

**2002-2003TeacherRecruitmentandRetentionGrantApplication
DueJune30,2002**

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DistrictName__AnchorageSchoolDistrict

DistrictContact__TeresaJohnson,DirectorStaffingandRecruitment

DistrictStaffData

EducatorPositionstobefilledforthe2002 -2003schoolyear includejobtitle

Jobposition	Numberofvacant positions
Elementary Classroom	150
Secondary Classroom math,science ,social studies,lang.arts, worldlang, technology,business ed,careertechand others	150
SpecialEducation andRelatedServices	70
FineArts Music PhysicalEducation	10 8 8
Anticipated additionalvacancies oversummer Ourfiguresarebest estimatesatthis time.	50-75

Applicant districts will justify their requests for “hard to fill” funds by citing data such as vacancy rates, turnover rates, low numbers of applicants relative to other positions within the districts, or similar data that clearly demonstrates their difficulty in filling particular positions.

Year	SpecialEd Certificate	Speech Pathologist	Math	Science	Reading Specialist	Other
1999 –2000 In general, the answers apply to all three school years requested. Our turnover rate has averaged 10% a year for the last five years. We have hired over 300 teachers and last year hired 475 teachers by October. The ASD applicant pool has shrunk to less than 500 candidates for our 90 schools to select from. We have increased our recruiting effort to include over 20 job fairs and college visits. Ten years ago we had over 1500 applicants and did not attend job fairs.	For all of these years we have had teacher on waivers, emergency certificates. We have started all three school years with vacancies, some not filled for the entire year. We have equal problem with OT/PT positions.	The shortage of speech pathologists is so severe that we have reorganized our whole department to deliver services in a non-traditional manner. We have had to contract with the private sector at a much higher rate of pay to meet the needs. We still have had up to 200 students not served that qualified for services.	Our applicant pool in math and science has drastically reduced. We generally have fewer than 10 candidates on the list and not all of those match the needs of schools. Higher level math and science have no candidates on the list. We hire them immediately, if we can find them.	M/Scout. We have started the school year for the last three years without math and science totally filled. Schools have redone schedules because of the lack of candidates. We have also used emergency certs in these areas. World Language/ Immersion/ Bilingual As the number of students with bilingual needs and advanced language programs are developing in our district, the availability of qualified teachers in this area has shrunk. We have HIB Visa's for 10 - 12 teachers a year for these positions. ASD has 89 different languages spoken as a primary language and the bilingual students are our fastest growing population.	We look for reading specialists for our primary elem. positions and Title I positions. We have developed our own program with UAA and had the reading endorsement reactivated to help fill this need. The program takes 2 years and produces 25 endorsement at a time —not fast enough to fill the demand. The same would go for ECE endorsement for primary grades.	Physical education is becoming a shortage area as the UAA program has been eliminated. Music has become an increasing problem to fill vacancies. Our standards have been reduced from a Master's in Music to having a music minor to fill our positions and we still start the school year with emergency certs. We have even recruited overseas in this area. Librarians are hard to fill. We do not have a local cert program so we need teachers to attend UW in the summers to certify. We apply for 5 -6 waivers a year to allow for that method of filling positions.
2000 –2001	See above					
2001 -2002	See above					

Other than the lack of teachers applying, what other difficulties does the district have in filling specific positions?

The cost of relocating to Alaska is critical to many of the young candidates that are just finishing college. Our new teachers barely have money for certification processes. The living wage is low and the cost of housing in Anchorage is rising rapidly and the vacancy rate is shrinking. By the time a new teacher pays rent, car payment, school loan payment and food there is no thing for enjoying AK.

Many of the positions we have a hard time filling are similar across the United States. The ability to have incentives –not just monetary —are important to be competitive. Full time mentoring, housing incentives, student loan forgiveness, help with relocation costs, smooth processes for certification —elimination of roadblocks are important.

Retention is as important as recruiting. After the lure of the Alaskan adventure wears off, connections to the community are important in creating a long term employee. Because we are so large, it is often difficult for young people to make friends and get connected with areas of interest unless they have help.

