

Approved May 15, 1991  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~xx~~ p.m. on Tuesday, February 26, 1991 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Revisor of Statutes  
Mr. Dale Dennis, Assistant Commissioner of Education  
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 208 - Teacher certification, alternate program

Proponents:

Dr. Raj K. Chopra, Superintendent, Shawnee Mission, USD 512  
Ms. Pat Baker, Associate Executive Director/General Counsel, Kansas  
Association of School Boards  
Mr. Gerry Henderson, Executive Director, United School Administrators of  
Kansas  
Senator Dave Kerr, primary sponsor of SB 208

Opponents:

Ms. Peg Dunlap, Director of Advocational Advocacy, Kansas-National  
Education Association  
Dr. Jerry Bailey, Associate Dean for Teacher Education, University of Kansas;  
President, Kansas Association of Colleges for Teacher Education

Chairman Joseph C. Harder called the meeting to order and recognized Dr. Raj K. Chopra, Superintendent, USD 512, Shawnee Mission. Dr. Chopra described two occasions when deserved professional persons had expressed a desire to change their professional careers to that of a teacher, but the certification requirements hampered their decisions to make the transition. Dr. Chopra expressed regret over the loss of two capable potential teachers in the math and science disciplines and explained that he decided to speak to the Committee in support of SB 208 because of the restrictive requirements which had prevented these persons from pursuing teaching careers.

Dr. Chopra described SB 208 as a forward looking piece of legislation and said the Shawnee Mission Board of Education is on record in its legislative agenda to encourage the Legislature to pass a measure for alternative certification. Dr. Chopra suggested, however, that SB 208 might be exclusionary and noted, for example, that the Shawnee Mission School Board may want to fill the superintendent's post with a person who has a combined business and education background. Other suggestions for changes he would like the Committee to consider are listed in his written testimony found in Attachment 1.

In responding to a question, Dr. Chopra stated that although his district does not have a teacher shortage at this time, the provisions of SB 208 would be very helpful should the situation occur.

The Associate Executive Director of the Kansas Association of School Boards, Ms. Pat Baker, expressed support for SB 208 but also expressed concern that the certification requirements might be too extensive. (Attachment 2)

The Executive Director of United School Administrators of Kansas, Mr. Gerry Henderson, encouraged the Committee to explore ways to provide greater flexibility in staffing the schools of Kansas. However, he expressed concern that educators have not clearly thought out the wants and needs that a system of alternative certification could provide. (Attachment 3)

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,

room 123-S, Statehouse, at 1:30 ~~am~~/p.m. on Tuesday, February 26, 1991

The Chair yielded to Senator D. Kerr, primary sponsor of SB 208. An outline of Senator Kerr's comments on alternative certification are found in Attachment 4.

Senator Kerr described New Jersey and Texas as two of the most liberal leaders in alternative certification. Senator Kerr, reading from a report on the results of New Jersey's implementation of alternative certification, stated that:

New Jersey has gained more minority teachers.

Alternatively certificated teachers have a lower attrition rate than traditionally certified teachers.

Although critics suggest that more stringent standards and regulations should be required for certification, the recruits of New Jersey's program indicate that candidates receiving certification through an alternative route program perform better on teachers' exams than teachers in the traditional program.

Ms. Peg Dunlap, Director of Vocational Advocacy, Kansas-National Education Association, stated that although her organization supports many sections of SB 208, there are a few sections, as currently written, with which it disagrees; and there are a few sections that they would suggest adding. (Attachment 5)

Dr. Jerry D. Bailey, stating that he is Director of the Teacher Education Program at the University of Kansas, said he wished to speak on behalf of the University. He said he also is President of the Kansas Association of Colleges for Teacher Education which represents some 450 individuals in the State who teach teacher education courses. He informed the Committee that the Kansas Association of Colleges for Teacher Education is not opposed to the concept of trying to find alternative certification programs. He called attention to "A Policy Statement" (Attachment 6) which, he said, describes the position of the Association on the issue.

