

Alaska State Plan for the Equitable Distribution of Teachers for High-Need Schools*

Strategy: Offer financial incentives to encourage teachers to work in high need schools		
Current Alaska Initiatives	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>Some LEA’s are using a signing bonus to attract teachers in the high needs area of Special Education.</p> <p>Alaska Housing Finance Corporation (AHFC) Teachers’ and Nurses Housing Loan Program: an add-on option to single family loan programs to obtain 100% conventional financing-zero down payment to purchase, construct, or renovate a single-family home. Qualified teachers eligible to use the program must be certified educators under AS 14.20.</p> <p>AHFC Funding Availability for Pre-development program for Teacher, Health Professional, Public Safety, Senior and Special Needs Housing. Is a grant program currently open for proposals related to the development of decent, safe, and sanitary rental housing in Alaska for the aforementioned populations, in accordance with applicable laws and regulations.</p>	<p>In those districts where NBCT’s are given bonuses, individual LEAs could restrict bonuses to NBCT’s who agree to work in high need schools</p> <p>A link will be established between the Teacher Certification website and the Alaska Commission on Postsecondary Education (ACPE) website.</p> <ul style="list-style-type: none"> • prospective teachers can obtain up-to-date information on student loan programs and Teacher Loan Forgiveness programs for teaching in high need schools. <p>EED will encourage the universities in Alaska to participate in the Robert Noyce Scholarship Program through NSF and encourage talented STEM majors to become K-12 math and science teachers in high needs LEAs</p>	<p>Prince, C. (2003). <i>Higher pay in hard-to-staff schools: The case for financial incentives</i>. Lanham, MD: Scarecrow Press, Inc.</p> <p>Kirby, S., Naftel, S., & Berends, M. (1999). <i>Staffing at -risk school districts in Texas: Problems and prospects</i>, pp. 57-58. Santa Monica, CA: RAND. www.rand.org/pubs/monograph_reports/MR1083/index.html</p>

<p>Alaska has 66 Troops to Teachers working in 11 school districts throughout the state. Troops to Teachers assists military personnel in making successful transitions to a second career in public, K-12, education as teachers. 37 of Alaska's Troops to Teachers have received a combined total of over \$208,000 in bonuses and stipends to encourage them to remain teaching in those areas where they are most needed.</p>		<p>Feistritzer, C.E. <i>Profile of Troops to Teachers</i>. Washington, DC: National Center for Education Information. http://www.teach-now.org/NCEI_TT_v3.pdf</p>
---	--	--

Strategy: Pay for performance

Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>House Bill 13 established the Alaska School Performance Incentive Program for the next three school years, to sunset on June 20, 2009. The bill authorizes payouts for up to 850 certificated employees annually and for the support staff in their schools</p> <p>Funded up to \$5.8 million annually, the program financially rewards all of the staff in a school whose students significantly improve in reading, writing and math compared with the same students' performance the</p>	<p>After the current three year authorization, EED staff could go back to the Legislature and ask for an additional appropriation in order to expand the program to target high need schools within the state.</p>	<p>James B. Stedman and Gail McCallion Performance-Based Pay for Teachers. CRS Report for Congress Domestic Social Policy Division. Updated January 11, 2001 www.opencrs.com/rpts/RL30217_20010111.pdf</p> <p>Hawley, W.D. (1985). Designing and Implementing Performance-Based Career Ladder Plans. <i>Educational Leadership</i>, v 43, n3: 57-61.</p> <p>O'Connell, R. (1997). <i>Teachers performance pay plan</i>. Douglas County School District. Douglas County, CO.</p>

