

Approved 3-13-90
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Don E. Crumbaker at
Chairperson

3:30 ~~xxx~~/p.m. on February 26, 1990 in room 519-s of the Capitol.

All members were present except:
Representative Flottman, Excused.

Committee staff present:

Avis Swartzman, Revisor of Statutes Office
Ben Barrett, Legislative Research
Dale Dennis, Department of Education
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Bowden
Ms. Brilla Highfill Scott, United School Administrators
Ms. Cindy Kelly, Kansas Association of School Boards
Dr. Jerry Bailey, Associate Dean of Teacher Education, University of Kansas, and
President-elect, Kansas Association of Colleges of Teacher Education
Dr. Jack Skillett, Dean of Education, Emporia State University, representing Council
of Regents Education Deans
Ms. Connie Hubbell, President, State Board of Education
Mr. Chuck Tilman, President, Kansas National Education Association
Mr. Gary Talley, President, The Brown Mackie College, Salina
Dr. Merle Hill, Executive Director, Kansas Association of Community Colleges

The meeting was called to order by Chairman Crumbaker.

The chairman opened hearings on HB 2789, concerning alternative certification requirements for teachers.

Representative Bowden explained HB 2789 as an optional tool of attracting professional people into the teaching profession. Representative Bowden believes if we have people of ability who want to help in educating our youth they should have the opportunity. (Attachment 1)

Ms. Scott testified in support of the concept set forth in HB 2789. Ms. Scott said alternative certification procedures are already available in vocational education areas. Ms. Scott said a subcommittee study on Alternative Certification has been set up and would be making recommendations to the Kansas State Board of Education which could make it unnecessary for the Legislature to issue a mandate. (Attachment 2)

Ms. Kelly spoke in support of HB 2789. Ms. Kelly said statistics show the need for teachers in the secondary level will nearly double in the next five years partly because of the large number of teachers retiring. Ms. Kelly provided the committee with a list of states who have alternative certification programs. (Attachment 3)

Dr. Bailey spoke in opposition to HB 2789. Dr. Bailey said Kansas is not experiencing a teach shortage and, in fact, the universities and colleges in Kansas are making significant progress in developing effective teacher education programs. Dr. Bailey sees a danger in allowing business people in the classroom as teachers who are not adequately prepared with knowledge of children's growth and development. (Attachment 4)

Dr. Jack Skillett testified in opposition to HB 2789. Dr. Skillett reminded the committee he had appeared earlier with a report of teacher supply and demand in Kansas being satisfactory except in the area of special education. Dr. Skillett said even with the implementation of new admission standards within the Regents system data are emerging showing a large number of academically talented students are entering the teacher training programs. Dr. Skillett is concerned with the 30-hour minimum requirement in a specific subject area. (Attachment 5)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,

room 519-S, Statehouse, at 3:30 ~~xxx~~/p.m. on February 26, 1990

Ms. Hubbell testified against HB 2789. Ms. Hubbell asked the committee to delay action on HB 2789 until a subcommittee completes its study on alternative certification and develops recommendations for consideration by the State Board of Education. (Attachment 6)

Mr. Tilman spoke in opposition to HB 2789. Mr. Tilman views HB 2789 as a quick fix which does not allow for enough training in the pedagogical skills essential to successful teaching. (Attachment 7)

After a time of discussion the chairman closed the hearings on HB 2789.

Chairman Crumbaker opened hearings on HB 2998, concerning postsecondary education institutions, disclosure of information act.

Mr. Talley testified in support of HB 2998. Mr. Talley said the bill specifically relates to graduate outcomes and placement outcomes and is in the best interest of students. Mr. Talley believes HB 2998 is consistent with federal initiatives that are taking place and making data available will help students make right decisions in their educational choices. Mr. Talley said HB 2998 is a common sense issue whose time has come and urged the committee to consider HB 2998 favorably.

Dr. Hill spoke in opposition to HB 2998. Dr. Hill said HB 2998 would place an unusual paper-war burden on personnel at Kansas community colleges. Dr. Hill pointed out procedures are already in place that supply the information asked for in HB 2998. Mr. Hill cited one such report on "Vocational Training Placement Rates, and Average Salaries" which is put out by the Kansas State Department of Education. (Attachment 8). Dr. Hill noted a sheet of data by program areas showing results of occupational proficiency and licensing examinations which was provided to the Kansas State Department of Education with 1988 data. (Attachment 9)

After a time of discussion the chairman closed the hearings on HB 2998.

Chairman Crumbaker asked the committee to consider action on HB 2807 and HB 2808.

Representative Blumenthal moved HB 2807 be passed out favorably. Seconded by Representative Bowden. Motion Carried.

Representative Blumenthal moved to pass HB 2808 favorably. Seconded by Representative Branson. Motion carried. Representative Lane asked to be recorded as voting NO on both HB 2807 and HB 2808.

