

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:35 p.m. on March 2, 2005, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Carolyn Rampey, Kansas Legislative Research Department
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Martha Gage, State Department of Education
Mark Tallman, Kansas Association of School Boards
Peg Dunlap, Kansas National Education Association
Dr. Howard Smith, Pittsburg State University–Kansas City
Center
Earl Nissen, teacher, Kansas City Public Schools
Lindsay Cegelis, Pittsburg State University

SB 130–Teacher certification; alternate teacher preparation program

Carolyn Rampey, Kansas Legislative Research Department, gave an overview of **SB 130**. She noted that the traditional path for teacher certification is graduation from a private or public school in Kansas. However, certification can be obtained through teacher alternative routes wherein a teacher preparation institution works with an individual who has a baccalaureate degree but lacks the education course work. This route generally involves the individual being employed by the school district and taking evening or summer courses to become eligible for licensure. She explained that **SB 130** would create an alternative route that does not involve a teacher preparation institution. Under the bill, a person who has a baccalaureate degree would serve an internship with an employing school district in an accredited school or in an accredited private school for two years and then become eligible to apply to the State Board of Education for licensure. The applicant would be required to have a baccalaureate degree from an accredited college or university with a grade point average of 2.75. The person would have had to earn academic credit appropriate to meeting the subject and field requirements for the area in which the person plans to teach. The bill would not provide an alternative route for a person who wants to become a special education teacher. The applicant would have to have an offer of a teaching position at an accredited school and would have to have passed a test identified in the bill. The Board of Education would prescribe the internship. During the internship, the person would have to be supervised by the school building principal and a mentor teacher or teacher who has attained National Awards certification. The State Board would provide guidelines for supervision and the supervising team. The applicant would share equally with the school district the cost for the principal and mentor teacher. These fees would have to be approved by the State Board. Beginning in school year 2005-06, the State Board would be required to annually report to the Legislature how many people applied, how many were successful, the attrition rate, and the quality of the teachers who were granted licenses under the program. The Department of Education believes it would need \$10,000 in additional operating expenses to cover startup costs of the program. The Department does not know how many people might participate, therefore, could not project what the fee revenue would be.

Martha Gage, Director of Teacher Education and Licensure for the State Department of Education, explained that Kansas has an alternative certification program effective July 1, 2002, known as the Restricted License Program, and she outlined the requirements for restricted license applicants. She noted that the Department of Education received a federal grant of \$2.0 million for the implementation of the Restricted License Program over the next five years. Districts that can participate are “high need” districts throughout the state. She informed the Committee that Wichita State University has had an alternative route for the past ten years, and Pittsburg State University began an alternative route with the Kansas City, Kansas, school district two years ago. She explained that the Kansas restricted license meets the No Child Left Behind requirement that teachers must be “highly qualified.” She discussed the requirements for all Kansas teachers, whether they prepared by an alternate route or by traditional route. In conclusion, she called the Committee’s attention to attachments to her written testimony which included a list of all persons and institutions currently participating in Kansas’ Restricted License Program, a summary of candidates in high need districts and non-high need districts, an outline of the curriculum for on-line transition to teaching candidates, and a listing of the teachers on alternative licenses, their subject, and their district. (Attachment 1)

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:35 p.m. on March 2, 2005, in Room 123-S of the Capitol.

Mark Tallman, Kansas Association of School Boards (KASB), testified in support of **SB 130**. He noted that KASB believes that local school boards should have the opportunity to employ individuals who demonstrate certain qualifications for teaching, even if they have not completed a traditional teacher education program. He emphasized that this does not mean reducing standards or accountability. He went on to discuss the provisions of the bill and the reasons KASB supports the concept of alternative licensure. He noted that schools currently must frequently use substitute teachers or seek licensure waivers to fill positions. He pointed out that the qualifications set forth in the bill are equal to or greater than the requirements of those individuals. He emphasized that **SB 130** was designed to help schools fill positions with aspiring teachers, to give those teachers a chance to demonstrate their competence through performance, and to give some individuals a path to a second career in education. (Attachment 2)

Peg Dunlap, Kansas National Education Association (KNEA), testified in strong opposition to **SB 130**. She noted that KNEA does not oppose alternate licensure, but it believes that the bill significantly lowers the standards for entry into the teaching profession. She pointed out that Kansas already has an alternate route, and that route has strong standards for entry into the teaching profession. In her opinion, supporters of the bill operate on the premise that one learns teaching "on the job." She noted that no other profession addresses a potential shortage by eliminating preparation programs. She pointed out that, while 10 contact hours might provide time to cover policies and procedures, it takes a significantly greater amount of time to learn curriculum and instructional models. In her opinion, teachers licensed under the bill would not meet the "highly qualified" standard required by No Child Left Behind. She concluded that it is poor public policy to risk children's education with untrained teachers. (Attachment 3)

Dr. Howard Smith, Executive Director Pittsburg State University, testified in opposition to **SB 130**. He stated that Pittsburg State feels that the bill provides less than adequate direction for the training and development of highly qualified teachers. He noted that he works with schools every day and regularly meets with teachers and administrators. Without exception, each one of them continues to talk about how much is crammed into a full school day. In his opinion, the bill creates an additional burden for the school. He complained that, with the bill, an untrained, unfamiliar person would have to be supervised by two mentors, both of whom already have full time positions. In addition, he noted that the bill does not include a funding mechanism; therefore, it is unknown whether a person who was selected could afford to pay. He went on to say that desire and commitment are two different things. He informed the Committee that the Pittsburg State program is on the fifth cohort of students now. He noted that the program is much more intensive in the first summer. Some persons drop out of the program at the end of the first summer, and the school is glad because, when they recognize that they should not be there, they should not be in the classroom any longer. (Attachment 4)