<p>previous year. Teachers, administrators and district central office staff members can receive up to \$5,500, and support staff can receive up to \$2,500.</p>		
<p>Strategy: Require and fund mentoring and induction programs</p>		
<p>Current Alaska Activities</p>	<p>Planned Alaska Initiatives 2006 and Beyond</p>	<p>Evidence for Probable Success of Strategies</p>
<p>Alaska’s Statewide Mentoring Project (ASMP) has been in effect since the 2004-2005 school year. Aimed at teachers who are new to Alaska, new to teaching or both the project reached:</p> <ul style="list-style-type: none"> • 339 teachers in 31 districts during the 2004-2005 school year • 381 teachers in 36 districts during the 2005-2006 school year • It is anticipated approximately 450 teachers in 40 school districts will have mentors during the 2006-2007 school year. <p>11 of the 15 high need LEAs</p>	<p>EED may require all new teachers in high need LEAs to have a mentor from the Statewide Mentor Project</p> <p>Through the MSP grants, the STEP grant has introduced electronic mentoring for teachers who participated in the summer Institute in GeoSciences. Participating teachers are paired with an experienced science teacher who has both the content and pedagogical knowledge to help the teacher being mentored.</p> <p>September 2006, RFA released through Title II A Subpart 3 Sub-Grants to Eligible Partnerships (SEP) funds for Mentoring and Electronic Learning for Content Expertise and</p>	<p>Center for Teaching Quality. (2006, June). “Why mentoring and induction matters and what must be done for new teachers.”</p> <p><i>Teaching Quality Across the Nation: Best Practices & Policies</i>, 5(2).</p> <p>Ingersoll, R. (2001). “Teacher turnover and teacher shortages: An organizational analysis,” <i>American Educational Research Journal</i>, 38(3), 499-534.</p> <p>Moir, E., Gless, J. Quality Induction: An Investment in Teachers. The New Teacher Center. Santa Cruz, California.</p> <p>Alliance for Excellent Education. (2004). <i>Tapping the potential: Retaining and developing high-quality new teachers</i>. Washington, DC: Author. http://www.all4ed.org/files/archive/publications/Tappin</p>

<p>identified under Section 2102 of Title II Part A have participated in the ASMP.</p> <p>Findings from research done on the project included the following data:</p> <ul style="list-style-type: none"> • 77% of beginning teachers who participated in the ASMP were planning to return to the same school and/or school district. • 82% of new teachers who received mentoring were planning to return to teaching in Alaska. <p>The Alaska Legislature in 2006 appropriated \$5,000,000 for the Statewide Mentoring Project to increase the number of teachers served.</p>	<p>Highly-Qualified Status (MELCEHQS). The purpose of the first round of funding is to help those math teachers who are not highly qualified to become highly qualified. If the electronic mentoring and distance delivery of the core content for teachers is successful in meeting its goal, in succeeding years other subject areas would be addressed.</p>	<p>gThePotential/TappingThePotential.pdf</p> <p>Wong, H.K. (2004). Induction programs that keep new teachers teaching and improving. <i>NASSP Bulletin</i>, 87(638), 5–27</p>
--	--	---

Strategy: Support the development of high-quality alternative route programs to create a pool of teachers specifically for high needs schools

Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
Alaska law AS 14.20.022 subject matter expert limited teacher certificate provides that subject	EED is working with the Anchorage School District to adapt the Anchorage model for the preparation of special education teachers to	Feistritz, C.E. (2005). <i>Profile of alternative route teachers</i> . Washington, DC: National Center for Alternative Certification.

<p>matter experts who have a major in a content area and are currently enrolled in a teacher preparation program be able to teach in the subject area of their expertise and earn credit toward tenure as well as pay into the Teachers' Retirement System.</p> <p>During the 2006-2007 school year, the Anchorage School District and EED staff are creating and implementing a standards-based alternate route to prepare highly qualified special education teachers in Anchorage. The first phase would focus on highly qualified teachers who want to be special education teachers.</p>	<p>allow more LEA's to able to utilize it in succeeding years.</p> <p>EED continues work on an alternate route to certification for other high needs areas such as speech pathology and audiology..</p>	<p>http://www.ncei.com/PART.pdf</p> <p>Jacobson, L. "More teachers trained in alternative routes," <i>Education Week</i>, June 15, 2005. http://www.edweek.org/ew/articles/2005/06/15/40report-1.h24.html</p> <p>Viadero, D. "Teachers from alternate routes scrutinized," <i>Education Week</i>, September 28, 2005. http://www.edweek.org/ew/articles/2005/09/28/05alternate.h25.html</p>
---	---	---

Strategy: Rehire retired teachers

Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>Alaska law, AS 14.20.135 Employment of retired teachers because of shortages provides districts the ability to declare a</p>	<p>EED will work with LEAs to insure teachers are highly qualified in the area they will be teaching prior to being hired under this program.</p>	<p>A recent study of teachers in New York City, in which researchers found that as teachers gained experience in their first three or four years, student performance increased.</p>