The meeting was adjourned by the chairman at 5:18 p.m.

The next meeting will be February 27, 1990 in Room 519-S at 3:30 p.m.

TESTIMONY ON H.B. #2789

by Rep. Rick Bowden

Larry Newberry, formerly a computer services operator at Boeing, now teaches math in a Los Angeles high school. Nancy Pfeil, formerly a Chemical engineer at Exxon, now teaches Calculus in a New Jersey high school. Jeff Newman, formerly an actor, now teaches drama and speech in a Los Angeles junior high. Tom Carlyle, formerly a publisher in Manhattan, now teaches high school math. Retired Air Force Major Robert Tindall commanded one of the lead planes in the invasion of Grenada and went on to teach math in a Florida high school. Ken Bryant, an assessor and land manager, now teaches in Chicago. All are examples of professionals who decided that teaching was more attractive than sitting behind a desk and offered them a chance to help educate America's children.

These are a few examples of the more than 2,500 people in 24 states who have entered the teaching profession through alternative certification routes. John Kean, Chairman of the Department of Curriculum and Instruction at the University of Wisconsin in Madison, reports that "they are coming into education in droves". Connecticut has had 3 times as many applicants as slots available. What do they bring with them? According to observers and their educational colleagues, they bring a high level of motivation, enthusiasm, real life experiences, and a practical knowledge of what students need in order to compete and to be successful in a rapidly changing business world.

Are they needed and will they stay? According to a RAND Corporation study released early last year, less than half of the new math and science teachers needed by the end of the decade will be trained by the regular education schools. I think we all realize that math and science have and will continue to get increased educational emphasis. By opening up alternative routes to teacher certification, we will be able to use more of our talented Americans to help educate our future generations. A recent California study of 70 teachers who had entered teaching through the alternative route, found that they were able to deliver as clear a lesson as the traditionally trained teacher. Only 4% of the "mid-career" teachers in New Jersey left after one year compared with a 16% attrition rate for traditionally trained teachers. They want to teach and bring a unique view

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to the classroom.

Who will oppose this certification change and why? Susan Ohanian in a 1984 article in Washington Monthly identified that the first objections will be the "high priests of certification" - the existing education training establishment; college and university "professionals" who are wrapped up "bureaucratic pettifoggery and enforcement of irrelevant regulations." As Ohanian put it, "They reject any perceived challenges, real or otherwise, that questions their traditional training patterns." Ms. Ohanian in her article relates her struggle to gain teaching certification even though she had a Masters Degree in English Literature. Before she could be certified, she had to complete courses in History of Education to 1914, Psychology of the Adolescent, even though sex was never mentioned in the course - rewriting Greek Myths and a section on how to properly pass out paper to a class.

Governmental and education efforts continue to attract better and more capable people into the teaching profession and it can take two paths. One path is to make teaching more professional and as attractive as possible with more prestige, higher pay, and more status. The second path is to get smart people from all areas of society into the teaching profession who may not necessarily see it as an only lifelong career. I believe we need to use both of these paths and merge them into an attractive avenue to an improved educational system for our children. None other than the Secretary of Education and President Bush have stated their support for this concept. President Bush called for putting \$25 million into this concept/program. Explanation of H.B. #2789 - Section 1 - directs the State Board to adopt rules and regulations for administration and effectuation of this act. The State Board may issue an initial certification. Section 2 - a) defines a "professional development program" which includes practical experience with theory instruction in a teacher education institution. The theoretical component requires a minimum of 200 clock hours. The practicum includes a planned sequence of field experiences (observation and practice teaching under a mentor teacher) and a year of teaching under the supervision of a support team. Two formative evaluations and a summative evaluation conducted by a principal, a mentor teacher and recommendations of the support team. b) Defines teacher certification applicant; c) Defines support team;

d) Defines mentor teacher.

Section 3 - Sets forth requirements for the applicant. a) Have a Bachelors degree with 30 credit hours minimum in subject area or field or have a minimum of 5 years practical experience in field or subject area; b) Pay a fee; c) Pass the national teacher's examination general knowledge test for early childhood certification or the subject matter competency test in field or subject certification is sought; d) Apply for a provisional certificate with verification from chief administrative office of school the applicant will be employed by; e) Complete a professional development program.

Section 4 - Provides for State Board certification or denial.

Section 5 - Sets forth that this alternative certification does not alter or affect traditional certification procedures.

Respectfully submitted,



Rep. Rick Bowden
93rd District

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HB 2789

Testimony presented before the House Education Committee

by
Brilla Highfill Scott, Associate Executive Director

February 26, 1990

ALTERNATIVE CERTIFICATION

Mister Chairman and Members of the House Education Committee:

United School Administrators of Kansas supports the concept of HB 2789. However, recent testimony by Dr. Jack Skillet, Dean of the Teachers College at Emporia State University, indicated we have a surplus of teachers in Kansas and that we do not have critical need areas.