Dr. Smith introduced Earl Nissen, graduate of Pittsburg State's first Alternate Licensure Route Cohort and a current practicing teacher in Kansas City, Kansas, public schools. Mr. Nissen explained that he teaches 6th, 7th, and 8th graders in a high needs district. He explained that he has a bachelor's degree with Spanish and economics, and, at the end of his 30s, he decided the appropriate thing for him to do was to teach children. He decided to apply to the alternative service program, but he was required to do two full days of classroom observation before applying to the program. During the summer before the fall he started teaching, he taught summer school half days for eight weeks. During those eight weeks, four hours of each afternoon were devoted to masters level classes, which is an equivalent of almost nine credit hours. Having been an executive director of a not-for-profit agency, having worked for national marketing, and after having all the summer training, he still felt he was marginally qualified to deal with a room full of kids. From his experience, he believes that success in a classroom requires much more than 10 hours pre-service. He noted that one of the reasons he was successful was due to the internship program which offered him a great deal of cohort support and the backing of Pittsburg State for two years. Although he had a mentor, a vice principal, and a principal as back ups, he rarely saw them because they were very busy people. The master level classes he took included child psychology, literacy, strategies for master teachers, classroom management, and how to handle special needs kids. In conclusion he said, "It takes more than passion to go through an alternative certification program. It also takes more than 10 hours. I really feel that adults like me who have committed their lives after making a lot more money and after doing things that probably don't have as much meaning now, would not have been as successful without the support of masters level program to see us through it. And, by successful, I mean I'm able to leave my classroom knowing that I got into those kids' minds and helped them learn."

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:35 p.m. on March 2, 2005, in Room 123-S of the Capitol.

Lindsey Cegelis, Coordinator, Alternate Teacher Licensure Route, College of Education at Pittsburg State University, testified in opposition to **SB 130**. She noted that involvement with the alternative certification program has been a great success in the school district. The school has had an 85% retention rate over five years. She noted that Pittsburg State is very selective in choosing who they place in the program, and she was concerned that the bill did not include that type of process. She noted that candidates are observed during summer institute and two days in the classroom. In that way, the school can see how they will be with students, and the candidates can see if the program is something they want. Under the bill, applicants would never have had an opportunity to step foot in the classroom. She noted that alternative certification students need a great deal of time, assistance, and support to become successful. She concluded, "While there is a need for quantity, quality should still be the driving force."

Senator Schodorf called the Committee's attention to written testimony in opposition to **SB 130** submitted by Guy E. Mills, Ed.D., Dean of the College of Education and Technology at Fort Hays State University (Attachment 5) and Tes Mehring, Ph.D., Dean of the Teachers College at Emporia State University (Attachment 6).

With this, the hearing on **SB 130** was closed.

Senator Schodorf called the Committee's attention to the minutes of the February 14 meeting.

Senator Vratil moved to approve the minutes of the February 14, 2005, meeting, seconded by Senator Ostmeyer. The motion carried.

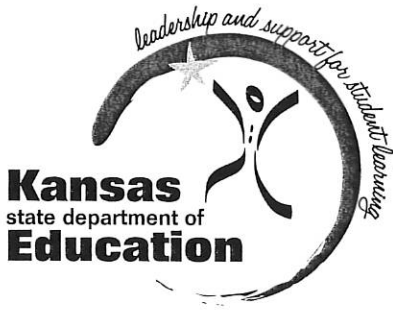
The meeting was adjourned at 2:25 p.m.

The next meeting is scheduled for March 3, 2005.

**SENATE EDUCATION COMMITTEE
GUEST LIST**

DATE: March 2, 2005

NAME	REPRESENTING
Earl Nissen	Pittsburg State University
Lindsey Cegeles	Pittsburg State Univ
HOWARD SMITH	PITTSBURG STATE UNIVERSITY
Martha Gage	KSDE
MARK DESETTI	KNEA
Peg Dunlap	KNEA
Juni Row	KACCT
Mark Tallman	KASB
Paula Kaffler	Intern (Wysong)
Abra Frickeaux	FHSU
TERRY FORSYTH	KNEA
BILL REARDON	KCKS USD 500
JOHN DOUGHERTY	ESU
Don Adkisson	USD 200 Derby
Shannon Bell	KSBOB
Val DiFave	SDP
MC Pomath	PS4



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March, 2005

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 the district for three additional years.

test no
longer etis-5

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 the Restricted License

- KSDE received a grant to provide for the implementation of the restricted license in Kansas over the next five years
- Currently, 12 Kansas institutions of higher education have collaborated to prepare an **on-line** set of pedagogy courses that is available to candidates in any location in Kansas.
- **The grant pays for tuition and materials for the teacher, for induction and mentoring by the school district and for release time (pay substitutes) for professional development of the candidate and mentor teacher.**
- 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 restricted license procedures. The state restricted license is modeled after the successful experiences of these institutions.

