they've only elected to live and work in the Arctic and eventually plan to leave, most of them. So I think, in my particular case, we are not looking at merit pay for the purpose of rewarding performance as much as we are creating incentives to stay.

Adams: Thank you Don. Comments from any other panel members?

Panelist: The programs for incentives that Ken mentioned are, all have the feature of being tied to pay and to performance criteria and evaluation. I think that the thing that I distrust the most about those kinds of programs are that they are essentially competitive and that in a school atmosphere, among the faculty, a very important feature is cooperation and collaboration. If these kind of pay programs that are tied to what an individual can accomplish or tied to an individual's evaluation, means that a teacher is paid not to share what he or she knows, not to collaborate and it is also a very powerful tool on the part of the irresponsible principal or administrator, to reward behavior that is not necessarily, has anything to do with good teaching and to punish behavior that is not appreciated on the part of the supervisor. And those are, I think, fundamental flaws in the concepts of merit pay as the kinds of programs that can describe. And I think that that flaw is illustrated not by the statistics when people are asked do you support a concept that would reward a person who performs better than another, but

rather are illustrated in the statistics that Ken quoted that has to do with how should we implement these kinds of programs. There isn't consensus about implementation because there is a real fear about undermining the fundamental feature of education which is cooperation.

I think that there are a number of other kinds of incentive programs. Don has talked about two programs that are used on the North Slope. Dr. Love mentioned the program of minigrams. There are recognition programs for teachers. There are opportunities in staff development, which we will touch upon later. And I think that those kinds of incentives are much more powerful and meaningful and also incentives for cooperation.

Adams: Any other comments by panel members? Don?

Renfro: I would like to say one more thing. Working.... (inaudible) One of the things that permanency also creates some other problems. Where we have staff, let's say we have three elementary teachers and three high school teachers, secondary teachers in a small setting, and the secondary teachers pick up the kids at the seventh grade and then three teachers, or two teachers have 13 kids for the seventh grade, eighth grade, ninth grade, tenth grade, eleventh grade, twelfth grade, and finally everybody says 'wait, we are sick and tired of each other'. It's the teachers get tired of the kids and the kids get tired of the teachers and seems like no matter how good they are, that is going to happen. So we have another now just this last year, started with a new set of problems. We thought we were solving a bunch, but I guess in solving, we created some. So now we have to look at teacher transfer because the village has said they are beautiful, fine teachers, but we don't want them. The teacher doesn't particularly want to move, so you have a real problem.

Panelist: I think possibly you might have another problem. Parents. The word merit pay is circulating around the United States quite strongly, and as the PTA president here in Alaska, we are circulating it around quite strongly through our PTA unit. And parents are wanting to know more about merit pay. As I sit here and listen to the panelist, I understand after several years of mingling with administrators or with school people that we have parents who do not understand, and they have a hard time getting up enough nerve to walk through the door of the superintendent or the principal's office and say, 'I am a parent. Would you please explain something in our schools'. Now I realize that we have many parents that do that and sometimes they are overpowering. But I feel like that on some of these topics if you school people could possibly, either through a bulletin, a hand out or some way of communication, and some do have those

kinds of things in the schools, please keep parents informed. We look to the newspapers for information.

I noticed in a paper that came out here in Anchorage about three or four weeks ago, a large spread from Dr. Davis explaining what was going on in his school district for the last couple of three months. This is what parents are looking for and I urge on this merit pay. I don't know if we have merit pay on any school district in Alaska. Some one else will have to answer that. But it is a concern of parents because we are hearing it. We are getting it from other sources other than our schools, and we would appreciate information funneled down through the grass roots, which happen to be the parents which you are teaching our children. So I would like very much to see a little more coop...not cooperation but maybe involvement with parents and students and then our schools because you are teaching our children.

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Adams:provide them experiences they could serve as aids in the classrooms, these kinds of things. If linked with the university, the potential for establishing a six-year educational program leading to a bachelor's degree and entry into a state supported master's program to complete training. I think these kinds of concepts are such that need to be discussed and possibly implemented if, in fact, we are going to compete with other professions for our top students. The second, is perhaps a way which we can attract people from the private sector to come into the profession for a limited period time, is something like a teacher core. Similar to what Ruth Love described that is taking place in Chicago this morning, but perhaps a more extended period of time and with the kind of rewards that we see, for example in the peace corps. So I mention those briefly in that they were discussed this morning by the panel.

Now what I would like to do is to ask if there are any of your that have questions that you would like to direct to the panel at this time on the subject of incentive programs. Yes?

Question: (inaudible)

Adams: Thanks Sarah. Anyone want to respond to Sarah's points? Okay, any other questions of the panel?

Question: (inaudible)

Adams: Ah, let me repeat the question. Has anyone asked the best and the brightest to consider the concepts of merit pay and come up with recommendations for such as program to be considered by the board of education? Okay, Sondra?

Dexter: I would like to say that I think that is an excellent suggestion. When I was in Washington, D.C. this October to receive my award, one of our days activities was to gather into groups and to address some of the same issues or similar issues that this conference is addressing. And it was mentioned a few moments ago that it is very difficult to define the characteristics of a master teacher. That was one of the things that a committee that I served on addressed, and we did come up with a list of characteristics that we felt were those of a master teacher. It was a very enlightening experience to sit in a group of 104 people who had been selected as the nations best science and mathematics teachers and to feel surrounding by such dedication, intelligence and logic and all of those positive qualities and I feel that that kind of group could probably do a very excellent job of coming together with good suggestions for merit pay. If any of you are interested in, I don't want to read this whole list to you in that these were just notes that were taken, but there have been committees like that that have worked and wrestled with this idea.

Adams: Okay, any more questions? If not, then we would like to move to our second subtopic and that deals with the professional preparation of teachers. The Nation At Risk report indicates in its findings that academically able students are not being attracted to teaching and that teacher education programs need to be improved. And then there are two major points that are made in those findings relative to the preparation of teachers. The first is that too many teachers are being drawn from the bottom quarter of graduating high school and college students, and secondly that teacher preparation curriculum is heavily weighted with 'methods, course'. The commissions corresponding recommendations in this area is (1) persons preparing to teach should meet high educational standards and demonstrate an aptitude for teaching and secondly that persons preparing to teach should demonstrate competence in an academic discipline. The other point that is made in those recommendations is that teacher training institutions should be judged on how well their graduate students meet the above-stated criteria. I would like to mention, I want to bring this into focus, mention the results of a study that was recently conducted in North Carolina with colleges and universities that train teachers. And that study yielded results that I think are, perhaps, applicable to most of the states in our nation. First of all, make the point that our financial constrainings in public education are not limited to

the K-12 segment. That reduced fiscal support is being very keenly felt at the college and university level. This particular study in North Carolina analyzed in declines in colleges and universities over the last decade.

The study found that those institutions that had maintained high standards were suffering the declining enrollments and, therefore, a reduction in fiscal support, while conversely those colleges and universities training teachers that lowered their standards were able to maintain or increase their share of that market. With this paradox in mind, panel, where do we stand with improving teacher training programs?

Evans: Well, as far as PTA is concerned, we feel like that if the basic, we go back basically to the basics in high school and talk to our students about going on to college. As I have moved around the state and talked with different presidents, this does not seem to be the trend with our youth today. They are not talking about college, persay, but we did find out that close to 60% are talking about going on to something, and most of them have, it's been more vocational schooling, possibly they will try a community college. But to talk about four years of schools, we are not quite feeling that here in Alaska, and I feel that it starts at home. We as parents can also talk and encourage our young people to go on to school. But the youth, I am finding even in my own area, the high school students are not taking the basics. They are taking the electives because they are tired of school, this is their senior year, so they are not going to take any English, Math, foreign language or anything like that. We feel like that this needs to be tightened and that we need to prepare our students more for college because so many are falling out. They'll go maybe their first year and they can't hack it and it's because it wasn't started in the lower grade.

Panelist: I will have to speak from experience since I don't know any statistics on this, but I would bet that many of us in this room who are teachers are teaching today because some teacher in our past encouraged us and told us that we might be good at it and we should consider it as a career. And I have begun recently to think about myself in that role as the person who comes in contact with youth at a very impressionable age and at an age at which they are beginning to consider career options. I have not been encouraging my students to enter the profession, and I begun to think why. Would I make the same choice now if I had it to do over again. I have been awarded and rewarded and have felt successful at what I am doing. But I think we need to look at making this whole profession more attractive in order to have youngsters want to get into an education training program, and then once into a professional training program. And then

once into a professional training program for education, I feel there are some very specific needs that needs to be addressed.