We do believe it is important for members of the education community to anticipate future critical teaching areas and plan for alternative certification procedures to meet those needs.

I would remind committee members that alternative certification procedures are presently available in vocational education areas. As an example, it is possible for an auto mechanic with two years practical experience, or 4000 clock hours, to apply to the Kansas State Department of Education Certificate Review Committee to receive a provisional license. While teaching, this individual will be required to complete a professional development program.

The Kansas State Department of Education Standards Committee has authorized a subcommittee study on Alternative Certification. The first meeting of this subcommittee will be held on March 29. United School Administrators, Kansas-National Education Association, Kansas Association of School Boards, and private and Regent institutions will be represented on the subcommittee.

United School Administrators of Kansas encourages the House Education Committee to allow the KSDE Alternative Certification Subcommittee to make recommendations to the Kansas State Board of Education. It is our hope that the anticipated suggestions will make it unnecessary for the Legislature to issue a mandate.

Thank you for your kind attention to my remarks.

(r:hb2789)

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TESTIMONY ON HOUSE BILL 2789
BEFORE THE HOUSE EDUCATION COMMITTEE

by

Cynthia Lutz Kelly, Deputy General Counsel
Kansas Association of School Boards

February 26, 1990

Mr. Chairman, members of the committee, thank you for the opportunity to appear before you today on behalf of our member school districts to speak in support of House Bill 2789.

National statistics show that in the next five years the need for more teachers, particularly at the secondary level will nearly double. At the same time, statistics indicate that during the 1990s and unusually high number of teachers will be retiring. Both of these factors will make it increasingly difficult for Kansas school districts to find qualified teachers, particularly in the areas of mathematics, science, and foreign languages.

The alternative certification procedure presented in House Bill 2789 would provide well educated Kansans with an opportunity to enter the teaching profession through nontraditional means, and enhance the ability of boards of education to fill vital teaching positions. Further, the way in which the program is structured ensures that the teacher certification applicant will be adequately supervised and provided

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with the necessary pedagogical instruction during his or her year in the professional development program.

Currently more than 20 states have enacted some kind of alternative certification program. We strongly support this bill which would provide Kansas school boards with additional flexibility in finding teacher applicants.

We urge you to recommend House Bill 2789 favorably for passage.

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STATES WITH ALTERNATIVE CERTIFICATION PROGRAMS

<u>STATE</u>	<u>CONTACT PERSON</u>
ALABAMA	Dr. Jayne A. Meyer, Assistant Director Professional Services and Coordinator of Teacher Education Division of Professional Services State Office Building Montgomery, Alabama 36130 (205) 261-5290
ARIZONA	Mr. R. Berkley Lunt, Director Teacher Certification Unit Department of Education 1535 West Jefferson Phoenix, Arizona 85007 (602) 255-4368
ARKANSAS	Dr. Angelo Coppola, Administrative Advisor Alternative Certification Program Teacher Education and Certification Arkansas Department of Education 4 State Capitol Mall - Rooms 106B/107B Little Rock, Arkansas 72201 (501) 682-4254
CALIFORNIA	Dr. Richard K. Mastain, Executive Secretary Commission on Teacher Credentialing 1812 9th Street Sacramento, California 94244-2700 (916) 445-7254
CONNECTICUT	Ms. Traci Bliss Institute for Effective Teaching Department of Higher Education 61 Woodland Street Hartford, Connecticut 06105
DELAWARE	Dr. Ervin C. Marsh State Supervisor of Certification Certification and Personnel Division State Department of Public Instruction Towsend Building P.O. Box 1402 Dover, Delaware (302) 736-4686/4687

FLORIDA

Ms. Patricia Green-Powell
Program Administrator
Teacher Education Program Approval
Department of Education
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(904) 488-5724

GEORGIA

Dr. Carolyn Scherm, Consultant
Staff Development
Georgia Department of Education
1858 Twin Towers East
Capitol Square
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KENTUCKY

Dr. Elizabeth Nelli
Assistant Director
Division of Teacher Certification
Kentucky Department of Education
1823 Capital Plaza Tower
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(502) 564-4606/3894

LOUISIANA

Mr. Robert G. Crew, Director
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State Department of Education
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
(504) 342-3490

MARYLAND

Dr. Evelyn DiTosto, Chief
Teacher Education and Certification Branch
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MASSACHUSETTS

Dr. John P. Manning, Director
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(617) 770-7467

MISSISSIPPI

Dr. James J. Hancock, Director
Office of Teacher Certification
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P.O. Box 771
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(601) 359-3483/3877

NORTH CAROLINA

Dr. Ione Perry, Director
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114 West Edenton Street
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NEW JERSEY

Dr. Leo Klagholz, Director
Teacher Preparation and Certification
Department of Education
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NEW MEXICO

Dr. Susan Brown, Director
Education Preparation and Licensure
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OKLAHOMA

Mr. Carl Phelps, Administrator
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State Department of Education
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PENNSYLVANIA

Ms. Theona Waxbom
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Pennsylvania Department of Education
333 Market Street
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TEXAS

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Alternate Certification Helps to Ease Teacher Gap

By DEIRDRE CARMODY

In 1983 Ridgefield Memorial High School in New Jersey abolished its music program because the courses were so dull that no one was signing up for them.