Senate Education Committee
3-2-05
Attachment 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) *and*
- 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.
Director, Teacher Education & Licensure
Kansas State Department of Education

**KANSAS TRANSITION TO TEACHING
STUDENTS IN PROGRAM**

Cohort #1

Fall 2004

TEACHING IN HIGH NEED DISTRICTS:

STUDENT NAME	SCHOOL DISTRICT	PARENT INSTITUTION	TEACHING AREA
1. Braun, Jason	Burden-Central	Southwestern	Biology
2. Bushnell, Nancy	Parsons	Pittsburg State University	Math
3. Clemens, Kris	Parsons	Pittsburg State University	Psychology
4. Labertew, Ben	Natoma-Paradise	Fort Hays State University	Junior High Biology
5. Stout-Rhine, Elizabeth	Osawatomie	Baker University	Business Education
6. Turner, Kevin	Parsons	MidAmerica Nazarene University	Business Education
7. Walker, Mark	Wichita South	Wichita State University	Music
8. Drush, Scott	Liberal – West Middle School	Fort Hays State University	Music

TEACHING IN NON-HIGH NEED DISTRICTS:

STUDENT NAME	SCHOOL DISTRICT	PARENT INSTITUTION	TEACHING AREA
1. Fisher, Ashley	Trinity High School, Hutchinson	Baker University	Spanish
2. Jimenez, Karla	Wallace County, Sharon Springs	Fort Hays State University	Business Education
3. Lorenz, Elke	Manhattan High School	Fort Hays State University	German
4. Van Middlesworth Kristan	Tonganoxie	Baker University	Math

T2T/StudentsinPro/Fall2004T2T StudentsCohort#1

**Kansas Transition to Teaching
2004-05 Candidates
Cohort # 2**

HIGH NEED SCHOOL DISTRICTS

NAME	PARENT INSTITUTION	SCHOOL DISTRICT	SUBJECT	Address
1. Warner Bailey	Baker	K.C., Kansas (500)	Vocal Music	6815 N. Liberty St. Kansas City, MO 64118 wabaile@kckps.org 816-436-7960
2. James A. Cook III	Baker	K.C. Kansas (500) Schlagle High	Business	1408 Goldleaf Pl. Lawrence, KS 66049 longleafman@aol.com 785-
3. Angela Bass	WSU	Jardine MS – Wichita (259)	Biology	745 Bonn Wichita, KS 67213 aibass@wichita.edu 316-806-1208
4. Kelly Chambers	ESU	Elk Valley (283) Elk Valley High School	History/ Government	420 Rd. 18 Elk Falls, KS 67345 kchambers@usd283.org g 620-255-1488
5. Ashley Dalian	Southwestern	Wichita (259) Wichita South High	Business	331 S. Vassar Wichita, KS 67218 ashleydalian@hotmail.com 316-519-5736
6. Joscelyn Nittler	Baker	Attica (511)	Math, Physics	311 W. Kansas Medicine Lodge, KS 67104 auroradiation@yahoo.com 620-886-1761

7. Travis Wolgram	WSU	Wichita – North (259)	Math	209 W. 30 th St. S. Wichita, KS 67217 twolgram@msn.com 316-943-6655
8. Kizzy Ricks	Washburn University	Topeka – French Middle School (501)	Math, Science	2413 Winterbrook Ct. Lawrence, KS 66047 rizziephoo@ yahoo.com 785-843-2279
9. Timothy Tucker	Newman University	Wichita – Northwest High School (259)	Biology	501 Wheatland, Wichita, KS 67235 tbatucker@aol.com 316-773-2875
10. Brian Bartels	FHSU	Goodland High School (352)	Biology	300 E. 15 th St., Ellis, KS 67637
11. Gara Chisam	MNU	Osawatomie (367) Osawatomie Middle School	Business	40060 Plum Rd. Parker, KS 66072 runnerchisam@hotmail.com 913-755-4093
12. Lisa Peterson	Baker	Wichita (259) Wichita South	Biology	442 Arapaho Kechi, KS 67067 lisakayp@cox.net
13. Jason Crippen	Newman	Wichita (259) Marshall Middle School	Social Studies	2043 Meadowlark Derby, KS 67063 316-253-8449 graffin13@yahoo.com
14. Drew Gruver	FHSU	Liberal High School (480)	Business	825 N. Pershing Ave. Apt. #3 Liberal, KS 67901 dgruverbuster@yahoo.com 620-874-4359

January 5, 2005

T2T/2004-05 T2T Program/Candidates 2004-05

NON-HIGH NEED SCHOOL DISTRICTS

1. Greta Adams	Ottawa U.	Iola (257) Iola Middle and High School	Vocal Music	1111 South Judson Fort Scott, KS 66701 gretaturner@sbcglobal.net 620-224-3401
2. Marshall Ballard	FHSU	Greensburg (422) Greensburg High School	English	407 E. Chestnut, Haviland, KS 67059 mtballard@havilandtelco.com 620-862-5621
3. Jill Chittum	FHSU	Derby (260) Derby High School	Journalism	410 N. Park, Valley Center, KS 67147 jillchittum@sbcglobal.net 316-755-3236
4. Daagya Dick	Friends	Moundridge (423)	Spanish	1766 Chisholm Rd. McPherson, KS 67460
5. Carl F. Dittmore	Newman University	Kapaun Mt. Carmel	History/ Government	68 Mission Rd. Wichita, KS 67207 cfdittmore@wichita.edu 316-685-1630
6. Carrie Jilek	Baker	Central (288) Heights	PE	805 Kentucky Princeton, Ks. 66078 dcsmtjilek@yahoo.com 785-937-2020
7. Martin Lehman	FHSU	Syracuse (494) Hamilton County Schools	PE	PO Box 741 Syracuse, KS 67878 mjlehman@pld.com 620-384-4984
8. Tracy Morgan	Baker	Labette (506) Labette County H.S.	Business	607 E. 3 rd Altamont, Ks. 67330 tmorgan@altamontks.com 620-784-5902
9. Kim VanNahmen	FHSU	Dodge City (443) Dodge City Middle School	Business	414 S. Main Offerle, KS 67563 vannahmen@kans.com 620-6592267