One was mentioned yesterday and that is that we, in our education training, are told that we should teach through the discovery method, that we should have hands on activity centers, science and mathematics. That we should set up learning centers. That there should be a variety of techniques. We are told this through lectures, taking notes, and being tested on the text book. I think it is time for the teacher training institutions to start practicing what they preach. And maybe the way to do that is to develop a cadre of successful teachers to become the trainers of those new persons who are coming along in education. I also feel that it is very important at the high school level and on into college, as Vi said, for teachers to have a very strong background, multitude of subject areas. It bothers me tremendously to hear my fellows at a junior high say, 'oh, I could just not possibly teach social studies'. If you are unable as a college graduate to teach junior high social studies, something is wrong. And granted, some of us are more inclined towards mathematics or towards science, or towards language arts or whatever, but I feel that we tend to get too specialized in the junior high and high school areas. I don't think the problem has been so much that there are too many methods, courses or too much time in methods course, but rather that every methods course was an echo of the one you had just completed. I think that whole system of methods courses needs to be revamped, with a greater emphasis on what research is shown to be effective in teaching. I am hearing things all the time. Research tells us this, research tells us that. Where was all this research twenty years ago. I am sure that some of it was available at that time, and yet I don't remember being exposed to it and I feel that I had a superior teacher training experience compared to that of other people that I know.

Mike alluded to a program in which youngsters would be involved much earlier in actual classroom experiences to help them get a feel for whether or not they want to be an educator. I think we need to commend the education training programs in Alaska for instituting that sort of thing. I know I often have visitors to my class and I know visitors to Wendler. and these are people of all ages, not just the 18 year old freshmen, but lots of people who are beginning to get into educational training and are getting into the classrooms and beginning to see what it's really like from the other side of the desk.

Burnley: Well, just as Sondra says, it becomes so critical if we were to just, in dead quarry, the students are on the panel today. How many were there and heard the four students speak? I think you would be disappointed to find out that none of the four plan to go into education and for those in my school district, as

an example, who are members of the National Honor Society, we continue to find that one or two percent of them would even consider teaching. Those are the best and the brightest. and the questions becomes would we even get a shot at training them because they're not expressing the interest in our profession. That's how severe it is.

A couple of programs that have worked that I've seen in operation, one involves teacher training after the bachelor level where the universities are doing research and although those teachers who are not research experts or evaluation personnel, they are some of the best people to help put the data in the form that teachers and the public can understand and see that information is decimated. And I'm familiar with programs connected with university that will have teacher programs and evaluation in research where they have three teachers up for, semester at a time, to help put that research in information form that we can all handle and then they return back to the classroom. Another program is one where students entering the university on a five-year program, and they are screened into this particular program and guaranteed a teaching position at the end of the fifth year, or in fact, during the fifth year. And they are involved in the school every year up until that fifth year. In other words, they start with observation and practical experiences all year long, all five years, with exit opportunities if they should change their mind and say this is not something that I want to do. After the fifth year, they are paid guaranteed starting teacher salary--half of that money goes. a third of the money goes to the administration program. The rest is given to the student, and at the end of that fifth year, they are guaranteed a second step position in that particular school district and in addition, given an opportunity to already have their master's degree. This kind of a program was exciting and there never was a shortage of teachers who were interested in that particular program.

In a third area, of course, is the whole notion of grants. We have specific areas in education where we have had a shortage of people and therefore have given special grants to encourage people to go onto those teaching fields. What about grants to go into teaching period, as Don has indicated earlier and some opportunity not to have to pay that back or to have it reduced with continued use and service. That is very much similar to the U.S. program that they had for years and years.

Adams: Any other comments? Don?

Renfroe: Yes I like the idea of possibly forgiving loans for students who go into education. I heard some statistics this morning. There are 10,000 graduates, I didn't believe there would be that many, but 10,000 high school graduates out of

Alaska this year. I wonder how many of those are going to remain in the state. I would like to know how many of those are going to return to the teaching profession? I suggest there is not enough. I think the best training program for teachers is teaching, and I think they get some basics and any teacher, good teacher program. I think that until you learn, or until you've worked in a classroom and actually apply those concepts and tried things that work and tried those and keep those that do and so on, you finally become a good teacher. And because our district does not have to replace retiring teachers with beginning teachers because of budgets, we have set and always tried to hire people who have at least three years teaching experience. That's because I like to take advantage of your training programs. So if you have any teachers who have been at it for three or four years, I would like to talk to them. But I don't want to talk to the ones right out of college.

Adams: Any other comments from panel members? Questions regarding this particular topic that you have for the panel? Yes?

Question: (inaudible)

Dexter: Well, the point that I was trying to make is that I feel it is important for teachers to have a very broad background in all areas, in that if you have not had some science courses, then your total education is lacking. If you have not had social studies, your total education is lacking and that particularly at the...I would call prespecialization levels, elementary and junior high...that you should feel a modicum of comfort in teaching most subject areas. Now granted, I wouldn't want to go into high school and teach calculus. I couldn't, or some of the, you know, advance science classes because I have not kept current on those. But my references to the junior high level, specifically, and my major point being that I feel that a broad, liberal arts background is important for all teachers.

Question: (inaudible)

Adams: Is there a question back there? Yes?

Question: (inaudible)

Dexter: I've been asked and debated in college are teachers made or born. I think teachers are made but not in teachers' colleges. I guess it is a combination of many things. I had a seventh grade teacher who had me teach social studies lesson, Vi, and she encouraged me a great deal to become a teacher, and I think it is just a combination of high expectations from my

family, from my success in school and feeling school about, that school is a comfortable place for me to be and maybe that is the place that I could develop a career. Education was regarded highly in my family. I was the first person to go to college in my family, and a teacher was a high status symbol to my family. My own personality, I think, has helped me be successful. My students and I laugh alot. I crack a lot of jokes with them. It would be difficult. It's like when somebody says 'well why did you get this award'? You don't want to say 'because I'm so wonderful', but you do have to have a combination. I think it is your personality, you have to have a lot of native intelligence and have developed that and have something that Harry Wong talked about and that's discipline along with organization. I guess the things that I was asked once what characterized me. I'm fair, I'm firm, I'm friendly, and I'm funnv, and I think those four things sum it up.

Adams: The four F's (laugh)

Dexter: Of course, right now I am sharing the classroom with a first year teacher and I feel that I have been able to help her quite a bit and we have developed a good friendship because I have been able to share some things with her. I had a teacher once come to me and say 'would you come to my class during your conference and watch me teach and evaluate me', and that was one of the greatest honors that I've ever had. That a peer.....

Question: (inaudible)

Dexter: I met the President. I don't think he would listen to that (laugh)

Adams: Okay, we will take two more questions on this subject before moving along. You had your hand up? Yes. And then I'll take yours.

Question: (inaudible)

Adams: Question, then, for Sondra is.....how we train teachers to handle multi-subject assignments in our small rural settings.

Renfro: Mike, If I could respond to that. When we found a solution to that and that this the students who vacilated in college, who change their major four or five times and finally ended up in education. It's as simple as that. You get your general that way.

Adams: Yes, go ahead.

Question: (inaudible)

Mike: Any more response from panel members on that? Thank you. Last question. Well, he covered the question. I will take one more in the back of the wrong.

Question: (inaudible)

Adams: He has Harry Wong's thing in his hand. (laugh) Congratulations. That was a wild Wong.

Question continued: (inaudible)

Adams: Thank you for that. Now I would like to move into the next area and it is one that the panel spent a considerable time discussing this morning and we feel it is one of the major reform issues, and it deals with staff development. But before I introduce the topic, let me say that they have directed me to kind of play the heavy role and use the two by four approach, so I may say some things that will raise the hackles, but that is really intended to get us into discussing the subject matter. So I would like to start by making a personal observation regarding, and again, it is a generalization, but it is a reaction that I've had from staffs since I became a teacher some 23 years ago. That is that many staff development experiences with certificated people lack sufficient focus and they are not related to the major goals of the organization, they lack sufficient scope and depth and rarely include sufficient follow-up to sustain any change in attitude or behavior as a result.

Now with that condemnation, let me follow by saying that we would advocate that every school have as part of its internal operation, the opportunity for continuous and ongoing staff development that focuses in upon improving the instructional process and that everything else in terms of staff development experience is established through support that effort. With that, I would like to open to the panel for discussion.

Dexter: Yes, Mike. I believe that staff development is absolutely critical to retaining good teachers in the classroom. It has to do with learning and sharing and teaching, which are things that motivate teachers, and also in Alaska it is so critical because isolation is a very fundamental problem both in rural Alaska and in the urban areas. Right now, there are several Department of Education programs that deal with staff development, and I think everyone in this room is undoubtedly familiar with inservice days. There are a potential of ten provided each year to each school district. In 1983, there were

... districts or two districts are planning to use the ten days. One of those districts by the way, is Juneau. There are eight districts that will use six or more days of inservice and there are twelve districts that will use no inservice days whatsoever this year. There are only five districts that utilize individual inservice days and the North Slope is one of those districts and utilizes 35 individual days of inservice. However, there are 28 districts that use no days of inservice time.

The department has another staff development program which is the talent bank, and that is a system whereby teachers, with recognize expertise who have been nominated by their peers, are placed in a talent bank and can be funded upon request to go to districts in Alaska to participate in inservice programs as trainers. Last year, the talent bank was funded at a level of \$40,500. And in 1984, for FY 1984, that funding has been cut to 27,000. I don't know what the funding is projected for 1985, but I would guess that it is going to be less than the \$27,000. The department has a program which it sponsors which is the writing project. It is a consortium and has several features that I think are important to mention. It is a, it emphasizes the bay area writing method, it is four teachers, it is a participation program during the summer where teachers teach other teachers and share with each other. Teachers receive district support to participate in the program and then they make a commitment to provide inservice in the following year and many of those people who have participated in the writing project are now into the talent bank.