But these days the chorus is belting out "Winter Wonderland" in preparation for the Christmas assembly, a seventh-grade choir is kicking in time to "New York, New York" for a January concert and a cast is rehearsing into the evening for a full-scale production of "Grease" in February.

The transformation is the work of Ann Crawford, a music teacher who, until a few years ago, could not have gotten through the door of a public school classroom in New Jersey because she did not have an education degree. She came to Ridgefield last year under the state's highly successful "alternate route" certification program, which has brought more than 1,500 provisional teachers into the schools.

Ms. Crawford's enthusiasm has been a pivotal influence in the school, said Richard Sabella, superintendent of Ridgefield schools. Her music classes are so popular that many of the most hardened students are signing up for them.

"The fantastic thing is how she relates to disaffected kids who may have discipline problems with other teachers," said Harvey Weiss, principal of Ridgefield High.

A Pool of Untapped Talent

Some educators believe that people like Ms. Crawford represent a pool of untapped talent that will play an increasingly important role in education. They say experienced professionals looking to use that experience in new ways will improve the caliber of teaching and help solve the nationwide teacher shortage predicted for the 1990's.

Ms. Crawford, who is 50 years old, has 15 years' experience teaching music in private schools as well as considerable theater experience. Last year, for example, she played the piano and was the music director for the off-Broadway musical "The Hired Man."

The first thing Ms. Crawford realized when she arrived at Ridgefield was that her experience at Dwight-Englewood, a private school in Englewood, N.J., was of little use. "I realized I had to learn rock and roll," she said. "I became a heavy metallist overnight. I went home and got my education watching MTV. I had to learn their music."

When Dr. Sabella decided to reintroduce music at the high school last year because he believes that students need more than academics, he found that the teachers who were dismissed in 1983 had tenure, and he would have to rehire them. But a set-



The New York Times/Frank C. D'Angelo

Ann Crawford teaching at Ridgefield Memorial High School in New Jersey. The state's "alternate route" certification program enabled her to begin teaching even though she did not have a degree in education.

tlement was eventually worked out among the teachers union, the school board and the teachers, freeing the superintendent to look for "someone who had the magic to attract and stimulate young people."

Many Applicants Interviewed

He interviewed many applicants before he found Ms. Crawford, who had to pass a national teachers examination to qualify for alternate certification. This enabled Dr. Sabella to circumvent the normal hiring process by guaranteeing Ms. Crawford a job for a year. She was also required to take 18 education credits at night. At the end of the year she received her certification.

It was quite a year. "For a while there, all I wanted out of this class was that people would not scream at each other and would not hit each other," she said of her keyboard class. "They came in because they heard I served cocoa."

But the students say they came in because her classes are fun. Some

wander in during free periods even though they have not officially signed up for the course. Sometimes there are a dozen students in the classroom, each picking out a different tune on the keyboard or a guitar, oblivious of everyone else and of the cacophony that fills the room.

Ms. Crawford said she worried at first that she was not really doing her job because many of the students were not learning about music in the conventional way.

"I Won't Leave School"

"Then I say to myself, 'Oh yes, he is there, he's in class, he's in school instead of staying away,'" she said. "I have one kid who, when he asks to go to the bathroom, says to me, 'Don't worry, I won't leave school.'"

At least 23 states have some kind of alternate certification programs. President Bush has come out strongly in favor of the New Jersey model and has given the idea national exposure.

At first there was substantial opposition to alternate certification from teachers unions and the American Association of Colleges for Teacher Education. Some of that has been muted, at least publicly.

Critics say such programs can come at the expense of children because, while teachers with alternate certification may know their subjects, they have not had the training to know how to get ideas through to students. Others say the programs should be limited and not considered replacements for regular teacher training.

Marge Dahl, president of the Ridgefield Education Association, which represents teachers in Ridgefield, said the union supported the hiring of Ms. Crawford and was delighted with what she had accomplished.

"We were not concerned about going that route," Ms. Dahl said, "and she has built a wonderful program. We would have been concerned if she was not a good teacher."

Many Minority Candidates

When the New Jersey program began five years ago, the thought was that it would attract mostly young people recently out of college. But more than half of the 1,500 provisional teachers who have been certified and are now full-fledged teachers are over 25 years of age. Last year 24 percent of the new teachers in New Jersey came in through the program; 37 percent were 21 to 25 years old, and 52 percent were over 25.