10. Alana Whitney	FHSU	Minneola (219) Minneola High School	Spanish	5203 26 th Road Fowler, KS 67844 alanawhitney@yahoo.com 620-646-5967
11. David Rowland	WSU	Blue Valley North and Northwest	Latin	209 Cleaver 11 Blvd #703 Kansas City, MO 64112 david@wordfont.com WROWLAND@bluevalleyk12.org
12. Jason Lichte	WSU	Lawrence (497) Lawrence High School	Latin	3212 SW Kent Topeka, KS 66614 jjlichte@hotmail.com 785-273-4733
13. Seth Bishop	Baker	Centre School District (397) Centre High School	Math	1733 Kenmar Drive Manhattan, KS 66502 sbishop@cox.net 785-776-1434
14. Sheryl Tillery	Baker	Maize (266) Maize High School	Business	1256 S. Hardtner Wichita, KS stiller@usd266.com or kylesmom@cox.net 316-655-7877
15. Brad Hornug	Baker	Burrton High (369)	Business	10714 OBEE Road Haven, KS 67453 bradghornung@hotmail.com 620-465-3861 620-474-1817 (cell)
16. David Dryden	FHSU	Palco High School (269)	Tech. St.	dddsn@ruraltel.net 822 North First Stockton, KS 67669
17. Gwen Houston	FHSU	Oakley High School (USD 274)	English	306 Radloff Oakley, KS 67748 gahouston@scatcat.fhsu.edu

18. Sai Chow	MNU	Olathe School District (USD 233) Olathe Northwest	Business	16305 W. 126 th St. Olathe, KS 66062 schowec@loatheschools.com 913-254-0063
19. Russell Shields	MNU	Tonganoxie High		rsheilds@mail.tong464.k12.ks.us
20. Glenn Pollom	Baker	Olathe School District (USD 233) Olathe North	Business	12910 Eby Lane Overland Park, Ks. 66213, apollom@everestkc.net 913-685-4735
21. Stacy Righini (Gonzalez)	FHSU	Erie-St.Paul USD 101	Biology	1501 ½ Broadway Parsons, KS 67357 620-421-4030 stacyrighini@tellink.net ehssgr@usd101.com home-620-421-4030 Cell-603-801-0332 603-801-6412

January 5, 2005

T2T/2004-05 T2T Program/Candidates 2004-05

Kansas Transition to Teaching, Cohorts 1 and 2 – School year 2004-05

High Need Districts

1. Central (1)
2. Parsons (3)
3. Natoma/Paradise (1)
4. Osawatomie (2)
5. Wichita (7)
6. Kansas City (2)
7. Elk Valley (1)
8. Attica (1)
9. Topeka (1)
10. Goodland (1)
11. Liberal (2)

22 T2T candidates in 11 high need districts

Non-High Need Districts

1. Trinity High, Hutchison (1)
2. Manhattan (1)
3. Tonganoxie (2)
4. Wallace County (1)
5. Iola (1)
6. Greensburg (1)
7. Derby (1)
8. Moundridge (1)
9. Kapaun Mt. Carmel (1)
10. Central Heights (1)
11. Syracuse (1)
12. Labette (1)
13. Dodge City (1)
14. Minneola (1)
15. Blue Valley (1)
16. Lawrence (1)
17. Centre (1)
18. Maize (1)
19. Burrton (1)
20. Palco (1)
21. Oakley (1)
22. Olathe (2)
23. Erie-St. Paul (1)

25 T2T candidates in 23 non-high need districts

KANSAS TRANSITION TO TEACHING
SCHEDULE FOR ON-LINE PROFESSIONAL EDUCATION COURSES

Candidates in the program complete a two credit hour induction course prior to being placed in the classroom as the full-time teacher. They then complete 18 credit hours of on-line coursework over the next three school years while continuing to teach. Supervision is provided by the teacher education institution throughout the three years of the program. Coursework sequence is as follows:

Prior to entering the classroom, the Transition to Teaching candidate completes a two semester credit hour Institution Induction course.

YEAR ONE (6 semester credit hours)

INTRODUCTION TO TEACHING (3 hours)
PLANNING FOR INSTRUCTION (3 hours)

SUMMER I (3 semester credit hours)

UNDERSTANDING THE LEARNER (3 hours)

YEAR TWO (5 semester credit hours)

WORKING WITH DIVERSE AND EXCEPTIONAL LEARNERS (3 hours)
IMPROVING INSTRUCTION THROUGH READING AND WRITING (2 hours)

YEAR THREE (4 semester credit hours)

BECOMING A REFLECTIVE TEACHER (2 hours)
UNDERSTANDING THE FOUNDATIONS OF EDUCATION (2 hours)