Some of the challenges are policy and politics. Issues surrounding negotiated contracts and the union environment makes differentiating packages based on market demand difficult. The unstable funding or lack of adequate funding for education drives decisions that have an adverse impact on recruiting efforts,

District Application for Teacher Recruitment and Retention Grant

New Educator Inservice –On going and sustainable

- ⌚ **Funding based on number of new educators to be served**
- ⌚ **Activities for new teachers begin before the first day of school**

Option B –Extra 1.5 Days of Inservice (budgeted at \$225.00 per day)

- Inservice days will be part of the ongoing professional development for new educators**

(Superintendent's signature)

- Inservice days are in addition to already scheduled inservice**
- Activities start before the first day of school and end before 1/15/03**

Inservice date(s)

New Teacher Training Fair -August 19 -27(excluding 8/25)

Drug Disabilities and Drug/Alcohol/Violence Prevention Training –Sept. 21, 25, 28, Oct. 5, 9, 12, 19, 29 Nov. 16, 20, Dec. 11, 14, Jan. 11

Science –Sept. 14, Oct. 7, Jan. 11, 16

Literacy –Sept. 16, 17, 18, 19, 20, Oct. 14, 15, 16, 17, 28, 30, Nov. 12, 13, 14, 16, 19, 21, 25, 26, 27, Dec. 9, 10, 12, 16, 17, 18, Jan. 8, 9, 13, 14, 15

Math –Sept. 20, 23, 27, Nov. 12, 14, 15

Inservice dates include Saturday opportunities for half and full day training.

Participants

New teachers names and positions (if position not hired yet, record the position here)

Partial list attached — hiring not complete at this time.

Objective

What do you want the new educators to know and be able to do as a result of the inservice?

We want to minimize the disruption to the classroom for the new teacher by providing as many of the mandatory standard trainings as possible before school starts. The trainings would include things such as Drug and Alcohol Related Disabilities required by the State, introduction of Alaska and ASD standards and curriculum to orient the teacher to the requirements of their grade level or content area. It would also be an orientation to the district practices and procedures, meeting other new teachers and identifying mentors. Teachers will have the opportunity to know what they will teach and practice in lesson design. The mentors support will help ensure the critical first days set a positive tone for the classroom and a productive climate for the year. Opportunities to join year-long new teachers support classes that will deal with common problems of new teachers such as classroom management, differentiated learning, and assessment will be provided.

How will you determine whether the objective was met?

Survey and response from the new teachers and mentors. The number attending professional development opportunities and involved in a mentorship will be one measure. We have developed a practice of checking in with new teachers several times a year to keep a pulse on how they are progressing. We will continue this practice to see if the training and support provided is helping new teachers and their mentors with lesson design and student achievement. We will track the number of contacts we have with the new teacher throughout the school year.

What on-going activities will be offered to meet the objective?

Ongoing professional development is essential to providing support and collegiality for new teachers. We have designed several new courses targeting new teachers. There were 91 respondents to the 01/02 ASD New Teacher Focus Group Spring Survey. From their feedback, the following courses have been developed during June 2002 to assist 02/03 new teachers in several relevant areas.

Practices for Effective Teaching – Offered from 4:30 -6:30 every three weeks, this year-long course follows the life of a teacher and has a menu of choices. Two sections: K -6 and 7 -12.

Classroom Management & Organizational Skills. This K- 12 class will address the most common challenge that new teachers face in the first year of teaching.

How to Meet the Needs of a Wide Range of Student Abilities. This class will help new teachers with the task of differentiated learning for all abilities in their classroom.

Two sections – K -6 and 7 -8.

Assessment – ASD Testing. What is it for? What are the limits of testing? How does testing affect teaching? K-12

Support class for those Teaching a Combo or Multiage class. This is a year-long K-6 class that will help new teachers understand how to teach two curriculum to their class. It will start with an intensive session and have regular follow-up sessions throughout the school year.

● Each new teacher receives the **New Teacher News**, a monthly newsletter with information regarding upcoming curricular and technology training, mandatory training bulletins, and articles about first year teaching.