Another thing that has surprised and pleased educators is the number of minority candidates the program has attracted. Of those who have received alternate certification, 21 percent are members of minorities, as against 11 percent overall in the New Jersey teaching force.

For Ms. Crawford, the transition to a public school music teacher has been deeply rewarding. Waving her arms, pounding chords on the piano and shouting encouragement to her students, it is evident that she loves her work.

"If you don't have a sense of humor as a teacher, you will end up in an asylum," she said. "But I never knew it was going to be like this."

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COMMENTS ON HOUSE BILL NO. 2789

Prepared by Jerry D. Bailey
Associate Dean for Teacher
Education, University of Kansas
and President Elect, Kansas
Association of Colleges for
Teacher Education

I am pleased to comment on House Bill No. 2789. I commend the sponsors for their interest in strengthening education in Kansas schools. While our schools provide quality education to their students, each has aspirations to improve its programs. To improve requires the understanding and support of the Kansas Legislature. However, I am seriously concerned that the provisions of House Bill 2789 will not only fail to improve the quality of education in Kansas, but over time will serve to the detriment of education for Kansans in the future.

The bill proposes an alternative route to certification as a teacher. Other states, with reasons, have enacted such legislation. The results are mixed, at best. Most states having such legislation are facing severe teacher shortages and have large number of ill-qualified people teaching on emergency certificates. Kansas has neither of these problems, and I would hope that other states' problems would not drive our public policy.

- ◆ The Kansas State Department of Education does not issue emergency certificates.
- ◆ There are teacher surpluses in our state in elementary education and several secondary fields. Only in special education is there a shortage, and alternative certification would place developmentally disabled young people further at risk by not having well prepared professional teachers.
- ◆ In the recently released ESU sixth annual Kansans Attitudes Toward Education (KATE), only 5% of those polled said that the state had a lack of good teachers. And, two out of three gave their schools an "A" or a "B"; only 3 percent graded them "D" or "F."

Clearly, supply and demand do not argue for alternative certification in Kansas.

The number of students completing teacher preparation programs in Kansas has risen 13.8 percent since 1986. More encouraging, the quality of the graduates has never been higher. In order to be certified, each student must have at least a 2.5 GPA, pass a battery of standardized tests, and complete a state-approved teacher education program of at least four years. These programs must assure that the student has a broad general education, subject matter mastery, an understanding of students, and fully integrated public school-based experiences. Alternative certification programs cannot make such assurances.

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There are several real dangers of alternative certification programs.

- ◆ They attract people who may or may not know subject matter. A businessman who had 30 hours of mathematics 15 years ago may not readily adjust to high school curricula. And, they attract people who completed majors designed for purposes other than teaching young people.
- ◆ They enroll people who cannot learn about children's growth and development, human learning, teaching models and strategies in 200 clock hours. No one can. "Graduates" teach as they remember being taught.
- ◆ They do not provide adequate supervision and mentoring for beginning teachers.
- ◆ They cost large amounts of money. The New Jersey plan costs about \$4,500 per student. West Virginia in four years has spent \$300,000 to employ 17 math and science teachers.
- ◆ They potentially place children at risk. I do not believe Kansas parents want their children in classrooms without adequately prepared teachers.

Perhaps, if I were the superintendent in Houston, I might believe differently.

I do think that Kansas school officials need an avenue to hire an especially talented individual when he or she is available to meet a specific, documented district level need; for example, the Garden City superintendent should be able to hire an English as a Second Language person from the community if he or she is the best candidate. The commissioner through the Certification Review Committee could, and does, provide such an avenue; the committee's role could be expanded if ever needed (this year the committee has considered 25 cases of individuals seeking relief from one or more certification requirements). And, those occasional hard-to-fill vacancies will be fewer next year as a result of expanded reciprocity. Persons certified in Kansas are also eligible for certification in Missouri, Nebraska, and Iowa, and vice versa, as a result of work being completed by the state agencies.

Kansas is not experiencing a teacher shortage. Universities and colleges in Kansas have made significant progress in developing effective teacher education programs. The effects of increased admissions standards in Kansas teacher education programs have been increased enrollments. Let's support the continued improvement of these conditions to ensure quality education for Kansas students and not seek quick fixes for problems that do not exist or for which better solutions are available. Above all, let's not assume that the problems of states with large cities are also dominant in Kansas.