Dr. Bailey asked to be put on record as saying that "of all the alternative certification bills that are in existence in the United States, this promises to be one of the stronger ones". However, he said, he would like to talk about alternative certification as a concept in the state of Kansas. He called Committee attention to page 2 of Attachment 7 in which he states that "alternative certification programs are costly". Dr. Bailey asserted that Kansas is not facing a teaching shortage and quoted statistics saying that there are 73.4 teaching vacancies out of 32,000 in the state, and most of these are in the general area of special education. Dr. Bailey said he "does not see the need in terms of the numbers, the expense, or the possibility of precluding one of our young people out of a job that the alternative certification program is bringing to Kansas".

Responding to a question, Dr. Bailey stated that there is a shortage of minority teachers in Kansas as well as in the nation.

Dr. Bailey pointed out that the state of New Jersey, which was discussed earlier, is far more urban than Kansas and is facing far more serious educational problems. Dr. Bailey said he is thankful that special education was left out of the context of the bill.

After a call for additional opponents, the Chairman announced that the hearing on SB 208 was concluded. He said the bill would be taken under advisement for Committee discussion at a later time.

When he asked the Committee's pleasure on the minutes, Senator Frahm moved, and Senator Kerr seconded a motion to approve minutes of the meetings of February 22 and February 7. The minutes were approved.

The Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 26, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Melanie Way	Kansas City KS	Senate Page
Meredith Way	Kansas City KS	Senate Page
Angie Williams	K.C. KS	Senate Page
Tommy T. Marshall	Topeka/Hutchinson	Harris News Service
Gerald Anderson	Topeka	USA of KS
Jim Cole	Topeka	NEA
Pat Baher	Topeka	KASB
Jacque Dukes	Topeka	SOE
Tim Yonally	Overland Park	USD #512
Raj Chopra	Shawnee Mission	USD #512
Mike Cupt	Topeka	USD - 500
Bill Washon	Topeka	Gov Legis Affairs
Nancy Green	Lawrence	K.S.D.E.
Connie Huerfano	Topeka	St Bd of Ed
David Blue	Topeka	KCOE
Robin Theobald	Wichita	USD 259
Marcia Nehting	Emporia, KS.	
Ellen Heier	El Dorado	USD #490
Jan Fry	El Dorado	K-NEA 181 #490
Regan Thurb	El Dorado	USD 490
Larry McCully	El Dorado	USD 490 KASB
Scott #1 Cannon	K.G.	K.C. Star
J. G. Keel	P.O. A, K.S.	above
Tim Carpenter		

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 26, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Peg Dunlap	Topoka	K-NEA
Jim Bailey	KU School of Education Lawrence	KU
Michael Perl	College of Education Manhattan	KSU
Pam McErmos	Topoka	DOE
<del>Ann McErmos</del> Welen Stephens	<del>Lawrence</del>	AP BV-USD 229
Bob Kelly	Topoka	KICA
Chuck Tilman	"	KNEA
Arda Smith	Winfield	USD #465
Nancy Gubelin	Winfield	USD #465
Scott White	Fort Scott	Legislative Intern
Tony White	Wichita KS	Rose Hill Education Assn.
Janet Nelson	Edwards KS	"
Cindy Padgham	Wichita KS	Rose Hill Education Assn.
Brenda G. Groat	Rose Hill, KS	"

TESTIMONY BEFORE SENATE EDUCATION COMMITTEE  
ON SENATE BILL #208

by Dr. Raj K. Chopra  
Superintendent, U.S.D. #512

February 26, 1991

Mr. Chairman:

I am honored and consider it a privilege to have this opportunity to share my thoughts regarding Senate Bill 208 which would permit the State Board of Education to approve an alternative system of certification for teachers. A statement of support for this concept is contained in U.S.D. 512 Board's 1991 legislative program. Before I comment, I would be remiss if I did not mention the blessings of liberty which all of us enjoy in this great nation of ours. The opportunity to speak before you is one of those many blessings for which I am grateful.

