

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:05 A.M. on February 19, 2008 in Room 313-S of the Capitol.

All members were present except:

Marti Crow- excused
Ed Trimmer- excused

Committee staff present:

Theresa Kiernan, Office of Revisor of Statutes
Dianne Rosell, Office of Revisor of Statutes
Dale Dennis, Kansas State Department of Education
Martha Dorsey, Kansas Legislative Research Department
Sharon Wenger, Kansas Legislative Research Department
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Representative Kevin Yoder
Stuart Little, Shawnee Mission School District
Sherri Yourdon, Vice-President, Kansas National Education Association
Bob Vancrum, Blue Valley USD 229
Mark Tallman, Kansas Association of School Boards
Bill Reardon, Kansas City, Kansas Public Schools
Susan Helbert, Kansas State Department of Education

HB 2885: School districts; cost of living weighting; use of moneys for teachers' salaries

Representative Yoder spoke to Committee members in support of HB 2885. Representative Yoder advised that during the 2005 regular and special session of the Legislature, a new provision called a Cost of Living Adjustment (COLA) was taken up and considered and it applied to districts with very high property values. Representative Yoder stated the idea behind this provision of the school finance formula is that there are some districts where the cost of living is much higher than other areas. He further stated this legislation will allow for a 3% additional COLA, for those districts that qualify, to expand their local contribution to the school finance formula to help resolve the cost of living gap. (Attachment 1)

Stuart Little, Shawnee Mission School District, addressed the Committee members in support of **HB 2885**. Mr. Little told Committee members the cost of living weighting is important to Shawnee Mission school district because other parts of the school finance formula keep the district as one of the lowest per pupil funded districts in the state, 266 out of 296 while the demands of salaries in their community, leading to the highest average salaries in the state, put added strain on resources. (Attachment 2)

Sherri Yourdon, Vice-President, Kansas National Education Association, spoke to Committee members in support of **HB 2885** and encouraged the Committee to adopt the requirement that the cost of living weighting be expended on salaries and further that the Committee consider requiring a public reporting - perhaps a report to the LEPC - on how this money was expended. (Attachment 3)

Bob Vancrum, Blue Valley USD 229, spoke to Committee members in support of the concept of increasing the COLA from 5% to 8% of the general fund budget for those districts that have an average housing price in excess of 125% of the statewide average. Mr. Vancrum urged support of **HB 2885**. (Attachment 4)

Mark Tallman, Assistant Executive Director/Advocacy, Kansas Association of School Boards, spoke to Committee members in opposition of **HB 2885** because this weighting is financed by an unequalized local mill levy. (Attachment 5)

Bill Reardon, Kansas City, Kansas Public Schools, spoke to Committee members in opposition of HB 2885 and encouraged the Committee to adopt the Post Audit's recommendations regarding Regional Cost Adjustments before increasing the COLA weight by 60% as prescribed in **HB 2885**. (Attachment 6)

A question and answer session followed the presentations.

The Chairman closed the hearing on **HB 2885**.

Susan Helbert, Assistant Director, Education and Licensure, Kansas State Department of Education, gave an overview of teacher licensure regulations and issues to Committee members. (Attachment 7, 8, and 9)

The meeting was adjourned at 10:25 A.M. The next meeting is scheduled for Wednesday, February 20, 2008.

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HOUSE OF REPRESENTATIVES

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CHAIRMAN: GENERAL GOVERNMENT BUDGET
MEMBER: APPROPRIATIONS
JUDICIARY

KEVIN YODER
20TH DISTRICT

TESTIMONY ON HOUSE BILL 2885

HOUSE EDUCATION COMMITTEE

FEBRUARY 18, 2008

CHAIRMAN AURAND, VICE-CHAIRMAN HORST AND MEMBERS OF THE COMMITTEE:

It's an honor to appear before you today on House Bill 2885 to discuss an important change to the school finance formula.

Let me start by saying that I know that 2008 is a difficult budget year – as a member of the House Appropriations Committee, which I'm missing as we speak, I have reviewed the most recent budget profile, which accounts for the revenue reduction as a result of the federal economic stimulus package, showing an ending balance of 2.5% in 2008 and -4.1% in 2009. Neither of these percentages follow state law regarding a 7.5% ending balance. The negative balance in 2009 is unconstitutional. Needless to say, revenues are going to be tight, and new spending is going to be difficult, with cuts on the table being discussed.

So, it is with great pride that I present to you legislation that has little if any fiscal impact on the state of Kansas. This legislation, does not take funds from any district, it does not try to reapportion funds, it does not have "losers" and "winners". It simply has winners.

If you will recall in the 2005 regular session of the Kansas Legislature, we passed major legislation on school finance. This legislation, although taken up and considered again in the 2005 special session, including a new provision called a Cost of Living Adjustment (COLA) and it applied to districts with very high property values.

The idea behind this provision of the school finance formula is that there are some districts where the cost of living is much higher than other areas. In those areas, paying teachers a competitive salary, particularly so that they could reside in the district, amongst the patrons and students that they teach, is a challenge. In Blue Valley for example, the average home value is over \$300,000.00.

