

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Kathe Decker at 9:00 A.M. on March 13, 2006 in Room 313-S of the Capitol.

All members were present except:
Valdenia Winn- excused

Committee staff present:
Kathie Sparks, Kansas Legislative Research
Theresa Kiernan, Revisor of Statutes Office
Art Griggs, Revisor of Statutes Office
Ann Deitcher, Committee Secretary

Conferees appearing before the committee:
Mark Desetti - KNEA

HB 2979 - Teachers, licensure, multi-cultural education requirement.

Representative Horst addressed the Committee as a proponent of **HB 2979**. (Attachment 1).

Mark Desetti spoke of his organization's suggestions for changes to **HB 2979**. (Attachment 2).

Following questions and answers of the Committee, the Chair appointed a sub-committee to make necessary corrections in the language of **HB 2979**.

The hearing was closed on **HB 2979**.

SCR 1618 - Memorializing the President and Congress regarding federal funding of education.

A motion was made by Representative Storm and seconded by Representative Yonally to pass SCR 1618 favorably out of Committee.

Representative Loganbill moved for a substitute amendment to SCR 1618 that would delete the words "No Child Left Behind" and replace them with "Re-authorization of the Elementary and Secondary Education Act of 1964. The motion was seconded by Representative Flaharty and passed on a voice vote.

Representative Mah made the motion which was seconded by Representative Storm, that SCR 1618 be passed as amended. The motion carried on a show of hands.

SB 485 - Concerning school districts; relating to the suspension or expulsion of pupils.

The Chair told the Committee that the issues that had been in question in **SB 485** had been clarified and according to the Revisor's office, nothing needed to be changed.

A motion was made by Representative Johnson and seconded by Representative Craft to pass SB 485 favorably. The motion passed on a voice vote.

The meeting was adjourned at 10:05 a.m. The next meeting is scheduled for Wednesday, March 22, 2006.

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TOPEKA

HOUSE OF
REPRESENTATIVES
TESTIMONY ON HB-2979

COMMITTEE ASSIGNMENTS
CHAIRPERSON: ARTS & CULTURAL RESOURCES
JOINT COMMITTEE
VICE-CHAIRPERSON: EDUCATION (K-12)
MEMBER: HIGHER EDUCATION
ECONOMIC DEVELOPMENT
LEGISLATIVE EDUCATION
PLANNING

Chairwoman Decker, Ranking Minority Member Storm, and fellow members of the House Education Committee, thank you for allowing me to testify as a proponent of HB-2979.

A number of years ago there existed a statute which required certified teachers to complete a two hour survey course which provided information about characteristics of special needs children and included suggested modifications which were helpful in teaching children with special needs. Pre-service teachers continue to receive instruction either via an additional course or the needed information is embedded within the required course work for licensure.

HB-2979 is modeled after that statute and would require licensed teachers to complete a two hour survey course or its equivalent prior to their being re-licensed. It also would require pre-service teachers to receive instruction which would either be in the form of a similar course or it would be embedded into the existing required course work.

This bill was drafted in response to testimony given to the Select Committee on School Finance. Testimony indicated that there was a need to ensure that ALL teachers have knowledge of strategies and modifications which enable English Language Learners to learn subject matter more effectively.

There has been talk of including in the House school finance proposal funding to enable school districts to provide reimbursement to district teachers who choose to complete the 15 hours of specified course work and earn the ESL endorsement. That pool of money will most likely go to districts which have high concentrations of non-English speakers.

Knowing that not all districts will have large numbers of English Language Learners and may only on occasion have such a need, the requirement in this bill would, in districts where there is currently a low incident of non-English speakers, prepare teachers for the possibility of the arrival of such students. This bill would also enhance the work of teachers in districts with a high incident of non-English speakers, as they seek to improve the assessment scores of non-English speakers so the school, the district, and the state meet Average Yearly Progress (AYP)

I respectfully ask you, my colleagues, to positively consider including this requirement as a way to enhance our ability to ensure that No Child Is Left Behind.


Deena Horst 69th District

House Education Committee
Date: 3-13-06
Attachment # 1



**Mark Desetti, Testimony
House Education Committee
March 13, 2006
House Bill 2979**

Madame Chair, members of the Committee, thank you for the opportunity to appear before you on House Bill 2979. This proposal reminds us of a bill to do the same thing a number of years ago as Kansas looked to bring training to all teachers in the area of special education.

With an increasing population of language minority children in Kansas and the distribution of this population across the state, this is a good time to try to address the issue of training all teachers in meeting the needs of these students.

With that in mind, we would like to suggest two changes to the bill which might be addressed in a balloon amendment.

1. **Lines 27 – 29:** We believe that this issue has already been addressed in the new teacher preparation standards. I would call to your attention Standard 3 under Professional Education. This standard states:

“The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with disabilities.”

Among the **knowledge indicators** for this standard are the following two:

- The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
- The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The first five of the **performance indicators** are as follows:

- The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
- The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
- The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response models) for individual students who have particular learning differences or needs.
- The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
- The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

Given these standards and indicators, we believe that new educators are currently in programs that address these issues and that there is no need for this requirement to be restated – and stated as a requirement for a stand-alone course – in statute.

2. **Lines 30 – 34:** It probably is appropriate to make efforts to provide training in dealing with language minority students. Our only concern with the language in the bill is that it might be too limiting in how such training could be provided. License renewal requires a significant amount of new training for teachers and that training is currently determined by the teacher in conjunction with the school and district Professional Development Council (PDC). There are a variety of ways in which a teacher can meet the requirements for license renewal via the PDC including district-offered professional trainings and college courses. The language proposed in HB 2873 calls for every current teacher to complete a 2-hour survey class. In essence, every teacher will be required to buy two college credits. While we believe that this is and ought to be an option, we also believe that there are other equivalent ways to meet the requirement.

For license renewal purposes, one hour of college credit is equal to 20 license renewal points. Teachers with a BA degree must acquire 160 points; teachers with an advanced degree must acquire 120 points. Based on this, we would suggest the following change to lines 30 – 34 of HB 2873:

~~(2)~~ (1) applicants for renewal of licenses who do not have previous credit in the area of bilingual/multi-cultural education, English as a second language or English for speakers of other languages shall ~~have completed a two-hour survey course or other courses with equivalent content~~ **document at least 40 license renewal points** in such areas.

In summary, we agree with what you are trying to do in this proposal. Within the current standards for teacher preparation, training in bilingual, ESL, TESOL, and multi-cultural issues are all covered and there is no need to include teacher preparation in statute. For current teachers without such training, a more flexible approach tied to license renewal points would allow for the needed training to be received in either a college course or field based professional development activities.