Mentoring for New Teachers

Purpose of Mentoring Program:

- ☞ **Provide ongoing individual support that helps connect the teacher to the community, teaching profession and to the university**
- ☞ **Increase teacher quality through a supportive learning community designed to provide feedback to the teacher on effective teaching and learning**
- ☞ **Increase student achievement through the retention of highly qualified teachers**

Mentoring Activities

Qualification required of mentor (What qualities are you looking for in the mentor)

To be eligible to become a mentor ASD requires at least 7 years satisfactory teaching experience, the last 5 years in ASD. The applicant must take a 15 to 45 hour approved Mentor Training course. After the course work is successfully completed, an application must be submitted including the signature of the current principal and an ASD colleague. The application is reviewed by AEA for final approval. New teachers are eligible for 25 hours of mentoring and second year teachers 15 hours.

Training for mentors

Mentors are required to take a 15 to 45 hour approved mentors skill building course. There are mentor meetings each quarter of the school year which provide an opportunity for mentors to debrief and build support for each other.

Communication plan

When the Mentor and Mentee have their initial meeting, they are required to agree to a preliminary meeting schedule. The Mentor is responsible for initiating this plan and has the interpersonal skill level to establish rapport with the mentee and to get the mentorship off to a positive start. The Mentor and Mentee agree on the focus of the mentorship and set goals for their time together.

Mentor mentee ratio

When assigning retired ASD teachers, the ratio can be 1 mentor to up to 4 mentees. When assigning a current teacher the ratio is usually 1 mentor to 1 mentee unless the mentor and mentee are approaching the end of their formal relationship, then the ratio may be 1 mentor to 2 mentees.

Frequency of formal meetings

Mentors and mentees are required to meet at least once a week for the first 4 weeks, then the “face-to-face” time is planned as needed.

Retention of New Hires

If it is in your swim, what swimming lessons do you provide?

What incentives are you offering to retain new teachers? (Signing bonuses prohibited. Professional development incentives preferred.)

Reimbursement for required coursework for certifications such as AK studies or multi-cultural classes and offsetting certification expenses.

Professional Development Incentives are offered to encourage new teachers to participate in the New Teacher Training listed above under ongoing activities and to seek out other opportunities such as local conferences and institutes.

Mentors

Addenda for attendance at designated classes and in-service programs outside the regular workday.

Registration fees for conferences that are related to their work such as a conference related to special education, technology or literacy.

Release time to attend professional development activities as subs are available.

Appendix

New Educator is defined as new to the state or new to the profession.

New Educator In-service should be either to support a community/school partnership to help the new educators inclusion and adaptation to the environment and community or to pay for 1.5 days of in-service beyond the regularly scheduled days. Both options should be part of the ongoing professional development for the new educator. Either option is budgeted @ \$450. per new teacher. Travel assistance within the district is allowed.

Example of new educator in-service objective and evaluation:

Objective – new teachers will know the district standards and curriculum and be able to design lesson plans based on needs from the students’ data.

Meeting the objective - Lesson plans will be reviewed with the mentor teacher and principal and possibly a community member by conversation.

On-going activity - Throughout the year, time is scheduled for the new educator to ask for feedback, observations and revisions of future lessons.

Mentoring Programs require that mentors be previously trained before becoming a mentor for the new educator. Honoraria of \$500 per mentor and tuition of \$600 for a 3-credit, graduate level course is allocated for 320 mentors statewide. Mentors should be chosen due to their effective teaching and leadership qualities. Include a required communication plan to inform the school staff, parents and students about the mentor program. This will involve the whole school

in the retaining of the new educator. Scheduled meeting times for the mentor and new educator to meet can be funded with this grant. Funds may **provide substitutes** for the team to set and review goals and accomplishments. Two days of substitute pay @ \$125. is budgeted for each mentor.

Retention Incentives offered to recruit and retain teachers should not be one-shot activities. Activities should demonstrate an appreciation of the individual educator while also adding to the increase in achievement of students. Incentives can entice the new educator to belong to a network of highly effective educators. Hard to fill positions are budgeted for \$750. each and remote positions are budgeted at an additional \$750. each.

Educator incentives being used by districts:

- paying for various professional development activities
- offsetting certification expenses
- paying for an on-line course taken through the school year
- computers to be owned by districts but loaned to new teachers for specified period of time to help prepare lesson plans for their own classrooms, work on their year long courses and professional development, etc. Additional technology trainings should be included.
- paying for dues to content professional organizations (NCTM, NSTA, NSCD) that include monthly journals
- paying for participation in a community event or class with community elder