

ALASKA LEGISLATURE COMMITTEE FILES 1903-1904 00/2

2305 SHESS AK SCHOOL & PUB. POLICY CONF. (FILE 2)

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

Alaska

Teacher Salaries
 Anchorage School District
 1980-81 School Year

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

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

*Bachelors degree plus 90 semester hours with
 masters degree.

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

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

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

*Bachelors degree plus 72 semester hours with
 masters degree.

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

Alaska (continued)

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

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

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

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

Teacher Salaries
 Fairbanks North Star Borough
 1980-81 School Year

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

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

*Masters degree plus 36 semester hours.

Alaska (continued)

Teacher Salaries
 Lower Kuskokwim REAA
 1980-81 School Year

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

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

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

Teacher Salaries
 Yukon-Koyukuk REAA
 1980-81 School Year

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

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

*Masters degree plus 36 semester hours.

Los Angeles, California

Teacher Salaries
 Contract Period 9/80-8/82

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

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

Washington, D.C.

Teacher Salaries
 Contract Period 1981-1982

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

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

Chicago, Illinois

Teacher Salaries
 Contract Period 1981-1982

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

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

St. Louis, Missouri

Teacher Salaries
 Contract Period 7/81-6/83

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

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

Albuquerque, New Mexico

Teacher Salaries
 Contract Period 1980-1982

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

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

Philadelphia, Pennsylvania

Teacher Salaries
 Contract Period 9/80-8/82

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

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

AVERAGE WEEKLY EARNINGS OF CLASSROOM PUBLIC SCHOOL TEACHERS

1980-81^a

JUL 2 1981

RANK AND STATE	\$0	\$50	\$100	\$150	\$200	\$250	\$300	\$350	\$400	\$450	\$500	
ALL STATES											5374.38	5557.69
1. ALASKA												474.94
2. DIST. OF COLUMBIA												440.06
3. MICHIGAN												404.94
4. HAWAII												403.71
5. WASHINGTON												398.12
6. WYOMING												393.04
7. NEW YORK												392.31
8. WISCONSIN ^b												385.81
9. RHODE ISLAND												380.33
10. CALIFORNIA												377.85
11. ILLINOIS												375.35
12. MARYLAND												370.38
13. OREGON												355.77
14. NEW JERSEY												351.32
15. MASSACHUSETTS												351.59
16. DELAWARE												348.63
17. COLORADO												341.04
18. NEVADA												340.38
19. PENNSYLVANIA												340.19
20. CONNECTICUT												335.38
21. MINNESOTA												330.42
22. INDIANA												324.58
23. UTAH												319.46
24. OHIO												311.54
25. IOWA												310.58
26. MONTANA												307.06
27. NORTH CAROLINA												304.96
28. TEXAS												302.21
29. KENTUCKY												299.62
30. FLORIDA												299.29
31. GEORGIA												297.00
32. MISSOURI												296.58
33. KANSAS												293.27
34. IDAHO												291.27
35. WEST VIRGINIA												287.45
36. LOUISIANA												286.54
37. NORTH DAKOTA												286.17
38. NEBRASKA												282.21
39. VIRGINIA												281.71
40. OKLAHOMA												281.54
41. SOUTH CAROLINA												271.31
42. TENNESSEE												270.63
43. MAINE												269.12
44. SOUTH DAKOTA												262.23
45. ARKANSAS												255.19
46. VERMONT												254.52
47. MISSISSIPPI												250.00
48. ALABAMA ^c												
49. ARIZONA ^c												
50. NEW HAMPSHIRE ^c												
51. NEW MEXICO ^c												

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

^bIncludes fringe benefit payments.

^cData not available.

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

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

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

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

^c 1979-80 school year

^d Salaries effective 1/81

Source: House Research Agency (4/83)

EVALUATION
ALASKA SCHOOLS AND PUBLIC POLICY
CONFERENCE

DECEMBER 1983



ALASKA DEPARTMENT OF EDUCATION
OFFICE OF PLANNING AND RESEARCH

EVALUATION
ALASKA SCHOOLS AND PUBLIC POLICY
CONFERENCE

DECEMBER 1983

by

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

Harold R. Reynolds, Jr.
Commissioner

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EXECUTIVE SUMMARY

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

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

COMPOSITION OF RESPONDENTS

Occupations or affiliations were identified by 155 respondents:

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

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

CONFERENCE RATING

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

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

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

FOLLOW-UP CONFERENCE

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

EMPHASIS OF FOLLOW-UP CONFERENCE

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

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

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

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

Items Chosen Least Frequently

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

POSITIVE EXPERIENCES OF THE CONFERENCE

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

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

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

NEGATIVE ASPECTS OF THE CONFERENCE

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

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

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

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

INCREASING THE EFFECTIVENESS OF ALASKA'S PUBLIC SCHOOLS

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

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

Items Chosen Least Frequently

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

Differences Between Groups

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

Administrative Reforms

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

Teacher Certification Tests

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

Higher Pay For All Teachers

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

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

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

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

Commissioner Harold Raynolds
Department of Education
State of Alaska

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

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

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

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

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

Evaluation Questionnaire
Page Two

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

Evaluation Questionnaire
Page Three

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

A P P E N D I X

TABLE 1

2. I found this conference to be...

Conference Rating by Groups

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

TABLE 2

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

Recommendations by Groups

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

Table 3
List of Preference by Groups

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

All Respondents (156)

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

Teachers (85)

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

Table 3

List of Preference by Groups
(continued)

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

School Administrators (37)

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

School Boards (18)

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

Table 4

Question 4.

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

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

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

TABLE 5

Lists of Preference by Groups

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

All Respondents (156)

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

TABLE 5

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

Teachers (85)

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

TABLE 5

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

Administrators (37)

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

TABLE 5

Lists of Preference by Groups
(continued)

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

School Board Members (18)

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

Table 6

Question 8

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

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

Table 6

(Continued)
Question 8

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

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

Question 8
(Continued)

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

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

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

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

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

Harry Wong & students.

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

Contact with a broad spectrum of people concerned with education.

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

Seeing such a diverse group of people.

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

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

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

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

Speakers from outside Alaska and their expertise.

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

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

=====

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

The inspiration I received from Harry Wong.

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

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

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

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

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

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

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

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

[Did not respond]

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

Hearing keynote speakers (especially Ruth Love).

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

=====

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

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

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

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

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

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

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

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

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

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

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

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

=====

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

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

Mr. Wong:

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

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

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

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

Combination of Harry Wong and Ruth Love.

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

Harry Wong and Dr. Love.

Quality of speakers and state participants.

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

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

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

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

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

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

=====

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

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

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

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

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

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

Hearing Dr. Ruth Love.

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

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

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

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

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

Hearing encouraging words from leaders across the state and nation.

The speeches and ideas of Harry Wong and Ruth Love.

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

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

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

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

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

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

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

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

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

The presentation of Harry Wong and Dr. Love.

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

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

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

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

=====

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

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

Learning from Harry Wong and Ruth Love.

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

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

Good speakers--knowledgeable.

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

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

=====

SCHOOL ADMINISTRATORS

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

Harry Wong.

The schedule was nice.

Hearing Harry Wong.

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

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

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

Dialogue with the student's panel.

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

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

Dr. Love's speech/student participation.

A broader awareness of the educational problems faced in Alaska.

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

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

Harry Wong.

Sharing between participants.

Speaking with other concerned educators about solutions rather than problems.

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

=====

The ideas by Love re: revitalizing high schools.

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

Hearing national leaders and local reactions.

Opportunity for expression (limited).

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

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

Hearing Harry Wong and Ruth Love.

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

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

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

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

Speakers--and interaction with other educators.

Speakers at Saturday luncheon.

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

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

Listening to Harry Wong.

Harry Wong.

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

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

=====

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

Harry Wong!

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

=====

SCHOOL BOARD MEMBERS

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

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

Harry Wong.

A chance to meet board members from throughout the state.

[Did not respond]

[Did not respond]

Workshops.

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

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

The best and the brightest.

Harry Wong's presentation.

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

Listening to quality speakers on national level.

Harry Wong's presentation.

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

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

Harry Wong.

The ideas that have come forth.

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

=====

PARENTS

Harry Wong.

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

Exposure to Harry Wong's personality and ideas.

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

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

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

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

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

Hearing the different points of view.

The guest speakers and the discussion on the Paideia Proposal.

Opportunity for the group to communicate.

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

=====

STATE DEPARTMENT OF EDUCATION

Harry Wong and Ruth Love.

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

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

LEGISLATOR

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

STUDENT

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

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

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

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

When Adams avoided rural issues.

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

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

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

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

The school finances session.

[Did not respond.]

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

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

=====

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

What we already know--specifics rather than generalities.

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

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

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

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

Lag time between sessions, standing around waiting.

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

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

The registration process.

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

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

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

=====

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

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

The poor organization.

