

State Board of Education & Early Development

Tentative Agenda

Video/Teleconference Meeting

April 23, 2014

Originating in State Board Auxiliary Room

Department of Education & Early Development

801 West 10th Street, First Floor

Juneau, AK 99801

Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

Wednesday, April 23, 2014

- 12:00 PM
1. Call to Order and Roll CallJim Merriner, Chair
 2. Pledge of AllegianceJim Merriner, Chair
 3. Disclosures of potential conflicts of interest.....Jim Merriner, Chair
 4. Approval of the AgendaJim Merriner, Chair

12:05 PM Public CommentJim Merriner, Chair
Public comment is open on agenda items only. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.

Comment at this meeting can be made by audio-conference using GCI teleconferencing. **Dial 1-800-315-6338 and use code 5071#.** The entire meeting will be broadcast at the above number. The meeting will also be video-conferenced at the following sites in Alaska: GCI Tower, 2550 Denali Street, 6th Floor, Anchorage; Fairbanks Legislative Office, 1292 Sadler Way, #308, Fairbanks; EED Auxiliary Room, 801 West 10th Street, first floor, Juneau; Copper Valley Community Library, 186 Glenn Highway, Glennallen; and Mat-Su Borough School District Office, 501 N. Gulkana Street, Palmer. The public is welcome to attend in either way.

Comment also can be made by visiting your local Legislative Information Office (LIO). The following LIO’s will participate: Anchorage, Barrow, Bethel,

**To: Members of the State Board of
Education & Early Development**

April 23, 2014

From: Michael Hanley, Commissioner

Agenda Item: 5

◆ **ISSUE**

The board will hear how the new educator evaluation system is being messaged across the state.

◆ **BACKGROUND**

- At its March meeting, the board was challenged to help with messaging the new educator evaluation system across the state.
- The board will hear a status report about the work with the Educator Evaluation Advisory Committee.
- Behind this cover memo are: 1) actions during 2013-2014 school year, 2) the facts about Alaska educator accountability, 3) frequently asked questions about educator evaluation, and 4) teacher accountability and support requirements.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is an information update. No action is required.

Messaging of Educator Evaluation

Actions During 2013-2014 School Year

- Creation of Fact Sheet, Frequently-Asked Questions, and Infographic posted on website (included behind this document)

- Continued work with Educator Evaluation Advisory Committee
 - Committee of 7 district representatives
 - Meetings on the following dates:
 - September 26, 2013 (webinar)
 - October 9-10, 2013 (in-person)
 - October 24, 2013 (webinar)
 - November 12-13, 2013 (in-person)
 - December 3, 2013 (webinar)
 - December 10-11 (in-person)
 - January 28-29 (in-person)

- EED presentations as follows:
 - April 14, 2013 ASDN spring Leadership Retreat
 - May 28, 2013 Alaska School Leaders Institute
 - July 29, 2013 AASA/EED Superintendent Annual Fly-In
 - August 8, 2013 Lower Yukon School district In-service Video Conference
 - August 29, 2013 EED Providers' Conference
 - September 17, 2013 EED Teaching & Learning Support Institute
 - October 12, 2013 NEA-Alaska Fall Conference
 - October 17, 2013 Alaska Principal Conference
 - December 6, 2013 Alaska Association of School Boards Webinar
 - December 9, 2013 Alaska Association of School Business Officials Conference
 - January 11, 2014 SERRC/EED Educator Evaluation Design Teams
 - February 8, 2014 SERRC/EED Educator Evaluation Design Teams
 - February 11, 2014 Alaska Statewide Special Education Conference
 - February 20, 2014 Alaska District Test Coordinator Training
 - March 7, 2014 SERRC/EED Educator Evaluation Design Teams
 - March 11, 2014 Alaska Association for Supervision and Curriculum Development Webinar
 - March 19, 2014 UAA Educator Leadership Program (Webinar)
 - April 8-9, 2014 ASDN/EED Educator Evaluation Working Conference
 - April 27, 2014 NEA-Alaska Spring Leadership Retreat

Messaging of Educator Evaluation

- Guidance documents developed and posted on the website at <http://www.eed.state.ak.us/akaccountability/>. Documents include the following:
 - Overview of Requirements PowerPoint
 - District self-assessment tools
 - Multi-year planning templates
 - Evaluation system design tools (including tools for overall rating calculation, summative support, classroom observations, classroom walk-throughs, etc.)

The Facts about Alaska Educator Accountability



Toward preparing students to be college, career, and culturally ready graduates

New Alaska Educator Accountability

In 2012, the State Board of Education & Early Development adopted new educator evaluation regulations. The new guidelines require educators to be evaluated through observations and input from students and parents.