I wanted to mention back on the talent bank, too, that there are only 20 districts that participate in the talent bank last year, and only 15 districts which talent bank members come from. The state, several years ago, used to have a subatical leave program. That legislation is in regulation....still on the books, but it hasn't been funded in a number of years. There are several districts that have innovative staff development programs. Kodiak is a district that provides two teachers in a school for two years to work half time. Half of their assignment is their teaching assignment and the other half of the assignment is in training support for other classroom teachers. The teachers request the support of the teachers and those teachers will either come in and provide development materials for them or take over their classes while they have an opportunity to do additional planning or to gain experiences that will enhance what it is that they are teaching. Don told us earlier today that the North Slope supports teachers to attend the Madeline Hunter Education Program in Los Angeles. I know that Ketchikan has a program that, again, allows teachers to explore opportunities to explore opportunities for experiences within the community and provides release time for curriculum development and planning. Fairbanks this year granted two subatical leaves, and there are a

few districts, I believe, that do support a district subatrical leave, and I believe that this is a really critical staff development program that can be a very meaningful incentive. There are other provisions for staff development in the way of professional leave, opportunities to participate in professional organizations, classroom based research, foreign exchange opportunities, and other professional activities, curriculum development, participation in conferences like this. There are many districts that provided professional need to attend this conference. There should be opportunities for experimentation, for publishing. The problem is that there isn't, staff development doesn't seem to have a high enough priority to provide the money and consistency that is necessary for the follow through that Mike was talking about.

I think another problem is that sometimes the staff development programs are sometimes criticized because they take teachers out of the classrooms.

Adams: One model that we've been discussing as a possibility to address this issue based upon the premise that, again, staff development should be in or goal ongoing part of a school's operation. As we find in the private sector, and the while idea of continuing staff development is one that the business and industry has found essential to maintaining effectiveness and deficiency. And it is important in education and the sooner we buy that notion and begin to support it, the better off we are going to be.

One model that we've found exciting in terms of how we might approach this is establishing a laboratory school in a district in which staff development could take place on a continuing basis, in a setting where you are actually working with students. Within that laboratory school, then a development center would be established and the curriculum that we've identified in this case focuses mainly upon that research base that Madeline Hunter addresses. And so staff then would be released to come into that center, receive instruction and orientation on the concepts in, say a two week segment, with the first week in the staff development, the second week with the development staff out in the schools working with the teachers in their own classrooms, and reinforcing and coaching on those concepts that were addressed. In such an approach, you could develop a cadre of trainers amongst the instructional staff and then provide release time as theand provide opportunities then for the instructional staff to provide peer training. Any other comments in this area? Carl?

Rose: I thought I would stand up and stretch my legs. Staff development. A very important part of my local district. I'm from Skagway. Some very definite considerations that need to be

made and many of them are fiscal. I submit to you that business puts a lot of money into staff training and I think education is getting around to the point where they are ready. It is a local control issue. I believe that very strongly and I believe if you are not being served by local control in your local districts, then it is about time you started getting involved. The reason I bring this up is that financing differs from district to district and so do needs.

In our local district, we had the opportunity to combine our resources with a neighboring district in Haines. We got together and invited Madeline Hunter to come up and visit Skagway in one of her trips to Juneau. These kinds of things can be done. It can be accomplished. I don't know that you want to tie into to talent banks totally, but I think that you want to go as far as you can with the dollars that you have to expend. So I think it is very important that you are constantly on the lookout for opportunities that you can take advantage of. And most importantly, you constantly assist what the needs of your districts are. It's been our experience we have devoted a lot of time into our curriculum. We use all our staff development to try to enhance a curriculum study. It is an ongoing study and as priorities change, as needs change, we try to use days and appropriate days and dollars to satisfy the needs of our community, and that is local control.

Renfroe: We are also looking at the Madeline Hunter theory and the practice type approach, but on a little bit different basis, and the reason I will tell you, is that the system that Mike's contemplating in setting up a teacher training center involves a commitment of funds as well as a commitment by the teachers. One of the things that I've learned as a superintendent. The hardest thing to implement is something that comes from me. Teacher resist anything, I think, from the top down. At least they question it and begin to become a little paranoid about those things. I know when I got to the North Slope, they were heavy into Wisconsin design. As you well know, a management type system for teachers. And this had been imposed by the tie. You will use Wisconsin design. Well, the superintendent that I worked with when I first went up there threw Wisconsin design out of the window and imposed Fountain Valley, which is a good system but because he said you will use Fountain Valley, most teachers went through the motions but the heart wasn't really in it, I think.

And so and over the past 6 or 8 years as I've tried to encourage teachers to do certain things, I've found certain resistance there. I get good feedback because my wife is in the classroom so she tells me when I've done wrong. This time, though, in trying to impose Madeline Hunter's theory in the practice model on the staff, we considered such things as going

to a teacher and saying we'd like for you to take a leadership role in becoming involved with the Madeline Hunter model, and we'd like for you to go to certain conferences and so on, and you come back and kinda get the staff into the whole project and we're going to start it from the teachers' viewpoint'. Well, the first thing the teacher did was to be honest with me and tell me that that won't work because, they said, 'Mr. Renfroe, your first..every time you approach teachers with that premise, you're telling them that they are not okay, that they need improving. And teachers, by nature, thing that they are the best teacher, if they are a good teacher, they think that they are okay already, and they don't need Madeline Hunter's approach to education to become better'. And so, I do my best thinking about 2:30 in the morning when I wake up and can't go back to sleep, and I decide that the way to do it is to give all of them an opportunity to go to the Madeline Hunter School this summer, and I offered to pay their salary, you know, there is a two-week approach, and a four-week approach in her school, and then I fully expected three or four teachers to join that, go simply because it's in the area and because they get two weeks extra pay, but it is just not what happened. A third of the staff elected to go and so then I'm looking at 50, 60, or 70 thousand dollars. So when the school board confronts me with that large expenditure I've decided, and by the way, one or two or three of them are here and some of them are teachers, I'm going to say that the teacher center approach was considered and it was, but I would of had to staff it with a couple of people that would of cost me that much and almost any other approach that I used.

Bringing Madeline Hunter to Barrow and to the North Slope and reaching all of our teachers would have cost that much. This way, a teacher volunteers to take, to improve themselves. I didn't force anybody to do it and so they are saying then that I can go to Madeline Hunter workshop and feel okay, and I, the superintendent hasn't told me that I'm not okay before it starts.

(END OF SIDE 2, TAPE I)

(TAPE II, SIDE 1)

Question: (inaudible)

Adams: Challenging question. You want a member of the.....any members of the panel want to respond? Don, you're probably in the best position.

Renfroe: I don't know why, but I can say that the way the law is structured in Alaska, if you don't take advantage of the nontenure law early on, then you are never going to make it. So without proper evaluation and without fortitude to carry that

out, then it won't work. Someone said this morning that, and I think it was Ms. Love, said that no one dislikes a bad teacher more than a good teacher. We don't want that kind in the profession, I don't think, so I think that if you made a mistake, ask NEA to allow you to correct it.

Adams: You can tell when Don's feeling a tough question, he stays seated. (laugh). I'm going to exercise the perogotive of the moderator now and suggest that we, we have three other topics to discuss. I doubt whether we are going to be able to cover all three. But right now, I would like to ask you all to stand and stretch. (Pause) Okay, we are ready to get going again. I'm going to be....Dr. Demmert, would you find a chair, please? We lost three people. The next topic that we would like to talk about it teacher burnout. It has been getting a lot of attention in the last five or six years, so I'd like to ask the panel to tell us what constitute teacher burnout and how do we deal with it. Who wants to start? Sondra?

Dexter: I think we are all concerned about that person who enters the profession and has the potential to be an excellent teacher and burns out quickly and leaves it. I think Harry Wong yesterday said the average is 2.8 years. But I'm more concerned about that teacher who sticks with it and smolders for 10, 15, 20 years and then realizes that they have burned out and has so much time invested that they have to stick it out. I think that is a great problem and I can only speak from my own personal perspective and that of my colleagues and identifying some of the aspects of burnout and some possible solutions as I see them. These are just my own personal opinions.

One aspect, I think, is the difficulty of a teacher who is working at their job to pursue an advanced degree or to get training above and beyond what they already have. I know for myself, getting my master's degree and going to school several nights a week and trying to teach full-time was a real chore. Trying to pursue it in summers, is often not possible for various reasons. I would like to see a vigorous and well planned subatical leave program throughout the state. When I first came to Alaska, there was a subatical leave program and I thought, oh boy some day I'll be.....(inaudible) I really think that would be a wonderful opportunity for the state to improve its cadre of teachers.

I think also teachers sometime become bored with the particular area, subject matter, or grade level that they are teaching and needs to have an opportunity to move to some new area and something still related to their field that is not administration and is not teaching either, and perhaps some of these career ladder proposals that we've been hearing mentioned, will provide that. I've yet to see anything real specific on

that, so I'm withholding judgment. A lot of people are bored with their assignment and are stimed at times within their district from moving to a new school because of the policies of transfer, are discouraged from changing grades within their own building or going into a new subject area. And that of course is an administrative problem that I think could be pretty readily remedied with some communication about that problem.

