

Approved: 3/7/01
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on February 13, 2001 in Room 519-S of the Capitol.

All members were present except:

Committee staff present: Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Representative Jo Ann Pottorff
Representative Brenda Landwehr
Diane Gjerstad, Wichita Public Schools
Eric Sexton, Wichita University
Peg Dunlap, KNEA
Forrest Covey, Principal Wellington High School
Richard Hamlin, Wellington, Kansas

Representative Benlon moved for the approval of the Committee minutes for February 5 and 8, pending a correction to be made by the removal of a word. Representative Phelps seconded the motion which passed by a voice vote.

HB 2351 - Teacher certification; relating to teachers holding certificates valid in other states.

Representative Jo Ann Pottorff spoke to the Committee in support of **HB 2351**. (Attachment 1).

HB 2335 - Providing for initial licensure upon completion of alternate teacher preparation program.

Representative Landwehr appeared before the Committee in support of **HB 2335**. The Representative offered no written testimony.

Next to appear in support of both **HB 2335** and **HB 2288** was Diane Gjerstad. (Attachment 2).

Eric Sexton offered background information on alternative certification. (Attachment 3).

Speaking in opposition to **HB 2335** and **HB 2288** was Peg Dunlap of the Kansas National Education Association, (KNEA). (Attachment 4). She gave examples of alternative certification models.

The meeting on **HB 2288** and **HB 2335** was closed.

HB 2217 - School districts; relating to transportation of non-resident pupils.

Representative Clay Aurand spoke in support of **HB 2217**. The Representative offered no written testimony.

The hearing on **HB 2217** was closed.

HB 2325 - State board of education; relating to licensure of industrial arts teachers.

Appearing as proponents of **HB 2325** were Forrest Covey (Attachment 5) and Richard Hamlin. (Attachment 6).

The meeting was adjourned at 10:20 a.m. The next meeting is scheduled for Wed., February 14, 2001.

JO ANN POTTORFF
REPRESENTATIVE, EIGHTY-THIRD DISTRICT
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TOPEKA
HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

MEMBER: APPROPRIATIONS
TOURISM

CHAIRMAN: BUDGET COMMITTEE ON GENERAL
GOVERNMENT AND HUMAN RESOURCES

CHAIRMAN: ARTS & CULTURAL RESOURCES

CHAIRMAN: EDUCATION COMMITTEE
NCSL ASSEMBLY ON STATE ISSUES

Thank you Mr. Chairman for the opportunity to testify on HB2351. I know we have heard a lot about the shortage of teachers in Kansas. Nationally between 30-50% of teachers leave the classroom within the first five years. I believe we need to look at the teacher shortage two ways. One is to help our newest teachers in the classroom to be successful (such as mentoring etc.) The other is to increase the pool of teachers that can teach in our state. That is the reason for this bill. This would be a type of reciprocity bill. Many professional doctors etc. if licensed in one state can be exempt from examination in another state.

I appreciate the opportunity to bring this issue to you.

House Education Committee

Date: 2/13/01

Attachment # 1



House Education Committee Representative Tanner, chairman

Alternative Certification

February 13, 2001

*Diane Gjerstad
Wichita Public Schools*

Mr. Chairman, members of the committee:

We rise in support of the concept proposed in H.B. 2335 and H.B. 2288, which would expand teacher training opportunities for people with the talent and desire to teach, but lack the certificate.

The Wichita Public Schools has a long and successful relationship with Wichita State University's alternative certification program. During these times of increased teacher shortages, the district has been extremely pleased with the quality of candidates.

Each year the number of teachers hired from the alternative certification program grows, especially in math and science. Two years ago 8 were employed by the district, which has grown to 15 each of the last two years.

The proposal to permit teacher candidates to "test out" of the college of education requirements found in H.B. 2288 was a topic of conversation at the recent Greater Cities Schools Conference. The very large districts using this option have had mixed results. One district indicated a large number of candidates quitting the first year. What this option did do was to infuse large numbers of teachers into districts with severe shortages.

Mr. Chairman, the district applauds the efforts of the sponsors to explore innovative methods and in the case of alternative certification, proven methods, to help stem the teacher shortage.