Senate Bill 208 is a significant legislative vehicle for putting a long overdue piece of enabling legislation into place for a State alternative certification program. In my research on this topic I have found that the neighboring states of Arkansas, Colorado, Oklahoma, Missouri and Texas all have adopted similar enabling legislation and have programs in place. I am also acutely aware of the teacher shortage in the technical areas of mathematics, science and vocational education. This legislation will enable the Shawnee Mission District to draw most effectively on the talents of the private business and industrial sector of our community. Such a program will also be an attractive second career option for military personnel and those taking early retirement from other vocations and professions. The wealth of talents and experiences which can enter school buildings in our community can energize the vitality of our curriculum and instructional programs. Teachers with traditional certification, who typically have limited experience with the world of work application of their subject knowledge, can immensely benefit from the integration of teachers who have achieved alternative certification. The alternative certified teachers can be enriched also by the teaching experiences and resources of the current teaching staff. All teachers will benefit and in turn the school district programs will be strengthened.

Upon my careful review of SB 208, it appears that the major legislative thoughts are contained within, and I compliment the authors and

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sponsors of this legislation. However, it appears that a non-traditional program is being proposed to be accomplished through the acquisition of a number of traditional educational courses within a traditional education program on the campuses of the state colleges and universities. No alternative arrangements are suggested.

My suggestions for your consideration with regard to this college coursework component are:

1) Coursework begin with actual employment and not the summer before. This recommendation eliminates a major obstacle of the lack of college education coursework prior to employment. It also makes more sense to correlate professional development study with actual beginning teaching experience.

2) Allow such college education coursework to be contained within in-district or a multi-district consortium arrangement of staff development programs. A higher education institution can assist in program development to guarantee quality of standards with similar on-campus courses and to grant "credit status". This recommendation brings the professional development to the teacher-candidate and utilizes the expertise of in-district staff development specialists.

3) The higher education institution and the local school district (employer) should jointly determine the internship. This allows for a mutually developed, cooperative internship plan to which both educational organizations have a sense of ownership.

4) No change should be made in the current GPA standard. The suggested grade point averages in SB 208 appear to place a higher standard of accomplishment than is expected for traditionally certified teachers. I believe that the current standard is 2.50.

I also note in SB 208 that achievement on the national teacher examination core battery is expected at or above the national mean score. With the traditional certification program, a State "cut-off" score is determined which should be consistently applied to all teacher certification programs. Such a cut-off score currently may or may not be the national mean score. The GPA and NTE standards in SB 208 both are viewed as obstructive rather than facilitative to the direction of this bill and to the eventual program.

Following are additional miscellaneous comments with respect to specific sections of SB 208:

1. SB 208, Page 3, Line 15:

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What does "meet all non-academic requirements of the teacher education institution" mean. I would hope that this statement would not be used to drive up the financial cost of the professional development program for non-related activities and fees.

2. SB 208, Page 3, Lines 28-35:  
Such financial arrangements are best left to the participating parties rather than legislated.
3. SB 208, Page 3, Lines 40,41:  
Such recommendation should be a joint effort of the teacher education institution and the employing district, where the internship took place. This results in ownership and accountability with the two educational organization partners to pass favorably on the candidate for a teaching certificate. Currently a failing experience in student teaching can nevertheless result in a favorable university or college recommendation.
4. SB 208, Page 4, Lines 1-4:  
This language seems to be exclusionary with respect to gaining elementary certification. I am opposed to such language which creates a seemingly impossible obstacle for a highly talented, experienced candidate to be employed at the elementary level. I support the reference to special education but not to elementary endorsement.
5. SB 208, Page 6, Lines 4-6:  
Does this language exclude alternative certified teachers from being covered under the current due process and continuing contract laws or does the proposed language include these teachers? I am in support of all teachers, regardless of certification path, being treated equally under applicable laws.

In extending our support, we view alternative certification as an opportunity to bring higher education teacher training efforts into collegial arrangement with local school districts. We are in favor of applying the same minimum grade and testing standards to all teacher certification programs and providing equal legal protection to all continuing contract, certified teachers under the law.