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House Education Committee
HB 2885
Testimony by Rep. Yoder
P. 2

The COLA allows certain districts to spend a limited amount of local funds in addition to those given by the state, to help make up the gap between state funding resources and the cost of living in high cost districts. This helps to ease the tension between the state formula and teacher salaries in these high cost areas and just like many other weightings in the formula, it helps to capture and respond to the true costs of education.

The initial COLA passed by the Kansas Legislature and eventually endorsed by the Kansas Supreme Court, allows for up to a 5% local contribution from school districts that qualify for this need. A Court concern it expressed, while approving and acknowledging the constitutionality of the COLA provision, was that funds for teacher salaries ought to be directly connected to teacher salaries – this bill responds to that Court concern and ensures that funds raised through the COLA are used for its stated purpose.

Additionally, this legislation, will allow for a 3% additional COLA, for those districts that qualify, to expand their local contribution to the school finance formula to help resolve the cost of living gap.

This expansion of the COLA will allow districts that choose to do so, to remain competitive in a high-cost market and to help their teachers live in the districts that they work in every day.

In summary, I know your task is very hard this session as it is every session and I ask that you consider legislation such as this – that can resolve needs in the school finance formula, that can help public schools in Kansas and that costs the state very little if any resources.

Thank you for your time and consideration.

STUART J. LITTLE, Ph.D.
Little Government Relations

House Education Committee

Testimony on House Bill 2885

February 19, 2008

Chairman Aurand and Members of the Committee,

I appear today on behalf of the Shawnee Mission School District 512 in support of House Bill 2885.

Shawnee Mission School District is the state's second largest school district serving over 28,000 students in 35 elementary schools, 7 middle schools, and 5 high schools with 4,063 employees. The district covers 72 square miles in Johnson County. The district has been a strong supporter of the Legislature's continued funding of the school finance formula while pointing out areas where the formula needs to be amended to provide greater equity in funding. For example, while the available state average expenditure per pupil increased to \$10,642 in 2007-08, the amount of funding available to Shawnee Mission remains well below the state average at \$8,142. Two hundred and sixty-six of 296 districts in the state outrank Shawnee Mission in funding available for operations. House Bill 2885 would help address some of the inequity concerns.

The Shawnee Mission School District is one of the districts in Kansas that makes use of the cost of living weighting that was enacted by the Legislature in 2005 and implemented in the 2006-2007 school year. The first two years SMSD used .25 percent of the available COLA and in the 2008 the district will likely use all of the available, 4.75 percent because of the end of the Johnson County Economic Development sales tax. The cost of living weighting is important to Shawnee Mission School district because other parts of the school finance formula keep our district as one of the lowest per pupil funded districts in the state, 266 out of 296 while the demands of salaries in our community, leading to the highest average salaries in the state, put added strain on resources.

I would be happy to stand for questions.



Making public schools great for every child

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

Sherri Yourdon, Testimony
House Education Committee
February 19, 2008

House Bill 2885

Mr. Chairman, members of the Committee, thank you for the opportunity to appear before you today to share our thoughts on **House Bill 2885**. My name is Sherri Yourdon and I am the vice president of KNEA.

House Bill 2885 does two things. First it increases the amount of money that can be raised under the cost of living weighting and secondly, it returns the original legislative intent to the weighting. That is, it requires that any money generated by the cost of living weighting be expended on salaries.

I will not weigh in on the raising of the cap. This is a policy issue that you will have to wrestle with in the context of taxes in general. We have come before the Legislature many times to express concern with the trend to pass more and more funding decisions to the local level but this weighting is now part of the school finance formula and generally accepted as such.

We do support a requirement that the funds be expended on salaries.

This weighting was originally passed on the argument that the cost of living in some areas of the state required higher salaries. It is logical then that salary increases in those high cost of living areas should exceed those in low cost of living areas. We would expect that, where the cost of living is high, it takes a larger salary to live in that area. This weighting was designed to allow that to happen.

Money generated by the cost of living weighting should go to salary *in addition to* any increase in state aid. The cost of living weighting should not be used to supplant state aid in providing educator salary increases. For example, if a district received an increase of 4% in state aid and levied an additional 1% in cost of living weighting, we would expect salaries to increase by 5% - the sum of the additional funding increases.

To that end, we encourage the committee to adopt the requirement that the cost of living weighting be expended on salaries and further that the committee consider requiring a public reporting – perhaps a report to the LEPC – on how this money was expended.

Thank you for your time this morning.

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TESTIMONY TO HOUSE EDUCATION IN SUPPORT OF
HB 2885, increasing the COLA

By Robert Vancrum, Blue Valley USD 229 Kansas Government Affairs Specialist
February 19, 2008

Chairman Aurand and Honorable Representatives:

I am here to support the concept of increasing the COLA from 5% to 8% of the general fund budget for those districts that have an average housing price in excess of 125% of the statewide average. As you'll recall, the 5% amount was added to our school finance formula to recognize that some districts must pay higher salaries to permit their teachers to reside in the district since the cost of living in those districts is so much higher than the state average. The Supreme Court specifically upheld this "COLA" addition to the school finance formula in its 2005 ruling.