House Education Committee

Date: 2/13/01

Attachment # 2

WICHITA STATE UNIVERSITY

The Metropolitan Advantage

Teacher Education At Wichita State University

Alternative Certification program

Jon M. Engelhardt, Dean
College of Education

August 8, 2000

House Education Committee

Date: 2/13/01

Attachment # 3-1

Background Information on Alternative Certification

1. **Alternative Certification is a misnomer.**

Explanation: . There is no such thing as an alternative teaching certificate. The teaching certificate (or license) that a person receives as a result of participating in an alternative certification program is the same certificate as through any other teacher preparation program. An individual officially admitted to an alternative certification program in Kansas begins teaching on a Provisional Certificate during the program (not an Emergency Certificate) and upon successful completion of the program qualifies for the regular teaching certificate.

(Note: Under the Kansas Certification Redesign these persons will receive a Restricted teaching license during the preparation program, rather than a Provisional Certificate.)

2. **Alternative Certification programs are not “non-preparation” programs.**

Explanation: A more correct name for these programs is “alternative route preparation”. All programs called “alternative” have a few common features:

- a) the program of preparation (i.e., its delivery) is structurally different from the dominant mode of preparation
- b) such programs are always targeted at individuals who already possess a bachelors degree, typically in some field allied with the intended teaching specialty in secondary education.
- c) Students in these programs are generally engaged in educational practice (as employed Teachers of Record) while they are learning to teach.

3. **Alternative certification is often incorrectly touted as a program to avoid “fluff” and “unnecessary” content of more typical teacher education programs.**

Explanation: Professional and pedagogical knowledge and skills in these programs are intended to be the same as in more typical teacher education programs. It is the program delivery, student background and simultaneous employment status that varies from more typical programs.

4. **Most Alternative Certification programs are actually offered by universities.**

Explanation: Some 85-90% of such programs are offered by universities.

History of Alternative Route Preparation at WSU

1992

- WSU established an experimental teacher preparation program in conjunction with the Kansas State Department of Education and the Peace Corps program in Washington DC.
- WSU received a grant for \$187,000 from Dewitt-Wallace Readers Digest Foundation to fund stipends for Returning Peace Corps Volunteer participants and mentors (\$3000 per candidate) and for basic program/staff support.
- Participation was restricted to only state-identified areas of shortage at the secondary level.

1996

- WSU received approval from the Kansas State Department of Education for the previously experimental program to expand to non-Peace Corps candidates as an alternative route preparation program (beginning summer of 1997).
- Participation gradually was expanded to all areas of secondary/middle school certification for which WSU holds approved "mainstream" preparation programs.

2000

- Funding provided by Dewitt-Wallace Readers Digest Foundation expires (Summer 2000). (DWRD no longer funds Peace Corps programs.)

Description of Alternative Route Preparation Program at WSU

A. Admission Requirements:

- a BA/BS from a regionally accredited higher education institution
- an academic major, or equivalent, in an appropriate teaching field (for which there will be simultaneous employment as a teacher of record)
- a GPA of 3.00 in the last 60 hours on the individual's transcript or a GPA of 2.75 combined with certain Miller Analogies Test or Graduate Record Exam test scores
- a GPA of 2.50 or higher in the individual's anticipated academic major teaching field
- evidence of success as a professional in a field other than teaching
- evidence of a passing score on the PPST (basic skills test)
- a contract (generally signed no later than the first Monday in June) to teach half-time or more at a state accredited middle or high school

B. Curriculum:

First Summer

- Enroll in 9 hours of intensive coursework:
 - +Creating Effective Classrooms (3 hrs.)
 - +Introduction to the Exceptional Child (3 hrs.)
 - +Theories of Growth & Development (3 hrs.)