Beginning in the 2015-2016 school year, teachers and administrators also will be evaluated using student learning data. Evaluation should identify educators' strengths and weaknesses, and provide a guide to improve instruction and to grow professionally.

Local control

According to state law, each district's school board is responsible for the district's evaluation system. During the redesign of its evaluation system, the district must consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators.

The new regulations also require that the district consult directly with the educators who are subject to the evaluation system when identifying the appropriate student learning data for the evaluation and when adopting performance standards for student learning.

Adoption Process for New Educator Accountability

At the request of the State Board of Education & Early Development, a group of Alaskan stakeholders was convened to provide recommendations to the State Board to improve the teaching quality in classrooms across Alaska. After numerous meetings, the stakeholders group recommended significant changes to educator evaluation.

Based on those recommendations, new educator evaluation regulations were drafted. After a period of extended public comment, the State Board adopted the new regulations.

Why New Educator Evaluation Requirements?

The state law governing teacher and administrator evaluation was passed in 1996. Since that time, there have been significant changes to the education profession's understanding of how to use evaluation as a means to differentiate between struggling, novice, and exceptional teachers, and to encourage and support appropriate professional growth. New instruments have been developed that help focus the efforts of teachers and administrators on improving the effectiveness of instruction. Measures of student learning have been shown to provide a more complete picture of the effectiveness of teachers and administrators. The importance of the Cultural Standards for Educators in the success of Alaska students has been recognized.

New Requirements Provide For Increased Educator Accountability

Beginning in the 2015-2016 school year, Alaska's teachers and administrators will be held accountable for their students' growth. This qualitative data will provide a more complete picture of an educator's efficacy.

Districts, in cooperation with educators, will select appropriate measures and set targets for student growth at the beginning of each school year or instructional period.

At the end of the year or instructional period, the degree to which an educator's students have reached their targets will be factored into the teacher's and administrator's evaluations.

Districts will develop procedures based on objective and measurable criteria to ensure the student data used to evaluate an educator are an accurate reflection of the educator's performance.

Key Changes in Educator Evaluation

The newly adopted evaluation regulations require districts to modify their existing systems. The revised district evaluation systems must:

- Consider selected cultural standards.
- Use student learning data in the evaluation of teachers and administrators.
- Use two to four measures of student growth to determine administrators' and teachers' contributions to student learning.
- Use statewide assessments as one of the measures of student learning, when appropriate statewide assessments are available.
- Assign one of four performance levels--exemplary, proficient, basic, or unsatisfactory--to each standard.
- Assign an overall rating, for the purpose of state reporting, that uses the same four performance levels.
- Provide evaluator training to ensure inter-rater reliability.

Districts are encouraged to:

- Include a plan for professional growth in their educator evaluation system that formally addresses the needs of an educator receiving a rating of basic on two or more standards.
- Use a department-approved, nationally-recognized evaluation framework.

Additional Support

Educators who are rated unsatisfactory on any one standard, including student learning, must be provided additional support through a Plan of Improvement, as previously described in statutes.

Educators rated as basic on two or more standards will receive additional district support. The regulations encourage districts to formalize the district support in a Plan for Professional Growth for educators who have basic skills but still have room to grow to reach proficiency on all standards.

Overall Performance Rating

In 2015-2016 and 2016-2017, 20 percent of teachers' and administrators' overall ratings will be dependent on student learning. For 2017-2018,

35 percent of the overall rating will be dependent on student learning. In 2018-2019 and beyond, 50 percent of the overall rating will be dependent on student learning.

State Reporting

Districts will be required to report the number and percentage of educators at each overall performance rating beginning with the 2015-2016 school year. As with student-level data, individually identifiable information will not be made public.

Confidentiality

The rules around evaluation confidentiality have not changed. Educator evaluations are not public records and are not subject to disclosure. The new regulations reinforce this by requiring districts to adopt procedures to protect the confidentiality of the evaluation documents.

For more information, go to

<http://education.alaska.gov/educators.html> and scroll down to Educator Evaluation.



Frequently Asked Questions Educator Evaluation

*Toward preparing
students to be
college, career, and
culturally ready
graduates*

How will the new requirements change existing district evaluation systems?

The newly adopted evaluation regulations require that districts modify their existing systems to:

- Focus the evaluations on specific standards.
- Consider selected cultural standards.
- Assign one of four performance levels: exemplary, proficient, basic, and unsatisfactory.
- Assign an overall rating that uses the same four performance levels.
- Provide training for evaluators to ensure inter-rater reliability.
- Use student learning data in the evaluation of teachers and administrators.
- Districts were provided the following options:
- Provide a plan for professional growth for an educator receiving a rating of basic on two or more standards.
- Use a department-approved, nationally-recognized evaluation framework.

