

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180007

Grants.gov Tracking#: GRANT12685388

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/27/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="University of Alaska Southeast"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="92-6000147"/>	* c. Organizational DUNS: <input type="text" value="0366747940000"/>	
d. Address:		
* Street1: <input type="text" value="11066 Auke Lake Way"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Juneau"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="AK: Alaska"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="998010000"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="UA College of Education"/>	Division Name: <input type="text" value="Education"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Ronalda"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Cadiente Brown"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Assistant Dean"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="907-796-6058"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="rcadientebrown@alaska.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

V: Alaska Native and Native Hawaiian Serving Institutions

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-061418-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Indigenous Alaska Scholars

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,434,251.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,434,251.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Alaska Southeast

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	75,170.00	77,049.00	78,976.00	20,238.00	20,743.00	272,176.00
2. Fringe Benefits	31,797.00	32,592.00	33,407.00	8,560.00	8,774.00	115,130.00
3. Travel	7,132.00	7,565.00	8,040.00	2,043.00	2,196.00	26,976.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	600.00	600.00	600.00	0.00	0.00	1,800.00
6. Contractual	44,000.00	41,000.00	37,000.00	17,500.00	16,500.00	156,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	188,800.00	188,800.00	188,800.00	0.00	0.00	566,400.00
9. Total Direct Costs (lines 1-8)	347,499.00	347,606.00	346,823.00	48,341.00	48,213.00	1,138,482.00
10. Indirect Costs*	47,927.00	47,959.00	47,723.00	14,599.00	14,561.00	172,769.00
11. Training Stipends	3,000.00	3,000.00	3,000.00	57,000.00	57,000.00	123,000.00
12. Total Costs (lines 9-11)	398,426.00	398,565.00	397,546.00	119,940.00	119,774.00	1,434,251.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of the Navy: Office of Naval Research

The Indirect Cost Rate is 30.20%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299B180007

Name of Institution/Organization University of Alaska Southeast	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Julie Vigil</p>	<p>TITLE</p> <p>Director, Budget, Grants, and Contracts</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Alaska Southeast</p>	<p>DATE SUBMITTED</p> <p>07/27/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-UACoE19_AISGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 247

Section 427 requires each applicant for funds (other than an individual person) to include in its application a succinct description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program

The *Indigenous Alaska Scholars* project is designed specifically for Alaska Natives/American Indians. It encourages applications from Alaska Natives/American Indians by extensive targeted and localized recruitment in Alaska villages where qualified applicants reside. Program opportunity awareness comes from brochures, websites and personalized recruiting by school principals. We also spend time recruiting specific Alaska Natives with the skills needed to complete this program by identifying upcoming and recent graduates from the University of Alaska using the extensive student records database.

Another barrier to participation is economics -many people, and especially so Alaska Native people, cannot afford to attend college, let alone graduate school. This project offers scholarships and tuition reimbursement for participants. Related to the cost of attending college is the length of time it takes to complete a graduate degree. Both of the graduate degrees offered by this program can be completed in two summers and a Fall and Spring semester. And, since classes are mostly distance-delivered participants can be employed if they wish.

The program also recruits for older participants, such as Alaska Native veterans and those currently employed in industry and corporations.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Alaska Southeast

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Indigenous Alaska Scholars

ABSTRACT

Introduction A Consortium of the University of Alaska’s Alaska College of Education (AKCOE) and Sealaska Heritage Institute (SHI) will conduct the *Indigenous Alaska Scholars* project. Participants receive a graduate level Master of Arts in Teaching (Secondary), or a Master’s in Educational Leadership. Both the M.A.T. and Ed Leadership graduate programs are accelerated, meaning participants enter as a Cohort one summer and graduate with their degrees and certificates the next summer. During Fall and Spring semesters, M.A.T. candidates are placed with Host Teachers in a school where they do a year-long Internship. Ed Leadership participants do a similar year long Mentorship under the guidance of an exemplary principal, again at a school. During these intense practicums students are instructed via distance delivered courses, workshops and seminars. UAS education faculty conducts observations, coaching, and assessments regularly on-site. SHI provides activities that fold cultural knowledge and relevance into both programs.

Purpose and Outcomes *Indigenous Alaska Scholars* will provide graduate level training to qualified Alaska Natives and American Indians/Indian to become certificated teachers and administrators, with a focus on preparing them to work in schools with high numbers of Native students. Outcomes include the inclusion of non-traditional participants, such as those drawn from the military and industry; 100% program completion rate for a M.A.T. in Secondary Education or Educational Leadership; 88% job placement within one year and 100% job placement within two years; and provision of two years of Induction activities for all participants.

Number of Participants to Be Served

Program	To Be Recruited Each Year	To continue In the Project Each Year	To Graduate Each Year	Qualifying Jobs Within 12 Months Each Year
M.A.T.	6	5	5	4
Ed Leadership	4	3	3	3
3 Year Totals:	30	24	24	21

Number and Location of Proposed Sites The *Indigenous Alaska Scholars* project is based at the Alaska College of Education (AKCOE), University of Alaska Southeast (UAS) campus in Juneau. Participants are drawn from across the State, and their nine-month teacher Internships and administrative Mentorships can take place in any of the 509 schools in our 53 school districts.

Recruitment and Induction Recruitment will be conducted Statewide. For the most part it will be targeted to identifiable, qualified Alaska Native/American Indians who are close to receiving their UA undergraduate degrees, or those who are recent graduates. Also included will be outreach to non-traditional groups, such as veterans and those employed in industry and Native corporations. Induction will use the services of the Alaska Statewide Mentor Project and the National Institute for School Leadership Induction Program.

Competitive Preference Priorities Addressed:

- **Priority 1: Letter of Support** A signed letter of support indicating graduates will be considered for employment is included from the Lower Kuskokwim School District, which serves 4,331 Native students. (98% of enrollment total.)
- **Priority 3: Consortium Application** UAS is the lead applicant in a Consortium with Sealaska Heritage Institute. SHI is an Indian Organization.
- **Priority 4: Prepare Educators to Integrate STEM Into Classrooms and Schools** Both our M.A.T. and Ed Leadership courses integrate STEM-specific competencies throughout.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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Indigenous Alaska Scholars

A program to increase the numbers of Alaska Native teachers and administrators who are well-prepared to serve in schools with high populations of Alaska Native and American Indian students ...

Submitted by a Consortium

- of -

Alaska College of Education, University of Alaska Southeast and Sealaska Heritage Institute

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The Indigenous Alaska Scholars Project

- (a) *Need for project (GEPA Waiver) (Maximum 15 points). The Secretary considers the need for the proposed project.*
(1) *(Up to 5 points) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

Our proposal has its birth in this grim statistic: in 44 years (1970-2014) only 172 Alaska Natives --about 4 per year-- earned teacher certification.ⁱ This, in a State where 19.6% of the population is Alaska Native/American Indian, 25% of the total student population of 130,295 are Native/American Indian, and teacher and administrative jobs go unfilled year after year.^{ii iii}

That we find ourselves in this dilemma is not the result of one single factor but rather a combination of factors that makes it difficult for Native people to become educators. It's expensive to become a certificated teacher and even more expensive to earn a principal's license. If a person does spend four years earning an undergraduate degree a graduate Master of Arts in Teaching or Education Leadership takes, in most instances, another two years. During this time, the Native candidate is often away from the home support network and cultural familiarity a rural village community offers. Consider, too, that the pipeline that delivers promising Native high school graduates directly to University preparation programs is not full; there are empty seats in our teacher and administrative preparation programs every year and even more so for Native students. And, it is a reality that Native people have more choices for careers than in the past. Native Corporations, oil companies, the military, etc., offer excellent, high-paying opportunities for a Native with a college education.

The Center for Alaska Education Policy and Research (CAEPR), in a recent report entitled *Alaska Native-Focused Teacher Preparation Programs*, identified most of the same barriers as above and pinpointed those that are the biggest roadblocks.^{iv} Interviewing students, directors, and faculty of ten past and current rural and distance teacher preparation programs that targeted Alaska

Natives, they found “life happens” was a big obstacle: many participants were adult students balancing family, employment, subsistence, and community obligations. Our program, *Indigenous Alaska Scholars*, can’t do much about that, but it can address those other major completion barriers the study revealed: length of time it takes to earn a degree, lack of cultural relevance in the program, and needed support services, including scholarships. *Indigenous Alaska Scholars* offers greatly accelerated M.A.T. and Education Leadership graduate degrees with programs that take only one year to complete, integral inclusion of cultural standards and culturally responsive teaching, and support such as PRAXIS exam preparation and tuition awards.

Another factor that has a large impact on education in Alaska is the State’s high annual teacher turnover. Between 1999 and 2012, annual teacher turnover in rural districts averaged around 20% and in the state’s five largest districts just about 10%. In the 2016-2017 year, individual schools in remote rural locations had over 30% teacher turnover and schools in hub communities 22%; compare this to schools in more populated areas with 14%-16% turnover.^v Although turnover is inevitable, research has shown that high teacher turnover impacts relationships among teachers, school-community relations, and teachers’ professional development. Further, and most importantly, teacher turnover impairs student academic achievement by 1) challenging the curricular planning and implementation process at the school level^{vi} and, 2) impacting individual teacher quality.^{vii} This correlation between high turnover and low student achievement is consistently demonstrated in Alaska. In 2013 the number of students proficient in reading, as measured on State assessments, was 46.9% in Alaska’s five highest-turnover districts, compared with 85.8% in our five lowest turnover districts.^{viii} Though this data cannot demonstrate a causal link, the correlations are compelling. Certainly having more teachers and principals in these rural schools that are of the same culture as the students and community, are comfortable in village life, and are an integral part of the village will reduce turnover and thus increase student achievement.

(2) (Up to 10 points) The extent to which employment opportunities exist in LEAs (including BIE-funded schools) that serve a high proportion of Indian students in the project's service area, as demonstrated through a job market analysis.

In 2013-14, there were 8,788 full- and part-time teachers working in Alaska's schools, serving over 128,000 students in grades K-12. Of those, 69% taught in the five largest districts: Anchorage, Matanuska-Susitna (Mat-Su), Fairbanks, Kenai and Juneau. Although the 48 remaining districts employ just over 30% of the state's teachers, higher turnover rates mean that they account for about half of the vacancies that need to be filled each year.^{ix}

From 2008 to 2012, districts hired an average of 985 teachers each year. Out-of-state people are required to fill the majority of these positions (626, or 64%), as the number of teachers prepared within the state at the University of Alaska and Alaska Pacific University has remained largely static at 200-240 per year for the past eight years. During that same time period, in-state teacher preparation programs did provide 16% of the teachers hired by Alaska's five largest districts, but only about 7% of those prepared in state took rural positions. To recap^x:

	Total	Urban	Rural
Total Teacher Hires	985	552	433
Returning Alaska Teachers*	241	150	91
New Alaska-prepared Teachers	118	88	30
Teachers from out of State	626	314	312
*Returning Alaska Teachers are those who had taught in the state previously but not in the previous year.			

From the above chart, we can see there are plenty of teaching jobs in Alaska, with almost half in rural, remote communities.

Below is Department of Education and Early Development (DEED) 2017-2018 data collected on educator openings, by district, that allow us to more precisely identify the number of teachers and administrators needed to fill jobs vacated by turnover. All these districts have 50% or more

native students. Further, it should be noted that these districts are spread throughout the State, meaning statewide recruitment for *Indigenous Alaska Scholars* is a must. ^{xi}

Turnover in Certificated Personnel in Alaskan Public Schools for the 2017-18 School Year

District	Administration Group			Inter-District Teacher Group		
	Total Count	New Hires & Transfers	Turnover	Total Count	New Hires	Turnover
Alaska Gateway	8	4	50.0%	31	7	22.6%
Aleutian Region	0	0	NA	4	2	50.0%
Aleutians East	2	0	0.0%	29	10	34.5%
Annette Island	3	2	66.7%	28	10	35.7%
Bering Strait	22	9	40.9%	176	34	19.3%
Bristol Bay	2	1	50.0%	10	2	20.0%
Chatham	3	3	100.0%	19	5	26.3%
Chugach	1	0	0.0%	16	2	12.5%
Craig City	3	0	0.0%	31	2	6.5%
Dillingham	4	0	0.0%	39	10	25.6%
Galena	8	1	12.5%	66	6	9.1%
Hoonah	1	0	0.0%	10	6	60.0%
Hydaburg	1	0	0.0%	9	1	11.1%
Iditarod	2	1	50.0%	20	5	25.0%
Kake	1	1	100.0%	12	0	0.0%
Kashunamiut	2	1	50.0%	30	10	33.3%
Kenai Peninsula	39	4	10.3%	595	54	9.1%
Ketchikan	11	3	27.3%	153	8	5.2%
Klawock	1	0	0.0%	17	1	5.9%
Kuspuk	4	2	50.0%	28	7	25.0%
Lake and Peninsula	7	3	42.9%	48	7	14.6%
Lower Kuskokwim	35	15	42.9%	293	49	16.7%
Lower Yukon	21	10	47.6%	136	29	21.3%
Mat-Su	69	11	15.9%	1,023	70	6.8%
Mt Edgecumbe	5	0	0.0%	27	4	14.8%
Nenana	2	2	100.0%	25	1	4.0%
Nome	5	2	40.0%	53	13	24.5%
North Slope	15	6	40.0%	160	45	28.1%
Northwest Arctic	22	8	36.4%	155	40	25.8%
Pelican	1	0	0.0%	1	0	0.0%
Petersburg	2	0	0.0%	34	4	11.8%
Pribilof	1	1	100.0%	7	2	28.6%
Saint Mary's	1	0	0.0%	15	2	13.3%
Sitka	10	4	40.0%	104	11	10.6%
Skagway	1	0	0.0%	14	3	21.4%
Southeast Island	2	0	0.0%	23	8	34.8%
Southwest Region	12	4	33.3%	58	14	24.1%
Tanana	1	0	0.0%	4	3	75.0%
Unalaska	3	1	33.3%	28	5	17.9%
Yakutat	1	0	0.0%	7	1	14.3%
Yukon Flats	2	1	50.0%	24	3	12.5%
Yukon-Koyukuk	6	2	33.3%	50	11	22.0%
Yupiit	3	2	66.7%	38	11	28.9%
Statewide Totals	599	137	22.9%	7,951	718	9.0%

Note: Principal positions include transfers so the numbers are approximate as to new hires.

Summary: The *Indigenous Alaska Scholars* project seeks to reduce those factors that get in the way of Alaska Native people from becoming educators in rural schools with high numbers of Native students, and thus to increase the numbers of Alaska Native educators. We will provide access to a quality accelerated graduate program offering master's degrees in teaching or school

administration, aggressively recruit qualified and motivated Native candidates across an area two times the size of Texas, provide completion support for 24 participants including scholarships, assist graduates in finding jobs in their certification areas, and provide two years of induction services. By doing so, we can fill opportunity gaps and reduce the negative impacts of too few Native educators working with Native students.

(b) *Quality of the project design (GEPA Waiver) (Maximum 25 points). The Secretary considers the following...*

(1) *(Up to 10 points) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are ambitious but also attainable and address—*

- (i) *The number of participants expected to be recruited in the project each year;*
- (ii) *The number of participants expected to continue in the project each year;*
- (iii) *The number of participants expected to graduate; and*
- (iv) *The number of participants expected to find qualifying jobs within twelve months of completion.*

Summary of participant numbers:

Program	To Be Recruited Each Year	To continue In the Project Each Year	To Graduate Each Year	Qualifying Jobs Within 12 Months Each Year
M.A.T.	6	5	5	4
Ed Leadership	4	3	3	3
3 Year Totals:	30	24	24	21

The Indigenous Alaska Scholars Professional Development Project Goals, Objectives and Outcomes	
Goal 1: Increase the Numbers of Alaska Natives in Teacher and Administrator Preparation Programs	<p>Objective 1.1 Provide outreach and recruitment activities in all Alaska school districts serving high populations of Alaska Native students. <i>Measure: At least 20 recruitment activities conducted in Years 1, 2, and 3 (60 total)</i></p> <p>Objective 1.2 Provide specific and targeted outreach and recruitment activities to non-traditional Native applicants, such as older students, people who have a BA, MA or PhD degree in a field other than education; and people finishing a degree in a field other than education who wish to obtain a teaching degree. <i>Measure: At least 10 targeted recruitment activities conducted in Years 1, 2, and 3 (30 total)</i></p> <p>Objective 1.3 Develop and implement a selective program application process that results in quality applicants highly likely to complete the program, and contains such criteria as educational qualifications, references, an application, an interview, evidence of understanding</p>

	<p>program requirements (such as Payback), etc. <i>Measure: Formal program application developed; Years 1, 2 and 3: 12 people complete program applications and 10 are selected each year (6 for M.A.T. graduate program and 4 for graduate Ed Leadership program)</i></p> <p>Objective 1.4 Develop and implement program recruitment support activities that assist a potential applicant through the process, such as on-going personal contact, questions hotline, application completion assistance, etc. <i>Measure: 12 people receive at least 4 recruitment support activities in Years 1, 2, and 3 (120 total)</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● 10 people recruited to program each year, and 8 enroll each year. (5 M.A.T. and 3 Ed Leadership) ● Quality applicants most likely to finish enroll in the program. ● Non-traditional applicants recruited to/selected for program.
<p>Goal 2: Improve the Retention, Completion, Employment and Job Success of Alaska Natives Participating in Teacher and Administration Preparation Programs</p>	<p>Objective 2.1 Implement program support strategies, such as scholarships, culturally-based success workshops, tutoring, PRAXIS prep, etc., and an accelerated program of study, that leads to teaching or administrative certification in one year. <i>Measure: Each year for three years, 5 participants obtain a M.A.T. with teaching certificate, and 3 participants obtain a MA in Education Leadership with principal certificate</i></p> <p>Objective 2.2 Deliver a high quality teacher and administrator preparation program, which includes findings from job market analysis, such that graduates are employed. <i>Measure: Each year for three years, 4 graduates employed within one year as teachers and 3 graduates employed within one year as administrators in school districts or schools with a high proportion of Native students.</i></p> <p>Objective 2.3 Provide Induction services designed to support newly-placed program graduates through mentoring, demonstration teaching, shared problem-solving, skill-building, continuing contact, etc. <i>Measure: Each year for four years, 7 program graduates will receive induction services that increase their success as beginning teachers/administrators.</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> ● 8 people complete the program each year. ● 7 people are hired within each year. ● Quality applicants most likely to finish enter the program.

	<ul style="list-style-type: none"> • <i>Non-traditional applicants increase numbers of people recruited to/selected for program.</i> • <i>With Induction services, more program teachers/administrator remain in their jobs.</i>
<p>Goal 3: Provide STEM Education Instructional Strategies to Project Students</p>	<p>Objective 3.1 Incorporate an overall STEM instructional strategies strand within the multi-course sequence for the ACOE M.A.T. and Ed Leadership program, such that STEM competencies, skills and teaching strategies are highlighted and addressed from a teacher and administrator perspective. This is <u>not</u> a how to use technology as a tool, or web surfing strand. <i>Measure: 8 participants per year for three years receive STEM content knowledge and related instructional strategies.</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> • <i>K-12 Native educators better prepared or equipped with the knowledge and competencies necessary for 21st Century classrooms</i>

(2) (Up to 8 points) The extent to which the proposed project has a plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures that program participants are likely to complete the program.

Recruitment for both the Master of Arts in Teaching with a Type A Secondary Teacher Certification (M.A.T.) and M.Ed. in Educational Leadership (Ed Leadership) resulting in an Alaska Type B Administrative Credential begins with understanding both the strengths of our programs (what we're offering) and who we're offering them to (the audience we're recruiting). The M.A.T. program for Secondary and Middle Grades Education (grades 6-12) is an 11-month **graduate** program for people who have completed a baccalaureate degree and are seeking an Alaska Type A teaching certificate in secondary (middle and high school) grades. Likewise, Education Leadership is an 11-month **graduate** program for teachers with three years teaching experience who wish to obtain their Type B school administrative certificate. Both programs are offered by the Alaska College of Education (AKCOE) at the University of Alaska Southeast (UAS) in Juneau and use an **accelerated cohort model**, where students enter as a group on-campus the summer of year one, take courses on-site or via distance delivery Fall and Spring semesters, and end with on-campus

instruction (and earned certifications) the following summer. Placements in the programs are made throughout Alaska, some students work full or part time, and the program is intense.

Below are some of the advantages to our programs we will communicate as we recruit:

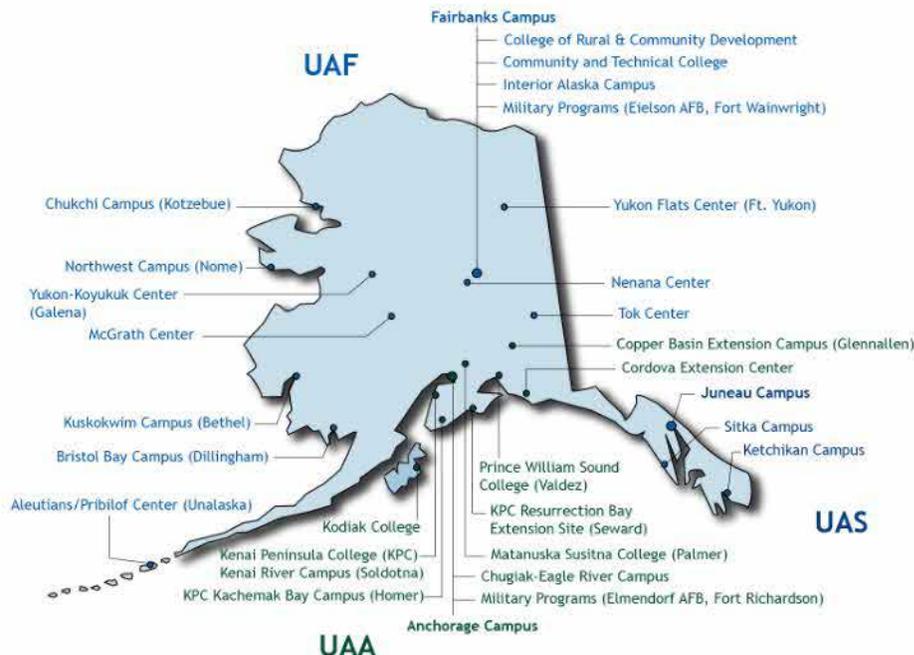
- Quality, fully accredited Master's Degree program
- Available anywhere in Alaska with an internet connection
- School-based learning experiences and internships in the community where the student resides
- Emphasis on culturally-responsive teaching and schools
- On-site support from mentors and the UAS faculty
- Scholarships for students
- Placement assistance with high rates of hire
- Cohort model provides a supportive professional learning community, and,
- Accelerated completion of Master's program and entry into workforce (one year).

Recruitment Plan

Produce Recruitment Tools: Recruitment tools will be a combination of an *Indigenous Alaska Scholars* website and brochures, PSAs, existing videos of the M.A.T and Ed Leadership program and social media strategies, such as a Facebook page. These tools have proven useful in past projects and we intend to continue their use. The creation of new tools, and updates to currently used tools, will be accomplished the first three months of the project. All tools will give the overall picture of the program coupled with important details, e.g., must be Native, have a bachelor's degree, meet the entrance requirements to University M.A.T. or Ed Leadership program, willing to take part in an accelerated course of study, know there is a payback provision, etc.