School Year I

- Teach as teacher-of-record under guidance of a mentor teacher and supervision from WSU
- Enroll in a 3 hour internship course each semester (Fall and Spring) and attend weekly seminars at WSU on professional and pedagogical knowledge and skills (Saturday option available)

Second Summer

- Enroll in
 - +Multicultural Education (3 hrs.)
 - +Courses in the major (as needed to meet secondary teacher certification requirements)
 - +Introduction to Educational Research (3 hrs.) (*recommended for those also seeking the MEd degree*)

School Year II

- Teach as teacher-of-record under guidance of a mentor and supervision from WSU
- Enroll in internship across year (1 hr.) and attend weekly seminar at WSU on professional and pedagogical knowledge and skills (Saturday option available)
- Enroll in:
 - +Reflective Inquiry (5 hrs.)
 - +Models and Practices (6 hrs.)

Optional Third Summer+ (*certification preparation completed*)

- Additional coursework to complete an M.Ed. degree:
 - +Seminar in Research Problems (3 hrs.)
 - +Professional Portfolio or Master's Thesis (2 hrs.)
 - +Presentation of Portfolio or Master's Thesis (2 hrs.)

Data on WSU Alternative Route Preparation Program

A. Program Inquiries

WSU's alternative certification program coordinator receives at least 15 inquiries per week. (Inquiries have been received from doctors, engineers, college teachers, businessmen and lawyers.)

B. Qualifiers

Of those who follow through pursuing admission, about 50 percent meet pre-employment qualifications. (For the 2000-2001 cohort we currently have about 50 pre-employment qualifiers.)

C. Hiring

Increasingly those who met pre-employment qualifications (i.e., receive a WSU recommendation) are getting hired by schools. (for the 2000 cohort/this year 37 qualifiers have been hired thus far.)

D. District Acceptance

General acceptance by school administrators of alternative route prepared teachers is increasing as they have experience with these persons.

E. Numbers of Teachers Prepared

Returning Peace Corps Volunteers:

1992 – 2000 28 (all completed program)

Other participants:

1996 cohort 2 (both completed program)

1997 cohort 15 (13 completed program)

1998 cohort 21 (20 completed program)

1999 cohort 23 (20 are doing well--1 is on medical disability; 1 not renewed)

2000 cohort 37

(Note: This totals 57 currently active In program)

F. Failures 5 (of 126) (withdrew or were removed for inadequate progress or incompatibility)

G. Retention in Teaching Profession Today

Peace Corps Volunteer Completers: at least 22 of 28 remain as teachers

Other Completers: 12 of 13 remain as teachers in the 1997 cohort

20 of 20 remain as teachers in the 1998 cohort
 21 of 23 remain as teachers in the 1999 cohort
 Anecdotally, most candidates report they are happy with their career choice.

H. Areas of Preparation (totals since inception: 126):

Math (17)	English/Journalism (2)	Social Studies (4)
Spanish (35)	Math & Science (3)	Music (2)
Science (44)	Physical Education (1)	Technology Ed*. (2)
English (13)	Art (2)	Spanish/Biology (1)
		(*no longer an approved area)

I. Participating Districts (since inception):

Wichita	Arkansas City	Burlington	Andover
Bonner Springs	Derby	Clearwater	Hillsboro
Goddard	Haysville	Junction City	Lyons
Oxford	Pretty Prairie	Rosalia	Wyandotte
Valley Center	Towanda	Overland Park	Wellington
Stafford	Wichita Catholic Diocese	Lincoln	Douglass
Maize	Independent School (Private)	Kingman	Hutchinson
Buhler	Golden Plains	Deerfield	Newton
Halstead			

J. Staff

ACP is labor intensive
 Depends on 1 faculty member's efforts (compared to UTEP at 1 faculty member, 1 professional supervisor, and 1 secretary)

Recommendations
(What Can the State Do?)

1. Be supportive and encouraging of university-based alternative route teacher preparation programs, both in concept and by avoiding obstacles to quality preparation
2. Because there appears to be little interest by other Kansas universities in establishing alternative route preparation programs, consider establishing WSU as a statewide alternative route preparation program and encourage other universities to partner with WSU in these programs. (Ottawa University has indicated some interest in such a limited partnering in the Kansas City area.)

Corollary Recommendation: Since such programs are heavily labor intensive and expensive—from initial counseling and screening to employment placement to field supervision/mentor training, consider special funding to support WSU's program (re expired Dewitt-Wallace funding and obstacles to mentor funding).