We heard today about some of Chicago's specialty schools. In Saint Louis they call them magnet schools. That might be another kind of opportunity for the teacher who wants to teach with a certain emphasis, and it would also provide some educational opportunities for students that do not already exist. Teachers today are expected to teach all the subject areas while having students pulled from their classes for a variety of reasons. This is particularly true with the elementary level. And I talked to a friend of mine last night. She teaches here in Anchorage, fifth grade, and asked her to tell me all of the things for which students leave her room each week. They leave her for instrumental music, for Indian education, for Chapter I reading instruction, for Chapter I mathematics instruction, for bilingual education. I'm just catching my breath. They leave her for speech therapy, they leave her for gifted education, they leave her for special education resource, and they leave her to serve food in the cafeteria. I think, that school I know, has done some things with their scheduling to alleviate the problem. This year, she has all her students in her room for one time for 2/3 of the total instructional week. That is a vast improvement over last year because the school faculty got together with their administrator and did some planning about they could better use and utilize the time, for example, having several activities pulling kids at the same time.

I also think that some, a look at what the priorities are. Are the kids there to serve food in the cafeteria or do we need to allot some more money so that people can be hired to serve in that position? I thought often about what school was like when I went there. And even though my students think that was somewhere between the Stone Age and the Bronze Age, many of you are my peer age wise and, I don't know about you, but I didn't have multicultural education and we didn't do much with career integration. I didn't have hands on science. As a matter of fact, you didn't put your hands on anything that wasn't yours. There was no drug education or alcohol education. Sex education, not until high school and then, you know, 3,000 of us in one room looking at a chart ahead about a mile on the stage. But so many more areas are added to the basics and they are all important. I don't deny that. They are all necessary. I think they are proper functions of schools, in most cases. But I do believe we are going to need to look at lengthening the school year, and I am adamantly opposed to lengthening the school day. I am

frazzled as it is, and I don't want an extra hour with students or an extra hour to do anything related to my job. I barely get my job done the way it is now. But I would be in favor of investigating lengthening school years.

I think teachers burnout because they feel so frustrated by incomplete reporting of standardized tests scores. The headline of an article that appeared this week tells us that Alaska students scores decline. Well, they can just tear that out and use it over and over again, because that is always the headlines. Yet when you get into the article, the article does do a fairly good job of pointing out some of the possible reasons for the decline, in that more students are taking the ASVATC and the SAT and that we are educating more students who are planning to go on to college. The general public may not read those details, and not only does the media not give a thorough analysis of test scores, some times our own districts do not do so. And we are not told these are the areas where the strengths show and these are the areas where the weaknesses show. That does happen sometimes and I know it happened at my own school, and we identified some areas of weakness and we found improvements in those scores. That was a good feelings. I don't think that happens for enough people. We often feel a lack of support from the students and the parents in regards to the standards that we want to set. It is one thing to set high standards to say we are going to require more graduation credits, but as Dr. Love talked about today, it is very difficult to force parents to do that. I've been reading lately, though, some programs that have been tried where a contract has been written and parents are asked to voluntarily sign this contract and what it does is outline some good parenting skills and some concrete ways in which parents, especially that one that says 'I just don't know what to do' some concrete suggestions for how they can assist their child in completing homework, having time on task, and making school seem important at home as well as it is at school.

Of course, seeing your contemporaries advance financially and gain prestige is another part of burnout and I think the gentleman in back eluded previously to there being no substitute for salary commensurate with the amount of education that we have and the time we spend on our job and the degree and importance of our job. And I think there should be more opportunities for teachers excellence to be recognized.

Adams: Thank you. Are there any other comments.

Panelist: Just to say that I think in the elementary schools, something that would help toward alleviating teacher burnout is a prep period.

Adams: One thing that was not noted but I think maybe contributes to this, and it is a natural lead in to our next topic, and that is just how involved are teachers in the decision-making process? And one of the findings that's very explicit in the Nation at Risk report is the contention that professional working life of teachers is on the hold on acceptable in that individual teachers have little influence on critical professional decisions. And, I don't know, I tend to think that, in part, this is a function of the traditional vertical line and staff organization of management that exists in our school organization today and, by the way, an organization that was ushered in an organizational approach that was ushered in with the beginnings of the industrial age. And it served public education extremely well during that period, but we are in a different age now and there are other forms of organizational structures that are being tried and tested in the private sector that I think have merit or consideration in public education. Rather than the traditional vertical, they are horizontal in nature and they do provide for a great deal of involvement and participation in the decision-making processes. And I'll mention the quality circles approach as one.

The other is I think as we really bring about instructional leadership on the part of principals, I think that we will see principals and teachers more involved in like activities. And use the commissioner's analogy that the term principal really means master teacher. And I think that the commitment of the state department has made, in starting with this academy program, that both teachers from the Juneau district, as well as administrators, are participating in is a step in the right direction in this area. But in that, we are in to this topic of teacher involvement and decision making, I would like to invite the panel to respond to this topic.

Rose: Once again, I am Carl Rose and I am on the school board in Skagway, Alaska. I feel it is fair that I bring that out right now because some of my comments may be somewhat bias in that regard. And I think that the number of you by a show of hands in here in the teaching profession, as far as administrators are concerned, will probably draw me back into order real quick. But, I'm in business, small business, and I am sort of intrigued with organization, decision-making processes and those kinds of things. The process that I use in my own business is really quite simple. I am the grievance procedure and I....that things work quite well. I stand accountable for what I do and so much for that. But, now we are dealing in public sector, and I have some comments on that dealing with private and public sector and organization, as I think our Governor is finding out now.

Probably most importantly what I would like to shed some light on....before we get into this, the actual topic that we are

involved with in this symposium is Alaska Schools and Public Policy, though I can only assume that teacher involvement, for all intents and purposes that I will be dealing with today, would be teacher involvement in the area of public policy. I think before we can really get into this area, there are some definite things that need to be identified. We need to define teacher involvement inasmuch as how much involvement, at what level. We have to realize the process that we are going to be dealing with. The decision-making processes differ from district to district, school to school. We live in a diverse state; I think we all understand that. Just for the sake of this conversation, I would like to use some of my past experience in decision making in the public sector and then I would like to ask three questions. I don't know that I have the answers for them, but this is what I'm going to throw out to you.

The first question would be what is the desired level of teacher involvement? The second question would be what are the desired results of teacher involvement? And that is an important question. The desired results of teacher involvement. And lastly, what are some of the pitfalls. Well, as I review the process, and I'm going to state very general because I don't want to take up too much of the time. We've been in here a long time, but if you have questions, please raise them. I identified six groups and I'm sure there are more as far as organization is concerned. But these six groups will, they consist of board members, administrators, teachers, students, classified staff, and the general public, and I think we can pretty much lump everything, anything beyond that into the general public, such as entities. I think the gentleman back here was speaking of small association. Just by their mere existence, I think they are worthy of consideration.

And then we should look into the roles that these entities play in a decision-making process, and I think it is really important that we understand and appreciate what those roles are. On a decision-making process, we'll take...all of these entities have three functions. Some have more but, just generally, they have three functions. One of them is for input hopefully in the shaping of the decision. Secondly, the mere consideration of that group that will be affected by the decision that is going to be made, and thirdly, that of a counter balance, if you will. Democracy. It is something that flowing counter to what you believe should be happening, that you have a means by which to express that for consideration.

Now, I would like to break the administrators and the board members off into a separate group, and they have further inconsiderations. I believe that administrators, for all intents and purposes in public schools, need to act in the communications mode to provide an avenue for communications and dissemination of information and the soliciting of input. Now a lot of times you

will find that if there are problems in your respective districts, those are largely the areas where you can detect the problem. Now thirdly...er...I'm sorry. The second portion is, and this is really important, and that is the support group theory that was mentioned yesterday by Harry Wong. People need to feel that if they are giving you input or if they have a problem, somebody is listening, that the information is moving. And when you get some sort of rationale as to why, that the support group is there to say 'yes we heard what you are saying, but these are the reasons why things are the way they are'. I think so often in society, if you will, we raise questions and nobody has an answer for it and you get quite frustrated, and I think that is evident here as far as public policy is concerned. Now as we move over to the boards role, I think a number of you are quite familiar with that. But for, I noticed that in my district, there are a number of people in my district that don't realize what the board's role is. I think a number of those people happen to be on my own board. So if you will bear with me, I would like to explain to you what I view the purpose and the function of the school board is. I think this may help a lot of you out.

The school board is the legislative body of the school district. They have a specific function. We establish policy based on a number of considerations. One of them is players consideration. The players that I just mentioned to you. Secondly, the state statutes and regulations will dictate exactly what you can do or what you must do by minimum or maximum. Those have to be reflected. And thirdly, we are going to provide local control by doing them. Local control is the means by which we can insure that the wants, desires and needs of our local communities are reflected in our educational system locally. Now this is an important, and a lot of people don't realize what they are doing when they get involved in a decision-making process on a local level. And that is basically what we do. Now, we in short conformity, by being accountable. Who is going to be accountable for education in the local district? Somebody has to be accountable. Somebody needs to make decisions. Hopefully, they will base those decisions on consideration of all the factors, but someone has to render that decision. And when that decision is rendered, someone will definitely raise questions. Who best to fill that question? An elected body that is kept separate from the educational mechanism so that the classroom teacher is not drawn out of her classroom to defend some policy that she had a hand in as far as the decision making is made. Now there is nothing wrong with that.