Generate Program Awareness, Build Interest, and Identify Quality Recruits: While each Major Academic Unit (MAU) of the University of Alaska (Anchorage, Fairbanks and Juneau) has its own student recruitment team, in an effort to boost the numbers of Alaska-trained teachers the Board of Regents has tasked the Alaska College of Education with statewide recruitment of new teachers and administrators. This task comes with an Education Recruiter. The Project Director and Education Recruiter will work as a team to get the word out about *Indigenous Alaska Scholars* through the

many University communication channels. The reach of the University in our State is huge, as seen in this graphic:



In concert with publicizing *Indigenous Alaska Scholars* at University sites, the Alaska Council of School Administrators (ACSA) will assist us in recruiting in all 53 school districts in the State. ACSA is the umbrella organization of Alaska Association of Elementary School Principals, Alaska Association of Secondary School Principals, and Alaska Superintendents Association. As such, ACSA and its member organizations have many points of contact in districts and schools across Alaska and can publicize *Indigenous Alaska Scholars* in their publications and conferences. These groups will be especially helpful in personalized recruitment, where school principals and district superintendents reach out to strong M.A.T. and Ed Leadership candidates one-on-one.

We cannot limit our recruitment to schools and Districts, however, because we also seek Natives with Bachelor's degrees in areas other than education who want to become teachers through the M.A.T. program. Some will just be finishing, or close to finishing, their undergraduate degree so we intend to aggressively recruit juniors and seniors on all University campuses. Other people, though, may be college graduates and working for the State, Native Corporations and

industry, or be veterans. Recruitment messages will be tailored to this group and delivered through channels such as industry/Corporation websites, union publications, veterans organizations and attendance at trade shows. These two *Indigenous Alaska Scholars* candidate groups can particularly assist us with putting teachers and administrators who have STEM degrees in schools.

A significant resource *Indigenous Alaska Scholars* has for recruitment is access to University of Alaska student records. We can identify Alaska Native students on all major and extension campuses who are close to graduation (juniors and seniors) or those who have graduated within the past four years, broken down by degree and level of attainment. Since we have their contact information, we intend to heavily recruit them. This is especially useful the first year, when many of our other recruitment tools cannot be deployed in a timely manner.

Cultivate Potential Participants: When a person interested in participating contacts the project, or asks for further information, we will initiate at least four contacts over a four-week period to establish a personal relationship, maintain interest and generate enthusiasm. The Project Director, AKCOE Recruiter and M.A.T. and Ed Leadership faculty, through e-mails and phone calls, will do this contact. In addition, faculty have the opportunity to contact potential recruits face-to-face when they are out at school sites doing clinical supervision with their current students.

Selection Selection is a combination of acceptance to the Alaska College of Education M.A.T. or Ed Leadership program, and *Indigenous Alaska Scholars*. To streamline the process, the application to *Indigenous Alaska Scholars* will be appended to that of the two graduate programs.

Applicants to the UASE M.A.T. secondary program are expected to provide:

- A completed graduate application
- Transcript showing achievement of a baccalaureate degree and a GPA of 3.0
- Transcripts to be used for assessment of applicant's content preparation
- Recommendations
- Writing assessment
- Passing score on Praxis CASE (Core Academic Skills for Educators) exam, and
- Passing score on Praxis II content area exam.

Ed Leadership applicants have these application requirements:

- A completed graduate application
- Transcript showing achievement of a baccalaureate degree and a GPA of 3.0
- An Alaska teaching certificate with three years documented teaching experience
- Recommendation from current principal
- Letter of Support from Superintendent where on-site mentorship will take place
- Name of internship mentor (usually school principal), and
- Statement of Personal Objectives.

The *Indigenous Alaska Scholars* application adds these requirements:

- Proof of Enrollment/Certificate of Indian Blood
- *Indigenous Alaska Scholars* Pledge of Commitment (See Appendix E, p. E1)
- Attendance at pre-enrollment Payback teleconference, and
- Statement acknowledging payback commitment.

(3) (Up to 7 points) The extent to which the proposed project will incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e.g., LEAs, including BIE-funded schools, that serve a high proportion of Indian students) and developing programs that meet their employment needs.

The need for more Alaska teachers and administrators, and especially those who are Alaska Native, was explained in Selection Criteria (a). This section will focus on what the employers of our graduates say are the skills they need, and what *Indigenous Alaska Scholars* can do to provide those skills.

Alaska Superintendents, at their Association's Fall, 2017 Conference were asked a series of questions about the University of Alaska's teacher and administrative preparation programs. One of these give us important insights into their employment needs: "Looking forward, what are the most promising ways in which UA and its Alaska College of Education can partner with your district in meaningful ways to grow the number of quality Alaskan teachers and educational leaders?" (Appendix E, p. E-2.) A content analysis of the comments finds these key messages: accelerate the time it takes to graduate new teachers and administrators, increase the number of internships and practicum experiences, support attainment of education degrees through paying tuition and distance education, and institute a career ladder program for teaching aides to become teachers. *Indigenous Alaska Scholars* addresses the first three of these:

- Both the M.A.T. and Ed Leadership program are completed in one year through a combination of two 3½ week summer sessions on campus and two semesters of distance delivered classes
- M.A.T. students complete a one-year student teaching practicum with an exemplary Host Teacher, and Ed Leadership candidates shadow successful principals, have an on-site mentor, and take part in a one-semester internship, and
- Both programs' participants will have monetary support, and both are distance delivered during the school year.

Further, superintendents and principals were asked this question at the Alaska Council of School Administrators (ACSA) Legislative Fly-In in April of this year: "Because of the teacher shortage there is interest in UA offering alternative teacher certification pathways. Given what you know about certification, how supportive are you to the Alaska college of Education developing an alternative pathway for teacher education?", Their responses not surprisingly referred directly to what skills they look for in quality teacher and administrator hires as they considered if alternative certification could meet those needs, and desirable program attributes. The skills the administrators noted they want to see in their hires are pedagogical competence (academic and classroom/school management), knowledge and skills in meeting the learning needs of diverse cultures, and ability to work with the community. They, like Superintendents' earlier survey, say these skills are best learned on-the-job (internships, practicums) under competent supervision. (See Appendix E, p. E-5; names removed from survey to preserve anonymity.)

The school administrators' alternative pathways survey responses also mentioned, more than once, the opportunity to recruit people with B.A.s not in education to become teachers. Some comments: "...we have paraprofessionals with 4-year degrees that can fill these positions given close mentorship."; "Rural communities have military veterans who have their BA's and Master's who could be hired to teach."; and "There are many industry prepared people who would have a lot to offer students. Math, Science, Technology, CTE, Language -many areas in which we see a shortage of high quality educators." Our recruitment plan includes targeted outreach for these populations.

Finally, the Center for Alaska Education Policy Research (CAEPR) is in the process of a comprehensive, Alaska-focused Network for Excellence in Teaching (NExT) survey that attains reliable, valid data from the perspective of student teachers, first year teachers, and employers that will inform discussion and decision-making related to continuous improvement in teacher preparation and PreK-12 student learning. Of special interest to this project will be the results of their Supervisor Survey, designed to gain principal's perspectives of first-year teachers' readiness for the teaching profession. The survey, as described on the NExT website, "...asks supervisors the quality of graduates' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and levels of professionalism. The survey is administered to direct supervisors of teacher preparation graduates employed in schools approximately one year after the teachers completed their preparation programs." ^{xii} While Alaska-specific Supervisor Survey results are not available as of yet to allow us to factor them into our M.A.T. project design, we fully intend to tailor instructional content and approaches based on the survey findings. (See Appendix E, p. E-11, for the topics addressed on this survey, and notice the impact the answers can have on the M.A.T. program.)

(c) *Quality of project services (GEPA Waiver) (Maximum 25 points). The Secretary considers the following factors in determining the quality of project services:*

- (1) *(Up to 4 points) The likelihood that the proposed project will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in LEAs, including BIE-funded schools, that serve a high proportion of Indian students.*

Being prepared for successful teaching and administration in Alaska schools with a high population of Native students requires a combination of four elements:

- **Accredited University** This University College of Education is nationally accredited through the National Council for Accreditation of Teacher Education (NCATE) and is in the process for accreditation from the Council for the Accreditation of Educator Preparation (CAEP). Simply put, this accreditation is quality assurance through extensive external peer review. When an institution or specialized program is accredited (such as our teacher and administrator licensure), it demonstrates

that it meets rigorous nationwide standards set by organizations representing the academic community, professionals, and other stakeholders.

• **Rigorous Course of Study** The core competencies for M.A.T. are based on Marzano’s Art and Science of Teaching teacher evaluation framework (most widely used of the three-State approved teacher evaluation models in the Alaska), and the *Alaska Standards for Culturally Responsive Schools*. The M.A.T course sequence, which teaches these competencies, is attached in Appendix E, p. E-12. The Education Leadership competencies come from the national *Professional Standards for Education Leaders (PSEL)* of the National Policy Board for Educational Administration and *Alaska Content Standards for School Administrators*.^{xiii} (See Appendix E, p. E-14.) The M.A.T and Ed Leadership participant cohorts attend UAS in summer and continue with online courses throughout the academic year. These courses are distance-delivered and M.A.T. and Ed Leadership faculty lead weekly seminars using Blackboard Collaborate to deliver and discuss content.

• **Practice Skills in Authentic Environments** Ample opportunities are given for supervised practice of skills in classrooms and schools. M.A.T. participants are out in the schools with a Host Teacher for an entire school year, taking on increased responsibility as the year progresses. The Education Leadership participants also do a year’s practicum under the guidance of an on-site principal mentor to apply and exercise leadership skills taught in the university course preparation. Like the M.A.T. program, Education Leadership students are required to undertake increased building or district leadership tasks or initiatives. About half the total participants in both programs do their on-site work in rural schools; this number is higher if they are Native participants. M.A.T. faculty visit each site where participants are working three times each semester (very remote sites are seen once a semester, but faculty stay longer) to discuss progress; if a student is struggling, additional site visits are conducted. Ed Leadership faculty are on-site once a semester.

• **Follow-Up Support** Induction services of two-year duration are a third key component of *Indigenous Alaska Scholars*. Each of the three Cohorts who graduate under our program will receive two years of Induction services. (See (4), below for description of Induction services.)

• **Relevant to the Needs of Native Students** Compared to other groups, the academics of Native students in most districts in Alaska fall short, so emphasis on those teaching strategies that better meet their needs (and the needs of all students!) is necessary. Some of these strategies are a preference for visual and auditory learning, place-based learning, hands-on activities and cooperative learning. Teachers who regularly incorporate these into core academic instruction can see gains, and the M.A.T program prepares and requires students to use these strategies. School administrators need to know these strategies and promote their use in every classroom.

(2) (Up to 4 points) *The extent to which the proposed project prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.*

Knowing about and how to implement cultural standards in the classroom and the school is an important part of both the M.A.T. and Ed Leadership program. Here are two cultural materials extensively used in the programs:

Resources	Purpose/ Applied
<i>Alaska Standards for Culturally-Responsive Schools</i>	Revolutionary document of cultural standards in five areas (students, educators, curriculum, schools, and communities) that provides criteria which classrooms, schools and communities can examine how they further the cultural well-being of the Native students. Shifted the focus from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a valid foundation for Native education, complementary to existing methods. Now imbedded in the student and professional standards along with regulations for teacher preparation programs in Alaska.
<i>Guide to Implementing the Alaska Cultural Standards for Educators</i>	The “how to” manual on teaching and learning through the local culture and local perspective. Provides rubrics and guidelines for teachers, administrators and schools to rate how their practices promote the cultural well-being of their students.

The “how to” *Guide to Implementing the Alaska Cultural Standards for Educators (Guide)* plays a central role in the M.A.T. and Ed Leadership program. For each of the five *Culturally Responsive School* standards, the *Guide* includes performance indicators and a four-point rating scale to help each educator identify their level of awareness, implementation, and mastery of culturally-responsive teaching practices. The *Guide* is often used in both graduate programs as a basis for class/school projects both in assignment area (e.g., “Provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant.”) and assessment. Indeed, out of 20 feedback areas on the Secondary M.A.T. Classroom Observation Feedback Form, five reference the cultural standards directly. (See Appendix E, p. E-16).

In a similar fashion, the Ed Leadership program draws on the *Standards for Alaska’s Administrators*^{xiv}, which imbeds some of the *Alaska Standards for Culturally-Responsive Schools*. Its accompanying evaluation instrument, the *Administrator Level of Support Summative Form (Alaska Standards)*, provides more specific performance expectations related to leadership in a culturally diverse school. See Appendix E, p. E-20.

The easiest part of using cultural standards is knowing they exist and what they are; the much more difficult job is their application in classrooms and schools. For the Indigenous Alaska Scholars project, our Consortium partner *Sealaska Heritage Institute (SHI)* will provide information, examples and hands-on experiences to our participants that show the cultural standards in action. At the present time *SHI* works with teachers employed by the Juneau School District and other southeast districts in a 50 hour program called *Thru the Cultural Lens: An Orientation*. Participants learn Native history, world view, and traditional approaches to education, earning three credits in the process.^{xv} Because our program is so intense, *SHI* will modify its current program to provide a shorter, hands-on, culturally-based-learning experience in the field, integrated into the

first summer's courses taken by M.A.T students (Alaska Resources, People, and Perspectives, and Advanced Multicultural Education) and by Ed Leadership students.^{xvi}

Further, *SHI* will become an active contributor in M.A.T. and Ed Leadership courses. Here are some of their areas of expertise that can be extremely valuable to include in instruction:

- Importance of Culturally Responsive lessons
- Importance of Place based Project based learning
- School Climate and Equity
- School Climate and Moral and Social Development
- AK Native Student Learner and academic achievement
- Art and Technology Ways of Knowing (Note possible STEM tie-in)
- Interrelationships between Tribes and Corporations and schools, and,
- Finding success in two worlds and how to culturally adapt to each world.

And, all project participants will attend *SHI's* annual *Culturally-Responsive Education Conference* held each August. This conference for teachers and administrators in an effort to promote culturally responsive pedagogy in schools and is widely attended by administrators, teachers, para-educators, early childhood educators and providers, teachers in training, Head Start staff, and school board members. See Appendix E, p. E-23, for details on this Conference and the quality of presenters.

(3) *(Up to 6 points) The extent to which the applicant will provide job placement activities that reflect the findings of a job market analysis and needs of potential employers that serve a high proportion of Indian students.*

Past M.A.T. Cohorts average a 90% employment placement within one year of program completion. Many of the M.A.T. and Ed Leadership Cohort will even have a job before they graduate with their degree and certifications. This is primarily because they do a year-long internship/mentorship within a school. If they are performing successfully for their Host Teacher and principal mentor (chosen because they are exemplary educators and will know promising candidates), they usually have a job offer from the district for the next year as early as the end of the first semester. With the internships/mentorships they are, in a sense, undergoing a district performance-based assessment based on each district's job analysis.

It should be noted, though, that some participants do not seek placement in the school or district where they did their practicum and require placement assistance. Both graduate programs help candidates in their employment search by teaching such skills as job search, resume writing, framing your educational/leadership philosophy, and interviewing. Interviewing is especially important as Native participants might experience cultural barriers when a white administrator is doing the questioning. Further support for these activities will come from the Student Services Department of the University of Alaska Southeast.

. Of great job-find assistance for both M.A.T. and Ed Leadership graduates is the Alaska Teacher Placement (ATP) program, and especially its annual Spring Educator Job Fair in Anchorage. ATP was established in 1978 as a partnership between school districts and the University of Alaska to serve as a statewide education job clearinghouse for Alaska, matching teachers and administrators seeking positions with the districts who need them. ATP is the primary recruiting service center for teachers and school administrators in Alaska; in fact, no outside the State recruiters are allowed. It provides a wide range of services to job candidates for teaching and school administration jobs, serving as the official liaison between educators seeking employment and the schools and districts seeking educators. A short list of services:

- ATP Applitrack System: Job listings from virtually all of Alaska's education-related employers for K-12 positions
- Alaska Teacher Placement Job Fairs: Both live and virtual events to introduce teacher and administrator candidates to the districts that need them, and
- ATP Forum: An open forum for discussing all things related to teaching, living and moving to Alaska.

Please refer to Appendix E, page E-25, for a copy of the ATP webpage that lists these services in more detail.

(4) *(Up to 5 points) The extent to which the applicant will offer induction services that reflect the latest research on effective delivery of such services.*

Teacher Induction The Alaska Statewide Teacher Mentor Project (ASTMP) will provide individualized support to *Indigenous Alaska Scholars* teachers in the first and second year of their

jobs to help develop an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students. ASTMP is built upon the nationally recognized model developed at the New Teacher Center (NTC) for Early Career Teachers (ECT). This research-based program has been shown to develop reflective teachers who are responsive to the diverse cultural backgrounds of all students. Links to four years of research summaries on the ASTMP, and a Randomized Control Trial on the New Teacher Center's mentoring program effectiveness can be found in this Endnote.^{xvii} Also, see Appendix E, p. E-26 for more information.

The ASTMP-NTC mentoring model includes:

- 20 exemplary retired teachers who mentor first and second-year early career teachers
- Weekly contact by email/phone/Skype and monthly contact by on-site visits
- Each mentor works with approximately 15 early career teachers
- Ongoing mentor professional development through eight, week-long Mentor Academies over a two-year period
- Materials and approach modified to include Alaskan-specific cultural settings and school initiatives
- Formative assessment tools to guide mentoring activities and keep early career teachers focused on teaching standards, cultural standards and student learning.

Since the number of ASTMP mentors is limited, priority is given to those districts who will share half the mentoring expense of about \$6,000 per new teacher (University of Alaska pays the other half). To ensure that all *Indigenous Alaska Scholars* graduates receive mentoring, the grant will help meet that expense if the district cannot.

Administrator Induction The Ed Leadership program at UAS has created a powerful Induction resource through its participant Cadres. Alumni Cadres of program graduates keep in touch after graduation through a list-serve moderated by faculty. The list serve is well used, and is a place where principals who graduate from UAS discuss administrative challenges and solutions. We will create a more formal professional learning community among recent *Indigenous Alaska Scholars* Ed Leadership graduates, providing two years of structured webinars where, monthly, they meet with an experienced and exemplary principal to discuss three key elements of leadership:

- knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success
- understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as the architect of standards-based reform in the school, and
- access and use appropriate data to inform decision-making at all levels of the system.

A research-based Induction curriculum that has been developed by the National Institute for School Leadership (NISL) will be used to guide these professional discussions.^{xviii} (Also see Appendix E, p. E-27.) To bring more perspectives to the table, Alumni Cadre members will be invited to participate, although our primary purpose is to support our most recent graduates in their first two years of the principalship. A retired, exemplary school principal or superintendent will be contracted to organize and oversee the Ed Leadership Induction activities.

In addition, all new administrators will, as part of the project, attend ASCD's annual *Alaska School Leadership Institute (ASLI)*. The *Institute* allows them to learn about the latest research in school leadership, attend workshops on effective school management, and engage in professional learning with their peers. *ASLI* is listed by the *Education Commission of the States* as one of only four efforts currently ongoing nationwide for rural principal professional development. And, as an adjunct to the above activities, all new teachers and administrators will have their registration paid for *SHI's* annual *Culturally-Responsive Education Conference*. Attendance at this conference continues to build their ability to work in classrooms and schools with high numbers of Native students.

(5) (Up to 6 points) The extent to which the applicant will assist participants in meeting the service obligation requirements.

The University of Alaska Southeast has previous experience with the Indian Education Professional Development grant through the *Village Teacher* grant (*Village Teacher* S299B110002). UAS has established policies and practices in place related to student supports that include, but are not limited, to a defined application and eligibility process and related policies specific to this application (e.g. Independent Contractor, Residency Verification, Petition forms, Add/Drop/Change forms and an established guideline for assisting students in meeting the service

obligation requirements. This includes an entry meeting with program personnel to outline the obligations specific to this program, signed forms acknowledging an understanding and agreement to the professional development funds, and regularly scheduled communications. Program supports include providing guidance and assistance from the initial application, to adjusting and meeting student needs while on campus during summer courses. The program will maintain expectation of mid-term reports of progress, and interventions should a student require. Students have the benefit of faculty members who serve as advisors to students, providing routine monitoring of student progress and assessment of performance in academic coursework. *Indigenous Alaska Scholars* program staff have routine contact with faculty in the two academic programs identified in this proposal on a bi-weekly basis in faculty meetings; as needed, they also have access to student data and information through the UAS student and budget management system, BANNER. This, combined with close monitoring and communication with students is a recipe for success.

(d) *Quality of project personnel (34 CFR 263.6) (Maximum 15 points). The Secretary considers the following factors when determining the quality of the personnel who will carry out the proposed project:*

(1) *(Up to 4 points) The qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.*

(Note: See all Resumes/Job Descriptions in Appendix A.)

Project Director, To Be Hired (100% of time Years 1, 2 & 3; 25% Years 4 & 5). The Project Director will be an Alaska Native with extensive experience in Alaska Education, as a teacher, administrator or both. Work experience in rural, remote school districts is required, as is a proven track record of project management. Past experience working with the University of Alaska education preparation program is a plus. Will have proven ability to make effective presentations, market the program, work cooperatively with partners, and tap into a network of Alaska Native organizations. See Appendix A, p. A-17 for Job Description.

(2) *(Up to 8 points) The qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.*

Steve Atwater, Executive Dean, Alaska College of Education. (5% of time with project leaders; not grant funded). Dr. Atwater worked as superintendent of the Kenai Peninsula Borough School District (KPBSD), where he was named Alaska's 2013 Superintendent of the Year. Prior to his work for KPBSD, Dr. Atwater taught secondary education and served consecutively as head teacher, curriculum coordinator and superintendent for the Lake & Peninsula School District (93% Alaska Native) in King Salmon.

Principal Investigator, RONALDA CADIENTE BROWN (5% with participants; 5% of time with project leaders; not grant funded) RONALDA is an Alaska Native educator with a Master of Arts degree in curriculum and teacher education and has over 35 years as an educator, including thirteen (13) years as a school administrator. She has management experience in budget, personnel, curriculum, and student behavior. Currently she is the Assistant Dean, Indigenous and Multicultural Education, at the Alaska College of Education (AKCOE) in Juneau.

Scott Christian, Program Administrator for the Alaska College of Education Secondary Master of Arts in Teaching Program. (100% of time with participants; not grant funded.) Scott was a classroom teacher in the Lower Kuskokwim School District at Nunapitchuk and Bethel for twelve years; past Director of the Professional Education Center at Alaska College of Education where he wrote and administered the first *Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS)* and *Alaska Reform in the Classroom through Technology Integration and Collaboration (ARCTIC)* grants; served as the Director of the Alaska Distance Education Consortium, and the Director of the Assessment, Western Governor's University.

Jerry Schoeberger, Program Administrator for the Alaska College of Education M.Ed. in Educational Leadership Program. (100% of time with participants; not grant funded.) Jerry has extensive experience in Alaska schools, having served as principal in Juneau, Valdez, and Yakutat (50% Alaska Native), and as a principal for three years at Shismaref in the Bering Strait School

district (98% Alaska Native). In addition, he was Director for twelve years at the Alaska Comprehensive Center, one of 16 Regional Comprehensive centers funded by US Department of Education to help increase State capacity to assist districts and schools meet their student achievement goals. Among Jerry's many awards are being named National Distinguished Principal for Alaska by USDOE, and having his Yakutat Elementary School achieving "National Blue-Ribbon School" status as part of USDOE's Elementary School Recognition Program.