When are the changes to the districts' evaluation systems required?

The following changes need to be made as soon as possible:

- Focus evaluation on the specific standards.
- Consider the cultural standards in the district's evaluation system.
- Adopt a four-performance-level system.
- Provide evaluation training to administrators to ensure inter-rater reliability.
- Determine whether and how the district might implement a plan for professional growth.
- Determine whether the district will use one of the department-approved, nationally recognized evaluation frameworks.

By July 1, 2015, in addition to the changes above, the following must be completed: Standards for performance based on student learning data must be adopted.

Two to four measurements of student growth must be identified for each subject and grade level.

Procedures to incorporate student data into the evaluation process for teachers and administrators must be established.

What are the districts required to report to the state? When will the reporting begin?

A district is required to report the number and percentage of teachers, administrators and special service providers at each of the overall performance levels. On July 10, 2016, the districts will report this information for the 2015-2016 school year for the first time.



Alaska Department of
Education & Early
Development
801 West 10th Street,
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P. O. Box 110500
Juneau, AK 99811-0500

Will my evaluation or documents that are a part of my evaluation be made public?

No. State law requires that evaluations be confidential. Teachers', administrators', and special service providers' evaluations are not and will not be a public record, per Alaska Statute 14.20.149 (h). The reporting requirement described above will not include individually identifiable information.

Who will be responsible for making the changes in the district's evaluation system?

According to state law, each district's school board is responsible for the district's evaluation system. During the redesign of its evaluation system, the district must consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The new regulations also require that the district confer directly with teachers and administrators who are subject to the evaluation system when identifying the appropriate student learning data for the evaluation and adopting standards for performance based on student learning data.

What will the state do to help?

The Department of Education & Early Development will work with district, state, and national experts to provide additional guidance and technical assistance to districts as they begin modifying their existing evaluation systems to satisfy the new requirements. The department will assist Alaska's educational leaders in the identification and/or development of effective and valid tools to evaluate educators in all subjects and grade levels across the state. As needed, the department will explore whether additional resources will help to move this work forward.

Will teachers and administrators be evaluated on one standardized test that is only a snapshot in time?

No. The new regulation requires that two to four measures of student growth be used when determining a teacher's or administrator's performance level in student learning.

For areas in which an appropriate statewide standardized assessment is available, the assessment will be used only as one of at least two sources of evidence. The weight of the statewide assessment data will be at least as high a proportion as any other measure of student growth used by the district.

What is student learning data?

Student learning data is defined as an objective, empirical, valid measurement of a student's growth in knowledge, understanding, or skill in a subject area. The growth must have occurred during the time the student was taught the subject by a teacher. The measurement or assessment must be:

- Based on verifiable data or information that has been recorded or preserved;
- Able to be repeated with the same expected results, and;
- Independent of the point of view or interpretation of the person giving the assessment.

What can be used for measuring student learning? What are some examples of student learning data?

Districts, with direct input from teachers and administrators who are being evaluated, will identify tools to determine the performance level of teachers and administrators in the area of student learning. The tools identified must satisfy the definition of student learning data provided in the regulation. There are a number of tools that are being used in districts across Alaska that could satisfy the definition; for example, NWEA Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), pre- and post- curriculum-based tests, and teacher-created school/district common assessments. Teacher-created school/district common rubrics designed to measure specific skills that describe varying acquisition levels also could be used as a tool to assess student growth demonstrated through portfolios, projects, products, and performances.

Will Alaska's current statewide assessment, the SBAs, be used?

No. Our current statewide assessment is not vertically aligned from grade to grade and is not able to adequately measure growth from year to year. New assessments that are being considered for our new college- and career-ready English/Language Arts & Mathematics Standards will be vertically aligned and will have intermediate tools to use during the school year. If, at the completion of their design, the new assessments are determined to be valid measures, the commissioner of education can identify them as one of the tools to be used in grades and subjects for which they are designed.

How will teachers and administrators be evaluated in "non-tested" or "non-assessed" subjects?

Districts, administrators, and teachers will identify existing assessments or develop appropriate measures for "non-tested" or "non-assessed" subjects. All courses being offered should have goals of achievement for students to attain. Districts must work with educators to set growth targets for students in all subjects, including "non-tested" or "non-assessed" areas.

What student learning data will be used in special education teachers' evaluation?

Students with disabilities have goals for academic achievement just as their peers do. Districts are required to work with special education teachers and administrators to identify appropriate measures and goals for student academic growth. Working with all teachers and administrators, districts will have the ability to recognize unique situations and to determine appropriate measures and goals for all students, including students with disabilities.