There are levels of input in the decision making mode. But I want to stress that the system that exists now, the board is accountable and the board should act as an umbrella for the overall educational system of that local school district. An

umbrella, if you will, in that the mechanism can continue to function without interruption because someone is upset with the system. And if that umbrella of that function of that board is not operating and not responsive to the need and desires of that community of which all the players are members, then I submit to you its time to make a change. And that is what happens. A lot of us who are encumbants, like myself, don't like the idea of being moved on or being voted out but that's what happens when you are not responsive to your community through local control.

Now, with that short explanation, I would like to ask those three questions that I'm going to ask the panel, and Mike, you can take care of the moderation if you will. What is the desire or what is the desired level of involvement, teacher involvement in decision making and the desired results? What are we trying to accomplish? And then lastly, what are the pitfalls?

Adams: Yes, we have a question for the panel...er... a response.

Question: (inaudible)

Adams: Okay, good point. Ken?

Burnley: Well, the first question was the level of involvement. Is that correct Carl? Okay. We've made numerous attempts in the Fairbanks School District to involve not only staff but parents because ultimately, as I referenced some time ago, you really cannot find out what you should be doing unless you know what it is people feel they need and want. Both of those are different, but unless you understand that basic premise, you will forever miss the target. So in terms of the extent of that involvement, we try to have our staff teachers, as well as classified employees, as well as everybody that works in the district, involved in screening and selecting of people for various positions, whether administrative or otherwise. We try to have them involved in primarily making the major recommendations in anything that has to do with what goes on in the classroom. And that's all centered in the instructional area where the person is not in the line relationship working with the staff in order to see that that is delivered. And that process has expanded to every aspect of things that we try to do in Fairbanks and is extended to the parents in the same regard. Listening is a skill. I think differences are needed. Voices will always raise in anger because involvement is hard work. But as plan will still be made, and I think you will find that they will be planned and productive if you follow that overall process.

The second question Carl gave was what? Will you repeat that again for me? The desired results are to have those people who are effected by any decision making involved in the process. And I think when you find people that are effectively involved in

the process in terms as to how something is done, it works better. I think the primary pitfall, which is the third question, I think everybody worries about control. I am going to lose my power. Building principals worry about it, boards sometimes may worry about it, superintendents worry about it, and I think the concern should less be am I going to lose power because I like to examine it from another pointers prospective or another point of view. If you are willing to share in decision making, and those who want to participate and do in the process, they, number one, are not necessarily interested in controlling and will make that generally very clear to you because they don't have time to do the job. But if in fact you are willing to do that, your power is expanded to the degree that the numbers of people involved in the process are included. Another way of saying it is you don't lose power you gain power. Whether it be through parents and/or staff.

Adams: Gayle?

Pierce: I think that teachers should be involved in every decision that effects them. That the desired results are the quality of the decision will be better because teachers are involved. The benefit is that the decisions are much more likely to be implemented. and I think that Don touched on that earlier. And the pitfalls or the problem with it is that it takes time. It is much more efficient to make a decision all by ones self.

Adams: Okay, thank you. Others? We've come to the end of our allotted time and I would like to conclude by sharing with you five recommendations that this panel developed as a result of our discussions this morning, and telephone conversations that we've had over the past ten days in preparation for our panel today. But first of all an individual observation: If we can leave this meeting and this conference with a sense of our responsibility for developing pride in our profession, that's got to begin with the classroom, then I think that we will have taken an important first step in establishing a foundation for a reform to happen. And I heard this as kind of a underlying thread in everything that has been talked about this afternoon.

I am going to kind of struggle through these five recommendations. I will do it very quickly. We didn't talk about staff development as it relates to school superintendents, but I think we need a handwriting consortium for school administrators, particularly superintendents. Ken and I will be the first enrollees.

The first recommendation is that the state establish staff development as one of its highest priorities for educational reforms. Second, the State, in cooperation with school district throughout the state and the Department of Education, University

of Alaska, develop formal incentive programs that attract youth to the educational profession. Three, the State Department and local school boards study the findings of the study of teacher incentives, the one that was eluded to by Ken in his discussion earlier, that is currently in progress to determine which recommendations are pertinent to Alaska's need and formulate appropriate policies and statutes to insure effective implementation. Four, that the state local districts be required to implement those incentive programs adequate to attract and retain professional staff. Five, that the policy considerations discussed today on keeping 'The Best and the Brightest' as well as other reforms measures under consideration be forwarded to the State Department of Education for inclusion in developing the cost model for financing public schools in Alaska.

I would like to thank members of this panel and to all of you for your courtesy and cooperation. Thank you.

END OF CONFERENCE

WORKSHOP G

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

December 16, 1983

Moderator: Beverly Michaels, LeanAlaska Program, Manager

Panclists: Dr. Bill Bramble, Director, Educational Technology
and Telecommunications, Department of Education
Dr. Joseph Deken, Professor, University of
Texas at Austin, Author of "The Electric
Cottage"
Dr. Marshall Lind, Visiting Professor, University
of Alaska, Juneau, (former Commissioner of
Department of Education)
Bill McCaughan, Director, Center for Instructional
Telecommunications, University of Alaska,
Anchorage

THE TAPE FOR WORKSHOP G DID NOT RECORD

Can Alaska Train Alaskans For Alaska's Jobs
December 16, 1983
Workshop H

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

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

Allen(?): ...Twentysix years ago, he will probably tell you
that he is younger than Wong and he only came, he was only
twentyseven. As Director of Planning, as Director of
Planning and Corporate Development for Ensearch Corporations
in Alaska he represents Ebasco Services, Inc., Frank Moolin
and Associates, Inc., Alaska International Constructors and
is recognized for his leadership in business in professional
and financial circles throughout the State of Alaska. He
has received numerous awards. He received the Governor's
Volunteer Award for 1983. He is currently President of the
Anchorage Chamber of Commerce and received its 1980 Gold Pen
Award as the outstanding chamber member of the year. He's
vice chair of the Alaska State Chamber of Commerce and past
chair of the Fairbanks Chamber of Commerce. He is a member
of the Alaska Air Command Civil Affairs Board, he's also
active in military circles. He's on a citizen's advisory
committee, University of Alaska, Anchorage, and maintains
broad interests in the promotion of education statewide and
nationally. He's a member of numerous organizations. His
wife and his two daughters and son only see him between the
hours of 3:00 am and 6:00 am in the morning. I'm proud to
present to you Al Fleetwood.

Fleetwood: You notice Mayor Allen has thrown his cards all over the room. Did you pick up any over there? Because of my intense interest in vocational education, particularly in Alaska, where more than any other state in our nation, there are ever developing opportunities in the work place. And there are critical needs in the work place that aren't being met.

I'm very pleased to be a part of this panel today. And I'm particularly pleased and I wish, I hope, there's one individual that I overheard in the audience here, and I would direct some remarks to him, but as an administrator in a high school was making a statement to the fact that it wasn't, the high school level was not the level of education that should address itself necessary to vocational education. And that the, this statement or this belief was substantiated by the business community and absolutely nothing could be further from the truth. And also, I heard some discussions about the tremendous conference that you had someplace where there were about 7,500 vocational, leading vocational educators in the United States there. And I'm concerned that there weren't some, what you might call, regular educators in that group because you were more or less talking to the choir. And it's obvious and I'll relate to you some of my experiences.

Bu. it's obvious that the right people are not addressing themselves to the opportunities that are necessary and affordable through the vocational education systems. And I am so sincere about that and I wish you could hear me in some other groups where they say well, leave the basics to somebody else and you need the formal education. That isn't so. We need both. And it's a happy merge. And I hope that I can, I can come through and emphasize this point in some of my remarks.

We're all aware that the United States is struggling to compete with other nations in almost every facet of business and industry and with major keys to the competitive edge being in labor costs, the level of productivity and the quality of service or product. And it's the prospective of business and industry that we need a constant supply of individuals for the labor force that are, will enable us to maintain that competitive edge if we haven't lost alot of it already.

Alaska's prospective is influenced by the facts that we
1. must remain competitive with the rest of the nation;
2. the fact that Alaskans want to enjoy the benefits of added jobs and expanded economy for our state.

And I'll use the basis of my remarks and I gave Mayor Allen a copy of our study that we just did. But it's a 1983 study and it's the most current thing that's done, I would believe probably in the United States in which I was involved to review the vocational education programs within the Anchorage School District and the Anchorage Community

College. In this external review, over 230 members of the business and industry community reviewed fortyeight programs, examining the curriculum, instructions, facilities, equipment and the support services of our vocational education programs in the ACC and ASD. The chairperson for each of the twentysix advisory committees conducting the reviews served as a steering committee, which I chaired. And upon completion of the six month effort, the review of vocational programs is presented in two different levels within the final report. One level focused upon each of the fortyeight specific programs, while the second level focused upon the overall vocational education program within each of the two educational systems and the cooperative efforts between the two, that's Anchorage School District and Anchorage Community College. I'll be taking selected recommendations primarily from this second level of this steering committee report and I'll elaborate on my own perspectives to make the points that I feel are pretty doggone essential here today.