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

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

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

[Did not respond]

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

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

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

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

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

=====

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

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

[Did not respond]

Elementary teachers not represented on panels.

[Did not respond]

Governor Sheffield's speech.

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

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

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

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

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

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

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

=====

Poor food and hotel arrangements.

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

[Did not respond]

Some speeches were very dry and boring.

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

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

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

Organization--lack of planning.

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

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

The lack of more panel/group discussion.

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

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

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

=====

Standing!

Meal service.

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

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

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

Lack of designated conclusions and recommendations for the next step.

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

Too little discussion of solutions.

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

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

Not enough seating space in the small seminars.

Inadequate bathroom breaks.

A more visible showing of the parent's viewpoint.

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

=====

[Did not respond]

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

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

Missing the last two days of school before Christmas break.

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

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

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

[Did not respond]

The lack of classroom teachers on the majority of panels.

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

Registration--what a mess.

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

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

=====

Finding a parking space. Registration process was terrible.

Crowded conditions.

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

How rural and urban people do not understand each other.

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

Insufficient time for question and answers to the panels.

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

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

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

Waiting. Crowded conditions.

[Did not respond]

Lines--inadequate conference facilities.

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

Poor acoustics.

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

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

That education outside the classroom was not addressed.

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

=====

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

SCHOOL BOARD MEMBERS

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

Unorganization--too many people.

Thursdays Workshop A.

All concerned groups were not represented at each workshop.

[Did not respond]

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

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

[Did not respond]

[Did not respond]

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

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

Lack of audience participation.

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

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

Pre-registration mess.

Time scheduling problems (although understandable).

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

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

=====

PARENTS

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

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

Poor food.

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

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

Legislative.

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

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

Not enough rural community representation.

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

[Did not respond]

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

=====

DEPARTMENT OF EDUCATION

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

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

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

LEGISLATOR

[Did not respond]

STUDENT

Listening to speakers who just ramble on!

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

TEACHERS

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

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

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

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

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

You had more representation of rural teachers on panels.

There were more educational materials exhibits.

Sessions had been shorter and a few more session options.

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

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

More commercial exhibits had been added to shorten waiting
time.

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

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

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

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

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

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

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

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

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

The scheduling/time frames would have been more structured.

The waiting in halls could have been eliminated.

There were more workshops.

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

A teacher representative was a member of every workshop panel.

The format had been adjusted to the crowd.

I enjoyed the full schedule!

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

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

=====

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

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

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

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

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

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

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

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

[Did not respond]

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

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

More sparkplugs like Harry Wong.

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

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

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

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

There was "hands-on" information.

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

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

Better organized; registration was unacceptable.

[Did not respond]

[Did not respond]

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

Focus on topics was more definitive and less ambiguous.

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

[Did not respond]

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

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

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

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

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

Moderators had held tighter rein on speakers.

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

Things were on time.

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

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

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

[Did not respond]

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

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

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

If it had been on a different date.

[Did not respond]

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

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

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

=====

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

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

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

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

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

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

[Did not respond.]

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

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

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

[Did not respond]

[Did not respond]

If speakers were more carefully selected.

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

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

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

=====

SCHOOL ADMINISTRATORS

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

Fewer panels, more expert speakers.

[Did not respond]

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

[Did not respond]

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

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

[Did not respond]

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

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

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

If held in November.

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

If more teachers could attend.

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

[Did not respond]

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

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

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

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

Needed better advance information to educators.

It looked at potential solutions to existing problems.

Some local school boards could have been included.

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

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

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

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

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

[Did not respond]

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

[Did not respond]

More sectionals were offered.

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

Better handling of initial registration.

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

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

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

If more legislators attended.

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

SCHOOL BOARD MEMBERS

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

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

If it had been more prompt in starting meetings.

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

[Did not respond]

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

If a panel in rural Alaskan education.

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

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

[Did not respond]

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

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

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

=====

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

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

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

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

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

If it were more organized.

PARENTS

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

[Did not respond]

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

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

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

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

[Did not respond]

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

=====

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

If more rural issues had been discussed.

More student and teacher involvement.

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

LEGISLATOR

[Did not respond]

STUDENT

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

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

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

DEPARTMENT OF EDUCATION

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

[Did not respond]

[Did not respond]

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

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

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

Paideia-core reforms must be tried wherever feasible.

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

Simplicity and fewer options.

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

More science courses and use in elementary school.

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

Give teachers/specialists time to develop better curriculum.

More teacher input as it affects curriculum. Teacher centers.

Emphasis on providing quality planning time for all teachers.