Number of Teachers on Alternative Licenses

	Institution	Subject Name	USD #	District Name	
1.	Wichita State University	ART	D0385	Andover	
2.	Wichita State University	SPANISH	D0470	Arkansas City	
3.	Baker University	PHYSICS	D0511	Attica	*
4.	Wichita State University	MATHEMATICS	D0357	Belle Plaine	
5.	Mid America Nazarene Unive	SPANISH	D0229	Blue Valley	*
6.	Wichita State University	LATIN	D0229	Blue Valley	
7.	Wichita State University	GENERAL SCIENCE	D0369	Burrton	
		CHEMISTRY			
		BIOLOGY			
8.	Baker University	BUSINESS	D0369	Burrton	*
9.	Southwestern College	BIOLOGY	D0462	Central	*
10.	Baker University	PHYSICAL EDUCATION	D0288	Central Heights	*
		HEALTH			
11.	Baker University	MATHEMATICS	D0397	Centre	*
12.	Pittsburg State University	SPANISH	D0447	Cherryvale	
13.	Fort Hays State University	BIOLOGY	D0216	Deerfield	
14.	Fort Hays State University	JOURNALISM	D0260	Derby	*
15.	Wichita State University	MUSIC	D0260	Derby	
16.	Wichita State University	ENGLISH	D0490	El Dorado	
17.	Emporia State University	HISTORY AND GOVERNMENT	D0283	Elk Valley	*
18.	Wichita State University	ENGLISH LANGUAGE ARTS	D0310	Fairfield	
19.	Fort Hays State University	MATHEMATICS	D0457	Garden City	
20.	Fort Hays State University	MATHEMATICS	D0457	Garden City	
21.	Pittsburg State University	GENERAL SCIENCE	D0457	Garden City	
		CHEMISTRY			
		BIOLOGY			
22.	Wichita State University	BIOLOGY	D0265	Goddard	
23.	Fort Hays State University	BIOLOGY	D0352	Goodland	*
24.	Fort Hays State University	ENGLISH LANGUAGE ARTS	D0422	Greensburg	*
25.	Ottawa University	MUSIC	D0257	Iola	*
26.	Pittsburg State University	WORLD HISTORY	D0500	Kansas City	
		ECONOMICS			
		AMERICAN HISTORY			
27.	Pittsburg State University	SPANISH	D0500	Kansas City	
28.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
29.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
30.	Pittsburg State University	FRENCH	D0500	Kansas City	
31.	Pittsburg State University	PHYSICS	D0500	Kansas City	
		GENERAL SCIENCE			
		WOOD			
32.	Pittsburg State University	PHYSICAL EDUCATION	D0500	Kansas City	
		ENGLISH			
33.	University of Kansas	MATHEMATICS	D0500	Kansas City	
34.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
35.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
36.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
37.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
38.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
39.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
		GENERAL SCIENCE			
40.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	

Number of Teachers on Alternative Licenses

	Institution	Subject Name	USD #	District Name	
41.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
42.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
43.	Baker University	BUSINESS	D0500	Kansas City	*
44.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
45.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
46.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
47.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
48.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
49.	Pittsburg State University	PHYSICAL EDUCATION	D0500	Kansas City	
50.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
51.	University of Kansas	BIOLOGY	D0500	Kansas City	
52.	Pittsburg State University	SPANISH	D0500	Kansas City	
53.	Baker University	VOCAL MUSIC	D0500	Kansas City	*
54.	Pittsburg State University	AMERICAN HISTORY	D0500	Kansas City	
		WORLD HISTORY			
55.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
56.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
57.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
58.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
59.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
60.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
61.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
62.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
		CHEMISTRY			
63.	Pittsburg State University	WORLD HISTORY	D0500	Kansas City	
		SOCIOLOGY			
		ECONOMICS			
		POLITICAL SCIENCE/GOVERNMENT			
		AMERICAN HISTORY			
		ANTHROPOLOGY			
64.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
65.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
66.	Pittsburg State University	PHYSICAL SCIENCE	D0500	Kansas City	
		CHEMISTRY			
		PHYSICS			
67.	Pittsburg State University	HISTORY AND GOVERNMENT	D0500	Kansas City	
68.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
69.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
70.	Pittsburg State University	CHEMISTRY	D0500	Kansas City	
		BIOLOGY			
71.	Pittsburg State University	POLITICAL SCIENCE/GOVERNMENT	D0500	Kansas City	
		AMERICAN HISTORY			
		SOCIOLOGY			
72.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
73.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
74.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
75.	Pittsburg State University	SPANISH	D0500	Kansas City	
76.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
77.	University of Kansas	MATHEMATICS	D0500	Kansas City	
78.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
79.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	

Number of Teachers on Alternative Licenses

	Institution	Subject Name	USD #	District Name	
80.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
81.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
82.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
		CHEMISTRY			
		PHYSICS			
83.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
84.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
85.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
86.	University of Kansas	MATHEMATICS	D0500	Kansas City	
87.	Wichita State University	AMERICAN HISTORY	D0500	Kansas City	
		WORLD HISTORY			
		ECONOMICS			
88.	Pittsburg State University	ART	D0500	Kansas City	
89.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
90.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
91.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
92.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
93.	University of Kansas	MATHEMATICS	D0500	Kansas City	
94.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
95.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
96.	University of Kansas	PHYSICS	D0500	Kansas City	
97.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
98.	University of Kansas	BIOLOGY	D0500	Kansas City	
99.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
100.	Pittsburg State University	ELEMENTARY	D0500	Kansas City	
101.	Pittsburg State University	ENGLISH LANGUAGE ARTS	D0500	Kansas City	
102.	Pittsburg State University	AMERICAN HISTORY	D0500	Kansas City	
		POLITICAL SCIENCE/GOVERNMENT			
		WORLD HISTORY			
		SOCIOLOGY			
		SPANISH			
103.	Pittsburg State University	BIOLOGY	D0500	Kansas City	
104.	Pittsburg State University	PHYSICAL SCIENCE	D0500	Kansas City	
		CHEMISTRY			
		PHYSICS			
105.	Pittsburg State University	SPANISH	D0500	Kansas City	
106.	Pittsburg State University	EARLY - LATE CHILDHOOD GENERALIST	D0500	Kansas City	
107.	Pittsburg State University	MATHEMATICS	D0500	Kansas City	
		AMERICAN HISTORY			
		WORLD HISTORY			
108.	Baker University	BUSINESS	D0506	Labette County	*
109.	Wichita State University	CHEMISTRY	D0506	Labette County	
		PHYSICS			
110.	Wichita State University	LATIN	D0497	Lawrence	*
111.	Fort Hays State University	BUSINESS	D0480	Liberal	*
112.	Fort Hays State University	MUSIC	D0480	Liberal	*
113.	Wichita State University	MATHEMATICS	D0266	Maize	
114.	Baker University	BUSINESS	D0266	Maize	*
115.	Fort Hays State University	GERMAN	D0383	Manhattan	*
116.	Wichita State University	MATHEMATICS	D0383	Manhattan	
117.	Friends University	SPANISH	D0423	Moundridge	*