Will teachers and administrators be held accountable for students who are frequently absent or enroll halfway through the school year?

The new regulations require districts to develop procedures to ensure that the student data used to measure teacher and administrator performance in the area of student learning accurately reflect student growth based on the educator's performance. This provision requires districts to establish objective and measurable criteria to determine what student learning data will be included in or excluded from a teacher's or administrator's evaluation. Rules surrounding factors that are considered outside of the teacher's and administrator's control, like attendance, can be established through this provision.

Can an educator be placed on a plan of improvement based only on student learning data?

Yes. If an educator is rated as unsatisfactory in the area of student learning data, the district must provide the educator with structured support designed to assist the educator to improve his performance in this area. This is true of each of the content standards established in regulations for teachers and administrators.

Does the new evaluation process set up a teacher or administrator to be more easily fired?

No. Current tenure law and procedures for providing teachers and administrators an opportunity to improve their performance prior to termination have not changed.

What percentage of a teacher's and administrator's overall rating will be based on student learning data?

In the 2015-2016 and 2016-2017 school years, 20 percent of a teacher and administrator's evaluation will be tied to student learning. During the 2017-2018 school year, it will be 35 percent. In 2018-2019 school year, it will top out at 50 percent.

How will student learning data impact the overall rating a teacher or administrator receives?

Districts, with direct input from the teachers and administrators who are being evaluated, will establish standards for student learning data. The district will determine the performance level that will result in a rating of exemplary, proficient, basic, and unsatisfactory on the student learning standard. In order to gain an overall rating of proficient, a teacher or administrator would need to be rated as proficient or exemplary on all of the standards (including the area of student learning) on which they are being evaluated.

For teachers or administrators who receive a mix of proficient and exemplary ratings on the individual standards, the districts will need to establish a protocol or formula to determine their overall rating. Depending on the schedule described above, the student learning data will need to account for 20 percent to 50 percent of that calculation. A protocol or formula also will need to be established to determine the overall rating of teachers and administrators who receive a mix of ratings on the individual standards that include an unsatisfactory or a basic rating.

Alaska Educator Evaluation System Teacher Accountability & Support Requirements

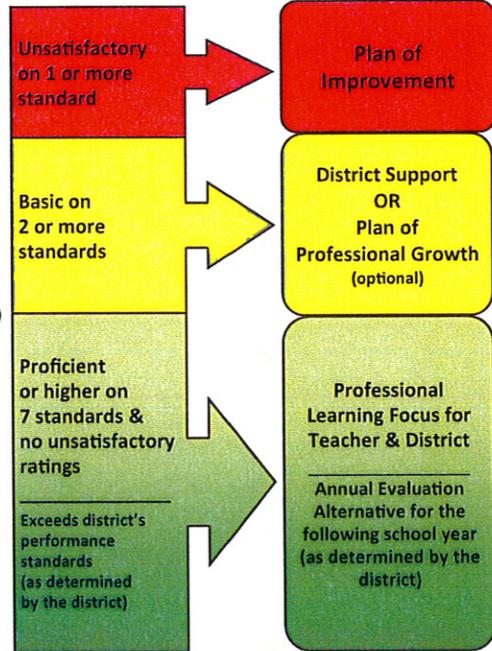


Information Sources	Teacher Evaluation Components	Level of Support
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- Observations
(district may select a nationally recognized framework approved by EED)
 - Information from parents, students, etc.
 - Other information
(as determined by the district)
- **Two to four valid, reliable measures of student growth including statewide assessments, used to determine the educator's performance on the student learning standard**

Understanding Student Needs	*Cultural Standards	Performance Rating on each of the eight (8) standards. <ul style="list-style-type: none"> • Unsatisfactory • Basic • Proficient • Exemplary
Differentiation		
Content Knowledge & Instruction		
Assessment		
Learning Environment		
Family & Community		
Professional Practice		
Student Learning Standard		

*The four Cultural Standards for Educators must be incorporated into the evaluation process.
 **Beginning no later than July 1, 2015, districts are required to adopt evaluation procedures that incorporate student learning data into the evaluation process.



