

MINUTES OF THE HOUSE EDUCATION COMMITTEE K-12.

The meeting was called to order by Chairperson Kathe Decker at 9:00 a.m. on February 20, 2003 in Room 313-S of the Capitol.

All members were present.

Committee staff present: Kathie Sparks, Legislative Research Department
Jill Wolters, Office of the Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Dale Dennis, Deputy Commissioner Ks Dept. of Ed
Representative Brenda Landwehr
Martha Gage, Ph.D., Team Leader Education and
Licensure, Ks. State Dept. Of Ed
John Engelhardt, Dean of Education, Wichita State
Mark DeSetti, KNEA
Doug Bowman, Coordinating Council on
Early Childhood Development Services
Mark DeSetti, KNEA

The Chair called on Deputy Commissioner Dale Dennis who introduced the 2003 Milken Family Foundation Awardees, Cheris Bass, USD 204, Bonner Springs; and Jim Medina, USD 233, Olathe.

HB 2229 - Relating to teacher preparation programs.

Martha Gage explained what was current on the teacher alternative program **HB 2229**. (Attachment 1).

Representative Brenda Landwehr addressed the committee in support of **HB 2229**, offering suggestions for the bill. (Attachment 2).

John Engelhardt appeared before the committee as a proponent of **HB 2229**. (No written testimony).

Mark DeSetti spoke as an opponent to **HB 2229**, saying he felt it significantly lowered the standards for entering the teaching profession. (Attachment 3).

HB 2231 - Relating to child care facilities.

The Chair called upon Representative Peterson who deferred to Doug Bowman who spoke as a proponent to **HB 2231**, explaining what the bill would offer. (No written testimony).

Jill Wolters told the committee that she wished to clarify what was being done in **HB 2231**.

The statute says that a school district can establish a childcare facility and then charge for it. There's been an opinion from the state board that says a childcare facility doesn't include a pre-school. Now on the back of the bill the childcare facility includes a pre-school. Then on the front of the bill they clarify that if this school has the childcare facilities/pre-school, they can charge fees but they can't charge fees if the child has an IEP. She pointed out lines 36 through 38 saying this would clarify things so they wouldn't be in violation of federal law that if the child has an IEP, a fee cannot be charged for that childcare facility/pre-school.

Written testimony from Mark Tallman on both **HB 2229 and HB 2231** was provided. (Attachment 4).

The meeting was adjourned at 10:55. The next meeting is scheduled for Friday, February 21, 2003.



February 20, 2003

ALTERNATIVE CERTIFICATION IN KANSAS

Kansas has had an alternative certification program as of July 1, 2002. It is known as the **Restricted License**.

The Restricted License calls for the applicant to:

- Hold an undergraduate or graduate degree in the content area in which the license is sought
- Verification of a minimum 2.50 cumulative grade point average
- Documentation that a local education agency will employ, will provide a **mentor**, and will provide time for induction and professional development
- File a plan that has been formulated with a teacher preparation institution for completing any coursework
- Verification of passing scores on the content assessment required by the state
- Receive immediate access to practice but must still take tests and complete all requirements other candidates must complete
- Applicant must agree to complete the license and continue to work in a high need district for three additional years.

This license will be valid for three years, time for all preparation coursework to be completed.

Federal Grant of \$2 million dollars for implementation of its Restricted License

- KSDE received a grant to provide for the implementation of the restricted license in Kansas over the next five years
- Currently, we are working with Kansas's institutions to prepare **on-line** pedagogy coursework that will be available to candidates in any location in Kansas.
- **The grant will pay for tuition and materials for the students, for induction and mentoring by the school district and for release time (pay substitutes) for professional development of the candidate and mentor**
- 150 requests for information have been received to date; coursework is currently under development; this program will be implemented this summer
- Districts who can participate are "high need" districts throughout the state (see attachment).

Wichita State University has had an alternative route for the past 10 years and Pittsburg State University began an alternative route with the Kansas City, KS school district two years ago. They will be moving to the restricted license procedures in the future. Our restricted license is modeled after their successful experience.

Certification & Teacher Education

785-296-2288 (phone)

785-296-4318 (fax)

785-296-6338 (TTY)

www.ksde.org

House Education Committee

Date: 2/20/03

Attachment# 1-1

“No Child Left Behind” Legislation requires teachers to be “highly qualified” and for districts to report to parents if their child’s teacher is not “highly qualified”.