Higher standards - few elective choices of no substance.

Statewide minimum competency tests for graduation.

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

Depends on district.

"8p: other curricula reforms, specifically:"

=====

More broad curricula - rather than overly specialized.

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

Additional work preparing excellent, relevant to Alaska, curricula.

Teacher promotional ladder - use of teachers as instructional leaders.

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

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

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

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

Budget for teachers to spend on classroom.

Trigonometry rather than three years of math.

Less emphasis on P.C. requirements.

Require computer literacy for graduation requirements.

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

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

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

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

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

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

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

Increased vocational funding based on standards and accountability.

Revising of requirements to meet student needs.

Content more specified.

Required one credit in fine arts.

Required one credit in Fine Arts.

Development of optional programs - alternative schools.

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

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

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

Tougher requirements for high school diplomas.

SCHOOL ADMINISTRATORS

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

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

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

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

Strong emphasis on time on task and effective teaching.

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

Need time, money to reward excellence to accomplish.

"8p: other curricula reforms, specifically:"

=====

Better program evaluation.

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

Plan for better use of the school day.

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

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

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

Increased standards in terms of time allotments for major objectives.

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

State minimums - more support from DOE.

More emphasis on reading, writing, and math.

Art in education, specifically, native arts.

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

SCHOOL BOARD MEMBERS

We need more requirements in our language and mathematics programs.

Remedial English and math.

Adopting one standard textbook and teaching strictly from that.

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

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

"8p: other curricula reforms, specifically:"

=====

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

More to the point - quit wasting time - teach.

PARENTS

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

I support mandatory arts education for teacher
certification.

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

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

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

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

Larger blocks of time for uninterrupted instruction.

STUDENT

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

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

Interview teams - teacher involvement.

Development of reciprocal licensing agreements with other states.

Build a tool to identify good bush teachers.

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

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

Requirements - good teachers at the university level.

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

Teacher involvement at school level.

Allowance for financially feasible sabbatical leave.

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

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

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

Require cross cultural training as a condition for certification.

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

=====

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

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

Hiring qualified local Alaskans instead of outside teachers where possible.

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

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

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

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

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

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

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

Recruit more from Alaskan sources.

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

=====

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

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

Recruit for academic quality not coaching ability.

University of Fairbanks has an excellent program.

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

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

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

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

Use of talents in specific areas.

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

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

=====

SCHOOL ADMINISTRATORS

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

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

Districts should permit building principals to recruit and interview teachers.

Let principals and department heads recommend hire.

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

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

Level of energy, rapport with young people.

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

Hire Alaskans.

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

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

SCHOOL BOARD MEMBERS

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

Competency testing before hire.

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

PARENTS

Stop circulating poor teachers!

View video demonstration before hiring.

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

More teachers from within Alaska.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

Evaluation by teachers.

Better financial accountability for REAA district offices.

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

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

Reciprocity in teacher certification especially with veteran proven teachers.

More cooperation with teachers, listen to them.

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

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

Opportunity to discipline, laws that permit this.

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

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

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

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

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

=====

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

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

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

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

Involve parents more at the Jr High school level.

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

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

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

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

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

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

Training administrators as instructional leaders.

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

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

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

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

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

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

Principals being "educational leaders."

Reduce overload at administrative building.

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

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

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

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

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

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

More horizontal administration.

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

SCHOOL ADMINISTRATORS

Management support - cooperation and sharing.

Improved management practices.

Administrative internship program for rural Alaska.

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

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

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

Establish a credible statewide testing program.

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

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

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

Improving methods of evaluating teachers abilities, motivating students.

Total state collective bargaining.

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

Spread out "titles" to more people.

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

Administrators to spend more time in the classroom.

SCHOOL BOARD

Administrators need stronger academic training.

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

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

PARENTS

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

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

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

=====

Better wiser boards.

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

More instructional leadership rather than management.

Evaluation Questionnaire
Alaska Schools and Public Policy Conference
December 1983

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

TEACHERS

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

Using computers to handle administrative duties.

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

Less paperwork as principal/teacher.

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

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

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

Insurance that highest spending priority is instructional.

Require school districts to use all 10 state inservice days.

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

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

Reinstate statewide teacher transfer without loss of salary.

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

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

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

To learn to better use the technology available.

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

Treat evaluations as learning experiences not threats.

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

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

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

More support for correspondence study.

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

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

"Coaches" to help teachers obtain preeminence.

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

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

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

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

SCHOOL ADMINISTRATORS

Program standards.

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