Kevin Shipley, Education Director, Sealaska Heritage Institute (2% of time with participants; not grant funded.) Kevin an American Indian and certified in Texas and Alaska as superintendent. His background includes expertise for both large and small school districts in curriculum development, curriculum implementation, creation of multiple technology advances, personnel (campus & central office), budget development, financial management, Board and district communication, plus facilities construction and planning. As Superintendent of the Kake, Alaska, School District, Kevin was responsible the education of students in a district where 94% of the students are Native.

(3) *(Up to 3 points) The qualifications, including relevant training, experience, and cultural competence (as necessary), of project consultants or subcontractors, if any.*

The Alaska Council of School Administrators (ASCA) will assist us in program recruitment. ASCA serves as an umbrella for four of Alaska's premier educational leadership organizations including the Alaska Association of Elementary School Principals, Alaska Association of Secondary School Principals, Alaska Superintendents Association and Alaska Association of School Business Officials. Members include superintendents and other central office administrators, university professors, elementary and secondary principals and school business officials.

The Alaska Staff Development Network (ASDN), a division of the Alaska Council of School Administrators, will receive funds that allow our Ed Leadership participants to attend the ASDN

Alaska School Leadership Institute (ASLI). The mission of ASDN is to improve student achievement by providing researched-based online learning and face-to-face professional development programs for Alaska's teachers and school administrators. Initiated in 1983, it includes all Alaska's 53 school districts as members, along with four colleges and universities, the Department of Education and Early Development, the Alaska Association for Secondary School Principals, the Alaska Association of Elementary School Principals, NEA-Alaska, and a number of professional education associations. ASDN's classes and events typically have approximately 4,500 registrants annually, and its online courses and face-to-face institutes expand the staff development opportunities available to all educators, especially those in rural districts.

(e) *Quality of the management plan. (34 CFR 75.210) (Maximum 20 points). The Secretary considers the following factors when determining the quality of the management plan for the proposed project:*

(1) *(Up to 7 points) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

...number of people served In order to maximize the requested funding, *Indigenous Alaska Scholars* will build upon the existing resources at UAS and the schools where participants are placed for their year-long internships and Induction services. UAS will provide classrooms, library resources, Native Student Support Services, guidance counseling, housing, orientation, registration services and the costs of sending M.A.T. and Ed Leadership faculty to widely scattered, roadless schools for multiple participant observations. The extensive distance-delivered education technology of the University makes a large contribution to this project, providing video-conferencing capabilities, adequate bandwidth for group discussions from multiple sites, remote access to all electronic databases, and distance learning platforms such as Blackboard and Althea. The districts in which project participants do their year-long teaching practicum and administrative internships also underwrite costs through, for example, allowing use of their videoconferencing facilities, providing M.A.T. Host Teachers and administrative mentors, putting up the UAS supervising faculty at the school when they come on-site to do observations (there are no Marriott's

of any size in rural villages), and paying half the costs of Alaska Teacher Mentor Program M.A.T. Induction costs.

Also, approximately 30% of the costs of *Indigenous Alaska Scholars* will cover personnel to manage program objectives, and minimal grant funds are being allocated to ancillary expenses such as travel and program supplies. The bulk of the funding request will provide direct support for the teacher and administrator candidates. This includes tuition, stipends, and books/software. It also covers professional development opportunities for the candidates (*SHF's Culturally-Responsive Education Conference; ASCD's Alaska School Leadership Institute*) during and two years after they graduate.

Only two of the twenty 2016 Indian Professional Development Program awards proposed projects that prepared both Indian teachers and principals. University of Mary, North Dakota, (S299B16002) served 27 people over three years at a per-participant cost of \$13,618 (\$367,702/27); The University of New Mexico (S299B160010) served 30 people over three years at a per-participant cost of \$11,477 (\$344,325/30). *Indigenous Alaska Scholars*, notwithstanding the higher costs associated with Alaska, is well within the ballpark of previous, similar projects at a per-participant cost (24 participants) of \$ [REDACTED]; these costs include project personnel, mentoring services, induction services, and tuition and fees.

... anticipated results and benefits Recapping a bit from the Needs section, Native teachers understand the culture and practices of the villages in which they teach, are comfortable there, and don't culturally long for Nordstrom's and sidewalks. As such, an expected result of *Indigenous Alaska Scholars* is the reduction in teacher turnover in rural, majority Alaska Native districts where our graduates will most likely be teaching.

The Center for Alaska Education Policy Research conducted a recent study calculating the cost of teacher turnover in both urban and rural Alaska districts.^{xix} One cost of high teacher turnover is a

negative effect on student achievement; another is its adverse impact on relationships among teachers, school-community relations, the quality of instruction, and teachers’ professional development. High turnover is also pricey. When teachers leave, districts face many expenses, including costs for separation, recruitment, hiring, and training. After interviewing administrators in 37 of the state’s 54 districts about their turnover expenses when teachers leave a district at the end of the school year, here is what they found:

District-level Turnover Expenditures per Teacher, by Cost Category

	Separation	Recruitment	Hiring	Orientation and training	Performance productivity	Preparation
Per-teacher cost calculation	\$2,448.95	\$1,910.35*	\$4,901.91	\$11,169.86	(not calculated)	(not calculated)
Percent of cost	11.99%	9.35%	23.99%	54.67%	.	.
Expenses included	Administrative, maintenance, security tasks	Job fairs, advertising	Screening applicants, interviews, administrative processes	PD, onboarding, new teacher support		
Total calculated cost per teacher: \$20,431.08						

*Excludes wages – material costs only

Overall, teacher turnover costs the State’s school districts over \$20,000,000 a year plus results in lower student achievement, deteriorated instructional quality and disappointed communities.

Indigenous Alaska Scholars will help reduce these costs.

(2) (Up to 5 points) *The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.*

An *Indigenous Alaska Scholars* Project Management Team is led by the Principal Investigator (Brown) to assure successful accomplishment of project objectives. As such, its members include those responsible for the implementation of project actions: The Project Director (To Be Hired); M.A.T. and Education Leadership faculty (Christian, Schoeberger); and *SHI* Consortium representative (Shipley). At times they will be joined by the Dean (Atwater), directors/coordinators of the Alaska Statewide Teacher Mentor Program and Alaska Teacher Placement, plus the

superintendent conducting Induction activities with our Ed Leadership graduates. The value of the management team will be in support of student success and include collaboration on project adjustments based on process (interval) evaluation data; maintain budget allocations and expenditures; and promote and champion the project to Native education influencers.

Internal interval evaluation activities give monthly formative evaluation feedback to the Project Management Team on implementation progress keyed to the Indian Professional Development GRPA Performance Measures, and project performance measures associated with our objectives. This information is used, along with other observational information, to adjust strategies, activities and schedules to achieve maximum implementation progress. It is crucial that quick attention be given to objectives to assure defined goals are met and strategic adjustments made, if needed.

Examples of our interval evaluation for program improvement include quarterly appraisal of progress on outcomes, discussion of process (how well is the plan being carried out; are modifications needed; if so, how and why), is everyone hired, is everyone doing what their role/job description says they are supposed to be doing, any issues with student acceptance into the program, budget drawdown status, and are we over/under budget.

(3) (Up to 8 points) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The **Project Director's** duties are such that a 100% FTE time commitment is necessary for the first three years. She/he is responsible for the budget and management of goals and objectives outlined in this proposal. Responsibilities include: develop, organize and oversee all day-to-day activities, which include scholarship management that include both student and university department facilitation of communications related to the application process, required documentation to accurately track student progress, and internal scholarship calculations from beginning to end. The Project Director will develop and refine publicity through the communications department to develop marketing tools for both general awareness of public on the educational opportunities and

school district routine outreach to superintendents, principals, teachers, and human resource departments. Grant duties include implementing the Recruitment Plan; reviewing and leading the participant selection process; defining the scholarship applications process and awards; and aligning university services in support of the student pay back provisions. Daily operations demand a high degree of communications with students as they work toward satisfying the entry requirements and related university paperwork (financial aid, etc.). In year two the program staff will work simultaneously with students completing their program and transitioning to jobs, and a new Cohort of students beginning their coursework. General management duties include pre-planning with Consortium partners (*SHI*) and university leadership on the implementation of *Indigenous Alaska Scholars*; participating in the project Management Team monthly meetings; relentlessly emphasizing the payback requirements of this program and let No Student Go Unreminded (i.e., monitoring of student progress that includes revisiting their obligations associated with this career opportunity), communications and feedback loops with project stakeholders (M.A.T./Ed Leadership faculty, students, districts, Alaska Statewide Teacher Mentor Project, Alaska Teacher Placement), collaborate with the UAS Native and Rural Student Center Coordinator on support services, and gather data and do analysis for interval evaluation. Years 4 & 5 the Director goes to 25% time, with 100% of that quarter time spent on Induction activities. This includes continued development, expansion and supervision of the National Institute for School Leadership (NISL) Induction program.

Principal Investigator time of 10% FTE on *Indigenous Alaska Scholars* activities will be spent on supervision of project staff, leadership of the Management Team, handling external relations, working with Project Director and to quickly identify areas of needed project improvement, and being the liaison with AKCOE Executive Dean both for project updates and potential policy or procedures changes that will further the success of the program and its Native participants.

Dr. Atwater, as **AKCOE Executive Dean**, is charged with facilitating coordination, alignment and innovation in education across the entire State, with an emphasis on producing more highly qualified Native teachers and administrators. He will be spending 2% FTE of his time on this project to monitor its progress and make regular reports to the Chancellor of the University of Alaska Southeast; (home to AKCOE) about lessons learned from *Indigenous Alaska Scholars* about how to better engage Native people to become M.A.T. and Ed Leadership graduates. He will especially pay attention to best practices in recruitment of Native educator candidates that can be shared with other University of Alaska Provosts, Chancellors and Deans.

The **faculty** of the AKCOE M.A.T. and Ed Leadership graduate programs at UAS (Christian; Schoenberg) will spend 100% of their time on this project. As such, they:

- Teach courses in their subject area
- Work with students who are studying for a degree or a certificate or certification or are taking classes to improve their knowledge or career skills
- Develop course outlines for the courses they teach and ensure that they meets relevant national standards and incorporate applicable Alaska standards, such as the Alaska Cultural Standards for Educators
- Plan lessons and assignments
- Assess students' progress
- Stay informed about changes and innovations in their field
- Publish analysis of the *Indigenous Alaska Scholars* project in papers and academic journals
- Serve on academic and administrative committees that review and recommend policies that have an impact on increasing Native student enrollment and success in the Alaska College of Education.

Kolene James is Coordinator of the Native and Rural Student Center (NRSC) and will work daily (10% FTE of her time; not grant funded) with *Indigenous Alaska Scholars*; her responsibilities support activities, including organizing and supervising supervise culturally responsive social, cultural and academic activities, including academic counseling and tutoring, potlatches, Native Dancers, guest speakers, Native Student Oratory contest, pre-college presentations and the UAS Native Graduation.

Sealaska Heritage Institute Education Director Kevin Shipley, and his staff, will spend about 5% FTE of their time on this project. Kevin and his staff will develop and deliver a) the cultural knowledge introduction to be integrated into the M.A.T. Alaska Studies classes and Ed Leadership beginning courses, and b) the Latseen Seminar to be delivered at project mid-point to motivate and energize project participants to encourage program completion.

Endnotes

ⁱ Leary, A., Tetpon, B., Hirshberg, D., Hill, A., *Alaska Native-Focused Teacher Preparation Programs*. Center for Alaska Education Policy Research, University of Alaska Anchorage. June, 2014. At: 2014_6-AKNative-FocusedTeacherProgs.pdf

ⁱⁱ Demographics of Alaska,

https://en.wikipedia.org/w/index.php?title=Demographics_of_Alaska&oldid=849296282

ⁱⁱⁱ Alaska Department of Education and Early Development *2016-2017 State Report Card to the Public*, at education.alaska.gov/reportcard/

^{iv} Leary, et. al., *Native Focused-Teacher*, p. 4.

^v DeFeo, D., Tran, T., Hirshberg, D., Cope, D., Cravez, P., The cost of teacher turnover in Alaska. (March, 2017). Center for Alaska Education Policy Research, University of Alaska Anchorage. At: www.iser.uaa.alaska.edu/Publications/2017-CostTeacher.pdf

^{vi} Guin, K. (2004). *Chronic teacher turnover in urban elementary schools*. Educational Policy Analysis Archives, 12(42), 1-30.

^{vii} Milanowski, A., & Odden, A. (2007). *A new approach to the cost of teacher turnover*. Seattle, WA: School Finance Redesign Project, Center on Reinventing Public Education.

^{viii} Hirshberg, D., Hill, A., *Alaska Teacher Turnover, Supply, and Demand: 2013 Highlights*. (2013) Center for Alaska Education Policy Research, University of Alaska Anchorage. At: www.alaskateacher.org/downloads/2013TeacherTurnover.pdf

^{ix} DeFeo, J., Hirshberg, D., Hill, A. *It's more than just dollars: Problematizing salary as the sole mechanism for recruiting and retaining teachers in rural Alaska*. Center for Alaska Education Policy Research, University of Alaska Anchorage. (2016) In: Proceedings from the Alaska Native Studies Conference 2016.

^x Hirshberg, D., Hill, A., *Alaska Teacher*, p. 4.

^{xi} From Alaska Department of Education and Early Development, Office of Assessment and Accountability. *Turnover in Certificated Personnel in Alaskan Public Schools for the 2017-18 School Year*. Data collected October, 2017.

^{xii} <http://www.nextteachers.org/surveys-1/>

^{xiii} Links to these documents at Alaska EED website:

https://education.alaska.gov/akaccountability/educator/resources_sd#c3gtabs-esea

^{xiv} At: <https://education.alaska.gov/standards/pdf/administrators.pdf>

^{xv} The Native knowledge is not group-specific; examples come from Inupiat, Athabascan, Yup'ik, Tlingit, etc

^{xvi} Ed Leadership students have already taken these courses because they are certificated teachers, but *SHI* will provide the same experiences for Ed Leadership participants that first summer.

^{xvii} Link to ASMP effectiveness studies: <http://asmp.alaska.edu/research-summaries> Link to New Teacher Center Randomized Control Trial by Mathematica Policy Research (MPR): <http://asmp.alaska.edu/research-national-research>

^{xviii} Research concerning NISL's Advanced Credentialing Systems, which includes an Induction component. Research at <http://www.nisl.org/seed/>

^{xix} DeFeo, D., Tran, T., Hirshberg, D., Cope, D., Cravez, P. (2017) *What Does Teacher Turnover Cost School Districts?* Anchorage, AK: UAA CAEPR.

Other Attachment File(s)

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Indigenous Alaska Scholars

APPENDICIES

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Steve Atwater

Professional Experience

September 2015-Present. University of Alaska Fairbanks- Fairbanks, AK

Interim Dean, UAF School of Education.

Responsible for all functions of School of Education including oversight of \$4.3 million budget and 59 employees.

December 2014- September 2015. University of Alaska -Fairbanks, AK

Associate Vice President of K-12 Outreach

Responsible for working with executive leadership at UA Statewide and with the UA Deans of Education and the Alaska Department of Education and Early Development to prepare and administer grants, improve high school graduate college readiness and teacher graduates, and implement programs in K-12 areas.

July 2009- December 2014. Kenai Peninsula Borough School District -Soldotna, AK

Superintendent

Responsible for all functions of the school district including oversight of \$160 million budget and 1250 employees.

July 2008- June 2009. Kenai Peninsula Borough School District -Soldotna, AK

Assistant Superintendent for Instruction

Responsible for instruction, discipline, professional development and pupil services

February 2001-June 2008. Lake & Peninsula School District -King Salmon, AK

Superintendent

Responsible for all functions of the school district including oversight of \$12 million budget and 130 employees.

July 1997- February 2001. Lake & Peninsula School District -King Salmon, AK

Curriculum Coordinator

Responsible for curriculum, assessments, and staff development

August 1992-June 1997 Lake & Peninsula School District -King Salmon, AK

Teacher

Sole secondary teacher and Head Teacher- responsible for school's immediate administrative duties at Pedro Bay and Pilot Point.

August 1990-June 1992 Lower Yukon School District -Emmonak, AK

Teacher

Secondary Generalist

Education

2005-2008 University of Alaska Fairbanks

Ph.D. Educational Leadership

2002-2003 University of Alaska Anchorage
Superintendent's Certificate.

1998-2000 University of Alaska Anchorage
Administrator Certificate (Alaska Type B Certificate)

1988-94 University of Alaska Fairbanks
M.Ed. Curriculum & Instruction
Teachers for Alaska Program to earn teaching certificate

1981-83 University of Pennsylvania Philadelphia, PA
BA Geology, Minor English

1978-80 University of Washington Seattle, WA

Other

Awards- 2013 Alaska Superintendent of the Year
2013 Person of the Year, City of Soldotna

Commissioner Alaska Professional Teaching Practices Commission (4/2010-9/13)

Publications

Atwater, S. (2010). Can We Live Without Federal Involvement? *The School Administrator*, 67, 37.

Courses Taught

- Politics of Education, 2011 (University of Alaska Anchorage, MEd Program in Ed Leadership)
- Superintendent Stewardship and Systemic Change, 2012 (University of Alaska Anchorage, Superintendent Program in Ed Leadership)

Professional Organizations

- Alaska Association of School Administrators
President (2008-09)
Chair: Superintendent of the Year Committee (2009-2014)
- American Association of School Administrators (2001-present)
- Alaska Statewide Policy Research Alliance (2011-present)
- Education Northwest (Board Member-Alaska Superintendent Representative 2013-2016)
- Alaska SeaLife Center (Board Member 2011-2014)
- Alaska Endowment for Youth Activities (Trustee 2014-present)
- University of Alaska Anchorage School of Education (Advisory Board Member 2013-2014)

RONALDA CADIENTE BROWN

Assistant Dean of Indigenous and Multicultural Education & PITAAS
 Alaska College of Education, University of Alaska Southeast
 11066 Auke Lake Way, Juneau, Alaska 99801
 (907) 796-6058 ▪ rcadientebrown@alaska.edu

OBJECTIVE

Support Alaska Native student success leading toward graduation in the field of education as Director of Preparing Indigenous Teachers & Administrators for Alaska Schools (PITAAS), University of Alaska Southeast

SUMMARY OF QUALIFICATIONS

Long professional experience in the field of education. A proven record of successful strategic planning, guiding student advocacy and success, implementation of programs, and grants administration.

CORE COMPETENCIES

- Graduate degree emphasis in Curriculum & Teacher Education, Stanford University
- Over 34 years' experience in education, including principal, assistant principal, and public school program management
- Over 14 years of experience as a grants and program administrator
- Established the Emergency Response infrastructure for the Juneau School District
- Demonstrated strategic planning and implementation of programming in support of Alaska Native student success
- Highly successful student management skills

PROFESSIONAL EXPERIENCE

Program Director, *Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS)*,

University of Alaska Southeast, Juneau, AK

9/2011-Present

Re-organized and streamlined the program to better meet the needs of the institution and student success.

- Successful program management including identified goals of student graduation, collaboration with peer and partner organizations, steering the program in adapting to change in eligibility criteria, and successfully working with and as an advocate for students.
- Negotiated and guided working partnerships with identified Alaska Native partner organizations.
- Developed program and financial statements for transmittal to Advisory board members.
- Responsible and responsive to the unique needs of Alaska Native university students.

Program Manager, *Office of Instructional Services, Juneau School District, Juneau, AK*

7/2004 - 2011

Successful grants management and district-wide services as part of the central office management team.

- Program Manager, 3.7 million dollar Safe Schools, Healthy Students Initiative, a grant funded by the U.S. Departments of Education, Justice, and SAMSHA. School Safety Collaborated with Student Services Director, principals, City and Borough of Juneau Police Department and City Safety Manager to develop and refine student safety response. Developed emergency response protocol. The SSSH initiative included sub grants with partners and responsibilities in Early Childhood Education, Drug and Alcohol Abuse Prevention, Police, and Community Partnerships,
- Program Manager, K-12 Safe & Drug Free Schools, Tobacco Prevention, Alaska Native Student Success, and 6-8 grade science Transitions II (Alaska Native Education Programs grant).

Principal, Yaakoosge Daakahidi Alternative High School, Juneau School District, Juneau, Alaska 7/1997-2004

Developed a dropout prevention and reentry program for adolescents, defined effective programming for high-risk youth, teacher supervision, professional development, and community outreach.

- Developed successful program model and increased high school graduation rates for the Juneau School District.
- Developed a successful model of credit recovery that included high level teacher collaboration and curriculum mapping for course alignment
- Increased graduation rates through personalization of student needs and building and maintaining a high caliber team of teachers.
- Established a safe, productive school environment for all.

Assistant Principal, Dzantik'i Heeni and Marie Drake Middle School, JSD, Juneau, Alaska 7/1991-7/1997

Successful tenure as an Assistant Principal, closing of Marie Drake Middle School and opening of Dzantik'i Heeni Middle School, the first technology designed and research-based reorganization model for Juneau

- Responsible for master schedule, student management including behavior & discipline, parent outreach, student handbooks, student athletics, parent teacher conferences, and community outreach for organizations, participation in school curriculum and student intervention services.
- Successful collaboration with the principal and central office management staff for development of an innovative middle school model.
- Recruited by Superintendent to lead the development of an alternative high school for the Juneau School District.

Indian Studies Program Supervisor, Juneau School District, JSD, Juneau, Alaska 1/1983- 6/1989

- Developed an award winning place-based curriculum K-12 for the Juneau School District. (U.S. Department of Education Showcase Award, 1989.
- Supervised staff charged with the delivery of Alaska Native student supports and social studies curriculum and instruction K-12.

Publications & Boards

Targeted support for parents and community involvement.