Kansas Restricted License meets the requirements of “highly qualified” because:

- Federal legislation is very clear that teacher may not be deficient in any content (Kansas will require a degree in licensure area)
- Middle/Secondary teachers must either pass a content test or hold an academic major or graduate degree in each academic subject taught.
- Requirements of NCLB require persons in an alternate route to have (1) received high-quality professional development that is sustained, intensive, and classroom-focused (2) participate in a program of intensive supervision that consists of structured guidance, mentoring and **regular** ongoing support for teachers (3) assume functions as a teacher only for a specified period of time not to exceed three years and (4) demonstrate satisfactory progress toward full licensure as prescribed by the State.

Requirements for all Kansas teachers (those prepared by alternate route and by traditional routes:

- Must have a bachelor’s degree
- Must pass a content test and a test of pedagogy (teaching skills)
- Must complete a performance assessment
- Must have a minimum of 2.5 grade point average
- Must have training in how to work with students with special needs, with students who have reading difficulties, with students who have specialized learning styles; have knowledge about alignment of standards and curriculum; have knowledge of assessment procedures and how to analyze assessment data.

Martha S. Gage, Ph.D.
Team Leader, Teacher Education & Licensure
Kansas State Department of Education

83 High Need Districts

Altoona-Midway USD 387
Argonia USD 359
Attica USD 511
Baxter Springs USD 508
Blue Valley USD 384
Brewster USD 314
Bucklin USD 459
Caldwell USD 360
Caney Valley USD 436
Cedar Vale USD 285
Central USD 462
Chanute USD 413
Chase County USD 284
Chase-Raymond USD 401
Chautauqua Co Community USD 286
Chetopa USD 505
Coffeyville USD 445
Crest USD 479
Deerfield USD 216
Eastern Heights USD 324
Elk Valley USD 283
Ell-Saline USD 307
Eureka USD 389
Fort Scott USD 234
Fowler USD 225
Fredonia USD 484
Frontenac USD 249
Galena USD 499
Garden City USD 457
Geary County USD 475
Goodland USD 352
Greeley County USD 200
Hanston USD 228
Healy Public Schools USD 468
Herndon USD 317
Hiawatha USD 415
Highland USD 425
Hutchinson USD 308
Jetmore USD 227
Kansas City USD 500
Kinsley-Offerle USD 347
LaCrosse USD 395
Liberal USD 480
Logan USD 326
Madison-Virgil USD 386
Marmaton Valley USD 256
Meade USD 226
Midway Schools USD 433
Mullinville USD 424
Neodesha USD 461
Nes Tre La Go USD 301
Nickerson USD 309
North Central USD 221

Northeast USD 246
Osawatomie USD 367
Osborne County 392
Ottawa USD 290
Paradise USD 399
Parsons USD 503
Pittsburg USD 250
Prairie Heights USD 295
Royal Valley USD 337
Rural Vista USD 481
Russell County USD 407
Satanta USD 507
Scott County USD 466
Skyline USD 438
South Barber USD 255
South Brown County USD 430
South Haven USD 509
Southern Cloud USD 334
Stafford USD 349
Stockton USD 271
Sylvan Grove USD 299
Topeka USD 501
Triplains USD 275
Udall USD 463
Uniontown USD 235
Vermillion USD 380
West Elk USD 282
Wichita USD 259
Winfield USD 465
Woodson USD 366

91-1-212. Restricted licenses.

- (a) An individual may apply for a restricted teaching license or a restricted district leadership license.
- (b) Each restricted teaching license shall be valid for three years from the date of issuance and shall be issued for one or more of the following levels:
 - (1) Early childhood (birth through grade 3);
 - (2) early childhood through late childhood (kindergarten through grade 6);
 - (3) late childhood through early adolescence (grades 5 through 8);
 - (4) early adolescence through late adolescence and adulthood (grades 6 through 12); or
 - (5) early childhood through late adolescence and adulthood (prekindergarten through grade 12).
- (c) Each restricted district leadership license shall be valid for three years from the date of issuance and shall be issued for all levels.
- (d) Restricted teaching license.
 - (1) Each applicant for a restricted teaching license shall submit to the state board the following:
 - (A) An application for a restricted teaching license and the appropriate fee;
 - (B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area in which the restricted license is sought;
 - (C) verification of a minimum 2.50 cumulative grade point average;
 - (D) documentation of the following:
 - (i) The local education agency has exhausted reasonable attempts to locate and hire a licensed person for the position which the applicant is to fill;
 - (ii) the local education agency will employ the applicant if the license is issued;
 - (iii) the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant; and
 - (iv) the local education agency has collaborated with a Kansas teacher education institution regarding the program the applicant will pursue to obtain full licensure, and the agency will provide accommodations to the applicant, including release time, in order to work with the mentor teacher and to complete coursework needed for full licensure; and
 - (E) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
 - (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted certificate is sought;
 - (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
 - (iii) the program provided to the applicant will meet the institution's approved program standards;
 - (iv) the institution will provide the applicant with on-site support at the employing local education agency, including supervision of the applicant's internship; and
 - (v) the institution has collaborated with the employing local education agency concerning the applicant's program.
 - (2) Each local education agency that employs a person holding a restricted teaching license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall include the following:
 - (A) Verification that the applicant has attained passing scores on content assessment required by the state board of education by the end of the second year;
 - (B) verification from the chief administrative officer of the employing local education agency attesting to the following information:
 - (i) The applicant's contract will be renewed; and
 - (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
 - (C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full certification; and
 - (ii) the institution will continue to provide the applicant with on-site support, as necessary; and
 - (D) an official transcript verifying that the applicant has attained at least a 2.50 GPA in those courses specified in the applicant's plan for full licensure.