Number of Teachers on Alternative Licenses

	Institution	Subject Name	USD #	District Name	
118.	Wichita State University	MATHEMATICS	D0373	Newton	
119.	Mid America Nazarene Unive	BUSINESS	D0233	Olathe	*
120.	Baker University	BUSINESS	D0233	Olathe	*
121.	Baker University	BUSINESS	D0367	Osawatomie	*
122.	Fort Hays State University	TECHNOLOGY EDUCATION	D0269	Palco	*
123.	Fort Hays State University	BIOLOGY	D0399	Paradise	*
124.	Mid America Nazarene Unive	BUSINESS	D0503	Parsons	*
125.	Pittsburg State University	SPANISH	D0503	Parsons	
126.	Pittsburg State University	MATHEMATICS	D0503	Parsons	*
127.	Pittsburg State University	PSYCHOLOGY	D0503	Parsons	*
128.	Wichita State University	ART	D0398	Peabody-Burns	
129.	Wichita State University	MATHEMATICS	D0311	Pretty Prairie	
130.	Wichita State University	BIOLOGY	D0267	Renwick	
131.	Wichita State University	SPANISH	D0394	Rose Hill Public Schools	
132.	Wichita State University	ENGLISH LANGUAGE ARTS	D0394	Rose Hill Public Schools	
133.	Fort Hays State University	PHYSICAL EDUCATION	D0494	Syracuse	*
134.	Baker University	MATHEMATICS	D0464	Tonganoxie	*
135.	Washburn University	BIOLOGY	D0501	Topeka Public Schools	*
136.	Wichita State University	MATHEMATICS	D0353	Wellington	
		PHYSICS			
137.	Wichita State University	ENGLISH	D0259	Wichita	
138.	Wichita State University	MUSIC	D0259	Wichita	*
139.	Wichita State University	MATHEMATICS	D0259	Wichita	
140.	Wichita State University	BIOLOGY	D0259	Wichita	
		CHEMISTRY			
141.	Wichita State University	MATHEMATICS	D0259	Wichita	
142.	Wichita State University	ENGLISH	D0259	Wichita	
143.	Wichita State University	CHEMISTRY	D0259	Wichita	
144.	Wichita State University	BIOLOGY	D0259	Wichita	*
145.	Newman University	BIOLOGY	D0259	Wichita	*
146.	Wichita State University	HISTORY AND GOVERNMENT	D0259	Wichita	
147.	Wichita State University	BIOLOGY	D0259	Wichita	
148.	Wichita State University	SPANISH	D0259	Wichita	
149.	Newman University	HISTORY AND GOVERNMENT	D0259	Wichita	*
150.	Wichita State University	MATHEMATICS	D0259	Wichita	
151.	Southwestern College	BUSINESS	D0259	Wichita	*
152.	Wichita State University	MATHEMATICS	D0259	Wichita	
153.	Wichita State University	BIOLOGY	D0259	Wichita	
		CHEMISTRY			
		GENERAL SCIENCE			
154.	Baker University	BIOLOGY	D0259	Wichita	*
155.	Wichita State University	MATHEMATICS	D0259	Wichita	*
156.	Wichita State University	MATHEMATICS	D0259	Wichita	
157.	Wichita State University	ENGLISH	Z0031	Wichita Catholic Diocese	
158.	Wichita State University	SPANISH	Z0031	Wichita Catholic Diocese	
159.	Baker University	SPANISH	Z0031	Wichita Catholic Diocese	*
160.	Wichita State University	SPANISH	Z0031	Wichita Catholic Diocese	
	* Teachers in the State Program - Transition to Teaching				



Testimony on
SB 130 – Alternative Teacher Preparation Program

Before the
Senate Committee on Education

By Mark Tallman, Assistant Executive Director/Advocacy
March 2, 2005

Madam Chair, Members of the Committee:

SB 130 was introduced by this Committee at KASB's request. We appreciate the opportunity to discuss our reasons for supporting this bill.

For many years, KASB has had a policy position supporting the concept of alternative teacher certification. We believe that local school boards should have the opportunity to employ individuals who demonstrate certain qualifications for teaching, even if they have not completed a traditional teacher education program. This does not mean reducing standards or accountability. Instead, it means holding both the employer and employee accountable for results: performance in the classroom and student achievement.

SB 130 has been introduced in past sessions. KASB did not draft this bill and we are open to suggestions on how to improve it. As introduced, it has these features:

First, it is voluntary. Local school administrators and school boards are not required to employ teachers under this program. Prospective teachers must have an offer for a teacher position from an accredited Kansas school.