- Alaska Native Sisterhood, Camp 2 (Civil Rights advocacy)
- Working Together: A Handbook for Alaska Native Parents (publication), 1991 1st edition, 2004 2nd edition
- United Way of Southeast Alaska, 2008
- Juneau Youth Services Board Member, 1995 and 2008 to June 2014
- National Commission on Social Studies, Commission Member
- Governor's Award Recipient, Public Service
- Juneau School District Equity Committee
- Mayor appointee to the 1% Arts Committee, Fall 2014
- Juneau Arts & Culture Center Partnership Board, Fall 2018

EDUCATION & CERTIFICATION

Master of Arts, Stanford University

- Emphasis: *Curriculum and Teacher Education*

Bachelor of Arts, Pacific University

- Major: *Social Work*

Type C Certification, State of Alaska

SCOTT CHRISTIAN

(b)(6)

OBJECTIVE Management Position in Higher Education

SKILLS Pragmatic leader and creative problem solver
 Compassionate educator and energetic team player
 Focused, highly organized strategic manager
 Excellent writer and communicator

EXPERIENCE

University of Alaska Southeast 2014- Present

Program Administrator Secondary Education Programs

- Administer the graduate secondary education programs including recruiting, admissions, teaching, supervision, accreditation and planning/coordinating all program offerings
- Work collaboratively with faculty and administration to write and administer federal and private grants
- Applied for and administered two Academic Innovation Grants to support academic technology and digital assessment
- Facilitate a program advisory group to redesign the secondary education curriculum and assessment
- Participate in statewide development teams as part of the Strategic Pathways Initiative

Oregon Health and Science University 2012- 2014

Assistant Director of the Teaching and Learning Center

- Developed and facilitated professional development for faculty across campuses and programs in face-to-face and online contexts
- Participated in assessment, curriculum and accreditation planning
- Coordinated instructional technology for the School of Nursing
- Supervised the technology and media specialist staff
- Facilitated the faculty Teaching and Learning Task Force
- Initiated the Oregon Academic Technology Society, a statewide professional development organization for K-20 educators

University of Portland 2010 to 2012

Director of Academic Technology Services

- Facilitated the wise integration of Academic Technology across academic programs
- Supervised a team of trainers, developers and specialists who work across campus to support academic technology
- Facilitated professional development opportunities for faculty across disciplines
- Worked collaboratively with administration and faculty for strategic planning
- Facilitated decision making for accreditation and strategic planning efforts
- Directed activities for the Oregon Academic Technology Society

Insight Schools (Online High School) 2009 to 2010

Director of Curriculum

- Directed the development, revision and delivery for 144 online courses
- Supervised developers, instructional designers, subject matter experts, information technology and data support staff
- Developed curriculum and assessment aligned with program outcomes
- Developed support programs for at-risk students, including online counseling and tutoring
- Managed contracts with curriculum and technology vendors

Western Governors University

2006-2008

Director for Student Success and Assessment

- Planned and supervised the management of student retention and recognition programs
- Designed and implemented a data driven system for identifying at-risk students followed by focused interventions
- Supervised 40 on-site employees and 150 contract and part time employees through distance
- Designed and implemented the first admissions exam at WGU
- Designed and implemented an employee performance evaluation system
- Conducted customer service training for all WGU employees, including cross-cultural communication in diverse contexts
- Facilitated the WGU Assessment Program Council

Alaska Distance Education Technology Consortium

2001-2006

Executive Director

- Directed a statewide education policy-making body consisting of university presidents, superintendents, telecommunications executives and representatives from health, military and government agencies
- Worked collaboratively with the Alaskan legislative delegation to support funding initiatives and federal grants to support distance education in Alaska
- Prepared annual proposal for federal funding and presented to legislative bodies
- Worked collaboratively across complex political boundaries to build consensus and achieve results
- Administered more than 8 million dollars annually in federal, state and private funding to distance education providers
- Facilitated policy recommendations, including the drafting and revision of state regulation relevant to distance education

University of Alaska Southeast, Professional Education Center

1996-2001

Director

- Administered online professional education programs for teachers and administrators
- Wrote and administered federal and state grants, supervised 40 employees
- Managed annual budget averaging 2.5 million dollars per year over five years
- Developed and administered the first competency-based graduate programs in education technology, reading and multi-cultural education for Alaska
- Served on Alaska Department of Education task force groups to develop academic standards in Language Arts. Participated in the review of statewide performance tests
- Facilitated the statewide Professional Education Coordinating Committee with representatives from university campuses and the Alaska Department of Education
- Research Associate for the Harvard Graduate School of Education: Annenberg Rural Challenge documentation and research project

Various Schools

1985-1996

Teacher

- Selected as the Teacher of the Year for the Lower Kuskokwim School District 1989 and Phi Delta Kappan (Southwest Alaska Chapter) Teacher of the Year in 1992
- Taught at the elementary, middle school and high school levels in a variety of content areas, including language arts, social studies, accounting, history and English as a Second Language
- Certified (current) Type A, Alaskan teaching certificate for K-8 Elementary and grades 7-12 English/Language Arts

EDUCATION

University of Alaska Fairbanks, Multicultural Education, PhD

Middlebury College, Bread Loaf School of English M.A. English

University of Montana, B.A. English and Secondary Education

PUBLICATION

“An Education for What? A Reflection of Two High School Seniors on School”, In Our Own Words: Student Perspectives on School, Rowman and Littlefield Publishers, 2001

“Classroom-based Inquiry, A Collaborative Model”, Writing to Make a Difference: Classroom Projects for Community Change, edited by Chris Benson and Scott Christian, Teachers College Press 2001

Exchanging Lives: Middle School Writers On-Line, teacher research book, 1997 NCTE

“Designs of the Mind and Heart: Creating an Anthology of Student Writing On-Line”, teacher research chapter, The Nearness of You: Students and Teachers Writing On-Line, edited by Chris Edgar, Teachers and Writers Collaborative, 1996

“A Small Good Thing, Teacher Research as School Reform”, Bread Loaf Rural Teacher Network Magazine, Winter 1996

“Tracks In the Snow”, teacher research chapter, Whole Learning in the Middle School: Evolution and Transition, edited by Glenellen Pace, Christopher Gordon Publishers, 1994

Scott Christian: Grants and Projects

Project Title	Funding Agency	Grant Recipient(s)	Brief Description	Amount	Role
Bread Loaf Rural Teacher Network	DeWitt Wallace Foundation	Bread Loaf School of English, Middlebury College	The purpose of this network was to connect diverse classrooms in seven states to engage in collaborative literacy projects using a private telecommunications network.	\$3,200,000 initial award, \$1,800,000 second award (1993-2000)	Co-writer, Evaluator
ARCTIC: Alaskan Reform in the Classroom through Technology Integration /Collaboration	USDOE, Technology Innovation Program	University of Alaska Southeast, Alaska Department of Education and Early Development	The purpose of the project was to build capacity of education technology leadership through quality, sustained professional development for Alaskan teachers. Teachers participated in the UAS online Ed. Tech masters programs.	\$8,442,000 5 years (1998-2003)	Primary Writer, Co-Administrator
ATIP: Alaska Technology Integration Project	USDOE, Alaska EED	University of Alaska Southeast, Professional Education Center	This program supported Alaskan K-12 teachers to earn certification and/or master's degrees through scholarships and stipends. Teachers participated in the UAS online education technology programs.	\$860,000 3 years (1998-2001)	Primary Writer, Project Administrator
University of Alaska: Knowledge Worker Program	State of Alaska, Department of Labor	University of Alaska Southeast, Professional Education Center	The purpose of this project was to develop an interdisciplinary program, with faculty collaboration, to train workers to support technology infrastructure and to collaborate and communicate effectively.	\$500,000 2 years (2001-2003)	Primary Writer, Project Administrator
PITAS: Preparing Indigenous Teachers for Alaskan Schools	USDOE	University of Alaska, Professional Education Center	Now in its 11th year the PITAS program provides tuition scholarships as well as room and board to indigenous Alaskans who commit to teaching in Alaska's public schools. Approximately 30 teachers participate each year.	\$2,300,000 3 years 2000-2003 (Continuous funding, with subsequent awards)	Primary Writer, Project Administrator
BLTN: Bread Loaf Teacher Network	Carnegie Foundation	Bread Loaf School of English, Middlebury College	The project established an urban education network for urban teachers of English through intensive technology innovation professional development and collaborative projects.	\$1,200,000 3 years	Co-writer, Evaluator
FTA: Future Teachers of Alaska	USDOE	University of Alaska, Teacher Placement Center, UAF	This program establishes and sustains Future Teacher of Alaska organizations in AK school districts. There are now more than 50 clubs, established as a result of the grant. The students are brought to Univ. of Alaska campuses in the summer for leadership camps.	\$1,800,000, initial award 2003 to present (Continuous funding, with two subsequent awards)	Primary Writer
Reading First (REA)	USDOE	Alaska Dept. of Education and Early Development	The Reading First initiative in Alaska supported professional development for primary teachers as well as support for districts to build systems to evaluate the efficacy of reading instruction.	\$8,000,000 3 years	Primary Writer

Jerry Schoenberger

(b)(6)

Education

M.A. Educational Administration
The Consortium of the California State University and Colleges, 1980

B.A. Secondary Education
University of Guam, 1976
Major: Social Science

Administrative and
Leadership Experience

- 12-19 **Assistant Professor, Educational Leadership Program**
University of Alaska Southeast, College of Education
Administrative Responsibilities: Coordinator for M.ED. Educational Leadership Program
- 00-12 **Director, Alaska Comprehensive Center**
One of 16 Regional Comprehensive centers funded by US
Department of Education to help increase State capacity to
assist districts and schools meet their student achievement goals
- 97-00 **Principal**
RIVERBEND LEARNING COMMUNITY (K-5) (485 students)
Juneau School District, Juneau, Alaska, 99801
Administrative Responsibilities:
* Building Level Administrator (K-5)
- 90-97 **Principal**
GLACIER VALLEY ELEMENTARY SCHOOL (K-5) (600 students)
Juneau School District, Juneau, Alaska, 99801
Administrative Responsibilities:
* Building Level Administrator (K-5)
- 80-90 **Principal**
YAKUTAT CITY SCHOOL (K-12) (150 students)
Yakutat City School District, Yakutat, Alaska

Administrative Responsibilities:
* Building Level Administrator (K-12)
* District Federal Programs Director
* K-12 Computer Program Coordinator
* K-12 Staff Development
- 76-79 Teacher - Shishmaref School
Bering Strait REAA School District
Shishmaref, Alaska 99772

Honors & Awards	1987	National Distinguished Principal - Alaska U.S. Dept of Education
	87-88	"National Blue-Ribbon School" - Yakutat Elementary School U.S. Department of Education -Elementary School Recognition Program
	1987	"Outstanding Principal" Commendation - State of Alaska - Governor Steve Cowper
	1988	"Excellence In Education"- National Association of Elementary School Principals
	1988	Outstanding Leadership As An Elementary School Principal Alaska Association of Elementary School Principal
	1989	"Civic Achievement Award" - Yakutat Elementary School Speaker of the House of Representatives

Special Activities

	1999	Spot Light School Presenter – The Secretary’s Conference on Educational Technology - Washington, D.C.
	93-94	President - Alaska Council of School Administrators
	91-94	President - Alaska Association of Elementary School Principals
	89-90	Vice President - Alaska Association of Elementary School Principals
	88-90	Site Reviewer -U.S. Dept of Education - Elementary School Recognition Program
	1990	Workshop Presenter - Why Seek National Recognition For Your School NAESP National Conference - San Antonio, Texas
	85-86	Project Site Administrator - International Curriculum Alignment Network of Schools
	84-85	Project Site Member - Principals Computer Network (PCN) Far West Laboratory for Research & Development, San Francisco, CA
	83-84	Member - Alaska Community Education Council Task Force
	1983	Workshop Presenter - Administrative Uses of Microcomputers, 1983 State Principals Conference

SPECIALIZED
TRAINING

	2005	Trainer for “Data Retreats” – CESA 7
	2003	Trainer and Coach for ‘High Performing Learning Communities’
	1999	SOAR TO SUCCESS – Intermediate Literacy Intervention Program
	1998	Certificate of Completion – TRIBES Trainer of Trainers
	97-99	“Measuring Standards in Credible and Rigorous Ways” with Everett Kline (Center for Learning Assessment School Structure)
	1997	Certificate of Completion - TRIBES - Basic Course
	90-92	Site Facilitator/Trainer for Successful Schools Program Northwest Regional Educational Lab
	89-90	Pilot Site for Successful Schools Program Northwest Regional Education Laboratory
	83-88	Cooperative Learning, Building School Vision & Culture, Advanced Instructional Supervision, Peer Coaching,

PROFESSIONAL
ORGANIZATIONS

Alaska Council of School Administrators
Alaska Association of Elementary School Principals
Association for Supervision & Curriculum Development

CERTIFICATION

Alaska Type B Administrative Certificate: K-12 Principal & Vocational Administration
Alaska Type A Regular Teaching

(b)(6)

SUPERINTENDENT
Masters of Education / B.S. in Business



Verifiable success and experience as a superintendent, high school principal, middle school principal, assistant principal and various teaching/coaching positions.

Texas and Alaska certified superintendent with outstanding success achieving recognition for district/campus academic performance and financial excellence. Background includes expertise for both large and small school districts in curriculum development, curriculum implementation, creation of multiple technology advances, personnel (campus & central office), budget development, financial management, Board and district communication, plus facilities construction and planning.

Achievement Highlights

- **Elevated performance.** District achieved 4 out of 5 stars on State Accountability Rating, through the strengthening of individual student intervention, data analysis and curriculum project. In Texas, we led two diverse title I campuses from acceptable to recognized for the first time in either campuses history through creating a safe environment, empowering teachers and students, and utilizing data to create tutorials, classes, campus and other targeted student interventions.
- **Increased financial stability.** Obtained state funding for 3 construction projects, received 4 grants for over \$750,000/year for 3 years for a 21st Century Stem Program, Alaska Native education grant, Cultural integration grant and Counseling grant. Implemented a 1 to 1 initiative through savings achieved in energy cost reductions and restructuring impact aide receipts. Increased fund balance to state maximum while meeting goals in strategic plan.
- **Integrated technology & developed new teacher evaluation system.** Designed and implemented a 1 to 1 program for the district. Brought in new computer based curriculum to provide credit recovery and dual credit offerings to students. Worked with Edviate to create and develop a new computer based teacher evaluation program.
- **Design and Construction projects.** Started and completed 3 major maintenance and 2 construction projects as superintendent, assisted in planning and opening of new high school, as a high school Principal. Served on Bond Committee that passed \$480 million bond.
- **Legislative success and working to implement.** Testified before the legislature and state board. Secured funding for district and to worked on implementation of ESSA in state. Besides being active on legislative and other committees through the superintendent organizations, I wrote a letter signed by over half of the school superintendents in the state on how we should address ESSA and testing implementation.

PROFESSIONAL EXPERIENCE

SEALASKA HERITAGE INSTITUTE

Juneau, AK

EDUCATION DIRECTOR

09/2017 – PRESENT

Sealaska Heritage Institute is a leader in bringing culturally and placed based education to the students of Southeast Alaska.

- Responsible for leading the education staff in the management of four federal grants
- Taught a college credit Cultural Lens class through UAS
- Created a cultural conference for educators with national speakers
- Project Director for the national awarded winning Baby Raven Reads Book Program.

KAKE CITY SCHOOL DISTRICT

Take, AK

SUPERINTENDENT

2012 – 06/30/2017

Kake City School District is a small rural district on a remote Alaskan island. We have over 70% economically disadvantaged students, with 90% of the student body made up of Alaska Natives.

- Achieved and maintained State of Alaska Four-Star accountability status
- Conducted needs assessment, created a new district strategic plan, which resulted:
 - Team building and staff empowerment in-services
 - Adding computer based curriculum to align with MAPS testing, to increase student achievement
 - Creating coordinator positions to improve staff communication
 - Obtained over \$3,000,000 in grant funding for identified needs
 - Updating all policies and procedures throughout the District
 - Leaving programs in place that were already successful
- Expanded programs while creating savings in Fund Balance, and Major Maintenance
- Increased fund balance to 9.5%, state maximum is 10%
- Implemented energy cost savings and innovation
- Established savings account with city to ensure city and local contribution
- Completed three open construction projects
- Initiated and completed two major maintenance projects
- Helped to reunite Board of Trustees and created a team of 6
- Realigned the District's plan to meet the vision of the Board of Trustees'
- Utilized the District Plan to achieve daily goals
- Updated District technology
- Completed one-to-one initiative for computer technology
- Created new teacher evaluation system to meet NCLB
- Updated curriculum to align to new Alaska state standards
- Provided Dual Credit and on-line opportunities for students
- Grant to provide College and Career exploration
- Created and obtained funding for afterschool STEM program
- Obtained funding and reopened school and community library
- Obtained funding for school and community counselor for first time in over 15 years

- Started an FFA program and community greenhouse through afterschool program
- Testified regularly as part of the state legislative process
- Served on community boards for Energy, Economic Development and Zoning
- Board President of SERRC, Alaska’s Regional Resource Center.
- Alaska Superintendent Association board member, legislative committee, joint position statement committee and Superintendent of the year selection committee
- Obtained funding for Tlingit language class continuation K-8
- Offered Tlingit Language and cultural classes for 9-12
- Expanded Home Economics classes to skin sewing and beading offerings
- Coordinated with other districts to share programs and services
- Mentored new superintendents and principals

WICHITA FALLS ISD – WICHITA FALLS HIGH SCHOOL
Wichita Falls TX

HIGH SCHOOL PRINCIPAL

2011 – 2012

Wichita Falls High School was a 4A high school with 1450 students. The campus was a title I schoolwide majority minority campus, which at the time of my arrival was on stage 3 of AYP.

- Increased test scores over 10% in Math
- Increased science scores from low performing to “acceptable”
- School met AYP and taken off Stage 3 status
- STAAR accountability scores were as high as other District schools
- Received recognition for creating a safe school environment and making the campus one where students were not afraid to go to school.
- Re-evaluated and updated all existing campus policies and procedures
- Reunited divided faculty
- Implemented pro-active discipline policies to create a safe, fair and consistent learning environment for all students.
- Created strong administrative team with a unified vision; mentoring two team members who were assigned their own High Schools over the next 3 years
- Focused on teaching from bell-to-bell
- Increased academic rigor and improved instructional practices
- Diversity and number of students applying for University scholarships increased
- Revamped and expanded Dual Credit, AP offerings and credit recovery program

FORT BEND ISD – LAKE OLYMPIA MIDDLE SCHOOL
Missouri City, TX

MIDDLE SCHOOL PRINCIPAL

2006– 2011

A middle school campus of 1,400 students, over 60% economically disadvantaged, with a majority minority student population. Substantial discipline and academic issues were evident when we arrived.

- Achieved Recognized status for the 1st time in school history, 2009-2010
- Created a positive environment where teachers could teach and students could learn
- Established a definite set of expectations
- Consistently enforcing expectations of excellence
- Significantly reduced teacher turnover from highest in district to lowest after 3 years

- Received recognition for creating a safe school environment and making the campus one where students were not afraid to go to school
- Hired an outstanding administrative team
- Created a positive rapport in community that was previously divided
- Served on District Academic Advisory committee
- Implemented and expanded student led video production department
- Increased Science scores by developing Saturday tutorials
- Served on District Bond committee that passed a \$428-million-dollar bond package
- Expanded extra-curricular programs and increased campus pride and achievement
- 20 staff members were mentored into higher leadership positions
- Taught classes in Districts “Aspiring Leadership Academy”

FORT BEND ISD – MISSOURI CITY MIDDLE SCHOOL

ASSISTANT PRINCIPAL

January 2006– 2006

- Selected this position of employment in a 6A district in order that I might return to college to complete my Superintendence Certification, while still gaining experience in a larger district with opportunities of internal advancement.

SMITHVILLE ISD SMITHVILLE, TX

HIGH SCHOOL PRINCIPAL

2002-2005

This was a title I schoolwide campus of 550 students with over 50% economically disadvantaged. When I arrived we had resignations from half the teaching staff and were preparing to build a new high school.

- Restored order to a turmoil-based environment
- Hired professional staff that complimented each other
- Increased quality of instruction throughout the campus
- Created a family environment where staff enjoyed coming to work
- Reduced faculty turnover to less than 10% per year, over 3 years
- Raised bar professionally for faculty by providing training, support and accountability
- Organized professional development opportunities addressing specific campus needs
- Implemented “Capturing Kids’ Hearts”, emphasizing faculty/student interactions
- Implemented pro-active discipline policies to create a safe, fair and consistent learning environment for all students
- Updated all existing policies, procedures, student records
- Developed a budget meeting district financial constraints and student needs
- Developed and implemented a summer school program to increase academic successes
- Opened a new high school facility – Fall 2002; bringing all classrooms under one roof
- Administrated an exemplary campus (2003-2004)
- Implemented data disaggregation and benchmark testing to target areas of improvement; resulting in 2004 and 2005 TAKS scores being above state average
- Campus was rated as academically acceptable on the TAKS both in 2004 and 2005; with scores increasing in 2005 over the previous year, including Gold Performance acknowledgments in Social Studies and Reading/ELA and Mathematics
- 1st National Merit Finalist and Semifinalist for district due to increased academic rigor

- Increased ACT & SAT test scores
- Increased AP and Dual Credit offerings and enrollment
- Hosted Forensic, UIL, Regional Band, FFA, DECA and Regional Explorers competitions to help create a culture focused both academics and extracurricular accomplishments.
- Served on a Texas Infrastructure Fund committee that received grant for technology
- Restructured alternative school technology and delivery
- Graduation rate of over 95%

**LAMESA ISD
LAMESA, TX**

MIDDLE SCHOOL PRINCIPAL

2000-2002

This was a title I schoolwide campus of 450 students that was a majority minority campus with 70% economically disadvantaged student.

- Achieved Recognized for the first time in school's history.
- Restored order to a turmoil-based environment with high faculty and administrative turnover; nine principals in the previous twelve years.
- Conducted a needs assessment, which resulted:
 - Creation of an eight-period day
 - Empowering faculty to create a plan which enabled us to reach "Recognized" in 2002
 - Revised Master schedule
 - Brought in PLATO and FASTFORWORD remediation programs
 - Addressed at-risk student needs while eliminating 2.5 teaching positions.
 - Obtained funding for PLATO computer curriculum, and 50 new computers
- Restructured summer school program to serve students and increase academic results
- Restructured the Gifted and Talented Program to better serve student needs
- Drastically decreased the number of discipline referrals using proactive discipline procedures; including "faculty teaming" efforts.
- Trained new assistant principal and mentored two other faculty members in pursuing their education to obtain administrative certification
- Invested in training for all faculty based on plans developed by individual departments.
- Developed a budget that met district financial constraints, while meeting student needs

**BORGER ISD
BORGER, TX**

MIDDLE SCHOOL ASSISTANT PRINCIPAL

1997-2000

This campus had outstanding leadership and staff. It was recognized when I arrived and due to teaming, data disaggregation and targeted tutorials, we were able to achieve exemplary.

- Assisted in the achievement of "Recognized" campus status.
- Assisted in the rewriting of the Borger ISD Student Code of Conduct.
- Served as a member of the Campus Improvement Team.
- Assisted with the DEC visit preparations.
- Evaluated and updated all curriculums.
- Served as the campus level contact for 504 students, including Special Education students.

- Worked directly with over 60 faculty members.
- Served as a member of the Juvenile Advisory Board.
- Assisted in hiring faculty and creating the master schedule.
- Served as Special Education ARD contact.

PRIOR EXPERIENCE

Diverse experience as a classroom teacher and coach for 9 years.

1996-1997	COMPUTER INSTRUCTOR Cedar Hill ISD Cedar Hill, TX
1989-1996	BUSINESS EDUCATION INSTRUCTOR/COACH Bishop McGuinness High School Oklahoma City, Ok
1988-1989	Teacher/Coach Ector ISD Ector, TX

EDUCATION & CREDENTIALS

MASTERS OF EDUCATION

Educational Administration
Texas A&M-Commerce. Commerce, TX

BACHELOR OF SCIENCE (BS)

Business
Oklahoma City University, Oklahoma City, OK

CERTIFICATIONS

SUPERINTENDENT
SECONDARY 6-12
BUSINESS ADMINISTRATION

MID-MANAGEMENT
COMPUTER EDUCATION
BUSINESS EDUCATION

REFERENCES

Provided

APPENDIX A**PITAAS Program Director**

Version: 2

Date modified: 29 Apr 2016

Modified by: Yolanda Cordero

JOB INFORMATION

Supervisor:* Deborah Lo
PPA/CCC:* Janice Hollender
Status:* Approved

POSITION DESCRIPTION INFORMATION

To edit an approved Position Description scroll to the bottom of the form and press Update PD
 Click OK in the pop-up window that appears to reset the approval process

JUSTIFICATION FOR THE ACTION

Type of action requested:* Modification
Reason for request:* Update/Reclassification
Recruitment Reason:* Other
Justification for the Position:* System Change Updating PD to include additional information previously kept in UAKJobs
 Responsible for developing, organizing and overseeing all the day-to-day activities of the PITAAS program.