HB 2229 Suggestions

1. Add a section as the first sub-item after Section 3 (programs require...)
 - (1) Nine semester hours of professional development study at the teacher education institution. Professional development study shall include, but not be limited to, study of adolescent psychology, foundations of education, classroom management, and methodology. Professional development study may be taken during the summer or regular session and must be completed by the applicant prior to entry into the classroom;

Rationale: It makes little sense to throw a new teacher into a school situation without at least an introductory knowledge of children, schools as institutions, human learning, classroom management/discipline techniques and a ways to organize/present content to be learned (methods). This kind of knowledge lack is what leads new teachers to immediately drop out. These constitute survival skills. The 10 contact hour [former (1)] really amounts to only familiarity/orientation with the school in which the new teacher will teach and some available resources. Without some form of professional knowledge, the orientation may be meaningless.

2. Rationale: This bill as currently worded, totally excludes higher ed/teacher ed institutions from the preparation. Yet these are the very Kansas institutions that have successfully created alternative route teacher preparation in the spirit of this legislation. Changes are needed as follows in the current bill to insert the safeguards these institutions provide. These act as a cluster of changes which collectively add up to placing teacher education institutions at the heart of the professional development, in partnership with local schools.

Sec.2 (a) should have added the language "...provided for by the state board of education under contractual arrangements with an accredited Kansas teacher education institution having an approved teacher education program and with accredited schools and designed to ensure..."

Sec. 3 (a) as suggested in (1) above already includes teacher education institutions and is part of this.

Sec. 3(a), sub-part (2) should say "an internship of two school year (four semesters). During internship, he applicant will be enrolled in three credit hors of internship each semester. At the successful completion...."

Sec. 3(a) needs a new section added as (3) --it would be (4) if the first suggestion a the top is made--to read "(3 or 4) professional development coursework during the second year of internship or the second summer of participation in the program as needed to meet professional development standards set by the state board of education."

Sec. 3 (b)"...by a team of three persons consisting of ...employing the applicant, and a faculty member from the teacher education institution."

Sec. 3 a new (c) is added. "(c) In order to be receive a recommendation for an initial/conditional license, an applicant must must successfully complete the required semester hours of professional development study at the teacher education institution and the two years of internship. Inadequate progress in professional development study is cause for suspension from participation in the program."

Sec. 4 insert a new (e) between the current (d) and (e). "(e) fulfill formal requirements for admission to a teacher education program ar an accredited Kansas teacher education institution."

Sec. 4(h) change the locus of fee use for all aspects of professional development "as part of the contractual arrangements with the teacher education institution and employing accredited school, which fee shall be in an amount determined to be necessary for payment of the costs of the program including, but not limited to the costs related to the credit hours of professional development study and internship earned at the teacher education institution, the costs for travel expenses of the teacher education institution faculty member of the supervisory team, and the cost for remuneration of the principal and..."

Sec. 5 The employing accredited school has no teacher preparation program, so "...as verified by the teacher education institution, a teacher licensure applicant may apply for licensure..." "...application and the recommendation of the teacher education institution and shall grant conditional licensure or deny licensure. Successful..."

3. The final suggestion for change are to bring the bill to be consistent with current licensure authorized previously by the legislature and regulations set up currently by the state board of education in response to that licensure.

Section 2 (a) "'Alternative teacher Preparation program' means a program which is provided for by the state board of education consistent with regulations established for a restricted license and designed to ensure..." If the first suggestion for change under the second set of changes on inserting higher ed/teacher education institutions is followed, then the above change would be as follows "...provided for by the state board of education under contractual arrangements with an accredited Kansas teacher education institution having an approved teacher education program and with accredited schools (and consistent with regulations established for a restricted license) and designed to ensure..."

Sec. 4 (d) "apply for and receive from the state board of education a restricted teacher license value for three years (omit the rest)"



Good morning and thank you, Madam Chairperson and members of the Committee for the opportunity to talk with you about **House Bill 2229**. We come before you in opposition to this bill which significantly lowers the standards for entry into the teaching profession.