Second, a teacher hired under this bill must go through a 10-hour orientation prior to classroom assignment, and undergo a two-year internship. During that internship, the teacher will be supervised by a team consisting of a mentor teacher or national board certified teacher, and the building principal, meeting at least three times during the year to evaluate, consult with and advise the applicant. After the first year, the team will recommend whether or not to continue for a second year. Successful completion of the program will result in recommendation for traditional licensure. Therefore, the prospective teacher will be supervised and evaluated by persons who can assess the actual performance of the individual.

Third, the teacher applicant must have a baccalaureate degree or higher, with a minimum grade point average of 2.75; have earned credit appropriate to the subject and field requirements for the level of teaching sought, and take and pass the national teacher examination core battery with a composite score at or higher than the national mean score.

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KASB supports the concept of alternative certification or licensure for several reasons. Perhaps most important is that for over 15 years, KASB has supported the movement from a focus on educational inputs to educational outcomes. This was the basis of our strong, early support for Quality Performance Accreditation. Under QPA, Kansas has seen over a decade of improving student performance on statewide student assessments and other measures of education progress. We believe the state should set educational goals and allow local school districts wide local flexibility in achieving those goals.

In this case, if local school boards believe that certain individuals who have not gone through a traditional education training program can teach effectively – and be evaluated by results – they should have that option, because the school and districts are held accountable for student results.

Second, teacher licensure is already moving to a more performance based system. New teachers will be required to undergo a two-year period of close supervision and evaluation for initial licensure, and pass a performance assessment for full licensure. Obviously, completion of a teacher education program alone does not guarantee high quality performance.

Third, we know that some districts already face teacher shortages in certain areas, and we know that a significant number of teachers are approaching retirement age and must be replaced. Alternative certification would offer districts more options in finding qualified staff. We certainly do not believe that this bill alone will solve the teacher shortage problem. KASB strongly supports school funding levels that will allow for more competitive salaries and appropriate benefits, such as health insurance, for all school employees. But this bill can help.

Fourth, although the No Child Left Behind Act has focused on the goal of highly qualified teachers, our legal staff believes that NCLB allows states more flexibility to use alternative certification programs than simply granting waivers when highly qualified staff cannot be found.

Finally, as the last point suggests, our currently system does not ensure that every child is taught by a “fully qualified,” traditionally-educated instructor every hour of every day. Schools must frequently use short- or long-term substitutes, or seek licensure waivers, to fill positions. The qualifications set forth in this bill are equal to or greater than the requirements of those individuals. Presumably, some traditionally certified teachers will fail to demonstrate competence in their first few years of teaching. **SB 130** is designed to help schools fill personnel positions with aspiring teachers, give those teachers a chance to demonstrate their competence through performance, and to perhaps give some individuals a path to a second career in education.

Alternatively certified teachers under **SB 130** would be hired by, supervised by and evaluated by teachers and administrators who have already demonstrated their competence and who are trusted to make educationally appropriate decisions affecting students every day. We believe these individuals can also be trusted to make decisions about applicants under this bill. If not, why do we allow them to supervise and evaluate traditionally educated teachers?

Thank you for your consideration.



Peg Dunlap – testimony
Senate Education Committee
March 2, 2005
Senate Bill 130

Madame Chairwoman and members of the Committee, thank you for the opportunity to speak with you about **Senate Bill 130**. I am here this afternoon on behalf of Kansas NEA in strong opposition to this bill, which significantly lowers the standards for entry into the teaching profession.

First, let me make something clear. Kansas NEA does not oppose alternate licensure. We support strong standards for entry into the teaching profession and believe that there are many ways to address those standards and to demonstrate mastery of them. Such alternate route programs already exist in this state.

This bill, however, does not come close to meeting the standards outlined by the State Board of Education as necessary for entry into the teaching profession.

Bills such as this one are often proposed as solutions to teacher shortages. They assume that holding a bachelor's degree is the only necessary training for entry into the classroom. They operate on the premise that one learns teaching "on the job." In no other profession is a potential shortage addressed by eliminating preparation programs. If you lived in a Kansas community where the physician retired, how would you go about finding a new physician? Would you consider it appropriate to hire a biology major, give her 10 clock hours of orientation, then allow her to practice medicine with the oversight of a mentor? I think you would be appalled at such a proposal. It is more likely that you would try to address your shortage through pay, benefits, and working conditions – by attracting a trained, licensed professional to your community rather than settling for an untrained physician.

The entire preservice program in this bill consists of "a 10 contact hour preservice orientation." In 10 clock hours, these alternatives to teachers are to become

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familiar with "school policies, procedures, curriculum, instructional model, community characteristics and resources." While 10 contact hours might provide time to cover policies and procedures, it takes a significantly greater amount of time to learn curriculum and instructional models.

This orientation is followed by a two-year "supervised" internship in which the protégé gets six advice sessions with a principal and a mentor – sessions which the protégé must help fund! With no training, no study of pedagogy, no study of child development, this bill will allow people to practice on our children.

We don't let people with this level of preparation cut our children's hair!

In Kansas, our schools base their curricula on important standards for student knowledge and skills. We hold students accountable through state assessments. The same is true for colleges and universities: there are standards for what teachers must know and what they must be able to do. The State Board holds prospective professionals accountable through rigorous assessments. This bill mentions a general assessment that is no longer available and does nothing to hold participants accountable for the specific content assessment requirements established by the State Board. It fails to meet the basic level of public trust that the State Board requires for practice. We don't know what these people know and we don't know what they can do.