HR Notes:

Analyzes and resolves significant problems.
 Problem resolution requires considerable analysis of multiple components or conflicting issues.
 Applies broad understanding of program, organization, system and/or client needs to resolve highly complex problems.
 Identifies new services and opportunities for process improvement.
 Independently evaluates and meets complex organizational, program or system needs in assigned area.
 Specialist or expert resource.
 Serves as a strategic advisor.
 Is a team or project leader.
 Develops long-range strategic plans.
 Plans and directs activities/functions for multiple operations, programs or projects.
 Projects typically impact critical programs, operations, systems, major work groups, or multiple functional areas.
 Authorized to commit the program or organization to projects/expenditures within well-defined guidelines.
 Interprets and applies complex rules and regulations.
 University policies and regulations. Federal and state grant guidelines.

POSITION DETAILS

Position number: Administrative Management 1
Position No.: 899965
Working Title:* PITAAS Program Director

Position type:*	Staff Full-time
Appointment Type:	
Appointment Type:*	Regular
Recruitment process:*	UAS Recruitment Process
Will this position perform supervisory duties?:*	No
Will this position operate as a Second Line Supervisor?:*	No
Will this position act as a lead for employees?:*	Yes
Lead or supervisory duties are _____ to the work of the position.:	
Direct Subordinate PCN(s): separate PCNs with a semi-colon:	
Will this position perform timesheet approval duties?:*	No
Will this position perform Payroll/Personnel Assistant (PPA) or Cost Center Clerk (CCC) duties?:*	No
Is this a confidential position?:*	No
Area:*	[0%] Anchorage-Fairbanks-Juneau-Girdwood-Eagle River-Kenai-Soldotna-Ketchikan-Sitka-Palmer-Wasilla-Chugiak-Seward-Homer-Angoon
Grade:	Grade 80 Minimum \$ 27.94
MAU:*	University of Alaska Southeast
Division:*	UAS Provost
School:*	Juneau Campus Deans
Department:*	Education Instruction Summary
Team:*	UAS-Education Instruction Summary
TKL:	T930
Job Location:*	Juneau
Classification:*	Administrative Professional 2 <u>Classification title: Administrative Professional 2</u>
Occupational Title Code:	
FLSA Exemption Status:	Exempt

JOB DUTIES

% of time	Duties / Responsibilities	Essential / Marginal
35	<p>Facilitate grant operations:</p> <ul style="list-style-type: none"> *Maintain regular contact with scholarship recipients, their advisors and instructors, the Native Rural Student Center director and SOE Dean in order to monitor success and to provide guidance and assistance. *Establish the scholarship processes, participate in scholarship award decisions, work with Financial Aid Office on scholarship questions. *Maintain regular communication with the grant evaluator, the project investigator and SOE dean. *Plan for and monitor budget expenditures in a timely manner, following UAS procurement regulations and maintaining communication with the UAS Grants Office as well as the Federal granting agency. *Facilitate PITAAS students' integration into the SOE and their timely completion of a teacher or administrator certification program. 	Essential
30	<p>Provide daily direction for the PITAAS project. Develop, organize, and oversee all day-to-day activities of the project:</p> <ul style="list-style-type: none"> * Organize and lead PITAAS Advisory Board meetings and communication. *Coordinate with partners and allied Native organizations. * Select and direct student tutors and student assistant. * Communicate regularly with School of Education (SOE) Dean regarding the progress of the project and its connections to other SOE or UAS programs. *Actively participate in the collaborative projects for the School of Education, including attending regular meetings and participating in projects. *Work with faculty outside of SOE to facilitate success for PITAAS scholars. *Promote professional development of UAS faculty through cultural infusion and other staff development. * Prepare and distribute information about the program for the public, interested students, school districts. 	Essential
25	<ul style="list-style-type: none"> *Work with Sealaska Heritage Institute and SOE dean to plan, organize, and oversee an annual two-day symposium for SOE faculty on Native ways of knowing and culturally relevant practice. Results of symposium are sustainable plans to review and evaluate alignment with ASCRT/S on a regular schedule. *Work with SHI to design a media promotion on the importance of teaching and learning for the Native Community. *Work with representatives from the Native community to design an endorsement program in Alaska Native Education and Leadership. *Oversee a twenty-four credit culture and language scholarship with an emphasis on recruiting these students into career Education. *Coordinate a committee to make decisions regarding a faculty fund that allows University professors to attend conferences, cultural events or to participate in research on Alaska Native education. *Coordiante a speaker series on Alaska Native Education, Culture and Language Our Cultural Landscape *Oversee an increased emphasis on a statewide effort to attract high school students into the teaching profession and to ensure their readiness for College level work through AKLN. 	Essential
10	<p>Collect data for evaluating the program:</p> <ul style="list-style-type: none"> *Maintain project database. *Conduct programmatic research by collecting, recording, synthesizing, and reporting Project and student data. *Maintain all records of activities as well as student files of the PITAAS grant. *Develop and implement program evaluation tools. *Work with program evaluator to prepare reports and assess the collected data. 	Essential

Knowledge/Skills/Abilities:* Demonstrated experience in K-12 schools in Alaska
 Demonstrated positive working relations with Alaska Native communities
 Skilled in cross cultural communications

Required Experience:* Two years project/grant management
 Five years working in K-12 or higher ed, or related setting in Alaska
 Familiarity with Alaskan indigeneous cultures, particularly SE Alaskan

Typical Education or Training:* Bachelors degree
 Education and experience with instructing distance delivered courses
 Training or experience in Multicultural Education

Advertising summary:* This person must have strong cultural sensitivity, and an ability to work well in both the University setting and in the public school system. They must have strong communications skills, and able to look at overall goals and objectives and make strategic decisions to implement the program effectively. They must have strong interpersonal skills to allow them to advise and mentor AK Native students, and be able to advocate for them.

Advertisement text:*

-

Describe budget responsibility of this position. Check all that apply:*

- Is Responsible for authorizing expenditures
- Maintains budget and fiscal records
- Manages overall budget
- Other
- Monitors fiscal activity
- Develops budget
- Forecasts expenditures
- None

Budget size (annual): 750,000

If 'Responsible for authorizing expenditures' please indicate amount:

If 'Other' please provide details: Monitors fiscal activity
 Maintains budget and fiscal records
 Develops budget
 Manages overall budget
 Forecasts expenditures

PEER POSITIONS

Peer Positions (list PCN-Job Title-Incumbent - separate entries with a semi-colon):

LABOR DISTRIBUTION

Fund:* 282424

Org:* 72111

Percentage 1:* 100

Fund 2:

Org 2:

Percentage 2:

Fund 3:

Org 3:

Percentage 3:

USERS AND APPROVALS

HR Consultant:* Sarah Belmont

Time Sheet Approver: Deborah Lo

Supervisor:* Deborah Lo

Approval process:* UAKjobs PD



Agreement Date: June 25, 2018

NEGOTIATION AGREEMENT

INSTITUTION : UNIVERSITY OF ALASKA
 FAIRBANKS, ALASKA 99775

The Facilities and Administrative (F&A) rates contained herein are for use on grants, contracts and/or other agreements issued or awarded to The University of Alaska (UA) by all Federal Agencies of the United States of America, in accordance with the provisions and cost principles mandated by 2 CFR Part 200. These rates shall be used for forward pricing and billing purposes for University of Alaska's Fiscal Year (FY) 2019.

Section I: RATES - TYPE: PROVISIONAL (PROV)

TYPE	FROM	TO	RATE	BASE	LOCATION	APPLICABLE TO
University of Alaska Fairbanks (UAF)						
Prov	7/1/18	6/30/19	50.50%	(a)	On-Campus	Organized Research (1)
Prov	7/1/18	6/30/19	59.50%	(a)	On-Campus	Organized Research (2)
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Organized Research (1)
Prov	7/1/18	6/30/19	35.00%	(a)	Off-Campus	Organized Research (2)
Prov	7/1/18	6/30/19	37.20%	(a)	On-Campus	Other Sponsored Activities
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Other Sponsored Activities
Prov	7/1/18	6/30/19	26.70%	(a)	All	Poker Flat
Prov	7/1/18	6/30/19	32.10%	(a)	All	Ship
University of Alaska Anchorage (UAA)						
Prov	7/1/18	6/30/19	51.20%	(a)	On-Campus	Organized Research
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Organized Research
Prov	7/1/18	6/30/19	32.00%	(a)	On-Campus	Other Sponsored Activities
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Other Sponsored Activities
University of Alaska Southeast (UAS)						
Prov	7/1/18	6/30/19	59.00%	(a)	On-Campus	Organized Research
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Organized Research
Prov	7/1/18	6/30/19	30.20%	(a)	On-Campus	Other Sponsored Activities
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Other Sponsored Activities
Systemwide (Applies to all Campuses)						
Prov	7/1/18	6/30/19	50.00%	(a)	On-Campus	Sponsored Training
Prov	7/1/18	6/30/19	26.00%	(a)	Off-Campus	Sponsored Training

DISTRIBUTION BASE

- (a) Modified Total Direct Costs (MTDC), as defined in 2 CFR Part 200, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). MTDC excludes equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000.

APPLICABLE TO:

- (1) Applies to DOD contracts awarded before November 30, 1993, all Non-DOD Instruments, and all DOD grants (See Section II, paragraph E). (Capped)
(2) Applies to only DOD contracts awarded on or after November 30, 1993 in accordance with and under the authority of DFARS 231.303(1) (See Section II, paragraph F). (Uncapped)

SECTION II GENERAL TERMS AND CONDITIONS

A. **LIMITATIONS:** Use of the rates set forth under Section I is subject to any statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available and consistent with any and all limitations of cost clauses or provisions, if any, contained therein. Acceptance of any or all of the rates agreed to herein is predicated upon all the following conditions: (1) that no costs other than those incurred by the recipient/contractor were included in its indirect cost pool as finally accepted and that all such costs are legal obligations of the recipient/contractor and allowable under governing cost principles; (2) that the same costs that have been treated as indirect costs are not claimed as direct costs; (3) that similar types of costs, in like circumstances, have been accorded consistent accounting treatment; (4) that the information provided by the recipient/contractor, which was used as the basis for the acceptance of the rates agreed to herein and expressly relied upon by the Government in negotiating the said rates, is not subsequently found to be materially incomplete or inaccurate.

B. **ACCOUNTING CHANGES:** The rates contained in Section I of this agreement are based on the accounting system in effect at the time this agreement was negotiated. Changes to the method(s) of accounting for costs, which affects the amount of reimbursement resulting from the use of these rates, require the written approval of the authorized representative of the cognizant negotiating agency for the Government prior to implementation of any such changes. Such changes include but are not limited to changes in the charging of a particular type of cost from indirect to direct. Failure to obtain such approval may result in subsequent cost disallowances.

C. **PROVISIONAL RATES:** The provisional rates contained in this agreement are subject to unilateral amendment by the Government or bilateral amendment by the contracting parties at any time.

D. **USE BY OTHER FEDERAL AGENCIES,;** The rates set forth in Section I hereof were negotiated in accordance with and under the authority set forth in 2 CFR Part 200. Accordingly, such rates shall be applied to the extent provided in such regulations to grants, contracts and other agreements to which 2 CFR Part 200 is applicable, subject to any limitations in part A of this section. Copies of this document may be provided by either party to other Federal agencies to provide such agencies with documentary notice of this agreement and its terms and conditions.

E. **DFARS WAIVER:** Signature of this agreement by the authorized representative of the University of Alaska and the Government acknowledges and affirms the University's request to waive the prohibition contained in DFARS 231.303(1) and the Government's exercise of its discretion contained in DFARS 231.303(2) to waive the prohibition in DFARS 231.303(1) with the exception of the University of Alaska Fairbanks Organized Research. The waiver request by the University of Alaska is made to simplify the University's overall management of DOD cost reimbursements under DOD contracts.

F. **APPLICATION OF INDIRECT COST RATES TO DOD**

CONTRACTS/SUBCONTRACTS: In accordance with DFARS 231.303, for the University of Alaska Fairbanks Organized Research, no limitation (unless waived by the institution) may be placed on the reimbursement of otherwise allowable indirect costs incurred by an institution of higher education under a DOD contract awarded on or after November 30, 1993, unless the same limitation is applied uniformly to all other organizations performing similar work. It has been determined by the Department of Defense that such limitation is not being uniformly applied. Accordingly, the rates cited (2) of Section I, as explained under the title, "APPLICABLE TO" do not reflect the application of the 26% limitation on administrative indirect costs imposed by 2 CFR Part 200, whereas (1) does so.

G. **SPECIAL REMARKS:**

- (1) The Government's agreement with the rates set forth in Section I is not an acceptance of University of Alaska (UA)'s accounting practices or methodologies. Any reliance by the Government on cost data or methodologies submitted by UA is on a non-precedence-setting basis and does not imply Government acceptance.
- (2) Off-Campus rates apply to sponsored projects where more than 50% of the university effort is conducted off-campus. Off-Campus is defined as a facility which is not owned or leased by the institution, a facility leased by the institution where the lease costs are charged as direct costs to the award, or a temporary worksite (i.e. field location).

Accepted:

FOR UNIVERSITY OF ALASKA:

(b)(6)

Myron J. Dosch
Chief Financial Officer

June 25, 2018

Date

For information concerning this agreement contact:
Shea Kersey, Contracting Officer
Office of Naval Research

FOR THE U.S. GOVERNMENT:

KERSEY.SHEA.DE
LORES.10493311

Digitally signed by
KERSEY.SHEA.DELORES.1049331149
DN: c=US, o=U.S. Government, ou=DoD,
ou=PKI, email=USN,
ou=KERSEY.SHEA.DELORES.1049331149
Date: 2018.06.26 06:53:04Z

49

Shea D. Kersey
Contracting Officer

June 26, 2018

Date

Phone: (703) 696-2055
E-mail: shea.kersey@navy.mil

(C) Other Attachments: Required Narrative References

- C1. Description of proposed recruitment activities.
See Narrative, Quality of Project Design, subcriterion (2), pp. 7 - 11.
- C2. Description of use of funds to support recruitment, preparation, and professional development.
-See Quality of Project Design, subcriterion (3), pp. 11-13, and Quality of Project Services, subcriteria (1), pp. 13-15 and (3), pp. 17-18.
-See Also: Budget Narrative.
-Considerable University resources are dedicated to recruitment. Each Major Academic Unit has its own student recruiter, and they will advertise and seek applicants for this program as do recruitment in various venues. And, the new recruiter being hired specifically for the Alaska College of Education can do targeted and extensive recruitment for *Indigenous Alaska Scholars*. Finally, job placement assistance is provided on all major campuses; this is an opportune time to inform Alaska Native graduates with majors in other than education that the M.A.T. one-year teaching degree, with support, could be an attractive option.
- C3. Description of payback support.
See Quality of Project Services, subcriterion (5), pp. 20-21.
- C4. Describe how the application meets either Absolute Priority One or Two.
-See Quality of Project Services, subcriterion (4), pp. 18-20.
-The numeric participant goals are addressed under Quality of Project Design, subcriterion (1), pp. 5-7.

Proof of Alaska Native Regional Nonprofit Organization

Sealaska Heritage Institute is a regional Native nonprofit organization founded for the Tlingit, Haida, and Tsimshian people of Southeast Alaska. SHI was established in 1980 by Sealaska Corporation, a for-profit company formed under the Alaska Native Claims Settlement Act. SHI administers cultural and education programs for nearly twenty thousand shareholders. The Institute's mission is to perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures.

Sealaska Heritage Institute also certifies that its Board of Trustees consists exclusively of Alaska Natives representing various areas of Southeast Alaska, the region served by the Institute. The board maintains final and total authority and responsibility for the Institute.

A listing of the board members and their affiliations is as follows:

Chair, Marlene Johnson - Tlingit

Vice-Chair, Albert Kookesh - Tlingit

Secretary, Shgen George - Tlingit

Trustee, Lee Wallace - Tsimshian

Trustee, Mike Miller - Tlingit

Trustee, Barbara Cadiente Nelson - Tlingit

Trustee, Nathan McCowan - Tlingit

Trustee, Jeane Breinig - Haida

Trustee, Maria William - Tlingit

Rosita Worl, Ph.D. is the President of Sealaska Heritage Institute and is also Alaska Native, Tlingit.

(b)(6)

Date: July 20, 2018

Rosita *Kaahani* Worl, Ph.D.
President



Office of the Superintendent

Daniel Walker

PO Box 305, Bethel, AK 99559

To: Angela Hernandez-Marshall,
Program Manager, IPD Program
US Department of Education
400 Maryland Ave. SW
Washington, DC 20202-6335

From: Daniel Walker, Superintendent
Lower Kuskokwim School District
PO Box 305, Bethel, AK 99559

Through: University of Alaska Southeast, College of Education

Re: Support for University of Alaska Southeast (UAS)/Sealaska Heritage Institute (SHI)
Indian Professional Development Program Proposal

Date: July 9, 2018

As I understand the federal Indian Education Discretionary Grants Programs - Professional Development Grants Program, its purpose is to prepare more Native teachers and Native administrators. I wholeheartedly agree with this purpose!

Our district currently has 4,331 PreK-12 students. Of these, 4,138, or 96%, are Alaska Native, while a disproportionately smaller percentage of our staff are Alaska Native. LKSD has a long history of working with our Native communities and supporting local Native staff in becoming certificated teachers and administrators. This effort to increase the numbers of Native educators is fully supported by our communities, staff and school board.

While we have worked hard to increase our numbers of Native educators and administrators, there is much more work to do. The UAS/SHI Consortium's efforts can help us move ahead. Our District will certainly consider hiring the UAS/SHI Consortium's teacher and administrator graduates. Not only because they are Native, but because we know from experience that UAS educated teachers and administrators have the skills needed to serve the students, schools and communities of the Lower Kuskokwim School District. I look forward to interviewing new Native educator candidates soon.

Sincerely,

A handwritten signature in black ink that reads "Daniel Walker".

Daniel Walker
Superintendent of Schools

**INDIAN EDUCATION PROFESSIONAL DEVELOPMENT PROGRAM
CONSORTIUM AGREEMENT**

I. General Agreement

This agreement is between the University of Alaska Southeast (UAS) and Sealaska Heritage Institute (SHI).

University of Alaska Southeast certifies that it is an Institution of Higher Education (as defined by 34 CFR § 263.3).

Sealaska Heritage Institute certifies that it is an Indian Organization, as shown in Appendix documents.

Both parties are applying in consortium for the Indian Professional Development Program Grant in Fiscal Year (FY) 18 in accordance with 34 CFR § 75.127-129.

II. Designated Lead Applicant

University of Alaska Southeast agrees to act on behalf of both parties as the designated lead applicant (as required by 34 CFR §75.128(a)(1)).

III. Legal Responsibilities

Both parties acknowledge that they are legally responsible to do the following if they are selected to receive the grant:

- (a) Carry out the activities in Section IV below; and
- (b) Use the funds that it receives under the agreement in accordance with 34 CFR § 263 and all other Federal requirements that apply to the grant.

University of Alaska Southeast acknowledges that, if the consortium is awarded funds, as the designated lead applicant it is legally responsible for the following:

- (a) The use of all grant funds;
- (b) Ensuring that the program is carried out by the group in accordance with Federal requirements; and
- (c) Ensuring that indirect cost funds are determined as required under 34 CFR § 75.564(e).

IV. Activities

As required under 20 USC § 7442(d), grant funds must be used for activities that provide support and training for Indian individuals in a manner consistent with the purpose of the Professional Development Program. Below are the activities both parties have agreed to perform:

University of Alaska Southeast agrees to:

- (1) Provide training that will lead to an initial license for a Type A Alaska teaching certificate through the Alaska Department of Education and Early Development (DEED) and a Master of Arts degree in Teaching (MAT) from UAS before the end of the award period;
- (2) Provide school administrator training that will lead to a Type B Alaska School Administrator certificate through the Alaska Department of Education and Early Development before the end of the award period;
- (3) Conduct a systematic program that teaches best practices in STEM education strategies through a mix of existing and new STEM content in our current MAT and administrator preparation courses;
- (4) Recruit prospective teachers and administrators and screen for quality candidates;
- (5) Provide financial and other support services;
- (6) Supply job search and placement assistance concentrating on LEAs with high numbers of Native students;
- (7) Deliver structured Induction help for all project participants;
- (8) Assist participants to understand and comply with the payback provisions of this program, understanding that the Department of Education is in charge of payback requirements.

Sealaska Heritage Institute agrees to:

- (1) Publicize and promote this program in Sealaska and Sealaska Heritage Institute media & publications;
- (2) Lead annual cultural orientations and symposiums for project participants;
- (3) Participate in MAT and administrator preparation courses by contributing Native perspectives on pedagogy, such as the importance of learning styles and STEM in a cultural context;
- (4) With UAS faculty, provide community outreach in higher education;
- (5) Provide examples for use in MAT and Education Leadership preparation courses of how the Native culture uses STEM competencies in traditional and customary activities, such as inquiry-based learning and experiential learning in informal settings; and;
- (6) Work with the University faculty and Native Student Support Services programs to devise and deliver a workshop to all project participants on traditional Native values and conduct that relate to finding success in University settings.

University of Alaska Southeast and SHI both agree to:

- (1) Have regular meetings as identified in the application's Management Plan;
- (2) Cooperate in developing and implementing the project;
- (3) Ensure that all students accepted in the program are aware of and understand the pay-back requirements and conditions of participating in the Professional Development Program;
- (4) Cooperate with the outside evaluator in providing data and staff time for interviews and case studies (if necessary); and,
- (5) Work together to make program modifications and revisions as suggested by the evaluator.

V. Modification

This agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the U.S. Department of Education.

Signed:

(b)(6)

Richard Caulfield, Ph.D. 
Chancellor, University of Alaska Southeast

Rosita Worl, Ph.D.
President, Sealaska Heritage Institute

Date: 7/18/18

Date: 7/18/18

Indigenous Alaska Scholars: What does STEM Teacher Preparation Look Like?

Teachers

Our approach is along the line of “STEM Ready”. Through our teacher competencies, preparation courses and Internship experience we prepare our M.A.T. participants to boost student engagement and improve STEM education. Throughout our program we give emerging teachers the skills to pursue authentic STEM curricular and teaching strategies, like inquiry-based learning and project- or problem-based learning. In all our courses, and the teacher Internship, our participants develop activities, lessons, and units that challenge students to tackle problems once thought "exterior" to school and that don't have ready solutions. We want teachers who have students grapple with difficult issues over long periods, working to answer driving questions that require deep thinking and analysis.

These approaches engage students in rich place-based STEM learning experiences: rich, in that students are engaging with authentic problems that actually exist in their village: Why does our community need a sewer system? What are viable alternatives to “honey buckets”, and which is best both from a cost and engineering perspective? What actions can we take to get such a system?

This approach to learning promotes 16 STEM-critical *Habits of Mind* (Costa & Kallick, 2008)¹ and 21st century skills, including critical thinking, problem solving, persistence, collaboration, and communication. It is no longer enough for students to have a surface-level understanding that enables them to regurgitate basic facts and

¹ Costa, A., and Kallick, B., Describing 16 Habits of Mind. (2008). At: https://books.google.com/books/about/Learning_and_Leading_with_Habits_of_Mind.html?id=9lps41vfVOsC

procedures. Good STEM education means helping students see that these subjects enable them to understand and create the world in which we all live and work.

Not to beat this to death, but the Reader should know that we get it; we realize STEM is less about the content of Science, Technology, Engineering and Math subjects and more about the thinking skills necessary to understand those subjects and apply them. We teach our teachers in how to direct learning experiences, facilitating learning rather than directing it from the front of the room. Our teachers support students in exploring possible solutions to real problems. Sometimes these solutions fail, but students can learn from these failures, pose new questions to consider, and extend their thinking about the problem and solutions. Teachers decide when to answer a question directly, when to respond with a question that deepens students' thinking, and when to have students pose questions for the class to pursue. Our M.A.T. teacher has a clear focus on the content and skills to be developed and chooses strategies to help students attain a deep and connected understanding of the discipline. These approaches to learning require our teachers to take risks, designing opportunities that simultaneously push and support students. This, to us, is an *Indigenous Alaska Scholar* “STEM Ready” teacher.