This piece of legislation is indeed an opportunity to meld the expertise of in-district staff development specialists with the like expertise within

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higher education institutions. The theorists and subject matter authorities on the university and college campuses of this state should come together with the school district practitioners to weld a strong professional development program of studies for persons seeking alternative certification.

I thank you for this opportunity to speak in support of SB 208.

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Testimony on S.B. 208  
before the  
Senate Committee on Education

by  
Patricia E. Baker  
Associate Executive Director/General Counsel  
Kansas Association of School Boards

February 26, 1991

Mr. Chairman, Committee members, thank you for the opportunity to appear on Senate Bill 208. We hold a position in support of alternative certification and appreciate the efforts of those instrumental in introducing Senate Bill 208.

The specific provisions of Senate Bill 208 appear to be rather lengthy and we question whether many persons would avail themselves of this method as opposed to returning to school and completing a "teaching block."

In your deliberations we would ask that you expand the focus of alternative certification and look at ways to utilize the talents of persons in our communities and businesses. Under present regulations, individuals or companies that might be willing to "loan" experts in technology, law, aviation, fine arts and other areas are turned down because they lack certification. These people would not be used to totally replace certificated staff but to provide educational enhancement to our youth. Please consider this additional aspect of teacher certification. Thank you.

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## SB 208

February 26, 1991

Testimony presented before the Senate Committee on Education  
by Gerald W. Henderson, Executive Director  
United School Administrators of Kansas

Mister Chairman and members of the committee. United School Administrators of Kansas is appreciative of the efforts of the authors of **SB 208** to provide more flexibility in staffing Kansas schools. The entire matter of alternative certification has been talked about as a possible way of providing experiences for students which might not otherwise be available. You have heard examples of circumstances where business and professional people came into classrooms and added greatly to the instructional process.

Our concern is that we as educators have not clearly thought out what we want and need that a system of alternative certification could provide. The occasional expert in the classroom such as the Boeing engineer teaching in a high school math class can happen without providing teacher certification for that engineer. Perhaps we are thinking about hiring that engineer to teach a section of high school math for an entire semester or school year without benefit of a cooperating certified teacher. If that is our need, then in my judgement the provisions of this bill are much too cumbersome.

If our need is to provide an avenue for people with baccalaureate or higher degrees, but without professional education course work to become certified, then I would suggest that certification requirements can be satisfied under current conditions much quicker and easier than by following the provisions of **SB 208**. I am an example of one who did just that. I graduated in 1961 with a BA in English. Try to sell one of those. The Viet Nam war and my desire to serve in the armed forces bought me some time, however, and after a five year tour in the U.S. Navy I was ready to follow a career I discovered while teaching a GED preparatory course to high school dropouts aboard ship.

A summer session plus two full semesters at the University of Kansas qualified me to teach language arts at the secondary level. **SB 208** would require that an applicant spend a summer completing the nine semester hours needed prior to entering a classroom, and then two years of internship before certification is granted. Granted the two years would be a paid internship, and perhaps that is the central advantage of this bill.

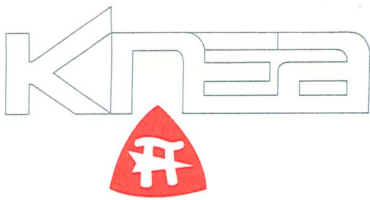
Again, we applaud the ideas behind **SB 208**, and we encourage the committee to explore ways to provide greater flexibility in staffing the schools of Kansas. I would likewise encourage my members and other colleagues in education to clearly define the needs alternative certification is supposed to address.