The primary recommendations are that the Anchorage School District and the Anchorage Community College should take seriously and implement the recommendations offered by business and industry. And, I, you know, business and industry is where these people are going to end up, we hope as effective contributors and the educational system just is not calling upon business and industry enough to participate within their programs. And that more cooperative planning needs to be done between the Anchorage Community College and the Anchorage School District. And business and industry and then to provide more space and equipment for vocational programs.

With that, from my perspective, the economic growth and expansion of Alaska's business and industry is highly dependent upon readily available, well trained labor force. The education system absolutely must work closely with business and industry so Alaskans can become that readily available and well trained work force. Some of our growth is very predictable and ongoing with a rather steady growth, such as our tourist or transportation industries. We can assist educators to develop and update and maintain training in these areas on an ongoing basis. And that doesn't, I believe that we are participating in it. They are calling upon us regularly and I think we're doing that pretty well.

But the other facets of Alaska's growth are part of our boom and bust economy. We're certainly in a petroleum boom now and for a period into our future. The fishing industry tends to rise and fall, I guess you could say with the tide, and certainly in cycles. We're sitting upon some of the nation's, of course, greatest mineral deposits. And coal is coming into being now into an international scene.

Resultingly, we must be prepared to provide short intensive training and perhaps in a very limited time frame.

This may even call for business and industry to contribute to the short notice, short term and intensive job training efforts. And business and industry is willing to make that commitment.

Our ability to attract new business and industry to our state is dependent in part, and to, I think a pretty substantial part on our ability to supply a trained work force. Without good vocational training programs, we face the importation of needed labor force or nondevelopment. That is uh. Or we just won't get ahead as fast or as orderly as we want to and we'll find our economy in a slide backwards position. And we experience, we have been experiencing both foreign and from the Lower Fortynine the importation of labor at the expense, I think of our Alaskan labor force. We've seen that in the media. There are of course legal battles over that right now. And I don't think that that need to have reasonably occurred.

There is a need for cooperative efforts of between education and business and industry and I'll be emphasizing that throughout some of my remarks today. The efforts made by the advisory committees on the project that I earlier referred to are a positive beginning in the involvement of business and industry and the vocational programs in both the institutions that I addressed, I'm familiar with and that's Anchorage School District and the Community College. And this effort should be continued. If this project has potentially effected change because of interplay between business, industry and education, then the advisory committees for these vocational programs should continue and they have agreed to do that and it's a tremendous resource within this community that's out there with a pretty doggone strong commitment.

So let me share some of my perspective in this area. According to the United States Chamber of Commerce, 80-85% of all new jobs in this country are generated by companies of one hundred or fewer employees and, in Alaska I would believe-----utmost that these small companies are able to turn to the vocational education programs for trained workers. And that's a resource that we really need to supply, and I think have a responsibility towards supplying our labor force and our small business force.

We in business and industry are eager to work cooperatively with those in the vocational education so that the very best training can be available to perspective workers and this is very evident as we are, that we're willing to serve in advisory committees to review and support the vocational education programs. And all we ask is that you use our time efficiently and that you give us time to talk, as well as to listen. We can often provide meaningful practicum experiences for vocational students through cooperative education programs. And there are even times when we can assist you all in getting student training time on specialized equipment or in specialized facilities.

And speaking on behalf of business and industry, again, we're always open to having people from our businesses visit your schools and to make presentations to the students. Particularly where students are exploring and making career decisions. There's a real communications gap between members of the education profession and those of us in the business and industry communities. And meetings like this one that we're having today and projects like the one between the business and industry community of Anchorage, the Anchorage School District and the Anchorage Community College, are very positive steps toward overcoming this problem. There is a need for greater priority for greater, for vocational education within our education agencies. And I would recommend that the boards and chief executive officers of both the Anchorage School District and the Anchorage Community College should adopt policies, favoring and setting priority for programs preparing the students for the world of work. I guess that's a reasonable way to put it. The administrators and the counselors and the nonvocational teaching staffs need to be better informed about and have much more positive attitudes about the vocational education component of both institutions.

Counselors absolutely must become more, and I use that absolutely when I use other superlatives and I know it's, not right to do that, counselors must become much more familiar with the vocational programs and the world of work and become more dedicated to helping the vocational student. Vocational instructors must be provided opportunities and requirements for upgrading their technical skills and practical knowledge of the work place in a timely manner. And our study certainly points that out. We must provide for a modernization and a standardization and an ---- schedule and maintenance program for the equipment and facilities within the vocational education of each institution. Great lack in those areas.

So from my perspective there is a great deal of publicity about America's schools in the news. This publicity focuses on the declining performance of the students, academic standings and the implied question of what is the real priority in our schools?

Approximately one third of our adult life will be spent working in one or more jobs. The United States Department of Labor predicts that today's high school graduates will change the type of work they do between seven and ten times during their working careers. And psychiatrists tells us that the mental health of the American adult is highly dependent upon a feeling of self worth and of productivity. Much of which is obtained on one job, on one's job. And now try to tell me that vocational education is not important at whatever level in the education process.

So these all seem like very sound reasons for the American education system to develop a priority for

preparing the individual for his or her place in a working society. Now I'm not advocating that the only purpose for education is the preparation for work. However, it seems very important to us in business and industry that the preparation for work be among those top priorities as the purpose of educating our citizens. Now let's address workers characteristics which business and industry are looking for through vocational education.

I recommend that vocational students will best be served within the coordination and cooperation, when the coordination and cooperation is optimum between the Anchorage Community College and the Anchorage School District vocational programs. And between ACC and ASD vocational programs and the employing business and industry communities. Both institutions need to develop a better tracking system so that both ASD and ACC can determine what happens to vocational education students for the three or five years after they have left the vocational programs.

And better policies and procedures need to be developed to set the criteria and screening processes for students entering the practicum, so the more serious student is admitted. And we must provide students with a practicum experience that is just more than just a part time job. Set up a series of varied tasks so the students receive an overall view of the industry. Practicum experiences should be of a longer duration, more realistic and more closely related to the occupation in question. Practicums should be more, made available to all students within the vocational programs. And the vocational programs should teach appropriate business attitudes and expectations in behavior.

And for maximum results, ADS and ACC should concentrate more efforts in teaching the basics, that is grammar and spelling and punctuation and communication in math. So the vocational students will possess these necessary skills as they enter the labor market. So these students should have received that in the lower grades or even up to the point where they go into vocational education programs. The fact is that they haven't. The fact is that they probably could not be encouraged to go back into the educational system and regroup, and therefore it must be made a part of the vocation, no education systems. Just to teach the basics, just teach them the basics and we'll train them to do the job. This is a statement that's often spoken by those of us from business and industry. And it's often a statement that gives a slightly inaccurate perspective of what we mean.

For example, when I hire a secretary I expect to train her in how I want her to operate my office, and things like processing of paper, in and out of my office, and when and when not to interrupt me with a telephone call. These things are unique to my office. However, I expect the person I hire, for secretary services, to know how to type, to be familiar with a word processor and how to file and how to use various office machines and to take dictation and so on.

The basics mean that he or she can read, write, spell, do math, and the like of that. But it means really alot more, it means that he or she has all the basic skills and knowledge to be efficient and to be an effective secretary. And it further means that I expect this person to have the proper attitudes, the expectations and the behaviors necessary to perform in these positions.

I find that many people in jobs today who perform poorly or who have a poor attitude resulting in conflicts with their fellow workers and or supervisors. And this is often due to those persons having chosen the wrong career for themselves. Our educational institutions need to do more, much more in helping students explore and make sound career decisions. And this is just as true for the college bound student as for the students prepared to go to work right out of high school. Career education is an important service for our students to select the careers for which they are best suited.

We, in business and in industry, need people who are responsible, who have leadership skills and know how to work through a team effort and who recognize the mutual benefit between themselves and the company for which they work. The American citizen needs a better understanding of the economic system of this country and they need to know that the term profit is not a dirty word but essential to the survival of free enterprise system. We may focus too often on the role of the individual as a worker for someone else. Perhaps we need to instill an attitude of entrepreneurship in some of our students. There are endless exciting opportunities for individuals who want to strike out on their own. And I think that that opportunity couldn't be greater then here in Alaska.

So in summary, through the project of the Anchorage School District and the Anchorage Community College, we found many positive things about the existing vocational education programs, however, through the work of the many people from the business and industry, the vocation of program reviews identified areas where we can work to strengthen the vocational programs at both of those institutions. And I know that this address has been from experience, but I don't know how else to put it because the information is so timely, I think so valuable to all of us.

And these improvements as I have shared them with you and just in a sort of a recap, focus upon the importance of vocational education's role in the economic growth and expansion of Alaska, the need for education, business and industry to work together cooperatively to meet each other's needs, the need for vocational education to become a higher priority within our educational institutions, and the need for business and industry to identify the characteristics we want vocational educators to build within their students to meet the needs of business and industry.