Kansas House of Representatives
House Education Committee
House Bill 2789
Jack D. Skillett, Dean
The Teachers College
(Representing Council of Regents Education Deans)

It is clear that legislative interest in alternative routes to teacher certification has increased dramatically in the last three years. Driven frequently by state legislative bodies advancing legislation under the broad rubric of school reform, alternative routes to teacher certification have emerged in several states. Too, alternative routes have emerged as a vehicle to respond to conditions in a state or locale which include a shortage of teachers in selected fields, the lack of sufficient minorities in current programs, dissatisfaction with the present teaching corp, the perceived lack of academically talented students entering the teaching force, and the belief that knowledge of content is sufficient for an individual to meet the needs of what is becoming a very diverse student population with special needs.

Prior to your action on House Bill 2789, I urge you to consider the following:

- a) With the exception of the area of special education, there is no evidence to support that we currently have a teacher shortage in the State of Kansas. In fact, data in the most recent survey of teacher supply and demand (Eleventh Annual Survey of Teacher Supply and Demand in Kansas Public Schools, The Teachers College, Emporia State University, January, 1990) clearly indicate a substantial increase in the supply of teachers for the State of Kansas. Also, it should be noted that several states adopting alternative certification routes have specifically excluded the area of special education.

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- b) Kansans consistently give high grades to teachers in their respective schools. A recent public opinion poll (Kansans' Attitudes Toward Education, January, 1990) revealed that 65 percent of those surveyed gave teachers an A or B grade. Less than one percent of those surveyed gave teachers a grade of D or F.
- c) With the implementation of new admission standards, data are beginning to emerge that institutions within the Regents system are attracting a large number of academically talented students into teacher training programs. For example, this fall at Emporia State University approximately 55% of those students entering The Teachers College after completion of 60 semester hours had a cumulative grade point average of 3.00 and above. Of this group, 26.2 percent had cumulative grade point averages of 3.5 and above. This spring, over 60% of those students entering secondary education and 68% of those entering elementary education had cumulative G.P.A.s of 3.0 or above.

It should also be noted that the Regents Deans have under consideration a policy which would require a 2.75 as a minimum G.P.A. for admission, rather than the current 2.50. Additionally, selected institutions are considering new policies which in effect would cap enrollments.

Finally, in the summer of 1989, Emporia State University conducted the first annual academy for outstanding high school sophomores and juniors who are considering teaching as their chosen profession. This program for academically talented students has been

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recognized nationally (ASCU - Showcase for Excellence Award) and has now been funded by the Hubbard Foundation.

4. An increase in the number of minorities entering the teaching profession is needed. We agree. Nevertheless early identification, monitoring, and scholarship programs of significance should be developed to encourage additional minorities to enter teaching.
5. While subject-matter knowledge, character, and an inclination to teach are important characteristics of a beginning teacher, it should be made clear that such attributes do not necessarily lead to a pedagogical understanding of subject matter nor a theoretical understanding of how students learn. It is obvious to those involved in the preparation of teachers that prospective teachers do not acquire all valuable pedagogical knowledge through field experiences.
6. Subject matter knowledge is important. We agree. Nevertheless the proposed legislation would allow individuals who had completed only 30 hours in a specific field or subject area to teach the specific subject area. Current subject or field requirements in nearly all the subject fields at the Regents Universities exceed the 30-hour minimum cited. Too, it is conceivable that students who are now denied entrance to teacher education programs because of low PPST scores could eventually enter the teaching profession via the alternative certificate route. In fact, as the bill is currently drafted, the PPST examination would not need to be passed at any level.

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Finally, it is our contention that House Bill 2789 should be defeated. Conditions in the State of Kansas do not warrant the enactment of alternative certification legislation, nor do we believe it is in the best interest of public schools in the state to establish such an alternative.

Early research data on programs in other states appear to be inconclusive; program costs have increased dramatically as attempts are made to alleviate deficiencies in existing state plans. It is hoped that the State of Kansas does not embark on a quick-fix means of alleviating a problem which has not been clearly identified or can be addressed by more effective programs. Surely, now that researchers have examined the first wave of educational reform initiatives in the nation and have found most to be ineffective or in disarray, we would not so follow.

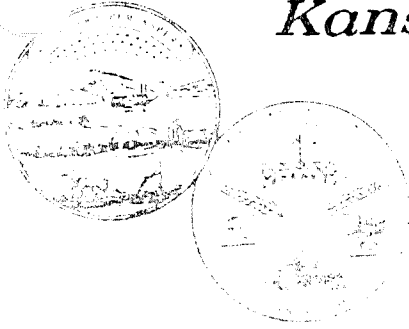
On behalf of the Council of Regents' Deans.....thank you.

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Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103



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February 26, 1990

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1990 House Bill 2789

My name is Connie Hubbell, Chairman of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

The State Board of Education recently requested the Teaching and School Administration Standards Advisory Board to conduct a study on alternative certification and to develop recommendations for consideration by the State Board. The study is scheduled to be completed the latter part of the 1990-91 school year.