<p>shortage area in a particular discipline or specialty and rehire retired teachers who are qualified to teach in the discipline or specialty. Rehired teachers have several options under the law to be able to work without losing their retirement benefits.</p>		<p>http://www2.edtrust.org/NR/rdonlyres/010DBD9F-CED8-4D2B-9E0D-91B446746ED3/0/TQReportJune2006.pdf</p>
<p>Strategy: Grow-your-own teachers</p>		
<p>Current Alaska Activities</p>	<p>Planned Alaska Initiatives 2006 and Beyond</p>	<p>Evidence for Probable Success of Strategies</p>
<p>The Statewide Future Teachers of Alaska Program is a partnership with the Alaska Federation of Natives, Alaska Teacher Placement, University of Alaska Statewide, and three, high need LEA's in rural Alaska: Lower Kuskokwim School District, Bering Strait School District, and Nome Public Schools. The FTA partner school districts agree to pilot future teacher clubs to "grow-their-own" teachers. Each partner school district creates local future teacher clubs that address their unique educational needs and resources available within their school, community and district.</p> <p>The Preparing Indigenous Teachers for Alaskan Schools (PITAS) is a federally funded program whose goal is to increase the number of Alaska</p>	<p>EED will work with the Anchorage School District to collaborate on a model for the preparation of paraprofessionals who already have a baccalaureate degree and want to become special education teachers. Once the model is established in Anchorage, it may be possible to use the model in other LEAs with qualified paraprofessionals who want to be teachers in either special education or regular education.</p>	<p>Hill, A., Hirshberg, D., (2006). <u>Alaska Teacher Supply and Demand 2005 Update</u>. Institute of Social and Economic Research: University of Alaska Anchorage.</p> <p>Ingersoll, R. (2001, January). "Teacher turnover, teacher shortages, and the organization of schools." Seattle: University of Washington, Center for the Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf</p> <p>Mobley, W. (1982). <i>Employee turnover: Causes, consequences and control</i>. Reading, MA: Addison-Wesley</p>

<p>Native teachers and administrators in Alaska Schools by increasing the participation of Alaska Native students in teacher education programs at the University of Alaska Southeast by 100%. The program offers</p> <ul style="list-style-type: none"> • A high school component • A summer institute prior to coming to campus • A scholarship • Mentors • Cultural infusion • A year-long foundations course to build leadership skills and Native identity. <p>Indian Education Professional Development Grants: Project ENHANCE (Increasing # of certified Alaska Native or American Indian teachers –rural and urban Interior AK[2005]</p> <p>UAF SOE--Train teacher aides as elementary teachers (17 students more than half done with teacher prep); establish partnership with WGU for secondary math, science, social science (3 students)</p> <p>Established by the Alaska</p>		
--	--	--

<p>Legislature, the Teacher Education Loan (TEL) encourages Alaska high school graduates to pursue teaching careers and to teach in Alaska rural elementary and secondary schools. Rural school districts annually nominate Alaskans for TEL based on high school academic performance and the students' intent to teach in a rural Alaska school. Loans are forgiven in whole or part if the graduate teaches in rural Alaska.</p> <p>In 2005-2006 351 of Alaska's 500+ schools were considered as eligible for Teacher Loan Cancellation under the Federal Perkins Loan Teacher Cancellation.</p>	<p>Establishing a link between the EED and ACPE web sites would allow prospective teachers in Alaska as well as those who hold Carl Perkins loans to find options to help finance their educations.</p>	
---	---	--

Strategy: Improve working conditions to retain teachers

Sub-strategy: Improve administrative support and leadership

Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>Begun during the 2004-2005 school year, the purpose of The Alaska Principal Coaching Project is to</p>	<p>EED may require all new principals in high needs LEAs to participate in the Principal Coaching Project.</p>	<p>Prince, Cynthia D. <u>The Challenge of Attracting Good Teachers and Principals to Struggling Schools</u>. American Association of School Administrators,</p>