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SB 208  
Alternative Certification

- ° Eighteen states have enacted some form of Alternative Certification for Teachers
  - ° New Jersey and Texas are leaders
- ° Why have it?
  - ° People who have skills valuable to students presently find it a lengthy process to get into classroom
  - ° Shortages of specific specialties - Emporia State University Study
    - ° Language, music, science, computer science
  - ° Geographical shortages
    - ° Generous supply in the Wichita, Emporia, Topeka, Ottawa, KS areas
  - ° Shortages of minorities - "critical"
- ° Since 1985 New Jersey has found Alternative Certification a partial cure for each of these
  - ° (Read analysis of New Jersey)
- ° Highlights of our bill:
  - ° Much more restrictive than New Jersey. Applicants must:
    - ° 9 credit hours of professional development
    - ° 10 contact hours orientation by district
    - ° 2 year internship with three-person team
    - ° 6 credit hours during second ~~semester~~ *SUMMER*
    - ° maintain 3.0 on 4.0 grade point average scale
  - ° Must have done prior to application:
    - ° Baccalaureate degree with 2.75 grade point average
    - ° Enough credits in academic field adequate for endorsement
      - ° Elementary - Junior High restricted to art, music, computer science, library science, foreign language
    - ° Pass National Teacher Examination with score higher than national mean score
    - ° Non academic requirements
    - ° Obtain a bona fide teaching offer
    - ° Pay approximately \$1,500
  - ° Upon successful completion of program:
    - ° Apply for full certification - State Board decides whether to grant
- ° State Board must report statistics

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Peg Dunlap, testimony before  
Senate Education Committee  
SB 208 Feb. 26, 1991

Mr. Chairman and members of the Committee, most of you know me as Peg Dunlap, Director of Instructional Advocacy with Kansas-NEA. This afternoon I'd like to introduce myself in a different way, as Peg Dunlap, alternatively certified teacher. I say this because I believe it is important for you to know at the outset that neither I nor the organization I represent are opposed to the idea of alternative routes to certification. Now is not the time to discuss the alternative route program that I chose, but I would be happy to do so later, or through questions after my testimony.

There are many sections of this bill that we support, that we believe are necessary for a rigorous program leading to full certification. There are a few sections with which we disagree, as they are currently written. And there are a few sections that we would suggest adding to SB 208. Let me elaborate by commenting briefly on the sections of the bill in the order in which they are written.

We believe that the requirements outlined in Section 3 are an excellent beginning. In part (a) we would suggest two additions: a required field experience as part of the professional development study and additional study during the first summer, between the two internship years.

Classroom learning, as required in 3(a)(1), page 1, lines 37-

43, is important, but it is no substitute for guided, supervised experience in front of real live students. Through classroom experiences, we can assess what candidates know. Through field or clinical experiences, we can assess what they are able to do. Both knowing and doing are essential components of an outcomes philosophy, a phrase all of us are hearing more and more often. If outcomes are important for students, no less should be required of candidates for teacher certification. A field or clinical experience, prior to internship, would allow such an assessment to occur, just as it does now for regular route candidates before they begin student teaching.

We would also suggest that in Section 3(a)(4), page 2, lines 12-14, additional professional development study occur during the first summer, between the two internship years. It should include the option to use inservice/staff development experiences, authorized and validated by the assessment team, in place of semester hours purchased at the teacher education institution.

In Section 3(b) we applaud the use of a team of supervisors. Our concern is that too little supervision could occur. We suggest, on line 21, that the team be required to meet no fewer than three times per semester, to better ensure frequent monitoring of, consultation with, and assistance to the applicant.

Section 4 specifies some things the applicant must do. I would suggest a substitution in one place, section 4(d), page 3, line 10. The use of the word "emergency" implies an unexpected event (as defined by my dictionary). This bill provides for an expected, planned course of action leading to a teaching

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certificate. Accordingly, perhaps the word "intern" or "internship" would be a more appropriate adjective describing this certificate.

So far, I've spoken about sections of SB 208 that we support. Now I must draw your attention to that portion of this bill which we oppose strongly, section 4(g), page 3, lines 18-23.

This section says that an applicant for alternative certification will receive salary and benefits set "in accordance with school policy" (does this mean the negotiated agreement - if so, let's be clear about it) and that this same applicant will not be protected by the continuing contract law and the due process law of Kansas.

Why are we not willing to give alternative certification teachers the same compensation, rank, and rights as their regularly certified counterparts when we are willing to give them the same responsibilities: total authority over a caseload of students?