Training for Alaska's Jobs
Page Eight

And in final analysis we can do it, if we cooperate and we coordinate. We can prepare Alaskans for Alaska's jobs. We all have a lot to learn so let's begin with a partnership and a commitment to learn together. Vocational education is positive. It's an important division of our educational system, it deserves emphasis and should receive proper attention. It's vital to the whole, that is, in the concept of being complete educational process and it must not be considered a drag on the system, which frequently is the case. Historically we have funded it, we've housed it and we've fed it, but have given it no love, and the end result, is as you might expect. Thank you.

Moderator: I told you I was proud of this panel. Four more to go yet. I would just like to say that I appreciate Al's comments and say that he's provided a challenge to us. He is saying to us that business and industry are willing to come in and to work with us and to cooperate with us. And I think that's an important factor and we should all take that challenge up. We did a study a couple of years ago and it said that over 70% of business and industry who responded in our survey were more than willing to open their offices, open their industries to train teachers and to train students on on the job training. But only 15% of them were doing that. The challenge is there, I hope we pick up on that.

Comment: inaudible

Moderator: We'll be able to answer questions after the major presentations, if we can. The next person that I bring to you today is the Assistant Vice President of Shareholder Relations and Corporate Development with the Doyon Corporation, housed out of Fairbanks but works with interior Alaska. He was previously an education supervisor with the ----- and one of the major components that he worked with was vocational education. He also has been a staff member of -----, which is down from my home country out of Juneau. And I will tell you that he has been born, he was born and he has been raised in interior Alaska. And he told me "he knows the tundra intimately". Now I'm not sure what that means, but I'll probably give you Mike Irwin.

Irwin: Thank you Rosie. I guess ----- on rural Alaska and she was scribbling all these notes about my involvement with rural Alaska and I brought up the tundra and that was because, and this comes back to, I don't have any great notes prepared because for the last two weeks I've been thinking alot and trying to get my thoughts together, and my original plans for my speech had been to be here in Anchorage yesterday, to sequester myself in the hotel room and put it all together in an outline form. What I was

doing yesterday was running around out in the tundra outside of Kotzebue wondering if I was going to make it back. We were in near white out conditions and I was telling Helen Chamberland (sp?) from Kotzebue, she was asking me how I liked my trip. And I said it was great except for, had I lost sight of my traveling companion, I would've been on my way to Russia because when we got out onto the ocean, I had no idea of how we had gotten there. So I, I got a feel for that beautiful part of our State.

Before I start here, I'd like to say that I have been asked to try to give a rural perspective. A couple of things I'd like to make clear first of all, is that although I was born and raised in interior Alaska and I'm an Alaskan native, I don't want you to think that I'm any kind of an expert on rural Alaska. Secondly, I'm going to be speaking in generalities. The kinds of things that I'm saying, the problems that I can see are general and I say that because ----- from Kotzebue said that if I don't make sure I say that that I might never put my feet under her table in her house again.

The NANA region is, I think, one of the most prime examples of what we can do if we do cooperate. When you talk about can Alaska train Alaskans for Alaska's jobs, first of all we have to identify what those jobs are. And I think that it's very apparent that here in the State of Alaska we don't have any kind of a good idea of what kinds of jobs we might have available even now, let alone ten years from now or twenty years from now. And that makes for some real difficulties in planning for training, in trying to decide what kinds of training programs our pupils should be going into and how we should deliver those, that training. I think that's one of the first things we have to do. This is apparent all throughout Alaska, and I think it's even more so in the rural areas. Because out in the rural areas we have some real conflicts whereas we know that if a major oil field was discovered in Fairbanks, there would be no question that it would be developed, but if it was say, uh, discovered downriver in ---, I don't know if Pat and some other people around here that I see would much care to have that developed. Obviously there would be jobs available but there would have to be some real concessions made for rural Alaskans if that development was going to take place. So when we talk about rural Alaska, what jobs might be available, we're looking at a real conflicting picture.

Conflict again comes back to development in rural Alaska and where we want our jobs for our people, we also, to a certain extent, want to make sure our traditional lifestyles are maintained. And I'm not just talking about the traditional native lifestyle, but the traditional rural lifestyle where we have nonnatives who live out there who appreciate that type of a lifestyle as well. Trying to come to some kind of a resolution of that conflict, it's going to be a difficult thing for us to do.

Coming back to NANA, we see where they're trying very much to do so with the Red Dog Mine that hopefully they're trying to get on line and we see problems there. First of all, who's going to provide the basic infrastructure to transport any kinds of minerals out of there, how are local people going to be trained, how will the rest of this state make the kinds of concessions that the people of NANA region are going to want, that there be balanced economic growth, local people be trained and hired on the jobs that are created by that, and that the region in general stays to the extent possible in a condition where traditional lifestyles can be practiced. All of these things are very difficult.

If you look at Anchorage, again and Fairbanks, it's easy to image economic development of any kind. The structures already here. We have to try and find some way, some kind of structure that can be livable by all of us, that we can all live with if we're going to be creating jobs. I don't want to sound like it's all bad news, we do have some real good successes.

But before I go into those, I'd like to try to point out some of the problems that I've seen with vocational training. Al Fleetwood touched on a lot of them, he talked about delivery, who's going to deliver it, that's a problem. Rosie talked about when she says no one is talking to anyone else about the problems, that's a definite problem right there in and of itself. Who's going to pay for training? Who's going to plan the training? These are all problems that we have to work together to try and resolve.

Now, in the Doyon region, one of the things that we've found that is really successful is for business, mainly Doyon and other corporations, the native corporations I'm speaking of mainly of here, to work with our nonprofit corporations who are using public sector dollars, working with communities and with the training institutions to put together the training programs to meet specific labor market needs.

We've done this on several occasions over the last couple of years and we've found them to be highly successful. But first of all we identified the labor market needs. That was our starting point and we were in a real good position to do that because the private sector was creating, trying to create those jobs. I'll use a subsidiary that we own half of, Doyon ----, Inc. which operates an oil rig up on the North Slope under contract to ARCO, Alaska. We decided when we bought the oil rig, that we wanted to have our native shareholders working on that rig. So we worked with the ----- who had training dollars available, worked with the ----- to put together a training package for us, and then we all worked together to give those trainees the support that they needed. Not only financial support but moral support in their training. And then we placed them in jobs, then it was up to them. We, in

over a year and a half, we have had, I think out of twenty of our shareholders employed on that rig, we've had two people quit the job. And that's a pretty good record when you look at the oil industry.

And most recently, just two nights ago I was in Kotzebue for their graduation ceremony, we had fourteen of our shareholders at the Kotzebue Technical Center graduating in an accelerated food service program. Mainly, we were, we had again identified the job, the market needs, the labor market needs and that was with another native corporation in the interior who had won a contract on the North Slope, a catering contract. We saw that we didn't have people, enough people, our people with the training or experience needed to fill those positions, so we asked the Kotzebue Technical Center to put together a training program for us. We worked together, people from our company, from other companies, from the public sector, work together to screen applicants. Once we had selected our pool of trainees, we sent them off to Kotzebue, made sure that they had a lot of good support, moral support. Out of sixteen people who started the training, fourteen of them graduated. We were really proud of them. And hopefully, they will go to work up on the North Slope. Now, of course, these are just small examples of what can happen but I think they're good examples of what can happen when we all work together, when we try to communicate.

Another thing, too, I guess because I was just so thrilled over some of the things I saw happening in the NANA region, that's in the northwest part of the state, and I know that probably this is true more on paper than in reality but Kotzebue Technical Center, which is part of the school district, the Northwest Arctic, am I correct Helen? Ok. Works very closely with the Kotzebue, or the ---- Community College wherein if one is offering a certain course or a certain kind of training, the other will not, so that they can provide the best possible training to the people of that region. But the key here is that they talk to each other, they try to work together on it. And they have a community, and when I talk about a community there, I talk about the entire region, who seems committed to that, who seems committed to working together. They have the profit corporation in there concerned about what's going on, they have the nonprofit corporation, native corporation. You guys must have identified my bias by now. I'm native, I work for a native corporation, I'm sorry. But in, so much of rural Alaska is native that we don't discriminate.

So I think that's the key to all of it is cooperation and one of the questions, one of the things that I was asked to cover and it was by a person who couldn't be here today, she's on vacation, in fact I'm probably sitting in for her, she would've been here talking if she had been in the state, is who's going to deliver. Like I said in the NANA region,

they've decided that who's going to be doing the delivering. But that's not an easy question to answer. I think the question will come, or the answer will come when we all start talking to one another again. When people start saying what we really want is trained Alaskans so that we don't see, much of rural Alaska depends upon seasonal employment, construction mainly, and we see a lot of importation of labor. Again, Al touched on that. Not only importation from outside of Alaska but from outside of the particular village itself. Ok. If we, we're talking to one another and we're working with each other, institutions, business and the other parts of the public sector, we could be training our own people to take those jobs, but instead we all do our own little thing.

This is really apparent when I was working with the -----Chief Conference's education supervisor, administering the ----- training program. We didn't talk to anybody, we had our own funding, we did what we wanted with it, except for a counselor at the ----- School District, I see her sitting her and I better make sure that I, she worked very closely with us to try to make sure that our students were given adequate training. But we weren't working with the other groups to make sure that, first of all, that jobs were needed for those people that we were training. A couple of instances I can remember out of one village, we had I think three young men, it's a small village, three young men going to the same training institution for the same type of training. All intending to go back to that village and hopefully find some kind of work. We see this happening on more occasions than we'd like to and one of the reasons was that we weren't talking to anyone else. We weren't trying to find out if there were other types of jobs available, who could help us identify those jobs and work with those young people so that they could make wise decisions about what kind of training they wanted.