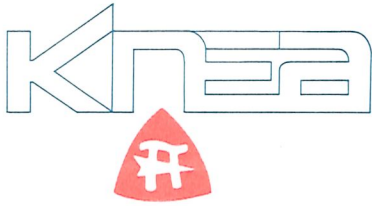
The subcommittee appointed to conduct this study includes membership representing the education field as follows:

- One member-- private teacher education institutions
- One member-- regent institutions
- One member -- Kansas Association of School Boards
- One member -- Unified School Administrators
- One member -- Kansas National Education Association
- One member -- interlocals and service centers
- Three members-- Standards Board (1) superintendent,
(1) special education teacher, and (1) secondary
classroom teacher.

This subcommittee will meet next month and begin its work by reviewing alternative certification programs which are currently in place in other states as well as any plans which are being considered. They will also review the research which has been conducted on alternative certification.

Based upon a recent study conducted by Emporia State University, it would appear that Kansas does not have a teacher shortage at this time. It is the State Board's recommendation that this bill be delayed until this study has been completed.

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Chuck Tilman Testimony Before The
House Education Committee
Monday, February 26, 1990

Thank you Mr. Chairman. I am Chuck Tilman, President of Kansas-NEA. I appreciate the opportunity to speak with you regarding HB 2789.

Alternative certification of teachers is an issue that has come to the forefront recently in discussions about education reform. In the past, states have most often examined or enacted alternative routes to teacher certification in response to severe shortages of trained teachers.

We do not believe HB 2789 is an attempt to address the teacher shortage issue. Rather, we view HB 2789 as an attempt to examine teacher certification in the context of reform issues. We recognize that people are changing careers many times. Among these career changes may well be talented individuals who would like to become teachers but for whom professional training is necessary. Kansas-NEA recognizes that traditional training may not always be appropriate or readily available for these people. With rigorous but non-traditional forms of training, these persons can enlarge and enrich the pool of qualified teachers.

These are no quick and easy fixes to this situation, however. Only through thoughtful deliberation and the involvement in consensus of all stakeholders will effective, comprehensive

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programs be developed which allow interested professionals from other fields to become fully certificated, professional educators. We view this bill as a quick fix and for that reason cannot support it in its current form.

First, we believe that the teaching profession demands specific training and any route to certification must maintain high standards. HB 2789 does not allow for enough training in the pedagogical skills we believe essential to successful teaching. The 200 hour professional development requirement outlined in this bill represents only the equivalent of about 12 to 15 hours of college credit. Current teacher education programs generally require about 30 hours.

Next, we have concerns about the reality of the use of a "mentor teacher" addressed in the bill. Kansas-NEA not only believes that the use of such a person is an excellent idea, but we also believe that such a program should be available to all persons entering the profession. In fact, this committee may remember that this was a component of the Internship Program for beginning teachers which was piloted within this state.

For such a program to be successful, mentor teachers must have the support, training, and compensation necessary to ensure success in working with the prospective teacher. Last year, however, the legislature cited the costs of these factors as the reasons for eliminating the program. We continue to support the concept of a mentor teacher when all of the above considerations are included.

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We also have concerns about lines 17 through 19 on page 2. Kansas-NEA's resolutions, or beliefs, clearly state "... (we) believe that each classroom must be staffed by a professional educator certificated with appropriate grade and subject endorsements." We believe that the qualifications for applying for this program are inadequate to insure fully competent teachers in every classroom.

Parenthetically, we also note that the State Board of Education has full authority over teacher certification in Kansas, and with the Board's self-executing authority we are unsure if these changes can be made statutorily.

While we recognize that the intent of HB 2789 is an attempt to expand the teaching profession and make the joys of teaching more accessible, we respectfully cannot endorse this specific legislation.

Thank you for listening to our concerns. I would be glad to answer any questions.

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KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Columbian Title Bldg., 820 Quincy • Topeka 66612 • Phone 913-357-5156

W. Merle Hill
Executive Director

To: House Committee on Education

From: Merle Hill, Executive Director
Kansas Association of Community Colleges

Date: February 26, 1990

Subj: House Bill No. 2998: An Act concerning postsecondary education institutions located in Kansas; requiring disclosure thereby of certain information to prospective students.

Mr. Chairman, members of the Committee, I am Merle Hill, executive director of the Kansas Association of Community Colleges. Thank you for permitting me to discuss with you the concerns of the members of the Association with regard to House Bill No. 2998.

House Bill No. 2998, as written, would place an unusual paper-war burden on personnel at Kansas community colleges. Perhaps some clearer definitions or some changes to lessen the paper-war burden can be inserted in the bill without changing its original intent.

In line 21, for example, the phrase "prospective student" is used. Does that mean anyone who inquires about enrolling at a community college, anyone who applies for admission, anyone who applies and is admitted but does not enroll, anyone who actually enrolls, or all of the above? We believe it should be only those who apply, are admitted, and then actually go through the enrollment process after discussing matters with a college admissions counselor. It would be even better if it were limited to those students who have successfully completed at least six semester hours of credit at a community college.