Alaska Educator Evaluation System Administrator Accountability & Support Requirements



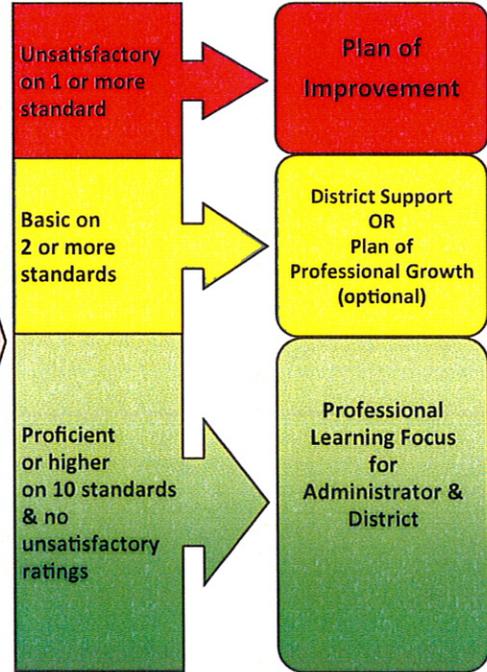
Information Sources	Administrator Evaluation Components	Level of Support
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- **Observations**
(district may select a nationally recognized framework approved by EED)
 - **Information from parents, students, etc.**
 - **Other information**
(as determined by the district)
- **Two to four valid, reliable measures of student growth including statewide assessments, used to determine the educator's performance on the student learning standard**

Leadership Skills		
Instruction & Learning Environment		
Curriculum Implementation	* Cultural Standards	
Student Services		
Professional Development		
Data-driven Decision Making		
Clear & Sensitive Communication		
Laws, Policy, Procedures, & Business Practices		
Children, Families & Communities Needs		
Family Participation		
Student Learning Standard		

Performance Rating on each of the eleven (11) standards.

- Unsatisfactory
- Basic
- Proficient
- Exemplary



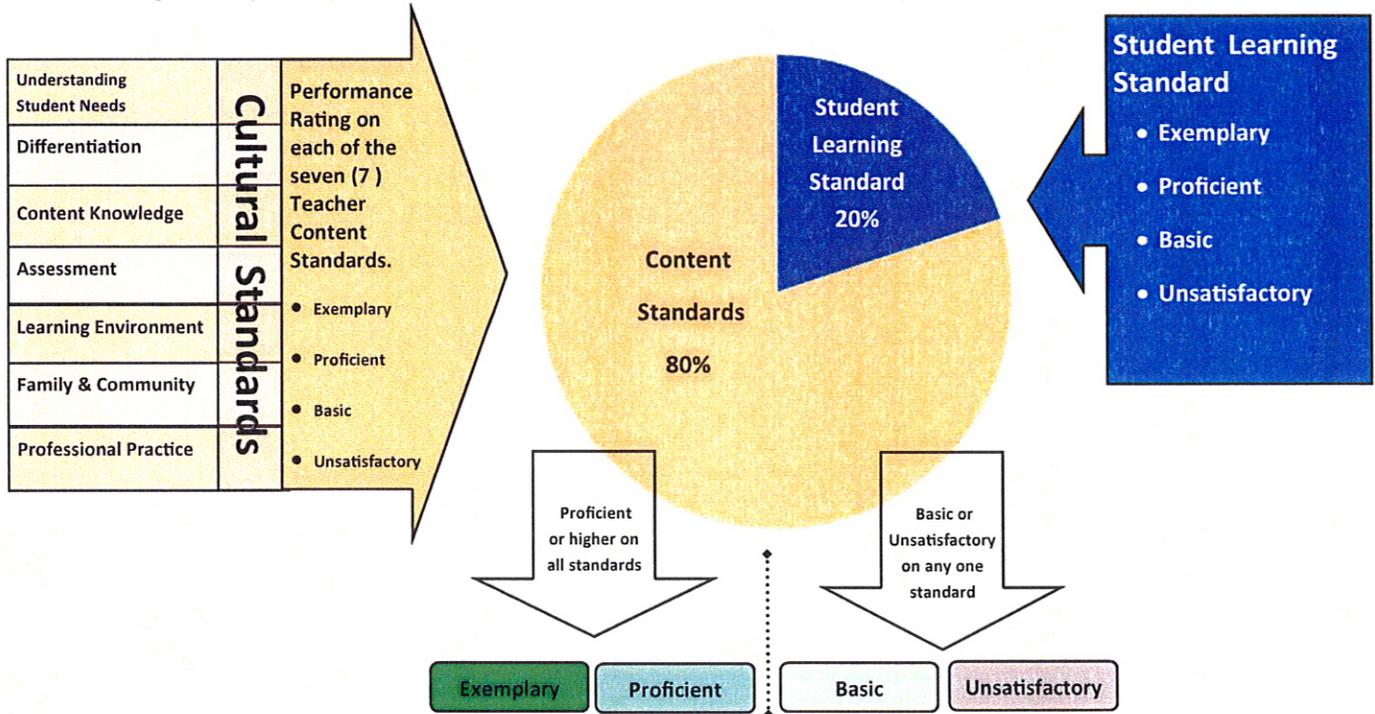
*The four Cultural Standards for Educators must be incorporated into the evaluation process.
**Beginning no later than July 1, 2015, districts are required to adopt evaluation procedures that incorporate student learning data into the evaluation process.