Let me first address our objections to this kind of alternative certification. It is often proposed as a solution to the teacher shortage. Where we have declining numbers of students in teacher preparation programs, increasing retirements and a high attrition rate among new teachers, we seek ways to recruit and retain teachers. Very often the first one proposed is “alternative certification.” These proposals assume that holding a bachelor’s degree is the only necessary training for entry into the classroom. They operate on the premise that one will “learn on the job.” I would suggest to you that in no other profession is a shortage addressed by eliminating preparation programs. If you lived in a rural Kansas community in which the physician passed away or retired, how would you go about finding a new physician? Would you consider it appropriate to hire a nurse, give her 10 clock hours of orientation, and allow her to practice medicine with the oversight of a mentor? I think you would be appalled at such a proposal. I’ll bet you would try to address your shortage through pay, benefits, working conditions – you would, in short, attract someone to your community rather than settle for an untrained physician.

Now, I’d like you to consider some specifics in this bill. The whole preservice program is “10 contact hours preservice orientation.” In these 10 hours, these alternatives to teachers will learn school policies and procedures, they will become familiar with the curriculum and the instructional model of the district, and they will learn the community characteristics and resources. While 10 contact hours might get through policies and procedures, learning curriculum and instructional models takes a significant amount of time in any preservice program. This orientation is followed by a two-year internship in which the protégé gets six advice sessions with a principal and a mentor. With no training, no study of pedagogy, no study of child development, this bill will allow them to practice on our children.

These requirements for training and preservice orientation also would come to schools at the very time when the legislature has eliminated all funding for the mentor teacher program and is considering a budget that completely wipes out funding for professional development. The very programs that are designed to address the teacher attrition rate and continuous learning and growth for practicing teachers are being eliminated while a bill is being considered to bring in teachers with absolutely no professional training.

Finally, I would ask why a bill would be proposed that is a clear violation of the federal Elementary and Secondary Education Act as amended by President Bush's No Child Left Behind Act. Federal law requires that beginning in the 2002-03 school year, every core subject teacher in a Title 1 school be "highly qualified." Core subjects under the federal law are all subjects except physical education and technology. The federal law further defines highly qualified as being fully licensed in the state in which the teacher is employed. This provision will apply to all teachers in the state beginning with the 2005-06 school year. Teachers in this proposed program would trigger a letter to the parents of that teacher's students telling them that the teacher is not qualified to teach.

I suppose that letter could be composed to say, "Under the requirements of the President's No Child Left Behind Education Act, your child's teacher is not qualified. The Kansas legislature however, believes this teacher is good enough for your child."

As you heard from Dr. Andy Tompkins, Kansas already has one of the highest percentages of highly qualified teachers in the nation. The state department reports that between 94 and 97 percent of our teachers already meet the federal definition. They are confident that the remaining group will meet the highly qualified status under the provision for a highly objective, uniform standard of evaluation. **HB 2229** would set Kansas back and take us further away from federal requirements.

This bill lowers standards for the teaching profession. It demeans the thousands of well-trained, skilled teachers in our schools today. It is in complete disagreement with federal law. And it is poor public policy to risk our children's education with untrained teachers. We urge you to reject **HB 2229**.



TO: House Committee on Education
FROM: Mark Tallman, Assistant Executive Director for Advocacy
DATE: February 20, 2003
RE: **Comments on H.B. 2229 and H.B. 2231**

KASB would like to submit the following comments on the two bills before your committee today.

H.B. 2229 – Alternative Teacher Preparation Program

KASB adopted a policy position supporting alternative teacher preparation programs. It appears that this bill may be similar to the Alternative Teacher Preparation program conducted by Wichita State University. If so, it does not appear that legislation is required. However, if such a bill would encourage the development of other programs, we would support its enactment.

H.B. 2231 – Child Care Facilities Operated by School Districts

This bill amends the state law that authorized school districts to operate child care facilities and to charge fees to recover the costs of operating those facilities. KASB supported the enactment of that law. As we understand this bill, it would prohibit school districts from charging fees to special education students using such programs. It also adds a definition of child care facility that includes a preschool program.

While KASB does not have a specific position on this issue, we do question the purpose of this bill. Special education children are already eligible for preschool services, which must be provided without charge. If the school district is providing child care for special education students that are not educational in nature, for example, before or after school programs, we do not see a reason to treat special education children differently from other children in terms of collecting fees. This bill could simply reduce revenue, or require that higher fees be charged to other children.

Thank you for your consideration.

House Education Committee
Date: 2/20/03
Attachment # 4