If we are not willing to treat the two groups the same, I suggest that alternative certification applicants, during their internship years, be assigned to teach with a fully certified teacher, making their two year experience a true internship.

Let's not use the guise of alternative certification as an excuse to get cheaper, more easily expendable people to fill hard-to-fill classroom vacancies.

Let's not use an alternative certification program as a means of violating the Professional Negotiations Act, which clearly states that the salary and benefits for teaching positions must be set within the negotiations process.

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Let's not use an alternative certification program as another extension of the already adequate time a school district has, through the Due Process Law, to determine if an employee should be retained.

If we are serious about providing alternative routes to certification, let us treat applicants in such a way that they know their participation in the field of education is valued.

At the beginning of my testimony, I stated that K-NEA is not opposed to the idea of alternative routes to certification. I would like to re-emphasize that point now. We believe that SB 208, with the changes I have suggested, could be a positive addition to education policy in Kansas.

Mr. Chairman and members of the Committee, I thank you for your attention and urge you to consider our suggestions regarding SB 208.

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Revised 10/15/1990

## ALTERNATIVE PREPARATION PROGRAMS FOR TEACHERS

### A POLICY STATEMENT

The Kansas Association of Colleges for Teacher Education asserts that initial Kansas teaching certification should be granted only to those persons who have completed an approved teacher preparation program. KACTE encourages the development of alternative teacher preparation programs which may differ from traditional programs in terms of target audience, instructional format, and program length; but not in program content, academic rigor, or expected outcomes.

During the next year, it is possible that the United States Congress will approve a \$25 million program to encourage states to develop alternative certification programs for teachers and principals. At the state level, discussions of alternative certification have taken place recently in the Kansas Legislature and the Kansas State School Board. No specific state initiatives are pending, but alternative certification is likely to remain on the state's educational reform agenda, highlighted by the possibility of federal funding.

The members of KACTE recognize that the recruitment and preparation of competent and dedicated individuals into the teaching profession is critical to the quality of public education in Kansas. Furthermore, we believe that teacher preparation programs can and should be designed to facilitate the entry of non-traditional and minority students into teaching. We do not, however, believe that undergraduate teacher education programs must be denigrated or displaced to accommodate the development of other types of teacher preparation programs. Indeed, we would argue that the quality of Kansas' teaching force can be enhanced by the availability of traditional and non-traditional teacher preparation programs that are held to the same high standards of program content, academic rigor, and expected outcomes.

Currently a person must complete a teacher education program that has been approved by the State Department of Education in order to be eligible for an initial Kansas teaching certificate. Some proposed alternative certification plans would allow individuals who hold college degrees to by-pass this requirement. KACTE is opposed to this type of by-pass option because we believe it would allow people who are not fully prepared to assume the responsibilities of classroom teaching to enter the profession. We support the development of alternative teacher preparation programs, but we insist that such programs must be carefully designed to guide individuals through the process of becoming competent classroom teachers.

Mastery of the knowledge and skill base of teaching through involvement in coursework and supervised practicum experiences is central to the process of becoming a teacher. The knowledge and skills essential for competent teaching have been outlined in a 1983 publication of the American Association of Colleges for Teacher Education, Educating a Profession: Profiles of a Beginning Teacher. The members of KACTE affirm the intent and content of that document. In light of it and in consideration of more recent research into teaching-learning processes, we assert that teaching is more than telling and that the proper education of teachers involves more than the acquisition of content area knowledge. Specifically, we believe that all teacher preparation programs must be designed to educate teachers who:

- possess a thorough understanding of the subject matter they are teaching, such as Mathematics, Science, or History.

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- are knowledgeable of pedagogy and skilled in the use of a variety of instructional strategies and approaches.
- have a comprehensive understanding of human development and learning and are sensitive to the needs and strengths of individual learners.
- are familiar with methods of student assessment and measurement and understand how to interpret and use the results of evaluations appropriately.
- recognize that demands, expectations, and knowledge base requirements differ for teaching at elementary, middle school, and secondary levels.
- are able and willing to analyze and evaluate the effectiveness of their own teaching.
- are cognizant of the moral and ethical dimensions of teaching in a system of compulsory schooling.
- are committed to enhancing the integrity and professional status of teaching.