Alaska Educator Evaluation Overall Rating

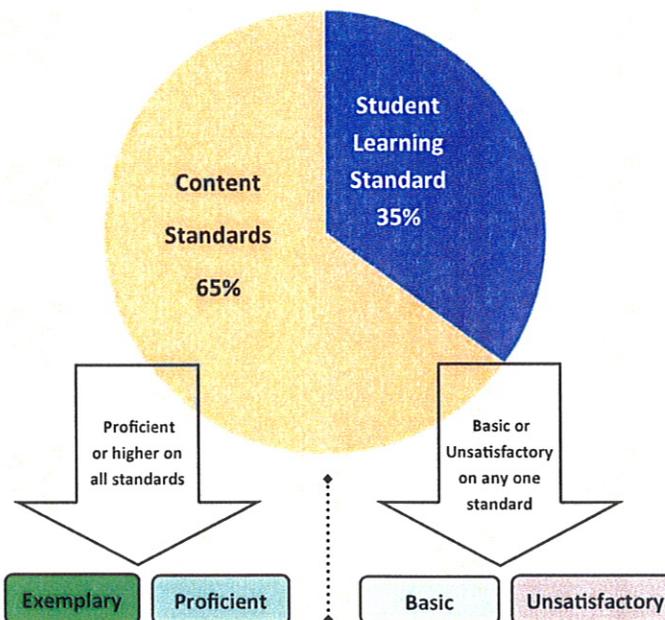


Districts will use the ratings on each standard of an educator’s evaluation to calculate the overall rating of the educator. The illustrations below show the percentage of student learning data that will be factored into the overall rating of teachers. The same percentages are required for administrators.

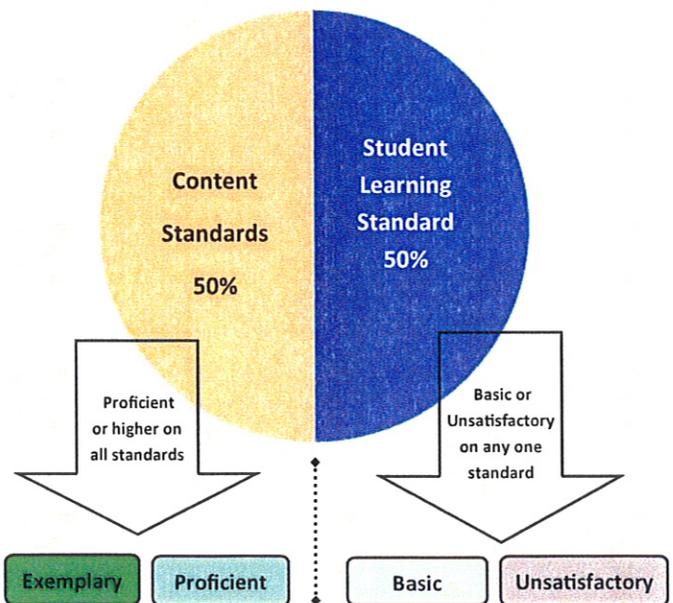
District Reporting—School Year 2015-2016 & School Year 2016-2017



District Reporting—School Year 2017-2018



District Reporting—School Year 2018-2019



Overall Rating Matrix



The overall rating matrixes below illustrates how teachers' and administrators' overall ratings will be impacted by the inclusion of the student learning data. The matrixes also show how the requirement that educators must be rated as proficient or exemplary on all standards to receive an overall rating of proficient or exemplary impacts the overall rating calculation.

Teacher & Administrator Overall Rating 20% based on Student Learning Data SY 2015-2016 & SY 2016-2017

Professional & Cultural Standards Ratings (80%)	Exemplary	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Exemplary	Overall Rating: Exemplary
	Proficient	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Proficient	Overall Rating: Proficient
	Basic	Overall Rating: Unsatisfactory	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Basic
	Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory
80%		Unsatisfactory	Basic	Proficient	Exemplary
	20%	Student Learning Standard (20%)			

Teacher & Administrator Overall Rating 35% based on Student Learning Data SY 2017—2018

Professional & Cultural Standards Ratings (65%)	Exemplary	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Exemplary	Overall Rating: Exemplary
	Proficient	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Proficient	Overall Rating: Proficient
	Basic	Overall Rating: Unsatisfactory	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Basic
	Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Basic
65%		Unsatisfactory	Basic	Proficient	Exemplary
	35%	Student Learning Standard (35%)			