Finally, I ask why a bill would be proposed that is questionable in its compliance with the federal Elementary and Secondary Education Act as amended by President Bush's No Child Left Behind Act. The federal law requires that, by the end of the 2005-2006 school year – next year – teachers in core content areas meet a standard called "highly qualified." These folks won't meet that standard.

This bill lowers standards for the teaching profession. It demeans the thousands of well-trained, skilled teachers in our schools today, as well as those preparing to join them. It is in disagreement with federal law. And it is poor public policy to risk our children's education with untrained teachers. Kansas NEA urges you to reject **SB 130**.

House Bill 130 – Opponent to the Bill
Hearing Comment Points – March 2, 2005 – Room 123-S

- Dr. Howard W. Smith, Executive Director Pittsburg State University – Kansas City Center. Former Teacher, Principal and Superintendent with practice in four Kansas school systems and practice in Texas and Arkansas school systems as well.
- Mr. Earl Nissen, Graduate of PSU's first Alternate Licensure Route Cohort and current practicing teacher in Kansas City, Kansas Public Schools.
- Mrs. Lindsay Cegelis, Coordinator Alternate Teacher Licensure Route, College of Education - Pittsburg State University. Former Director of Secondary Personnel for Kansas City, Kansas Public Schools.

Key Comment Points

Dr. Smith

- The overall bill provides for less than adequate direction for the training and development of Highly Qualified Teachers.
- Sec. (3) (2) (b) Internship with two mentors.
 - New Teachers with exceptional training usually take more supervision than existing teachers. Adding an untrained, unfamiliar person to a complex educational environment to be supervised by two mentors both of who already have "full" time positions will create problems.

Mr. Nissen

- Will be speaking from personal experience in an Alternate Licensure Route Program and the type of assistance needed.
 - Preservice needs are greater than 10 hours
 - Internship needs to be intensive with great deal of support - Planning, instructional models, curriculum, classroom management, assessment, conferencing, No Child Left Behind, school policies, procedures, community characteristics, and the aspects of becoming a good teacher.

Mrs. Cegelis

- While there is a need for quantity, quality should still be the driving force.
- Students need a great deal of time, assistance and support to become successful.

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March 2, 2005

Dear Senator Schodorf and Members of the Senate Education Committee,

Please accept my apology for not appearing in person to share concerns associated with SB 130. I teach class at the university every Wednesday from 1 until 4. I believe there are several serious flaws with the proposed legislation. Let me elaborate briefly upon four of these concerns.

1. Numerous research studies since "What Matters Most" (Darling-Hammond 1992) have stated that student learning best occurs when instruction is provided by teachers who have content **and** pedagogy (knowing how to teach the content) knowledge. The proposed legislation requires an individual wishing to be licensed to teach to possess content knowledge only.
2. I was fortunate to have had a sabbatical during the fall 2004 semester that allowed me to teach full time in an urban high school. The demands that teachers face today cannot be addressed in only 10 clock hours of preparation before entering the classroom. All but three of my students were English Language Learners who came from 16 countries and spoke 31 different languages. In addition, several students had behavior disorders, learning disabilities, mental retardation, or attention deficit disorder. There were three pregnant teens and others who lacked the motivation to be in school. Significant attention had to be given to all of these "competing interests" students brought with them to the classroom before any focus on content instruction could be achieved. Significant knowledge of classroom management techniques and strategies for motivating students to learn were the primary tools I had to use the first few weeks of class. I encourage members of the legislature to seriously question whether 10 clock hours of preparation will adequately prepare individuals to *effectively* teach students like those I had in my classes during the fall semester.
3. The proposed legislation requires supervision from two persons within the school district. These 'mentors' will meet no fewer than three times during the year. Contrast this number of meetings with what occurs in a university/college based teacher preparation program. Individuals preparing to become teachers participate in daily supervised classroom activities multiple times throughout the four years of instruction. The culminating activity is at least one semester of student teaching (ESU requires a full year for all elementary candidates and almost a full year for those pursuing secondary teaching licenses). Feedback is provided daily (maybe multiple times during the day depending upon the candidate) by a cooperating teacher and many times throughout these field

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experiences by university content and pedagogy faculty. These multiple observations and opportunities for feedback allow individuals to learn to effectively teach the challenging students described in my first concern while receiving significant support. The plan for providing support in SB 130 is not adequate.

4. One of the requirements in SB 130 for teacher licensure is to 'take and pass the national teacher exam core battery with a composite score at or higher than the national mean score'. Currently no national exam exists.

Kansas public and private higher education institutions currently produce between 1500 and 1700 new teachers each year. The number of these individuals who choose to remain in Kansas has been declining. I encourage the legislature to consider ways of keeping these talented early career teachers in the state. One such initiative is already under consideration by the legislature – the bioscience initiative that would allow 'scholarships' for individuals considering teaching in math or science. Kansas is 41st in the nation in terms of teacher salaries. Providing funds to districts to enhance teacher salaries might also be an incentive for teachers to remain in Kansas. If one of the goals of this legislation is to assist mid-career individuals who are interested in pursuing teaching to enter the profession without suffering severe economic loss, the legislature could consider ways to financially support individuals during the pedagogy and student teaching semesters within college/university programs that prepare teachers.

Kansas children deserve well prepared teachers. SB 130 will not produce the quality of teachers that Kansans expect to be in classrooms with their children. Thank you for your time and consideration of concerns associated with SB 130.

Respectfully submitted,



Tes Mehring Ph.D.
Dean