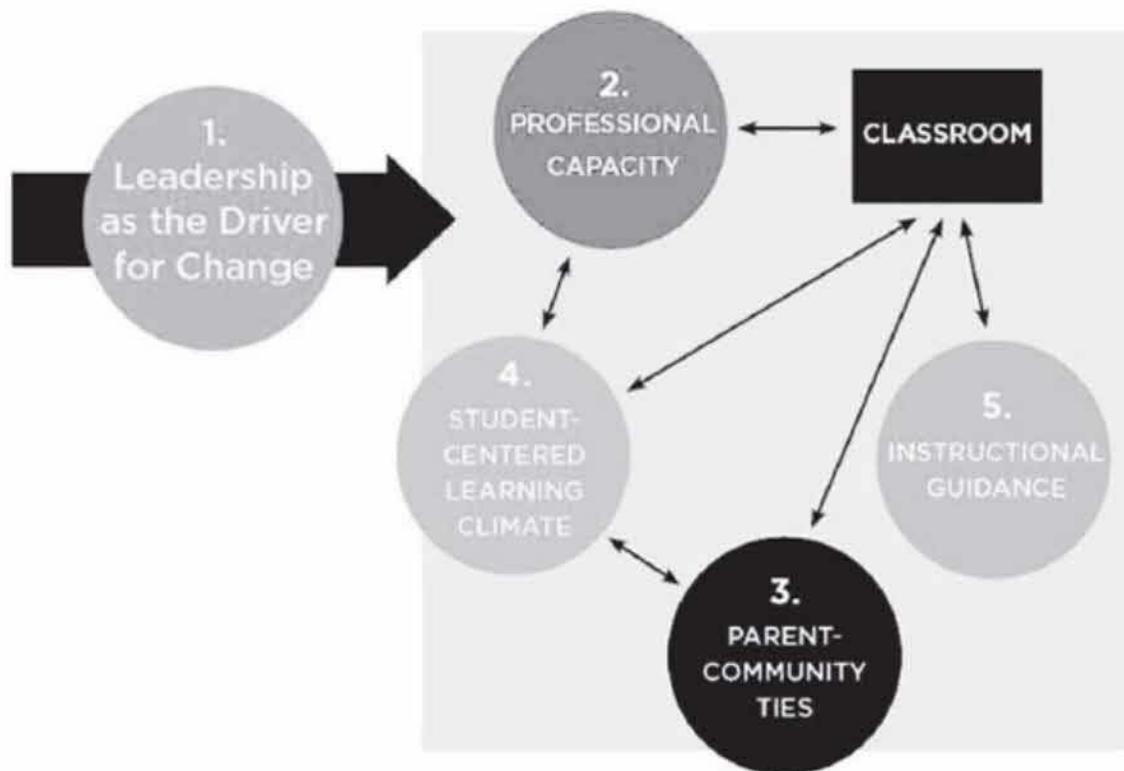
So no, we don't propose a STEM workshop, or a STEM course or even two STEM courses. What we have is a program that integrates STEM instructional skills throughout.

Administrators

We don't think that, necessarily, STEM-infused classrooms and teaching methods require a different approach to leading in schools. But it does demand the mastery of three core leadership skills we stress in our preparation program: (1) fostering equitable

access to rich, rigorous and culturally relevant learning experiences, (2) acting as instructional leaders, and (3) building community engagement and partnerships.

Keep those three competencies in mind as we consider this graphic from a study done to ascertain the effectiveness of STEM education in the Chicago City Schools.² These are the five factors evaluated as contributing to student STEM success (as measured by math and science achievement):



² National Research Council. (2011). Successful STEM Education: A Workshop Summary. A. Beatty, Rapporteur. Committee on Highly Successful Schools or Programs for K-12 STEM Education, Board on Science Education and Board on Testing and Assessment. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Schools that were strong in at least three of the areas were 10 times more likely to improve in reading and mathematics than schools that were weak in three or more. Sustained weakness over time in even one of the elements also appeared to undermine a school's improvement. But the kicker here is that almost all schools with a "weak" organizational climate -directly related to leadership- , even if they had positives in items 2 - 5, did not make gains.³

Again, we teach our Ed Administration participants to hire competent teachers, promote personalized learning, involve the community in the school (for STEM, we're talking Fish and Wildlife scientists, Conoco-Phillips Oil Company engineers, Red Dog Zinc Mine chemists, etc.), and lead staff through school-wide instructional improvement initiatives. By doing so we are preparing "STEM Ready" Administrators.

³ To be fair, there are schools that will fail regardless of leadership, due to such factors as violence and a very substandard physical environment. This is not a problem in Alaska schools, but it is in Chicago.



Alaska Scholars

APPENDIX E1

Preparing Indigenous Teachers and Administrators for Alaska Schools

ALASKA SCHOLARS PLEDGE OF COMMITMENT

As I take my responsibilities seriously and dedicate myself to the task of effectively educating all children, I commit myself to educational excellence and becoming a certificated teacher in Alaska.

Therefore, as an *Alaska Scholars* student at the University of Alaska Southeast, I pledge the following:

1. I will actively pursue my goal to become a certificated teacher and/or administrator in the State of Alaska.
2. I will set and maintain for myself the highest possible level of educational competence as I work toward my goal.
3. I will set and maintain for myself and promote among colleagues the highest possible level of cultural competence. In so doing, I will seek to understand the uniqueness that Alaska Native students bring to the classroom in terms of the rich history, values, traditions, and learning styles.
4. I will reach out to the families of students in my class and bridge the gap between home and school, making the school environment a safe and supportive environment for students as well as families.
5. I will hold high expectations for myself and my students and hold myself accountable for promoting positive school climate and academic excellence in all students.
6. I will support *Alaska Scholars* and its ongoing commitment to educational excellence for Alaska Native students.

I, _____, make this pledge after careful consideration of my role and responsibility as a future teacher and/or administrator; and my commitment to join hands with PITAAS and UAS in their effort to make Alaska classrooms and schools places where hopes and dreams can be nourished into a rewarding future.*

Signature: _____ Date: _____

*A copy of this pledge will be provided to the author(s) of your letter(s) of recommendation and Academic Advisor.

Question 2: Looking forward, what are the most promising ways in which UA and its Alaska College of Education can partner with your district in meaningful ways to grow the number of quality Alaskan teachers and educational leaders?

Tutor, attend in student classrooms-work with kids. Outreach to student, apprentice teacher programs

Working to assist paras to become teachers- Credit for experience in the classroom, support for PD and financial. More financial assistance for combines modeling of best teaching procedures and involve perspectives student teachers.

Experiential credits that can apply to meaningful degree for paraprofessional or viable prospect for the teaching program. Your idea for approaching High School students was stellar.

Specific coursework and professional development for adult paraprofessionals to be better paras. Pathway for current paraprofessionals and other classified employees to become teachers. Summer programs for high school students to expose/introduce to education. Get student practicum experience in a variety of settings. Large rural/small rural etc. Also bus drivers

A program structured like the successful RAHI program specifically for High School Juniors and Seniors who are interested in becoming teachers. It would be great to give these students a "jump start" with 8-10 college credits.

Focus towards helping aides become certified teachers. Placement program for perspective teachers.

Have a focused effort to encourage educational aides looking in schools to become certified teachers. Tuition incentives, cohorts, supts or teachers on site helping to teach courses. Evening classes so they can continue to work and work towards teacher certification

1. Equal Partners 2. Portfolio of pathways- creative pathways for locals to earn a teaching degree while staying in the community (Village)

Join with LOCAL initiatives for BOARD Goals. Train quality- (i.e. Linda mood-bell, meta metrics, etc.). Make skilled Reading, Writing, Math teachers. Both content and process trained to get results

Focused lab experiences-Practical partnerships.

More apprentice level work- something similar to welding or automotive. Gives credit for experience. Programs to move paraprofessionals into teaching.

UA off sets tuition, support paid teacher interns if they sign teacher contracts with district.

Develop a pathway for Para Educators to move to certification. Many have some college or deep life experience and strong ties to the community. Use life/time teaching experience as credit. District can pay for the credits. Pay credit equaling. * Current model is for too slow

Future education program. Help establish and support alternative pathways. A sustained partnership with school districts in mentoring K-12 educators

Provide a Rural/Urban counselor specifically for the development/growth of students entering the teaching profession. Establish a CLEAR PATHWAY program. Media campaign-Bring back the respect to the craft of teaching.

Flexible pathways to teaching credentials. Ability for "candidates" to stay locally in their communities. (Distance). Willingness to "Listen" to the voices out in and around the state. Don't decimate the regional and satellite campuses with cuts that will. "Positive Messaging" about education from the University system. Don't bash K-12 educators and districts

Regular contact between UA and site based counselors.

Stop allowing faculty to take "shots" at school districts (increase trust). Make it so all UA campuses accept each other's classes (credits). Offer courses (dual credit) to H.S. students to launch them into ED career. (Cultural Ed credits).

Privacy. Transfer. Support public education.

Increase trust with K-12 education system. Spend more time with new to service teachers.

Student teachers and practicum experiences. Conversations between K-12 and KA COE. Expand avenues and opportunities for input from K-12 to University programming. Ask us what we need so we're getting teachers with SKILLS and aptitudes we NEED in K-12 settings.

Recruitment. *Provide student teachers. *Real life applications (practicum experience in multiple venues) not just ANC, FAIR and Juneau. Bring those success stories back (alumni used for recruitment) Structure (make the schedule easier for teachers).

Actual connections with students to create awareness and get youth thinking about education as a future. It's always best to hear from "outside" people as students often "tune out" normal teachers plus another perspective is always good. Target students in JH or 9th grade...Better communication in general. Providing actual experience in rural schools.

Follow through and personalized efforts with candidates. **Look at those who started before but hit the roadblocks and situations in life that made completion impossible at that time. We change, we grow, maybe it's a new time to succeed. More practicum experiences in Craig to

experience region/district.

Create a program where UA would observe the classrooms of UA teacher graduates to see the effectiveness of the teaching program. How do you see those teachers in the classrooms at their third, 6th, and 9th year of teaching? Did they seek higher education/PD throughout those years?

Training and recognition for Alaskan teachers. Collaboration and support for programs such as Educators Rising to foster early outreach K-12 students and support of paving a pathway to teaching. Support of teacher continued professional development. Strong programs in developing teacher paraprofessionals and working with the needs of our student population.

See Q 3, They are connected

Develop (further) the online tutoring model (LDSD). M.Ed in multicultural education.

Experience- Based M.Ed. program or provide districts opportunity to grow our own. Continue to provide opportunities for students to student teach etc. in Rural settings.

Flexible independent program including credit for quality time or paraprofessionals. Expedited student teaching. Internship with local teacher possessing credentials issued by the University of Alaska

1. Protect and grow the MAT program. It has been and still is, the most successful teacher preparation program I have seen anywhere during my 48 years in education. 2. Make the preparation programs as applicable to the real world as possible...focus on what the educator needs to be successful in the classroom, the school and/or the school district. 3. Use adjuncts who are currently working SUCCESSFULLY in the jobs.

Together we must raise teaching/education as a noble, worthy profession in the eyes of the public. This will take daily, thoughtful action. Leave no stone unturned and no reasonable idea untested. Think about how something could work as opposed to why it won't be courageous.

If the student teachers who are placed in our schools have been taught specific strategies there should be a concentrated effort to make sure the cooperating teacher is also versed in those strategies in employing those strategies part of the time-- Could be a great learning experience for the cooperating teacher.

Continuing discussion with K-12 outreach @ UAF and promoting programs that are directly targeted at encouraging high school students to consider education as a career.

Engage districts in more areas than teacher prep. Example: I hear from UA faculty that students are not prepared for the University. (Generalization, of course). This perception may exist due to the number of courses/percentage of students who take remedial courses. We need a better

APPENDIX E3

First	Last	Location	Position	Question 1: Is there a UA process or policy tied to UA teacher preparation that you view as limiting or not making sense?	Question 2: Because of the teacher shortage there is interest in UA offering alternative teacher certification pathways. Given what you know about teacher preparation and the limitations and advantages of alternative certification, how supportive are you to UA developing an alternative pathway for teacher education?
			superintendent	The admission process seems ok. I think the Educators Rising should be expanded to include small rural schools.	I am in favor of the alternative certification pathways. Rural & communities have military veterans who have their BA's and Master's that are not doing anything who could be hired to teach.
			superintendent	students not having courses available they need to continue to advance	Something that we need to look at, but needs to be well thought out
				1) full year student teaching internships yield much better prepared candidates, and 2) We need to trust principals and teachers when they say student teachers are not ready or are inappropriate for the profession. We have to fight too hard on this too often.	I am highly supportive of this, especially in high-need certifications such as CTE, SPED, and world languages. Thanks for your comments on the slope of education vs. steps, especially regarding the preparation of our Kids K-12. Every time a UA official complains about the level of remediation our students need, it reinforces the arch-conservative legislators who believe more money doesn't help.
				No - we need a focus on behavioral health professionals. We need pathways for social workers and licensed professional counselors in schools.	Very supportive! There are many industry prepared people who would have a lot to offer students. Math, Science, Technology, CTE, Language - many areas we see a shortage of high quality educators. Are there dual credit (high school / college) classes available so HS students interested in teaching in Alaska can get started on their degree through the dual credit model? Can those be online so rural schools can access these dual credit opportunities?
				n/a	Very supportive, with clear guidelines and financial incentives. This effort will definitely increase the number of Alaskan teachers.
				UA - alignment across all	Very! Do it! Must Happen!
				Is it a policy that student teachers are on a growth model alone and cannot be "failed" or referred to student teach again? While we want teachers, we don't want to produce teachers who are not ready.	It depends. I currently have a student teacher right now who did a strictly online program, zero practicum hours in a school required before student teaching placement and he is struggling a great deal. I would never hire this person after seeing his attitude, work ethic, skills, willingness (or lack of), learning, etc. This student teachers isn't from UAA but I fear with an alternative pathway we may lose some of the quality teacher prep, but maybe not.

				I feel the teacher preparation as well as the principal/ed leadership is simply a "factory" that has and continues to solve a serious educational need by continually lowering standards. Has that ever worked?	In general, not supportive. I would need more information. Attending job fairs, candidates turn down jobs for the following reasons: 1) cost of living, 2) housing, 3) awful retirement.
			Principal	Not that I am aware of as a principal or an adjunct with SPED at UAA.	I am supportive of it as a product of an alternative certification program that I was able to complete in 2 years while still able to work fulltime. The coursework needs to be focused on engagement practices, behavior, classroom management. Honestly, curriculum can and is taught by school districts.
			Principal	Web portal for course registration (PD focused learning teams) is antiquated and extremely frustrating to navigate for users.	I believe a pathway for LPC individuals to earn Type C certificate may allow to expand mental health professionals in schools.
			Principal	I'm not aware of a policy at this time. One thing I am curious about, since we have all sorts of different mentoring programs for early career teachers, is there a way to certificate people but still have another year of their education program to finish? Basically have an extra year in a "seminar" type of class to provide support, check-ins, etc. in the first year	I am in favor, especially with different CTE type courses. I have had some very good luck with Type M's in my school. However, similar to my above comment, it may be good to have a year program in the first year to provide support to gain solid teaching skills.
			Superintendent/ Principal	n/a	I've encountered a difficult time recruiting for a teacher position and had found that we have paraprofessionals with 4-year degrees that can fill these positions given close mentorship. It would be great to see a collaborative effort with my teachers and UA for certification within a year, while having these individuals in the classrooms under the wings of our mentor-teachers.
			Consultant	I believe that establishing an educator preparation standards board that includes K-12 educators along with UA faculty to have a "voting" voice in course and program approval.	I strongly support alternative certification with the caveat that quality must be built into alternative programs. The Alaska Dental Health Technician is an example of a quality program.

			Superintendent	n/a	Make accommodations for work experience. For example: Yakutat has a special education aide that has served for four years and is exceptional. She recently transferred from UAS to WGU because WGU is more flexible in this regard. In Seward Dr. Caulfield used the terms "nimble and flexible" several times. I'm hoping this will actually happen. the individual I refer to was born and raised in Yakutat. if she were permitted to student teach under the mentorship of a qualified master educator, Yakutat could provide affordable, competent instruction.
			Principal	Principals and mentor teachers should have more impact on a student's ability to pass student teaching. We don't need mediocrity. Please focus courses on classroom management techniques! That is the biggest weakness we see from UAA students vs. out of state.	I believe it is necessary. I have three paras or tutors that could enter the classroom right now and be more successful than any of the student teachers I've worked with. They are working on their degrees but it would be great if their on the job experience could count for credit.
			Principal	n/a	Please explore the following: 1) micro-credentialing skillsets to accelerate a pathway toward a cert or cert renewal; 2) offer cross-departmental partnership for a certificate (not Bachelor's or Master's, Ph.D.) for innovative, well-rounded professional development such as business (MBA) & education courses, law classes integrated into Ed, innovation/entrepreneurship and education, sociology & education, marketing & education, design thinking & education; and, 3) The Ed Leadership master's program needs a significant overall. Would prefer a mentorship/internship instead of very disconnected coursework while in the job. I am a graduate (2010) of the program - I wanted to learn more about law & finance, and sociology instead of what I received.
			Superintendent	n/a	Just a caution: As we pursue potential alternative pathways for certification, we must still ensure high quality educators coming out at the end. We can't put alternative pathways in place to allow for lesser qualifications or quality. The key to improving student learning is quality teachers, not just more teachers. We can't sacrifice quality. I am not opposed to alternative paths, though.
				n/a	Yes, let's continue finding alternative pathways that provide high-quality teaching. Quality needs to be the focus.

		superintendent	Just to make sure the UA system is aligned and on the same page.	I think this can and will help in certain situations. My concern is that it will lead to teachers in our schools that are not there for the right reasons. I feel strongly that an effective teacher has to have a passion for teaching. It is possible (likely) some may get into teaching because it's an option... that's not always positive. This is a concern, but I do support an alternative pathway because it is needed.
		Mentor/ Consultant	University staff have historically been snobbish toward K-12. Your biggest challenge will be to deal with the remaining, tenured, long-term professors who will not want to be a part of the solution.	Very supportive! Mark Miller gave an excellent example of how he could not teach a class in Juneau/Alaska even though he is eminently qualified.
		Director	No teacher prep in speech language pathology assistant program (was discontinued a couple years ago). Would like to see this program restarted and look at including it as a pathway for high school students.	A key to success of alternate certification is required UA schools prior to final semester or year. Authentic experiences in classrooms are necessary and not always a part of alternative certification programs.
			None that I am aware of.	We have hired several 2nd career teachers who have come through alternative pathways and have been really good. They bring a different dimension & life experience not seen in the typical BA student. I am in favor of it.
		Principal	It would be great to strengthen the partnerships between students in their practicum and placement in their home village. I have a former graduate from New Stuyahok in Naknek and it would have been great to have had him placed or at least considered for our site.	I am incredibly supportive of UA offering alternative teacher certification pathways! I recognize the monumental impact and value of having a homegrown teacher with direct cultural experience. I believe this will help combat teacher turnover in rural Alaska in a monumental way!
		superintendent	ATP needs a revamp. Faculty need better ties to K12. There is a lack of innovation.	It is of interest but I would stress quality over quantity.
		Superintendent	There needs to be a doctoral program that cyclically is offered through UA School of Ed -- a QUALITY organization will provide a quality program.	I believe this is a necessary approach. We should be selective in terms of which endorsements - math for sure.
		Superintendent	n/a	Yes, but with an internship in the classroom (it is important to have that experience); and with some core course training.

			Principal	We frequently host student teachers and practicums. This may be an in-house system issue, but frequently the communication between teacher, school district, university, and school/host teacher is not great. I'd also encourage student teachers to split time with two schools. Giving them exposure to the different types of schools may entice them to go outside their preconceived comfort box.	The people who I have met who went through a similar program in 2008-ish have all become great teachers. One in particular may not have made the switch without a relatively easy way to transition to education. We need people. I feel confident in my school's interview team and teacher evaluation system, along with PD to weed out /train people who may not start out great.
			Superintendent	n/a	I am supportive of alternative pathways to certification. I believe that we already need to devote significant resources to support and develop traditionally certified teachers so I look forward to an expanded pool of candidates overall.
			Principal	n/a	I used an alternative pathway as a second career at a different university outside. I believe it was effective. I am supportive of such a program.
			Principal	n/a	Suggest principals in schools where student teachers are assigned to have a confidential feedback system to University supervisors. The mentor/host teachers are currently the only people to have access to feedback, and it is not confidential
			Superintendent	There are still issues that are territorial - transcript requests, internal conflicts of UA staff on different campuses, and wanting to suggest K-12 didn't prepare kids, instead of dealing with them where they are and taking on all of those challenges.	I recognize the needs and understand this is going to happen. Still worry prep is not adequate, so linked with ongoing PD and degrees/courses may work. I worry so many enter now with an MA as their entry and then stop their training, or see that as an end to the journey, one other option, a second career, etc. Sometimes soon they are onto their third. Are turnover rates the same / reduced / worse? Not certain where this is.
			Superintendent	Students who test into Math 152 (thus bypassing M151) then have to take Math 151 afterwards in order to move on to the next class. This is very frustrating and adds unnecessary costs / impedes motivation	Could this be a place where micro-credentials breaks into higher ed?

			Director	Recognizing credit from other universities in state, from other UA campuses, as well as other universities and out of state.	Very supportive. Very robust systems exist in MN and TX as well as other states which include working very closely with education service agencies like SERRC. In the early 90s SERRC facilitated an alternative certification program for the state. Some who participated are still practicing. Happy to be part of the conversation and solution.
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Supervisor's Survey
 Alaska-focused Network for Excellence in Teaching (NeXT)

The table below gives an overview of the types of information collected from each stakeholder type in the NeXT survey:

	Incoming students	Graduates	Alumni	Employers
Education background	X			
Academic interests	X			
Motivation to become a teacher	X			
Subject area	X			
Career plans	X	X	X	
Program satisfaction		X		
Instructional practice		X	X	X
Diverse learners		X	X	X
Learning environment		X	X	X
Professionalism		X	X	X
University supervisor		X		
Cooperating teacher		X		
Employment information			X	X
School climate			X	
Free responses	X	X	X	X

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M.A.T. Secondary Education

APPENDIX E5

[Overview](#)[Requirements](#)[Application](#)

Degree Requirements

Minimum Credit Hours36

Major Requirements

Summer (6 weeks)

ALST	s600	Alaska Resources, People, Pers.	3
ED	s680	Adv. Multicultural Ed.	3
ED	S631	Educational Psychology	3
ED	S669	Literacy in Middle/Secondary Schools	3

Fall Semester

ED	S620	Curriculum Development	3
ED	S691	Teaching Internship I	3
ED	S692	Educational Seminar I	3
EDET	S632	Classroom Internet Integration	3

Spring Semester

Contact us

University of Alaska Southeast
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For general inquiries, contact admissions: [907-796-6100](tel:907-796-6100), or search the [personnel directory](#).

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Educational Leadership, M.Ed.