In lines 24-25 the bill refers to those "who were scheduled to graduate." This phrase, too, causes some concern. Unlike many students who enroll in a specified course of study at a private, career school, many who enroll at community colleges do not know in which program of study they plan to enroll. Many of them enroll in "general" courses that will satisfy graduation requirements in

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several programs and which will also satisfy the "general education" requirements of the state universities and, upon the completion of two years at a community college, enable them to transfer to the universities with "junior status."

Other community college students enroll in courses from which they never intend to graduate, complete one or two courses satisfactorily, and, their career goals satisfied, enter the job market and do not re-enroll. Others enroll in and complete six-week, nine-week, twelve-week, semester or two-semester programs, receive a certificate of completion but do not graduate.

In lines 34-35 the bill refers to those "who have found jobs in the area of employment." Does that mean those who are actually working specifically in one "job area," say carpentry or refrigeration, or can it include, as regulations of the State Department of Education permit, those students who have transferred to a four-year college, are in the armed forces, in a job related to the program of study, or in a job of choice which actually pays more than the one for which training was received?

The State Department of Education already has regulations requiring the community colleges to supply and keep records of "successes" of vocational programming. For vocational education ^{programs} to receive approval for continuation, a community college must do the following:

- o Submit a list of programs for which continuance is planned for the succeeding school year.
- o Provide documentaion of enrollments for the two years previous for each program planned for continuance. If enrollment averages less than 10 students, the institution must provide a rationale for that low enrollment and justification for continued funding.
- o Provide evidence of a favorable State-approved evaluation of the program. Evaluations include an examination of the current curriculum syllabi. At those community colleges which are also area vocational-technical schools, faculty qualification/certification documention is required. Also, an annual progrss report is required.
- o Provide evidence of the continued existence and utilization of an advisory

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council/committee, with minutes available upon request. Two advisory council/committee meetings must be held each year.

o Provide evidence of labor-market needs for continuing programs and keep such evidence on file locally, using Job Service Center, school, local business, and/or census data.

o Provide evidence of successful placement of "completers" in each vocational program. The acceptable place rate is 70 percent for each vocational program. The colleges must also tabulate and report completion and placement data for each program participant (both completers and early-leavers).

Vocational education programs which do not meet the minimum standards are given two years to comply with the criteria. Failure to meet the standards results in closure of the programs at the beginning of the third year.

In addition, following recommendations of consultants to the 1986 interim committee on vocational education and training and subsequent action by the Legislature, the State Department of Education and the community colleges already maintain wage/salary earnings of those who complete vocational programs and are employed. A Kansas-Training Information booklet is attached.

With regard to those community college students who upon the completion of a vocational program are required to pass an examination administered by the state or the federal government, such as nursing, cosmetology, dental technology, truck driving, insurance technology, mortuary science, physical therapy and numerous others, these records are already available at the community colleges or can be obtained easily from the agencies administering the examinations.

The Kansas community colleges do not believe there is a need for them to be included in an act like House Bill No. 2998 because the information requested for students in the bill is already being given to them.

Thank you.

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OCCUPATIONAL PROFICIENCY EXAMINATIONS AND LICENSING EXAMINATIONS

Participating community colleges and area vocational-technical schools provided the Kansas State Department of Education with 1988 examination results for program areas requiring a proficiency or licensing examination. Of the 6,465 students taking examinations in fiscal year 1988, 5,967 students, or an average of 92 percent, passed the examination. Outcomes of examination data by program areas are as follows:

Program	Number Taking Exam	Number Passing Exam	Percent Passing Exam
Aviation-General	34	32	94
Aviation-Air Frame	38	34	89
Aviation-Power Plant	40	40	100
Barbering	6	6	100
Cosmetology	313	310	99
Dental Assistant	38	30	79
Dental Hygiene	17	17	100
Electronics Technician	11	7	64
Emergency Med. Intensive Care	38	36	95
Emergency Medical Training	650	604	93
Environmental Tech.-Fresh Water	5	4	80
Environmental Tech.-Waste Water	15	10	67
Environmental Tech.-Management	4	3	75
Geriatric Aide (Nursing Home Aide)	2,142	2,061	96
Home Health Aide	511	469	92
Medication Aide	781	648	83
Medical Laboratory Technician	24	22	92
Mental Health Technician	15	12	80
Medical Records	6	4	67
Mortuary Science	41	34	83
Nursing (ADN)	436	398	91
Nursing (LPN)	535	487	91
Occupational Therapy Assistant	3	3	100
Physical Therapy Assistant	17	17	100
Radiological Technician	9	9	100
Respiratory Therapy	16	14	88
Restorative Aide	14	14	100
Truck Driving	796	726	91
Veterinarian Assisting	22	22	100