Teacher & Administrator Overall Rating 50% based on Student Learning Data SY 2018—2019

Professional & Cultural Standards Ratings (50%)	Exemplary	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Exemplary	Overall Rating: Exemplary
	Proficient	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Proficient	Overall Rating: Exemplary
	Basic	Overall Rating: Unsatisfactory	Overall Rating: Basic	Overall Rating: Basic	Overall Rating: Basic
	Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Unsatisfactory	Overall Rating: Basic	Overall Rating: Basic
50%		Unsatisfactory	Basic	Proficient	Exemplary
	50%	Student Learning Standard (50%)			

Beginning in July 2016, each district must report to the Department of Education & Early Development (EED) the number and percentage of educators at each of the overall ratings. Information provided to EED by the districts will be made public only at levels that maintain individual confidentiality.

**To: Members of the State Board of
Education & Early Development**

April 23, 2014

From: Michael Hanley, Commissioner

Agenda Item: 6

◆ **ISSUE**

The board is being asked to discuss topics of interest for a joint meeting with the University of Alaska Board of Regents.

◆ **BACKGROUND**

- The board has pursued a joint meeting with the University of Alaska Board of Regents during the board's June 2014 meeting in Anchorage.
- The proposed meeting will be the afternoon of June 4, one day prior to the board's regularly scheduled meeting.
- The board is being asked to discuss topics of interest it would like to propose for the joint meeting. The board's secretary will forward those suggestions to the regents; the board's suggestions will be combined with suggestions from the regents; and a final meeting agenda will be proposed for the Chair to review.
- Jim Merriner, Chair, will be present to brief the board.

◆ **OPTIONS**

This is an information item that will provide suggested topics to the department.

**To: Members of the State Board of
Education & Early Development**

April 23, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

The University of Alaska Southeast (UAS) is creating a superintendent endorsement program. In order for UAS to continue its preparation, the board is being asked to approve the program in concept.

◆ **BACKGROUND**

- Responding to the need for a statewide superintendent endorsement program, UAS has designed a program for educators who currently hold certification, and is working with a planning team.
- This program is supported by the UAS chancellor, the UA president, and the UA Statewide Academic Council.
- Behind this cover memo is the request for conceptual approval from Dr. Deborah Lo, Dean, School of Education and Graduate Studies, and Dr. Martin Laster, Leadership Program Director. It contains the history of and rationale for the program, its purpose, leadership standards, draft course scope and sequence, and the planning team members.
- Dr. Susan McCauley, Director of Teaching & Learning Support; Dean Deborah Lo; and Dr. Martin Laster, Program Director, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken under Agenda Item 9.



TO: Chair Jim Merriner
Alaska State Board of Education Members

FROM: UAS Dean of Education, Deborah Lo *Deborah E Lo*
UAS Ed Leadership Program Director, Martin Laster *M L*

SUBJECT: Conceptual Approval and Initial Authority for
the UAS Superintendent Endorsement

DATE: April 23, 2014

HISTORY AND RATIONALE: About a month ago. UAS was notified that UAA was suspending its admissions to their superintendent endorsement program. It was our understanding that left Alaska without a superintendent training program. Dean Lo asked that we address this need. Our provost and Chancellor spoke to key UA administrators as well as the Statewide Academic Council to ensure that there was no objection to UAS addressing this void. About week ago we were given the green light to proceed.

In an effort to maximize the time available to us, we did some tentative planning. Commissioner Hanley has been both visionary and extremely helpful. We offer our thanks to the commissioner and Chairman Merriner for placing us on the agenda with such short notice. Initially we requested an action item for approval of the UAS Superintendent Endorsement.

Given the shortness of time we have been given, the need we have been asked to address and the desire to use a planning team to build the UAS Superintendent endorsement, we are now requesting conceptual approval and initial authority for the program. Conceptual approval provides two major benefits to our efforts. It provides understanding and support from the Board for the planning team and UAS. It also creates the opportunity to begin recruiting for the program, offer support for Superintendents who will be earning their endorsement on the job and will allow UAS to recommend for the endorsement in an authorized manner. It is our intent to return to this board with a more formal program that will result in full approval in June 2014.