APPENDIX E6

Juneau, e-Learning

Contact:

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jschoenb@alaska.edu

The M.Ed. Educational Leadership program is a cohort program designed to prepare candidates to become school administrators in Alaska. The program prepares candidates for the challenges and opportunities inherent in assuming roles as educational leaders in public schools. The program is specifically targeted at preparing administrators for the rural school districts in the state.

The M.Ed. program in Educational Leadership is designed to provide candidates the opportunity to begin the program in one summer session and complete it in the next. In addition, candidates will be expected to complete courses and School of Education approved internship during the school year. Summer courses will be held on the Juneau campus of the University of Alaska Southeast. Fall and spring courses will be delivered through technology. Program assessment plans and student learning outcomes are posted at the [Program Assessment website](#).

Application Requirements

Admission to the M.Ed. in Educational Leadership requires the following:

1. Completed application and \$60 non-refundable application fee
2. Official academic transcript indicating a baccalaureate degree with a GPA of 3.00
3. Three years public school teaching experience
4. Letter of recommendation or support from the superintendent of schools of the district in which the internship will occur
5. Statement of professional objectives in a 2-3 page paper. This paper will cover the candidate's educational and professional experiences and outline the professional goals to be achieved through the M.Ed. in Educational Leadership.

More information and forms available at uas.alaska.edu/education/programs/med-leadership.html.

Minimum Credit Hours	36
Major Requirements	36

Major Requirements		
ED S627	Educational Research	3
ED S637	Introduction to Educational Leadership	9
ED S638	Curriculum and Instructional Leadership I	3
ED S639	Curriculum and Instructional Leadership II	3
ED S690	Educational leadership II	9
ED S691	(Superintendent I)	3
ED S691	(Superintendent II)	3
ED S698	Master's Research Project or Portfolio	3
Total Credits		36

Appendix E-7

Secondary MAT Classroom Observation Feedback Form 2017/18

Student's Name

Supervisor's Name

Course, Grade Level, Date Observed, Notes

1. Evidence of planning

Not Observed

1 2 3 4 5

2

3

4

5

Exemplary

2. Evidence of teaching for understanding

Not Observed

1

2

3

4

5

Exemplary

3. Evidence of teacher's content area knowledge

Not Observed

1

2

3

4

5

Exemplary

4. Evidence of checking for understanding (formative assessment)

Not Observed

1

2

3

4

5

Exemplary

5. Clearly stated objectives

Not Observed

1

2

3

4

5

Exemplary

6. Active student participation

Not Observed

1

2

3

4

5

Exemplary

7. Positive rapport with students

Not Observed

1

2

3

4

5

Exemplary

8. Effective use of class time (time on task)

Not Observed

1

2

3

4

5

Exemplary

9. Employs effective questioning strategies

(higher levels of thinking, Bloom's Taxonomy)

Not Observed

1

2

3

4

5

Exemplary

10. Discussions are managed effectively

(Students are respectful of each other and the teacher.)

Not Observed

1

2

3

4

5

Exemplary

11. Assignments and project work is aligned with unit objectives.

Not Observed

1

2

3

4

5

Exemplary

12. The class period ends with appropriate closure of the lesson.

Not Observed

1

2

3

4

5

Exemplary

13. Professional appearance appropriate for the instructional context

Not Observed

1

2

3
4
5

Exemplary

14. Affect: comfort level, demeanor, energy, attitude

1
2
3
4
5

15. Cultural Standards CA2: The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.

Example Behaviors: 1. Educator uses previewing activities and or relevant "hooks" to help students make connections between content and their traditions, customs, values, and practices. 2. Educator involves community guests to illuminate connections between content and the students' traditions, customs, values, and practices. 3. Educator can describe how cultural connections within the unit contribute toward understanding of the content. 4. Educator integrates cross-curricular cultural connections to content. 5. Educator asks questions of students that require students to make inferences between their cultural background and content.

Not Observed

1
2
3
4
5

Exemplary

16. Cultural Standards CA3: The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.

Example Behaviors: 1. Educator involves members of community to participate in classroom design. 2. Educator displays interpretations and/or cultural products of student work that reflect the students' traditions, customs, values, and practices. (student work) 3. Educator incorporates the traditions, customs, values, and practices of students represented in the classroom in their visual displays and decor. (i.e. posters) 4. Educator includes the traditions, customs, values, and practices of students into the development of classroom routines and rules. 5. Educator provides cultural resources on a regular basis, i.e., books, web sites, brochures, speakers, that students can access.

Not Observed

1
2
3
4
5

Exemplary

17.. Cultural Standards CA4: The educator uses students' traditions, customs, values, and practices to engage them in their learning.

Example Behaviors: 1. Educator uses activities related to traditions, customs, values, and practices of the students in their class, i.e. music, language, foods, etc. 2. Educator demonstrates awareness of the nonverbal communication appropriate to the customs of the students in their classroom. 3. Educator has discussions with students about topics in which they are interested. 4. Educator builds student interests into lessons.

Not Observed

1
2
3
4
5

Exemplary

Administrator Level of Support Summative Form (Alaska Standards)

SAMPLE

Purpose: This form suggests operating principles for determining the Level of Support for an administrator based upon the Alaska Content Standards for Administrators. The evaluator should use all evidence collected which can include: documentation from formal observations, informal observations, conferencing, and any additional evidence the administrator has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible.

Directions: The evaluator will follow the process below to complete the summative evaluation and determine the level of support that the educator will require:

- 1) **Gather and assess evidence (artifacts and observations) for each performance standard.**
At the end of the observation cycle, the assigned evaluator will assess all the evidence available for an administrator to determine the ratings for each of the 49 performances using the *Standards for Alaska's Administrator* <http://www.eed.state.ak.us/standards/pdf/administrators.pdf>. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.
- 2) **Use performance ratings to establish standard ratings.** To roll-up performance ratings into ten (10) content standard ratings, evaluators will use the following operating principles:
 - a. **Exemplary:** An administrator should receive a content standard rating of *Exemplary* if the administrator has received *Exemplary* ratings in at least half of the performances of the standard, with the remaining performances rated no lower than *Proficient*.
 - b. **Proficient:** An administrator should receive a standard rating of *Proficient* if the administrator received no more than one performance rated *Basic*, with the remaining performances rated *Proficient* or *Exemplary*.
 - c. **Basic:** An administrator should receive a standard rating of *Basic* if the administrator received no *Unsatisfactory* performance ratings and two or more *Basic* performance ratings.
 - d. **Unsatisfactory:** An administrator should receive a content standard rating of *Unsatisfactory* if any one performance is rated *Unsatisfactory*.
- 3) **Use student learning data to establish rating for Student Learning Standard.**
- 4) **Use standard ratings to determine level of support.** Using all eleven (11) standard ratings (including the Student Learning Standard) to establish the level of support for the following school year, evaluators will use the following operating principles:
 - a. **Professional Focus:** In collaboration with the evaluator, an administrator should select a Professional Focus for the following school year if at least ten of the standards are rated as Proficient or Exemplary, with the remaining standard rated no lower than Basic.
 - b. **District Support/Plan of Professional Growth:** An administrator must receive District Support or collaborate with district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
 - c. **Plan of Improvement:** An administrator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.

Administrator Level of Support Summative Form (Alaska Standards)

SAMPLE

Administrator: _____

Evaluator: _____

Date: _____

	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
--	---------------	----------------	-----------	--------------------

STANDARD ONE: Provides leadership for an educational organization

a. working with and through individuals and groups				
b. facilitating teamwork and collegiality, including treating staff as professionals				
c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district and staff and student needs				
d. focusing on high priority issues related to student learning and staff competence				
e. recognizing and acknowledging outstanding performance				
f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures				
g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals				
h. taking action to carry out plans and accomplish goals				
i. maintaining the administrator's own professional goals				
<i>Overall rating for STANDARD 1</i>				

STANDARD TWO: Guides instruction and supports an effective learning environment

a. supporting the development of a schoolwide climate of high expectations for student learning and staff performance				
b. ensuring that effective instructional methods are in use				
c. maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities				
d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning				
e. facilitating the establishment of effective learning environments				
<i>Overall rating for STANDARD 2</i>				

STANDARD THREE: Oversees the implementation of curriculum

a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum				
b. interpreting school district curricula in terms of school-level organization and program				
c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance				
d. monitoring social and technological developments as they affect curriculum				
<i>Overall rating for STANDARD 3</i>				

Administrator Level of Support Summative Form (Alaska Standards)

SAMPLE	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
--------	---------------	----------------	-----------	--------------------

STANDARD FOUR: Coordinates services that support student growth and development

a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school				
b. providing for student guidance, counseling, and auxiliary services				
c. coordinating outreach for students, staff and school programs, community organizations, agencies and services				
d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance				
e. supporting the development and use of programs that connect schooling with plans for adult life				
f. supporting the development and overseeing the implementation of a comprehensive program of student activities				
<i>Overall rating for STANDARD 4</i>				

STANDARD FIVE: Provides for staffing and professional development to meet student learning needs

a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models				
b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities				
c. evaluating staff for the purpose of making recommendations about retention and promotion				
d. participating in the hiring of new staff based upon needs of the school and district priorities				
<i>Overall rating for STANDARD 5</i>				

STANDARD SIX: Uses assessment and evaluation information about students, staff, and the community in making decisions

a. developing tools and processes to gather needed information from students, staff, and the community				
b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate				
c. interpreting assessment information and evaluations for others				
d. relating programs to desired standards or goals				
<i>Overall rating for STANDARD 6</i>				

STANDARD SEVEN: Communicates with diverse groups and individuals with clarity and sensitivity

a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing				
b. obtaining and using feedback to communicate more effectively				
c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences				
d. communicating a positive image of the school in the community				
<i>Overall rating for STANDARD 7</i>				

STANDARD EIGHT: Acts in accordance with established laws, policies, procedures, and good business practices

a. acting in accordance with federal and state statutes, regulations, and other law;				
b. working within local policy, procedures, and directives				
c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively				
<i>Overall rating for STANDARD 8</i>				

Administrator Level of Support Summative Form (Alaska Standards)

SAMPLE	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
--------	---------------	----------------	-----------	--------------------

STANDARD NINE: Understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities

a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact				
b. identifying relationships between public policy and education				
c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action				
d. engaging in and supporting efforts to affect public policy to promote quality education for students				
e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames				
f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning				
<i>Overall rating for STANDARD 9</i>				

STANDARD TEN: Facilitates the participation of parents and families as partners in the education of children

a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community				
b. ensuring that teachers and staff engage parents and families in assisting student learning				
c. maintaining a school or program climate that welcomes parents and families and invites their participation				
d. involving parents and community in meaningful ways in school or program decision-making				
<i>Overall rating for STANDARD 10</i>				

STUDENT LEARNING STANDARD

Student Learning Objective #1				
Student Learning Objective #2				
	Exemplary (4) At least 85% of students met their target.	Proficient (3) At least 65% but less than 85% of students met their target.	Basic (2) At least 40% but less than 65% of students met their target.	Unsatisfactory (1) Fewer than 40% of students met their target.
<i>Overall rating for STUDENT LEARNING STANDARD</i>				

LEVEL OF SUPPORT

Professional Focus

At least nine standards rated proficient or above and no standard rated as unsatisfactory

District Support or
(Plan for Professional Growth)

Two or more standards rated as basic and no standard rated as unsatisfactory

Plan of Improvement

One or more standard(s) rated as unsatisfactory

Note: The signature of the evaluator and administrator verifies that the summative report and level of support determination has been reviewed and that the proper process has been followed.

Administrator Signature: _____ **Evaluator Signature:** _____

Date: _____

Date: _____



OUR CULTURAL LANDSCAPE

Culturally Responsive Education Conference
JUNEAU, ALASKA · AUGUST 1-3, 2018

QUICK INFORMATION

DATES

Wednesday-Friday,
August 1-3, 2018

REGISTRATION LINK

<https://tinyurl.com/ya3qxglb>

VENUE

Juneau-Douglas High School
1639 Glacier Avenue
Juneau, AK 99801

ABOUT THE CONFERENCE

Our Cultural Landscape is part of SHI's Thru the Cultural Lens program, which sponsors cultural orientations for educators in the Juneau School District.

OUR CULTURAL LANDSCAPE

Sealaska Heritage Institute will sponsor its second education conference for teachers and administrators in an effort to promote culturally responsive pedagogy in schools.

Research has shown the effectiveness of using culture- and place-based teaching resources and methods to improve academic achievement for Indigenous students. Studies over the past three decades have shown that Native language and culturally-responsive programs are associated with improved academic performance, decreased dropout rates and improved school attendance.

WHO SHOULD ATTEND

Educators, administrators, teachers, para-educators, early childhood educators and providers, teachers in training, Head Start, school board members, currently enrolled UAS PITAAS and MAT students, and anyone working with children in an educational setting.

REGISTER

There is no registration fee for Southeast Alaska attendees. Follow the link to register: <https://tinyurl.com/ya3qxglb>

LODGING

The Four Points by Sheraton Hotel (formerly the Goldbelt Hotel) has a block of rooms reserved for conference attendees. Mention the conference, and they will give you a discount. Call 907-586-6900.

Group rate available until **June 30, 2018**. Subject to availability.

Four Points by Sheraton
51 Egan Drive
Juneau, AK 99801

Please note there is no airport transportation provided by the hotel.

SCHOLARSHIPS

Travel and lodging scholarships are available for educators from our partner schools; information coming soon.

FUNDING

Our Cultural Landscape: Culturally Responsive Education Conference is funded by US Department of Education Alaska Native Education Program grants PR # S356A150048 and PR # S356140060. Contents of these projects do not necessarily represent the policy of DOE, and you should not assume endorsement by the Federal Government.

KEYNOTE SPEAKERS

- **Dr. Christopher Blodgett**, a clinical psychologist and Washington State University faculty member
- **Zaretta Hammond**, author of *Culturally Responsive Teaching and The Brain*
- **Dr. Randall Lindsey**, author of *Cultural Proficiency: A Manual for School Leaders*
- **Rev. Michael Oleksa**, a leader in the development of cross-cultural communication in Alaska

BREAKOUT SESSIONS

Sealaska Heritage is currently accepting proposals for breakout sessions on the following topics:

- Culturally Responsive Education and Place-Based Pedagogy
- Early Childhood CRE Practices
- Equity in Education

Proposals should be in presentation or interactive workshop format. Presenters will be given an honorarium.

Submit proposals by April 23, 2018. Presenters will be notified of selection by Monday, April 30, 2018.

Follow the link to submit: <https://tinyurl.com/y9ez3rpn>

CONTACT

For more information contact:

Kevin Shipley: kevin.shipley@sealaska.com or 907-586-9125

Phyllis Carlson: phyllis.carlson@sealaska.com or 907-586-9144

Lisa Richardson: lrichardson3@alaska.edu





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- Request Technical Help
- Research Districts
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About ATP

What is Alaska Teacher Placement?

ATP was established in 1978 as a partnership between school districts, and the University of Alaska to serve as a statewide education job clearinghouse for Alaska. For over 38 years ATP has matched teachers and administrators seeking positions with the districts who need them. Over this time ATP has successfully evolved to become the primary recruiting service center for teachers and school administrators in Alaska.

With support from virtually all of the state's school districts, the Alaska Department of Education and Early Development (EED), and the University of Alaska Fairbanks, ATP has adapted so it can continue to serve educators and school districts for years to come.

Candidate Services

Alaska Teacher Placement provides a wide range of services to job candidates for teaching and school administration jobs. ATP responds to thousands of inquiries annually regarding teaching in Alaska. We serve as the official liaison between educators seeking employment and the schools and districts seeking educators.

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Toni McFadden: Alaska Teacher Placement Manager

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Alaska Statewide Mentor Project

Great teachers help our children to learn, grow, and thrive.

APPENDIX E-11

Home	Overview	Mentoring Model	People	Publications	Research	Resources	Contact Us
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[Home](#) » [Mentoring Model](#)

Mentor Model Overview

The Alaska Statewide Mentor Project (ASMP) is built upon the nationally recognized model developed at the New Teacher Center (NTC). This research-based program has been shown to develop reflective teachers who are responsive to the diverse cultural backgrounds of all students.

Many studies have shown that there is a problem with teacher turnover brought about because of a "revolving door" of teachers. About half of new teachers in the U.S. leave the profession within their first five years. Research on early career teachers who have received mentoring from the ASMP shows that after five years, over 94% of teachers are still teaching. Additional research shows that mentored teachers not only stay in the profession longer than other teachers, but they achieve greater professional efficacy over the course of their careers, with greater gains in student achievement.

Overall, the average retention rate of ASMP teachers fluctuates around 79%, based on the number of first- and second-year, rural and urban teachers. Those who remain at the same school comprise the largest group each year, with far fewer moving between schools or moving to new districts, as shown in the following table. Prior to the implementation of ASMP, the historical retention rate for new teachers in the districts we serve most averaged about 68% over five years.

Retention Rates by Category	2004– 05	2005– 06	2006– 07	2007– 08	2008– 09	2009– 10	2010– 11	2011– 12*
Overall	79%	78%	77%	81%	79%	87%	82%	74%
Same school	71%	71%	66%	72%	69%	73%	75%	66%
Same district	7%		5%	5%	7%	6%	3%	3%
New district	1%	7%	6%	4%	3%	8%	4%	5%
Rural		74%	72%	78%	77%	86%	78%	74%
Urban		92%	93%	91%	86%	89%	92%	80%
Year 1		76%	96%	84%	83%	90%	84%	77%
Year 2		81%	69%	77%	75%	85%	79%	71%

**final data collection in progress, 84% response rate*

The ASMP mentoring model includes:

- Exemplary retired teachers who mentor first and second-year early career teachers (ECT). (Each mentor works with approximately 15 early career teachers)
- On-going professional development for mentors, through eight, week-long Mentor Academies over a two-year period.
- Formative assessment tools to guide mentoring activities and keep ECTs focused on teaching standards and student learning.

There are two keys to the NTC Model. See the [New Teacher Center](#) website to learn more about the Mentor Professional Development and the Formative Assessment System.

APPENDIX E-12

Research Base | Foundation Support | News | Contact Us

What We Do | The NISL Difference | Executive Development Program | Targeted Programs | Research Studies

NISL ■ Executive Development Program ■ For Aspiring and Current Leaders

For Aspiring and Current Leaders

NISL’s Executive Development Program has a proven track record of performance in developing leaders at every stage of their careers, from aspiring leaders to the most expert and experienced principals.

[Explore For Aspiring and Current Leaders](#)



Increasing Educator Effectiveness

The Executive Development Program is exceptional in that it is proving highly effective with aspiring, novice and veteran school leaders alike. This is noteworthy, given that many leadership programs focus solely on aspiring or novice principals—leaving the vast majority of districts’ school leaders with “sit-and-go” trainings that fail to improve their practice. Improving school leadership at scale is impossible without effective training for existing principals as well—and the benefits reverberate throughout school systems:

- For current principals, NISL training builds on their administrative skills and experience, providing a framework for organizing the many facets of their role and providing a “call to action” to continually drive achievement higher. The Executive Development Program deepens their knowledge, skills and confidence as strategic thinkers and instructional leaders. Even veteran principals find that participating in the training is incredibly powerful in helping them chart a path toward higher performance in their daily practice.
- For aspiring leaders, NISL training covers every aspect of what it takes—and what it means—to lead a school to higher performance. This preparation is invaluable in positioning them to move successfully into leadership posts.
- NISL can quickly transform school and district culture by providing training to entire school leadership teams including teacher leaders, assistant principals and principals, as well as district staff. NISL training of school leaders can break the cycle of failure in persistently low-performing schools and districts and help good schools become great schools.

NISL training reinvigorates all school leaders to take on new challenges.

Learn More

Our Approach

Developing strategic thinkers and instructional leaders

Curriculum & Course Content

Connecting research-based practices to real school challenges

What's Included

Everything you need to succeed

Best Practices in Adult Learning

Research-based delivery to match a research-based

Empower Your Leaders

Call for customized plans and pricing

[Contact Us](#)

See NISL In Action



Connellsville Area Senior High School

A Principal's Perspective

“I can say, from experience: Going through this program will make you a more effective and more productive administrator.”

– Joseph Hepp, Assistant Principal, Exeter Township Senior High School, Reading, PA

<p>Delivery Models</p> <p>The top program delivered by your trainers or ours</p>	<p>curriculum</p> <p>Doctoral Credit and Certification</p> <p>Get immediate buy-in from participants</p>
<p>Principal and Teacher Evaluation</p> <p>Supporting rigorous expectations for educator effectiveness</p>	<p>For Aspiring and Current Leaders</p> <p>Strengthening instructional leadership at every stage</p>
<p>Coaching</p> <p>Speed NISL implementation with intensive, school-based support</p>	<p>In Their Words</p>

Implementation Sites



Find school districts participating in the NISL programs across the country.

[View Map](#)

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(202) 449-5060

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Get NISL impact studies by Johns Hopkins and Old Dominion universities.

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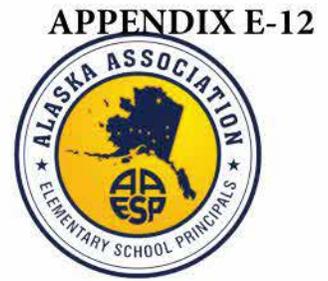
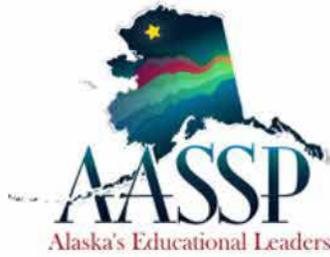


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Parse error: syntax error, unexpected \$end, expecting T_VARIABLE or T_END_HEREDOC or T_DOLLAR_OPEN_CURLY_BRACES or T_CURLY_OPEN in /var/www/html/asmp_forms/form_district_nominate_ect.php on line 329



Building a Support System for New Principals in Alaska

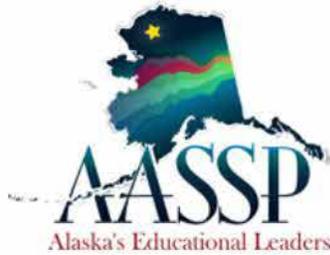
The purpose of this design document and prospectus is to lay out the rationale and initial design parameters for a comprehensive new K-12 principal academy and transition support induction program for Alaska.

The Challenge

Principals promote student achievement through their influence on classroom instruction, organizational conditions, community support, and setting the teaching and learning conditions in schools. School principals are second only to classroom teachers as the most influential school factor in student achievement. For the lowest-performing schools, strong leadership—including setting and maintaining direction—plays a key role in turning around schools' performance and improving student outcomes. Federal and state policy has addressed the importance of the principal by setting standards for school leadership and requirements for performance assessment across a myriad of domains and tasks.

Principals' roles have expanded significantly over the past decade and continue to grow. Faced with this expanded idea and responsibilities of leadership, many new principals feel unprepared to meet the new demands of their jobs. Often times good classroom teachers are promoted into positions of school leadership with little regard for the different skills needed for success. Many states and districts are implementing induction, coaching, and mentoring programs to help new school leaders develop the skills and capacities needed to create strong learning communities that function efficiently and effectively. These challenges are magnified in state like Alaska where principals must also deal with a number of cultural and social challenges unique to rural and remote schools.

Principals affect student achievement through two pathways: the support and development of effective teachers and the implementation of effective organizational processes. Evidence indicates that effective programs are research-based, have curricular coherence, provide experience in authentic contexts, use cohort groupings and mentors, and are structured to enable collaborative activity between the program and area schools. Policy recommendations for K-12 principal academy and transition support program for Alaska also including providing induction support for at least the first two years in the profession, embedding formal professional standards to guide design, implementation, and desired outcomes, foundational support and professional development for mentors, rigorous recruitment and assignment criteria for mentors, reasonable



caseloads and minimum contact time, formative assessment, and an integrated link to state educator preparation programs. K-12 principal academy and transition support program for Alaska should also leverage existing educator induction programs at the local and state level.