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Peg Dunlap testimony
House Education Committee
February 13, 2001

Mr. Chairman and members of the committee, on behalf of the members of Kansas National Education Association, I am here to speak with you today about HB 2288 and HB 2335, both dealing with alternate teacher preparation programs.

Since 1991, Kansas NEA has had a position on alternative routes to certification/licensure. I would like you to know what that position says:

Kansas NEA believes that alternative routes to certification/licensure should be available for persons already holding baccalaureate degrees in other fields. To receive a certificate, an alternative route candidate must achieve the same state standards in basic skills, subject matter knowledge, and pedagogy as those required of traditional route candidates.

We respectfully request that you take no action on these two bills, as the License Redesign passed last year by the State Board of Education provides for alternative route programs already.

House Education Committee

Date: 2/13/01

Attachment # 4-1

Comparison of Alternative Certification models

Prepared by Peg Dunlap, Director of Instructional Advocacy
 Kansas National Education Association
 February 12, 2001

	HB 2288 Rep. Tanner	HB 2335 Reps. Landwehr, DeCastro, Huebert	S.B.R. 91-1-200 et. seq. Redesign of Licensure Kansas State Board of Education
Prerequisites	<ul style="list-style-type: none"> • BA or higher degree • 2.75 gpa on 4.0 scale • credits to meet subject & field requirements • NTE core battery, at national mean score • offer of employment 	<ul style="list-style-type: none"> • BA or higher degree • 2.75 gpa on 4.0 scale • credits to meet subject & field requirements • PPST or other, at scores established by SBOE • offer of employment 	<ul style="list-style-type: none"> • BA or higher degree • 2.5 gpa on 4.0 scale • degree in content area where endorsement(s) sought • offer of employment
License & endorsement possibilities	Everything but special education, including elementary (by specific subject only)	Secondary only, no special education	Everything
Length of license	1 year, renewable once	3 year restricted license	3 year restricted license, with yearly progress report

<p>Program description</p>	<ul style="list-style-type: none"> • 10 clock hour orientation • internship – 2 years (4 semesters) 	<ul style="list-style-type: none"> • 9 semester hours prior to entry • 10 clock hour orientation • internship – 2 years (4 semesters) – with 3 credit hours each semester • 3.0 gpa 	<ul style="list-style-type: none"> • Written plan with IHE, not longer than 3 yrs., to achieve full licensure and meet approved program standards • USD – yearly report (contract renewed, content assessment(s) passed by end of 2nd year) • IHE – yearly report (progress as planned, 2.5 gpa)
<p>Support</p>	<ul style="list-style-type: none"> • Team of 2: mentor or NBCT, principal • Meet with applicant at least 3 times per year • Guidelines for supervision developed by SBOE 	<ul style="list-style-type: none"> • Team of 3: mentor, principal, faculty member • Meet with applicant at least 3 times per year • Guidelines for supervision developed by IHE 	<ul style="list-style-type: none"> • Team of 2: mentor, faculty member; USD provides released time for meetings
<p>Verification of successful completion</p>	<p>USD</p>	<p>IHE</p>	<p>IHE, based on applicant's meeting approved program standards</p>
<p>Eligibility for next license</p>	<p>License, provisional license, no license</p>	<p>Licensure (unspecified)</p>	<p>(unspecified)</p>
<p>Other</p>		<p>Fee, determined by SBOE, to cover cost of program including credit hours and costs of supervision (including principal's and mentor's time – split 50/50 with USD)</p>	

Wellington Senior High School

605 NORTH "A" STREET
WELLINGTON, KANSAS 67152
316-326-4310

Feb. 13, 2001

HOUSE BILL No. 2325
Industrial Arts Licensure Exemption
Forrest Covey--Wellington High School Principal

Wellington High School is a 4A high school located in the town of Wellington. A large segment of Wellington's population is employed in the aerospace industry. Job opportunities are numerous at the seven large aerospace machining companies located in Wellington, at the numerous small companies found in our community, and at the major industry leaders such as Boeing, Learjet, etc., which are located only thirty miles away in Wichita. These jobs, whether they involve machining airplane parts or cabinetmaking for business jets, require the ability to work with one's hands and understand blueprints. Unfortunately, Wellington High School is not currently able to adequately prepare our students for these jobs.