<p>prepare principals to become effective instructional leaders and assist in attracting and retaining principals in the education profession</p> <ul style="list-style-type: none"> • During the 2004-2005 school year, seven principal coaches working with 45 school administrators in 25 school districts. • During the 2005-2006 school year, nine principal coaches worked with 81 principals in 27 school districts. • During the 2006-2007 school year, it is anticipated that nine coaches will work with 100 principals in 30 districts. 	<p>August 2006, EED introduced an Instructional Audit process for school improvement sites in. EED will look at utilizing this tool as a way to improve administrative support and leadership in those schools.</p>	<p>“Issues and Insights.” (Arlington, VA, January 2002), www.aasa.org National Association of Secondary School Principals, Priorities and Barriers in High School Leadership: A Survey of Principals (Reston, VA, 2001).</p>
<p>Sub-strategy: Improve physical working conditions and resources</p>		
<p>Current Alaska Activities</p>	<p>Planned Alaska Initiatives 2006 and Beyond</p>	<p>Evidence for Probable Success of Strategies</p>
<p>EED has an annual process by which school districts can submit school construction and major maintenance projects to the department. The department reviews and prioritizes all projects and submits them to the governor and the legislature for funding consideration.</p>	<p>As part of EED technical assistance for high need LEAs, EED staff will work with LEAs on ways to improve working conditions and resources for their teachers.</p> <ul style="list-style-type: none"> • Adjust planning time so that teachers of the same content or grade level have the same planning time • Adjust the start times or ending times of school to allow partial days during the month for collaborative planning 	<p>Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf</p>

	among teachers	
Sub-strategy: Improve school safety and discipline		
Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>Alaska has the following in place to support safe and disciplined schools:</p> <ul style="list-style-type: none"> • State staff review requests for Title IVA funding and approve expenditures that are supported by data so funding is directed to highest areas of need for safety. • State Statute AS 14.03.160 Suspension or expulsion of students for possessing weapons – provides for the exclusion of students who bring weapons to schools. • State Statute AS 14.30.045 Grounds for suspension or denial of admission – provides for the exclusion of students who pose a risk to safety. • State Statute AS 14.33.010-14.33.150 School Safety and Discipline – provides for safe and disciplined schools through school safety patrols. • State Statute AS 14.33.100 Required school crisis 	<p>Alaska is in the planning phase to meet with district representatives during the 2006-2007 school year to review local and state data around safety issues and identify additional supportive programming and trainings.</p>	<p>Ingersoll, R. (2001, January). “Teacher turnover, teacher shortages, and the organization of schools.” Seattle: University of Washington, Center for the Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf</p>

<p>response planning – provides for school safety through planning and training at the school level.</p> <ul style="list-style-type: none"> • State Statute AS 14.33-110-14.33.140 School Disciplinary and safety program – provides for safe and disciplined schools through standards of behavior and classroom safety measures. • State staff collect suspension and expulsion data from all schools in the state to analyze and report for Persistently Dangerous Schools reporting, and Federal and State Reporting requirements. Data is utilized to inform decisions on funding and staff training. • State teams are formed to help respond to major school safety events, such as a school shooting or major school safety. • The Anchorage Safe and Drug-Free Schools Program supports a major effort to keep their schools safe and disciplined with their successful Resolving Conflict Creatively Program, a researched-based program. 		
---	--	--

<p>Anchorage also has developed Social Emotional Learning Standards for all their students to keep schools and students safe and healthy.</p> <ul style="list-style-type: none"> • The Juneau Effective Prevention Program (JEPP) utilizes research-based strategies under their Safe Schools/Healthy Students funding to combine school and community prevention efforts to best meet the needs of their student population in keeping schools healthy places to learn. 		
<p>Strategy: Adopt policies to increase the number of NBCT's in high-needs schools</p>		
<p>Current Alaska Activities</p>	<p>Planned Alaska Initiatives 2006 and Beyond</p>	<p>Evidence for Probable Success of Strategies</p>
<p>During the 2006-2007 funding cycle for stipends for teachers attempting National Board Certification, Alaska will grant stipends only to teachers who are working in high needs schools.</p>		<p>December 2004: Ninth and 10th graders in the Miami-Dade County school district whose mathematics teachers were certified by the national board scored slightly higher than other students on a Florida math exam. (100,000 student records)</p> <p>Keller, B. "Study for NBPTS raises questions about credential," <i>Education Week</i>, May 17, 2006. http://www.edweek.org/ew/articles/2006/05/17/37nbpts.h25.html</p> <p>Vandervoort, L., Amrein-Beardsley, A., & Berliner, D. (2004, September 8). National Board Certified Teachers and their students' achievement. <i>Education Policy Analysis Archives</i>,</p>