Now before I ramble on any more here, I think I'm just going to try to close it all up. To say that if we are going to train Alaskans for Alaska's jobs, we have to work together, the school districts, the university system, the private industry, public sector agencies, the state. We have to work together to provide the facilities, to provide the training programs, to coordinate training, to counsel the perspective trainees, to encourage them in their training, and to help place them once they have their training. And as I said, we've had some successes in the Doyon region trying to do this is going to take a greater effort than we've been able to come up with so far. But I think, if we're tuned into that same type of thinking, that we will put our people to work and they'll be in jobs that they'll be happy with. Thank you. By the way, I'm not going to stick around for questions.

Tape II

Moderator: The next person that I have to introduce to you is the youngest person on the panel with regard to tenure in Alaska. He is our relative newcomer. But he brings a lot of experience, not Alaskan experience but experience in vocational education. He has currently is a Director of Special Programs of the Fairbanks North Star Borough School District. He's been a coordinator of vocational education in service for Oregon State University. He's been a coordinator of Oregon ---- Programs, again with Oregon State University. They like him. He has been Director of Pupil Services, Career and Vocational Education in Fremont (sp?) County School District, number one. He's director of experience base career education in Fremont County, he was a consultant in career and vocational education and he's been a distributed education coordinator. He has worked in private, in the private sector, (excuse me while I stutter, I'm doing it all on my own, you guys aren't helping me). He has been involved in the private sector in sales, marketing and management. He's a member of the statewide, oh excuse me, the private industry council on the Fairbanks North Star Borough. He is a Congressional Fellowship Awardee for vocational education leadership and growth in 1976 and he was a Wyoming and Oregon Young Man of the Year nominee for the Jaycees. I know when he comes up to the podium, he will look well preserved and I give you a personal friend and a professional I admire, Jim Schlegel.

Schlegel: See attached for his speech.

Moderator: The next speaker has the known quality of involving people less than five feet in hockey, football and other activities. And so he says time for a time out. So I'm going to declare a thirty second break where you stand up, shake it out and will you lean to the person next to you, anyone besides you that you don't know and tell them a vocational skill that you have. Meet somebody in the audience and I'll call you back here in thirty seconds. Up.

Allen: (?) It's Friday and an experience for me to serve on a panel with such distinguished people including Al Fleetwood, and I commend Senator Josephson and members of the Health and Social Services Senate Committee for asking the questions that we're hopefully addressing today throughout the conference. I think they're very straight forward questions and I appreciate the fact that they are being asked and I think the answers are going to benefit all of us and the youth and the future of our great State of Alaska. I particularly appreciate the conference theme which supports the title of Alaska's Schools and Public Policy.

We've got here now where are we going. This is a question, in my opinion, that should've been asked many, many years ago but I submit to you that it's not too late. I think that we can, you know we're still a small state, we're less than 450,000 people. I think we can ask these kind of questions and answer to them because there's a lot of talent. There's an abundance of talent of people in the State of Alaska that can answer the kinds of questions that are being addressed here at this conference.

I've been asked to talk about where we're going and have to train our young Alaskan men and women to meet the demands of Alaska's labor market. And before I can even consider an answer to that question, I would need to know, obviously, what are the demands of the labor market in the private sector. I think Mike Irwin pointed out very well that we really don't know how to train our people because we don't know what jobs are available now nor do we know what jobs to project in the future in rural Alaska.

Quite honestly, I don't think we're going to answer the question of what jobs in the private sector are needed until we as a state develop a policy on economic development, both for the rural and the urban communities of our great state. Our state is --- to a four billion dollar business or industry and yet we have not -- articulated the direction in which we're heading. The state must have a direction and reduce it to writing, we're able to attract and maintain a healthy investment climate in our state. Thank you. The industry must have a policy that it can depend on. They need something, and we are a young state, when industry looks at us they see a state in its youth. Well, that's fine, there's a lot of advantages in that but as we grow, we need to define the direction in which we're growing. And what we are going to be when we grow up. Industry needs to be able to relate to that and see that we establish a track record in that direction. So they can have that almighty confidence that's required for investing that big buck in our State of Alaska.

Until this first step is taken, the question of strong economic development in our state is going to remain haphazard and --- at best. And that's a negative approach and I'm not a negative person and I apologize for that. But I guess I'm like many others in this state who are frustrated over the potentials of resource development that we have in this State of Alaska and yet year after year, we fail to see that potential developed.

I'm encourage to the Sheffield's administrations initiative to support mining and agriculture because obviously in the interior, that's kind of what we're made up of and we hope to develop that resource. The Governor and several of his key Cabinet members recently went to the Pacific Rim countries and talked to them a market source about how we can develop a relation of trade and commerce

between our state and their countries. And that the bottom line to it is how can we trade what we have in the area of natural resources for money. And I would submit to you in doing this we're going to employ a lot of young men and women in Alaska. I firmly believe that we can use our mineral and agricultural products to enter the Pacific Rim markets. I think we can open the door for those two resources. Unless we get our foot in the door, in any of those eleven countries, other resource exports will follow. I'm also excited about the export of our usability --- to Korea. I can see that as catalyst to other resources being exported to the Pacific Rim countries and in Europe.

I believe we as elected officials at the local level and members of the legislature to work diligently to assist the Governor in creating a comprehensive policy on economic development. Once the Governor's policy is defined and the legislature signs off on it, our efforts are directed towards establishing goals. I believe we can realize the benefits of a strong diversified economy within a few short years. Obviously the bottom line of economic development in the State of Alaska is the creation of new jobs which support the economic growth and which are filled by trained Alaskans, Alaskan men and women.

As I said in my opening remarks, I'm very flattered. I said that six times as I recall, to have been asked to serve on this panel with such distinguished people. I've been considering my comments for this conference for about a month now. During a recent trip to Seattle I had an opportunity to talk with someone I consider to be a real pioneer in Alaska aviation and a fellow that many of you may know, by the name of, get this, Orvil Wilber Tosch (sp). This is his real name, he goes by the name of, we call him Tosch, but he's a key figure in Alaska aviation history and someone that's very interesting to talk to and really has a good head for common sense on him.

I asked Tosch what he thought about the young people in the work force today and I believe you'd be interested in his reply. Tosch said he believes there's more to any job than is written in a text book. He would like to see a return to the ---- program beginning at the age of twelve. Child labor laws prohibit teenagers from receiving youthful work experience because of implied dangers of mechanical equipment. But they can handle the most dangerous substance there is, at the gasoline pump. And as Jim Schlegel pointed out, we have legislated ourselves out of the apprenticeship business to a certain extent. But yet we take a sixteen year old kid and say you have the adult capacity and the reasoning to direct a six thousand pound automobile. I think we really need to take a new look at the real health and safety standards of the child labor law.

The conversation with Tosch when I was in the air, Tosch told me that he felt that hard work would be as useful

today for our youngsters as it was yesterday. You know I don't believe the young kids today are happy, Tosch told me. He said that he felt prosperity had robbed them of the incentives to make something of themselves. Unlike the depression, when his school mates ate sandwiches made of lard and of last night's potatoes, uch, that's written here but I don't remember him saying that. That's terrible. But he said something that's very important, he did say this, he said that you know prosperity has robbed our young people of being happy because whether they're working or not, they still enjoy the benefits of life. Well, I think that's the comparison he was making with the depression era. I'm sorry I threw in the lard and mashed potatoes.

You know I can remember my folks, my dad when he was not working, our family suffered. I don't think that's the case, sure our standard of living has gone up since you're making \$80,000 a year and all of a sudden you're out of work, you have to make some changes but it's not the situation of where you're not able to put beans on the table now as it was back a few years ago when I was a kid.

I'm not sure that you know we should start vocational education programs at the age of twelve, like Tosch recommended, but certainly before their senior year in high school. Our young people should have at least had an introduction to the real world of work. I suppose this is where I take exception to the way we are doing business now.

I was a banker and had been a banker in the State of Alaska for the past twenty years and in preparing for the conference today, I started thinking back during my career as a banker. You know how many young people came to me to talk about a career in banking. And as I thought about that, I remembered maybe five or six out of the twenty years that I was involved in that profession. And out of those five or six all of them were either juniors in college or seniors in college or had just graduated from college and they're coming to me at that point in their life asking what skills are necessary to become a banker. I think that's wrong. And I think it's the fault of you as educators and as leaders in our educational communities to have waited that long to tell those people they better start looking at their futures and their lives in the industry or the world of work. I should have been talking to these people I think when they're in eighth or ninth grade in high school instead of in their final years of college or after they've graduated college.

Why can't we get the private sector business more involved in education in our community? Why can't we say to Mr. Bank President, we'd like to introduce you to a few of our local students and we'd like for them to see what the real world of banking is all about. Explain to them that there is more to banking than wearing a suit, a shirt and a tie. But you know, we need to get the story book perception