KACTE members believe that the education of teachers with the above characteristics can best be accomplished in traditional undergraduate teacher education programs and in alternative teacher preparation programs that meet the following standards.

- Selective admissions standards that are at least equivalent to those used in undergraduate teacher education programs.
- A curriculum that leads students to develop the knowledge and skills essential to the beginning teacher that are outlined in Educating a Profession: Profile of a Beginning Teacher (AACTE, 1983).
- A long-term, supervised student-teaching experience in which candidates demonstrate teaching competency in order to qualify for certification and employment as classroom teachers.
- An ongoing assessment of professional competency using an array of evaluation techniques and incorporating extensive review by peers, public school teachers and administrators, and teacher education personnel.

In summary, KACTE endorses and encourages the development of high quality alternative teacher preparation programs. We urge colleges and universities to redouble their efforts to recruit talented and dedicated individuals into traditional and non-traditional teacher education programs, and we challenge lawmakers to help us find ways to make teaching a more attractive career option for those individuals who wish to work in Kansas' public schools. Alternative preparation programs will not alone transform the character of Kansas' teaching force. A financial commitment to education must be made, and significant changes in the working conditions of teaching must be undertaken if we are to attract and keep the best teachers in Kansas' classrooms.

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## COMMENTS ON SENATE BILL 208

Prepared by Jerry D. Bailey  
Associate Dean for Teacher  
Education, University of Kansas  
and President, Kansas  
Association of Colleges for  
Teacher Education,  
February 26, 1991

Mr. Chairman, members of the Senate Education Committee, I am pleased to comment on Senate Bill No. 208. I commend the sponsors for their interest in strengthening education in Kansas. 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 concerned that the provisions of Senate Bill 208 will not only fail to improve the quality of education in Kansas, but over time will serve to the detriment of education for Kansas 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 numbers 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.

- There are teacher surpluses in our state in elementary education and several secondary fields. There are no serious shortages in any field. According to data compiled by the Kansas State Department of Education, there were 17 vacancies in secondary school classrooms when school began in the fall of 1990. Of these 17, one was in mathematics, one was in science and 1.3 were in foreign language. The others were in special education and specific technological areas. There are about 32,000 teaching positions in Kansas.
- When school starts next fall, 93 out of every 100 classrooms will be staffed with teachers who finished this spring in a Kansas classroom. Seven out of 100 who taught in the spring will leave, retire or die. The seven vacancies will be filled by new teachers from Kansas institutions, people who are currently unemployed, or those from out of state who want to teach here.

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

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Between 1986 and 1990, the number of students completing teacher preparation programs in Kansas increased 13.8 percent. 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.

There are several real dangers of most alternative certification programs.

- They potentially place young people at risk. Most plans, including the one proposed in SB208, place individuals in classrooms without any closely monitored student teaching experience.
- 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 growth and development, human learning, teaching models and strategies in 9 semester hours. No one can. "Graduates" teach as they remember being taught.

Finally, alternative certification programs are costly. If I understand anything at all about the FY 92 Current Resources Budget, it is that our fiscal condition is grim. Education seems to face a shortfall of 6.65 million dollars, with that loss aimed at special education and the Regents. The New Jersey alternative certification plan costs about \$4,500 per participant. West Virginia recently spent \$300,000 over four years to employ 17 alternatively trained math and science teachers. Senate Bill 208 does have a fiscal note. At the very least, the State will absorb the amount of money necessary to fund the agency contracted to do the training, and schools districts will pay half of the costs to the principals and the mentor teachers. The applicant himself or herself faces considerable personal expenses as well.

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 needed. From December of 1987 to the present, 165 cases have been brought before the Review Committee; 27 were denied.

Kansas is not experiencing a teacher shortage. Universities and colleges in Kansas have made significant progress in developing effective teacher

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education programs. The effects of higher 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. Thank you for the opportunity to comment.

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