		12(46). http://epaa.asu.edu/epaa/v12n46/
Strategy: Provide intensive professional development in core academic content to teachers currently working in high-need schools.		
Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>EED helps provide funding for a partnership of the University of Alaska Anchorage College of Arts and Sciences , the Alaska Native Science and Engineering Program and the College of Education to offer summer intensives for Physics, Chemistry and Trigonometry for teachers to develop their content knowledge in those areas</p> <p>Alaska participates in the following federally-funded grant programs under Title II A: Improving Teacher Quality State Grants- Agencies for Higher Ed (SAHE) in the Request for Proposal phase; and the Math Science Partnership Grant (MSP) [2006] awarded to the University of Alaska Fairbanks Geophysical Institute in partnership with the Alaska Science Consortium for the Science Teacher Education Program (STEP).</p>	<p>Expand this type of program into other high need content areas through a variety of partnerships to provide the content area instruction.</p> <p>Several high need LEAs currently utilize videoconferencing technology to deliver core academic instruction by a highly qualified teacher to smaller schools within their districts. EED believes this delivery method provides a means to strengthen the content knowledge of teachers in small rural schools as they work with the students who receive this instruction.</p> <p>In August 2006, EED became a partner with the Alaska Education Innovations Network (AEIN) and work the partners are doing that will result in a definition of high quality professional development in Alaska. Using NSDC’s previous work on staff development, AEIN is sponsoring a Professional Development forum in September 2006, to bring together stakeholders in professional development to move the work forward.</p>	<p>The National Council of Staff Development resources available that validate the NSDC Standards for Professional Development.: http://www.nsd.org/standards/leadership.cfm</p> <p>National Staff Development Council: Moving NSDC’s Staff Development Standards into Practice: Innovation Configurations Volume I, 2003.</p>

Strategy: Ensure that teachers have the preparation and training that they need to work with diverse learners and their families.		
Current Alaska Activities	Planned Alaska Initiatives 2006 and Beyond	Evidence for Probable Success of Strategies
<p>Alaska law AS 14.20.020 requires all teachers complete three semester hours of Alaska studies coursework and three semester hours of multicultural coursework within two years of their initial certification. These courses are available through a variety of delivery methods including online from Alaska's universities and colleges.</p> <p>The Alaska Rural Systemic Initiative and Native villages in the five regions of the state have collaborated on culture camps that help non-native teachers incorporate Native ways of knowing into the curriculum. Initially funded through the Alaska Rural Systemic Initiative, districts some districts have opted to continue them. The camps are held in the summer and teachers, Native elders and students attend.</p> <p>The Alaska State Board of Education & Early Development endorsed the Alaska Standards for Culturally Responsive Schools as a way to further the recognition of the diversity within Alaska and address</p>		<p>Darling-Hammond, L. (1997). <u>Doing What Matters Most: Investing in Quality Teaching</u>. Kutztown, PA: National Commission on Teaching and America's Future.</p> <p>Fullan, M. G. (1995). "The Limits and the Potential of Staff Development." In T. R. Guskey and M. Huberman (Eds.), <u>Professional Development in Education</u> (pp. 253-268). New York: Teachers College Press.</p> <p>Haycock, Kati. personal communication (July 18, 2002); See also: "Good Teaching Matters. . .A Lot," in <u>Thinking K-16</u>, (Summer 1998). www.edtrust.org/main/documents/k16-summer98.pdf</p> <p>Hirsch, Eric, et al. "Revisiting What States Are Doing To Improve the Quality of Teaching: An Update on Patterns and Trends." (University of Washington: Center for the Study of Teaching and Policy, National Conference of State Legislatures, July 2001), http://depts.washington.edu/ctpmail/PDFs/States-HKK-02-2001.pdf</p>

the needs of students from diverse backgrounds.		
---	--	--

* Alaska thanks CCSSO for information used to complete the equity plan.