Last year, we lost our Industrial Technology Instructor. I immediately contacted the Pittsburg State University Industrial Education Department who informed me that very few graduates were entering the teaching field because of the opportunities in industry. Actually, the professor that I visited with laughed when I asked him if any students might be available. He said that our beginning teachers salary of approximately \$24,000 could not begin to compare with what these graduates could make in industry. I then called the colleges and universities in Nebraska, Missouri, Arkansas, Oklahoma, Texas, New Mexico and Colorado who graduated students with Industrial Education degrees. They all gave me the same story. We advertised our opening everywhere that we could and did not receive any inquiries. As a result, we had to close our Industrial Technology program. I have mothballed the equipment in the hopes of re-opening the department if we are able to in the future.

During the past year, we have had 14 students drive to Arkansas City (90 miles round trip) for half-day classes in the Cowley County Community College Industrial Technology programs. We have also scheduled students into our School to Career program to gain some knowledge about various work situations. These attempts to meet the needs of our students and community fall short of accomplishing what our Industrial Technology once accomplished.

Perhaps one of the most disheartening situations occurred two years ago when Cowley County Community College loaned us six machine lathes and several milling machines when they updated their machine program. We had hopes of using that equipment along with our present equipment for both high school classes in the daytime and community classes in the evening. Unfortunately, when we closed our Industrial Technology Department, CCCC removed the equipment.

Forrest Covey
Principal

Russ Decker
Asst. Principal / Ath. Director

House Education Committee

Date: 2/13/01

Attachment # 5



Restoration

316-326-5635

FAX: (316) 326-2366

346 N. WEST RD.

WELLINGTON, KANSAS 67152

February 12, 2001

TO: Chairman Education Committee
FROM: Richard Hamlin
RE: HB2325

I am here today to give testimony on the support of HB2325. I feel that it is not practical for a graduating senior to go to college for four years and now become a certified Industrial Arts teacher. Industrial Arts teachers in my opinion are qualified professionals that have performed their skills for years. For instance, a carpenter does not become a master craftsman by going to school. He becomes a master craftsman working with good mentors that teach as they perform their craft. You cannot take a graduate from college and hand them a key to an Industrial Arts shop with all kinds of machinery that they have never used and expect them to know how to use it properly. I have personally have had shop teacher's call and ask how to use a piece of equipment, because they have never had the experience in real life in using that piece of equipment.

We are doing a big injustice to students when we do not teach them the basic everyday life skills. For instance, every student will have household problems come up during their lives. Wouldn't it be nice if they understood how to fix a wall in their home, remodel a bathroom, or add electrical outlets to a room.

By allowing qualified carpenters, electricians, plumbers, auto mechanics, and welders, the opportunity to teach students what they have learned over many, many, years, the amount of knowledge the we could tap into is without limits.

The way the system is now, you have to have a "certified teacher" in the classroom that's not qualified to teach any of these arts.

As an example, USD 353 in Wellington, Kansas, was going to start building homes as a High School shop class project. Once the home was finished, it would be auctioned and the proceeds then would help fund the next years project. But to do this, we would have to hire a carpenter to teach the students and the teacher how to build a home, which in turn costs the School District twice for student instruction. With the current budget, there wasn't enough money to have two instructors, so the project was eliminated.

House Education Committee

Date: 2/13/01

Attachment # 6-1

The shop teacher wasn't strong enough in the field of Industrial Arts, so therefore, students did not want to waste valuable time in an Industrial Arts class, so the whole Industrial Arts class was put on hold till the School District could find a qualified teacher, which they still cannot find. If they could hire a skilled person from one of the fields, that shows teaching abilities, we could fulfill all the student's needs in Industrial Arts classes.

Sincerely,

A handwritten signature in cursive script that reads "Richard Hamlin".

Richard Hamlin