PURPOSE: The UAS Superintendent Program is being designed to develop aspiring superintendents and other school district leaders, such as assistant superintendents, executive directors and programs managers and others who wish to qualify as a superintendent in Alaska. The program is offered by eLearning throughout Alaska. This endorsement is focused on the district level ELCC Leadership Standards. **ELCC STANDARDS (2011):**

- ELCC Standard 1.0: Vision of Learning
- ELCC Standard 2.0: Culture and a personalized learning environment
- ELCC Standard 3.0: Management of the district’s organization, operation, and resources
- ELCC Standard 4.0: Faculty and community collaboration
- ELCC Standard 5.0: Acting with integrity, fairness, and ethically
- ELCC Standard 6.0: Acting in the larger political, social, economic, legal, and cultural context
- ELCC Standard 7.0: A substantial and sustained educational leadership internship experience

SUPERINTENDENT ENDORSEMENT 25 HOURS DRAFT COURSE SCOPE AND SEQUENCE:

Offered contiguously and continuously beginning this summer with an orientation seminar and with the Leadership for Learning course for the second cohort.

Summer 2014 July 1 to August 1		
Superintendent’s Seminar I	Orientation	1
Fall 2014 Sept 8 through December 12		
Superintendent Leading to Learn in a Digital Age of Change	EDL 671	5
Internship I	EDL 675	3
Superintendent Seminar II	EdL 676 Social Justice	1
Spring 2015 January 12 through May 1st		
Superintendent Planning and Program Evaluation	688	3
Internship I I	EDL 675	3
Superintendent Seminar III	EDL 677 The Larger Context	1

Summer 2015 June 8 through Aug 14 2015
District operations EDL 673 3

Fall 2015 September 7 through December 11
Community Building/Stakeholder Relations /Collaboration 3
Portfolio EDL 698 2

This is a pre-planning document to which the Alaska State Board of Education, the UAS Administration and the Superintendent planning team may react and modify.

The planning team consists of the following individuals:

Ms. Carol Comeau, Former Anchorage Superintendent

Commissioner Mike Hanley

Dr. Bruce Johnson Executive Director of ACSA and former superintendent

Ms. Betty Walters, Alaska Mentor and former superintendent

Mr. Chris Simon AK DEED Rural Outreach Coordinator and former superintendent

Senator Mike Dunleavy, legislator and former superintendent

Pete Lewis, Current Superintendent of Fairbanks Northstar

Borough School District

CONCLUSION:

Whereas, no superintendent endorsement program is admitting candidates in Alaska currently, and

Whereas the State of Alaska is currently experiencing increasing vacancies in the ranks of superintendents, and

Whereas, UAS has strong educational leadership success, and

Whereas UAS possesses Alaska superintendent experience including the Superintendent of the Year, and

Whereas, conceptual approval provides support for planning team time and supports recruitment efforts, and

Whereas the Alaska State Board of Education has demonstrated itself to be a results oriented, problem solving team;

Therefore, UAS requests conceptual approval and initial authority for its superintendent endorsement program in an effort to work together to address this significant need for the State of Alaska.

**To: Members of the State Board of
Education & Early Development**

April 23, 2014

From: Michael Hanley, Commissioner

Agenda Item: 8

◆ **ISSUE**

This is a standing report to the board regarding the department's budget and legislative results from the recently concluded second session of the 28th Legislature.

◆ **BACKGROUND**

- The board will be briefed on the department's status in the FY2015 budget and legislative process.
- Due to the legislative session just concluding, there are no final written materials; therefore, this report will be verbal.
- Marcy Herman, Legislative Liaison, will be present to brief the board on the legislative bills, and Heidi Teshner, Director of Administrative Services, will be present to brief the board on the budget.

◆ **OPTIONS**

This is an information update. No action is required.

**To: Members of the State Board of
Education & Early Development**

April 23, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9

◆ **ISSUE**

The University of Alaska Southeast (UAS) is creating a superintendent endorsement program. In order for UAS to continue its preparation, the board is being asked to approve the program in concept.

◆ **BACKGROUND**

- Responding to the need for a statewide superintendent endorsement program, UAS has designed a program for educators who currently hold certification, and is working with a planning team.
- This program is supported by the UAS Chancellor, the UA president, and the UA Statewide Academic Council.
- Behind Cover Memo 7 is the request for conceptual approval from Dr. Deborah Lo, Dean, School of Education and Graduate Studies, and Dr. Martin Laster, Leadership Program Director. It contains the history of and rationale for the program, its purpose, leadership standards, draft course scope and sequence, and the planning team members.
- Dr. Susan McCauley, Director of Teaching & Learning Support, Dean Deborah Lo, and Dr. Martin Laster, Program Director, will be present to brief the board.

◆ **OPTIONS**

Approve the initial concept for a superintendent endorsement program.
Seek additional information.
Take no action.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the initial concept for a superintendent endorsement program.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the initial concept and authority for the superintendent endorsement program at the University of Alaska Southeast; it is anticipated that after further planning UAS will come back before the board for final program approval.