There is no formal state policy mandating principal support in Alaska—however, up until the 2013-14 school year, for ten years, the state administered the Alaska Administrator Coaching Project (AACP) to support new principals. The AACP supported administrators’ development in four critical areas: interpersonal and facilitation skills, teacher observation and feedback, effective school-level practices and classroom-level practices and using data to improve instruction. Prior to 2014, the program served new-to-position principals for two years and new-to-position superintendents for one year. In 2014, legislative funding for the program was eliminated, leaving a significant gap in service and support. As a result, the Alaska Council of School Administrators has worked to develop new programs and seek funding support to replace AACP.

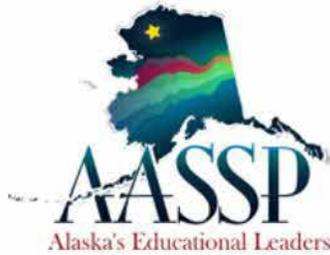
The Solution

As a result, this proposal is aimed at creating a strong principal support system to induct and retain high quality administrators in Alaska schools. The proposed approach is based on state and national licensure standards, Alaska’s cultural standards, existing Alaska district principal support programs. It builds from two successful programs—the current statewide teacher induction program—the Alaska Statewide Mentoring Project (ASMP), and the University of Washington and Chalkboard’s Leading for Learning (LfL) initiative currently being implemented in Oregon and Washington (with a special focus on rural schools).

Alaska Statewide Mentoring Project

ASMP’s model is an evidence-based teacher induction program based on the New Teacher Center model of mentoring ((NTC) Moir, Barlin, Gless, & Miles, 2009) and has been implemented statewide since 2004. ASMP has been “Alaskanized” to meet the state’s unique culture and geography needs. It holds fairly broad support.

Induction support comes through professional learning environments characterized by collaboration, high expectations, equity, ongoing inquiry, and reflective practice. Mentors receive extensive training and continual professional development on best practices in teaching and mentoring, and use formative assessment tools that identify and support new teacher needs and professional goals. The two-year ASMP teacher induction program includes six key



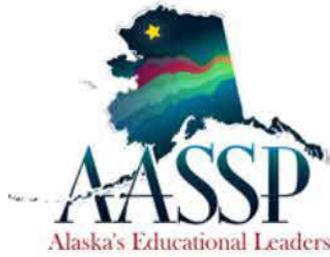
components: (1) recruiting and assigning highly qualified mentors, (2) mentor support/professional development through professional development and coaching, (3) high quality mentor relationships with and support of ECTs, (4) use of formative assessment tools to target ECT needs for support; and (5) infusion of cultural competency.

In early 2017, the ASMP team began developing a modified approach to their program by incorporating key aspects of e-mentoring systems into their approach in response to significant state fiscal challenges. ASMP-E builds upon the current ASMP model by using a hybrid distance delivery and online platform for mentors to work with their ECTs. While ASMP-E is fundamentally the same as the original ASMP model, it modifies and extends ASMP in five critical ways:

- Incorporating a distance learning component for mentor and ECT interactions
- Providing professional development to mentors on distance technology and pedagogy
- Supporting an online collaborative community of practice
- Increasing resources including content specialists and an online teaching resource library
- Automating the entry, reporting, and use of data through the existing ASMP portal to streamline mentor planning and identification of ECT practice needs

Now, an additional online coaching tool is available to the K-12 principal academy and transition support induction program: the Alaska Professional Learning Network (AkPLN). AkPLN is hosted on the Teaching Channel which was developed to build online connections and support video-based observation, reflection and feedback cycles. Special features within the video player allow for video notes, and video can be easily used with rubric/ lenses for classroom observation. This platform also incorporates online learning and a private professional space to house the coach and principal teams. AkPLN is a free service to all Alaska educators hosted by the Alaska Staff Development Network (ASDN), supported by Title IIA funds through the Department of Education and Early Development.

Building on the model of the existing state teacher mentor program is beneficial in several ways. First, extending and adapting new principal induction from the existing new teacher induction provides opportunities for alignment of common goals and effective practices within the two programs. Second, ASMP already enjoys credibility and support throughout the state and has shown positive impacts on teacher preparedness and longevity as well as student learning that can be leveraged in making the case for a similar induction program for new and transitioning



principals. Finally, ASMP has developed processes and infrastructure that can be learned from in launching a new program.

Leadership For Learning (LfL)

The LfL model is designed to help school and district leaders advance powerful and equitable student learning by:

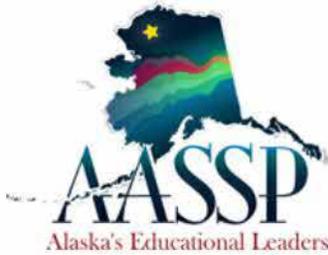
- Establishing a focus on learning—by persistently and publicly focusing their own attention and that of others on learning and teaching.
- Building professional communities that value learning—by nurturing work cultures that value and support their members’ learning.
- Engaging external environments that matter for learning—by building relationships and securing resources from outside groups that can foster students’ or teachers’ learning.
- Acting strategically and sharing leadership—by mobilizing effort along multiple “pathways” that lead to student, professional, or system learning, and by distributing leadership across levels and among individuals in different positions.
- Creating coherence—by connecting student, professional, and system learning with one another and with learning goals

While the LfL model has begun to show positive effects and more effective learning communities, ACSA feels that the model would be further strengthened by adapting it for the Alaska context—specifically infusing content around cultural responsiveness and working in rural and remote communities. We approached the Chalkboard Foundation about the possibility of building on and adapting their current model to meet these Alaska needs. Preliminary discussions indicate that a fruitful partnership is desired by both entities.

Program Design: Support for New Alaska Principals

The proposed ASCA new principal support program is a two-year induction program that consists of the following components:

- Cohort collaborative community of practice among new principals in a given year that meet regularly (face-to-face at state principal meetings and virtually other times) to work together on problems of practice, share lessons learned and engage in collective professional development on shared issues
- A series of four to six new principal academies (two to three each year) designed around the concepts of the Leading for Learning Model along with Alaska specific issues.



- Pairing new principals with a high-quality coach/mentor within their own district or in the case of smaller rural districts across a set of districts with similar characteristics and providing the mentors professional development, tools and resources to better support new principals.
- Strand of professional development opportunities offered through the Alaska Staff Development Network for aspiring and assistant principals.

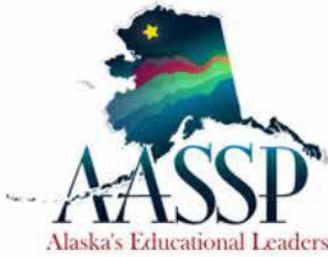
Collaborative Community of Practice

A community of practice (COP) is formed when a group of people comes together for collaborative learning, problem solving, information sharing, project coordination, and opportunities for developing professional skills and receiving feedback and support (Wenger & Snyder, 2000; Botha & Kourkoutas, 2016). APS will provide COP support in two ways: (1) through an online platform and (2) through structured face-to-face opportunities at existing meetings or academies. The COP will focus mainly on a cohort of principals entering the induction program, but will also leverage skills and knowledge from more experienced principals and other cohorts.

Online COPs are a viable method to connect principals across vast geographies like Alaska where isolation can contribute to lack of success and longevity (Al-Jarf, 2004; Canter, Voytecki, & Rodriguez, 2007; Zha, Kelly, Park, & Fitzgerald, 2006). The K-12 principal academy and transition support program for Alaska can leverage the Alaska Professional Learning Network (AkPLN) online platform with collaborative tools that encourage participation in COPs, through online discussion forums (Single, Muller, Cunningham, & Single, 2000) and online events (Koh, Kim, Butler, & Bock, 2007). This platform will allow principals to share their unique experience of being a new principal in Alaska with others in similar situations, collaborate with colleagues, and receive timely feedback and assistance. To maintain an active discussion, mentor moderators are assigned to monitor discussion forums and respond quickly to posts. Online events on specific topics facilitate peer interaction and allow participants to elicit information, share experiences, offer feedback, and work collaboratively on projects of collective interest.

The community of practice will also be supported through regular meetings at principal conferences and face-to-face academy sessions.

Principal Academies



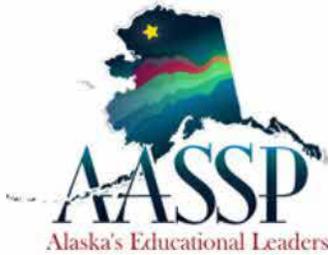
The K-12 principal academy and transition support program for Alaska will hold eight half-day academies for new principals over the two-year program. Academy content builds on research about effective leadership and specific challenges related to fulfilling the principal role in Alaska. Academies will be a combination of face-to-face sessions (held in conjunction with existing conferences) and virtual sessions held through the Alaska Staff Development Network. Content will be adapted from LfL materials and based on state and national professional standards, as well as Alaska's content and cultural standards.

- Time and organizational management strategies
- Organizational/school leadership skills
- Alaska school laws, policies and regulations
- Instructional leadership and teacher evaluation
- Data driven decision-making
- Cultural responsiveness in and out of school
- Effective relationships (with staff, superintendents, community) including managing for potential and strategic communication
- Resource allocation and budgeting

Highly qualified principals or former principals with expertise in the topic areas addressed will teach each academy. Academies will also be recorded and archived to provide additional resources for all principals.

Mentor Coaches for New Principals

In well-structured mentoring programs, the mentor and mentee make a mutual commitment to work collaboratively and toward the accomplishment of an individually tailored professional development plan (Daresh, 2001). Mentoring relationships should serve to reduce the distance between a learner's independent problem-solving performance and his/her potential developmental level achieved through problem solving with guidance from an expert. The primary role of the mentor is to guide the learner in his or her search for strategies to resolve dilemmas, to boost self-confidence, and to construct a broad repertoire of leadership skills. Competent mentors do this through (a) modeling, (b) coaching, (c) gradually removing support as the mentee's competence increases, (d) questioning and probing to promote self-reflection and problem-solving skills, and (e) providing feedback and counsel (Lave, 1991).



New principals will be matched with mentors from their district, or in the case of small rural districts, with an experienced or retired principal with rural expertise. New principals will work with their mentor/coaches to establish goals for the year and to track progress on those goals. Goals will be set by considering new principal needs and data-identified leadership, instruction, and learning needs at the new principal's school. Mentors will be asked to interact with their new principal at least once a week via phone, Skype, email or AkPLN and to meet monthly with their new principal face-to-face or virtually to hold deeper discussions about issues the new principal is facing. Quality mentoring programs require at least one hour a week for effective mentoring.

New mentor coaches will participate in professional development sessions to prepare them for working with new principals. These professional development sessions will include summer trainings and virtual sessions held throughout the year and will focus on how to work effectively with new principals, as well as deepening expertise in the content covered in the new principal academies. Experienced principal mentors will also work with the new principal educator preparation program at the University to help ensure continuity of support and goals across state efforts. Finally, mentors will participate in the collaborative community of practice.

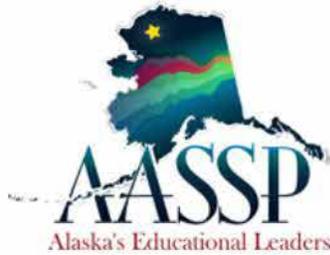
Professional Development for Aspiring and Assistant Principals

As important as supporting new principals already in their roles, it is equally as important to ensure the pipeline of principals is active and vibrant. To help ensure that aspiring and assistant principals are adequately prepared for stepping into a lead principal role, professional development sessions tailored on the academy content described above will be provided virtually through the Alaska Staff Development Network and at existing staff development conferences and meetings across the state.

Cost/Sustainability

Cost considerations for the K-12 principal academy and transition support program for Alaska include the following:

- Travel costs for new principals and mentors
- Personnel costs/stipends for coach mentors
- Personnel costs/stipends for academy trainings
- Administrative costs for coordinating program and managing online/distance delivery
- Advocacy and marketing costs for working with districts and the state on policy and sustainability



Resources for the K-12 principal academy and transition support program for Alaska are sought from five sources:

- ESSA 3% Set Aside for Principal Professional Development/State funding (through ESSA allocations) for sustainability
- District funding for sustainability
- State and Federal Grant funding to support development
- Foundation support (e.g., Rasmuson, Chalkboard) to support development
- In-state corporate support (e.g., BP, native corporations) for sustainability funding

An additional sustainability consideration is advocacy for policy change at the state and district level. Advocacy activities will include lobbying with state agency officials and legislators, working with state level professional organizations (such as ACSA, AASSP, AAESP, AASB, and native education groups), collaborating with the Anchorage School District, collaborating with the University of Alaska K-12 Outreach, University of Alaska, College of Education and their educator preparation programs at UAF, UAA, UAS, and marketing with local school districts and communities).

To support ongoing learning and sustainability, the program will embed strategic evaluation and learning activities to collect data on implement and impact. These data will be used to refine and deepen the program to best meet needs of new principals, as well as to make the case to external stakeholders and funders for sustainability funding.

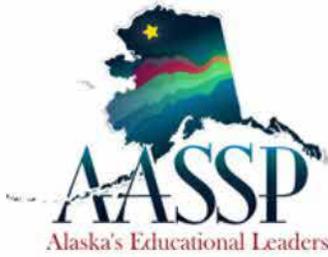
Work Plan and Timelines

Our timeline is divided into two phases: (1) a pilot phase working with 4 districts (two rural, one hub community, and one “urban”) to develop content of academies and other professional development and set up parameters for mentor coaches; and (2) scaling out the program statewide.

2018/2019 Summer/School Year

The following tasks are proposed for the 2018 school year/summer

- Finalize program design and prospectus with design team
 - Dates
 - Content
 - Prepare academy and transition support content
 - Prepare mentor support



- Seek funding
 - ESSA 3% Set Aside for Principal Professional Development
 - Foundation Grants
 - Seek development funding from federal grants
- Develop content of academies and mentor parameters
- Recruit pilot districts or criteria for first cohort
- Advocate with state and districts to provide sustainability support
- Collect initial implementation and impact data

2019-2020 School Year

- Implement Alaska Principal Academy and Support Program
- Scale mentoring program (number of districts)
- Seek funding
 - ESSA 3% Set Aside for Principal Professional Development
 - Foundation Grants
 - Development funding from federal grants
 - Advocate with state and districts to provide sustainability support
- Collect initial implementation and impact data
- Seek validation funding from federal grants

***Please note that the Alaska Association of Secondary School Principals (AASSP) and the Alaska Association of Elementary School Principals (AAESP) are advisory groups to the K-12 principal academy and transition support induction program. AASSP and AAESP will be assisting with outreach, support with building statewide online community of new/practicing principals and providing ongoing strategic direction and advice to this effort.**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**U.S. Department of Education
Indian Education Professional Development Program CFDA 84.299B
University of Alaska Southeast
Indian Education Professional Development
Budget Narrative - Year 1, Year 2, Year 3, Year 4, Year 5**

1. Personnel

Year 1: \$75,170; Year 2: \$77,049; Year 3: \$78,976; Year 4: \$20,238; Year 5: \$20,743

PI (UAS) - Ronalda Cadiante Brown, as administrative staff is on an exempt contract. Grants and grant supervision are considered part of the regular 12 month contract. Therefore, there is no charge to the grant proposal.

Project Director (PD), (1.0 FTE in Years 1, 2, 3 and .25 in Years 4, 5) is responsible for handling all day-to-day management of IEPD. Duties include oversight of all project goals and activities, budget management, grant reporting, oversight of contractors and initial approval of work, statewide recruitment and marketing in collaboration with the ACOE/UAS recruiter, collaboration with Arts and Sciences, support and counseling of students on service and payback provisions. The PD will be responsible for handling all day-to-day scholarship application tasks and communications including responding to inquiries, processing and keeping records of applications, notifications to recipients, and tracking all internal processes required for scholarships processing, approvals, and data management. Additional duties include design and update of the IEPD website, coordination with identified partners, collaboration with UAS staff for scheduling professional development events, purchasing and travel arrangements, and special projects as assigned related to successful IEPD goals and objectives. In years 4 & 5 this position is reduced to .25 and continues to manage students through the process of induction services, collaboration with organizations providing induction services, and grant reporting as required. Cost calculation: 1.0 FTE * \$29.08/hour * 2088 hours/year * Leave Benefit rate of 23.8%. 2.5% COLA estimated per year.

2. Fringe Benefits

Year 1: \$31,797; Year 2: \$32,592; Year 3: \$33,407, Year 4: \$8,560; Year 5: \$8,774

Program Director, fringe benefits are rated at 42.3%, which include mandatory federal deductions, retirement, and health care, are based on the University of Alaska's fringe benefits package. A copy of the negotiated rate proposal is available at <http://www.alaska.edu/cost-analysis/negotiation-agreements/>.

3. Travel

Year 1: \$7,132; Year 2: \$7,565; Year 3: \$8,040; Year 4: \$2,043; Year 5: \$2,196

All travel costs are calculated in accordance with GSA regulations. Travel costs are budgeted with a 10% increase in transportation in each subsequent year. Travel includes the annual federal meeting of grantees, one per year for Years One, Two, Three, Four, and Five; and three trips by PD or Education faculty for in-state student recruitment in Year One, Two, and Three.

IEPD staff and/or PI travel from Juneau to Washington, D.C. for required IEPD annual 2-day technical assistance meeting. The DC trip costs include per person estimated for round-trip airfare \$1,100, lodging for four nights; 2 @ \$225 per night DC/1 night (overnight en-route) at \$125 Seattle, per diem for four days @71 per day, and local ground transportation @ \$25 for 2 days.

Recruitment travel (Year One, Year Two, and Year Three)

This budget includes three recruitment trips per year in years 1, 2, and 3 in Alaska. Recruitment will be coordinated with the Alaska College of Education recruiter and UAS Admissions team. Alaska travel for recruitment, includes per person estimated costs for round-trip airfare \$600, lodging for three nights @ \$175 per night, per diem for three days @60 per day, and three day local ground transportation @ \$125.

4. Equipment

There are no equipment costs for the proposed project.

5. Supplies (Commodities)

Year 1: \$600; Year 2: \$600; Year 3: \$600; Year 4: \$0; Year 5: \$0

Program supplies including, but not limited to project and cultural supplies (e.g. Alaska cultural supplies include purchase of print materials from the Alaska Native Knowledge Network for classroom use).

6. Contractual

Year 1: \$44,000; Year 2: \$41,000; Year 3: \$37,000; Year 4: \$17,500; Year 5: \$16,500

In support and collaboration with UAS, SHI will contribute to the design of the project in the amount of \$41,000, \$38,000 and \$35,000 respectively for Years 1, 2, 3. This contract includes personnel dedicated time, Institute resources, and cultural expertise dedicated to 1. Publicity and promotion of the program in Alaska Native organization publications ; 2. Lead annual cultural orientations and symposiums for project participants (\$16,500 annually for years 4 and 5); 3. Participate in MAT and administrator preparation courses by contributing Native perspectives and pedagogy, such as the importance of learning styles, and STEM in a cultural context; 4. With UAS faculty, provide community outreach in support of higher education; 5. Provide examples for use in MAT & EDLD preparation courses of how STEM competencies in traditional and customary activities, such as inquiry-based learning and experiential learning in informal settings translates to classroom enrichment. 6. Work with the University faculty and Native student support services programs to devise and deliver a workshop to all project participants on traditional Native values and conduct that relate to finding success in University settings. Personnel time for routine attendance at monthly meetings on this project with PD and UAS leadership (\$2,500 annually) for SHI President & Education Director. In years 4 and 5 this proposal supports attendance at an annual Our Cultural Landscape; Cultural Standards Conference in Juneau, AK .

Additionally, the following Contractual Costs are requested: funds (\$2,000 annually in years 1 and 2) to support production of promotional materials; page charges for publications to disseminate

project data and outcomes (\$1,000 in each of years 3 and 4); and finally, costs to support freight and parcel post (\$1,000 in each of years 1 through 3).

7. Construction

Not applicable.

8. Other –

See Section 11. Training Stipends for costs associated with Student Services and Participant Support (Scholarships)

Year 1: \$0; Year 2: \$0; Year 3: \$0; Year 4: \$0; Year 5: \$0

9. Total Direct Costs

Year 1: \$347,499; Year 2: \$347,606; Year 3: \$346,823; Year 4: \$48,341; Year 5: \$48,213

10. Indirect Costs

Year 1: \$47,927; Year 2: \$47,959; Year 3: \$47,723; Year 4: \$14,599; Year 5: \$14,561

Facilities and Administrative (F&A) Costs are negotiated with the Office of Naval Research (ONR) and for *Other Sponsored Activities* in Fiscal Year 2019 are calculated at 30.2% using a Modified Total Direct Costs (MTDC) distribution base. MTDC include Total Direct Costs minus tuition, stipends, scholarships, short term rental/lease costs, sub award amounts over \$25,000, and equipment. The costs outlined in the “Other” category have been excluded from the Direct Costs in the calculation for total Indirect Costs.

11. Training Stipends

Year 1: \$191,800; Year 2: \$191,800; Year 3: \$191,800; Year 4: \$ 57,000; Year 5: \$57,000

Scholarships

UAS Students – 1. Academic Scholarships calculated by tuition and fees, summer housing for intensive summer semesters, and stipend for books for ten (10) graduate students per year during Year 1, Year 2, and Year 3 for a total of 30 students. This is calculated at \$16,200 x 6 MAT and \$24,400 x 4 Education Leadership). Total \$188,800.

Induction Services

Travel for graduates of Education Leadership and Master of Arts in Teaching to attend induction services training in support of induction services:

A. Alaska Education Conference (Year 1, Year 2, and Year 3):

Six students (two per year during attend an annual Alaska Education conference. Cost estimates are based on current UAS Alaska traveler costs. Total estimated travels for one person for two state trips per year are Y1 \$3,000, Y2 \$3,000, Y3 \$3,000.

B. Alaska Staff Development Network in concert with Alaska Council of School Administrators (Year 4 and Year 5):

Graduate students of the Education Leadership degree program attend the Alaska Leadership Academy, Anchorage, AK, a training supported by the Alaska Department of Education annual 3-day program targeting small and rural districts. Topics include such as building teacher efficacy, collaboration and team building skills and leading math instruction. This program is nationally recognized by Education Commission of the States. Principals from schools that are designated as a priority or focus are offered school improvement dollars to support their participation in the event. The budgeted amount is (\$1,900 x 10 graduates)

C. Alaska Statewide Mentoring (Project(Year 4 and Year 5):

Mentor support for M.A.T. students.

Mentor cost is calculated at \$3,000 per student mentor x 6 students per year for years 4 and 5 for a total of \$18,000 per year. (\$18,000 x 2 years= \$36,000).

D. Sealaska Heritage Institute (Year 4 and Year 5):

Our Cultural Landscape: Culturally Responsive Education Conference, an annual conference held in Juneau, AK during summers. This conference features both state and national education leaders and is grant supported. The amount requested is \$1,000 x 20 students = per year for Year 4 and Year 5. (\$20,000 x 2 years - \$40,000)

12. Total Costs

Year 1: \$398,426; Year 2: \$398,565; Year 3: \$397,546; Year 4: \$119,940; Year 5: \$119,774

The total request for this project over five years is \$1,434,251.