I should also point out that the 1992 formula in essence capped our operating budget and that we have been in the bottom 10-15% of per pupil funding under the formula every since. This just lets us make up some of the difference with locally funded dollars.

We're not clear however if it is intended that the new 3% is to be limited to salary increases or if this applies to the entire COLA. If it is the former, we would support that but would prefer not to limit local school board decision making.

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Attachment # 4

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
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Testimony before the
House Committee on Education

on
Testimony on HB 2885

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 19, 2008

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to comment on **HB 2885**. As we understand the bill, it would increase the amount of revenue a school district can raise using the cost of living weighting.

KASB appears today as an opponent of this measure because this weighting is financed by an unequalized local mill levy. Our policy positions include the following points.

First, the responsibility for providing funding for a suitable education for every child rests with the state of Kansas, not the taxpayers or voters of individual school districts. (This is not only KASB's position but the ruling of the Kansas Supreme Court.) The primary way this responsibility should be met is through the base budget per pupil. Unfortunately, the base budget is currently far below the actual costs of providing a suitable education. (*This* is not only KASB's position but the findings of legislative cost studies.)

Second, KASB supports the use of weighting factors to make adjustments based on differences in costs among school districts. The cost of living weighting is apparently based on the idea that districts with high housing costs need additional funding to provide a suitable education to the students in those districts. If that is true, then such funding should be provided by the state, not as a local mill levy.

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Third, because the state does not provide funding for the cost of living weighting, this feature is in reality not a weighting but another way to allow optional local enhancements "on top of" the local option budget. KASB supports the ability of districts to enhance their budgets by local action, but only if there is state assistance provided so every district can use this authority with a similar tax effort. The current cost of living weighting has no state aid component, and **HB 2885** does not provide such a component.

As a result, **HB 2885** would make a disequalizing feature of the school finance formula even more disequalizing. We therefore must oppose this bill. Thank you for your consideration.



Kansas City, Kansas Public Schools

Unified School District No. 500

**House Education Committee
Testimony by Kansas City, Kansas Public Schools
HB 2885
February 19, 2008**

USD 500 opposes increased funding authority for those districts that qualify for a COLA under current law. This opposition is based on what we perceive as two major flaws in the current law.

One, the COLA is not equalized. Exacerbating this disequalization by allowing a 60% increase in the COLA weight serves to widen the funding gap between wealthy and poor districts.

Two, while some districts do have higher living costs, these costs are reflected over an entire metro area and not just selected districts within a metro area. The Post Audit Report on school finance validates this position by endorsing a regional approach to state assistance for teacher salaries.

An illustration of the need for a regional approach regarding 'cost of living' is the fact that there are more teachers employed in the Kansas City, Kansas public schools who reside in Johnson County than KCK teachers who reside in Wyandotte County.

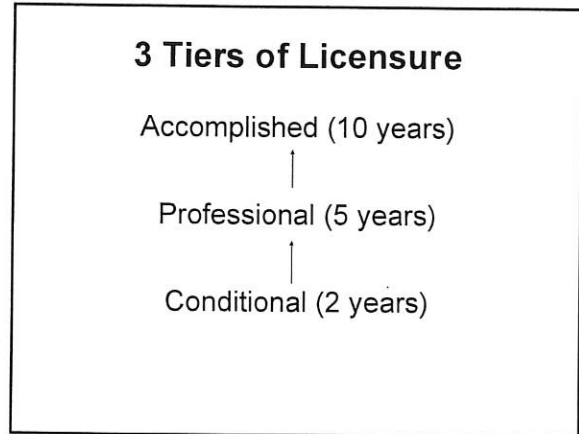
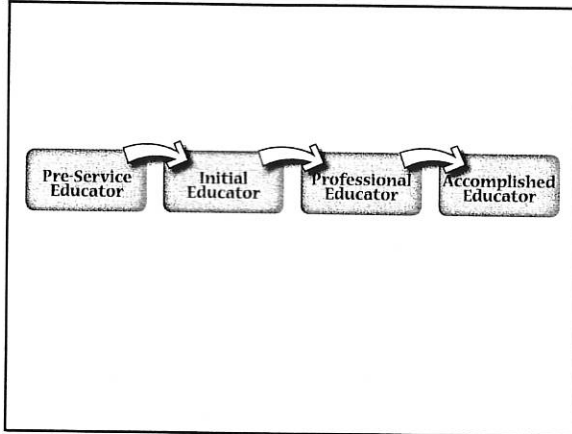
Consequently, none of these KCK teachers living in Johnson County benefit from the current law or the enhancements provided in HB 2885. Similarly, there are KCK residents who teach in Johnson County who benefit by the current law.

USD 500 believes that the Post Audit recommendation to recognize variations in teacher salaries on a regional basis dramatically reduces these anomalies and lays the foundation for a sound and defensible public policy.

USD 500 was also encouraged by the Post Audit recognition of the need for urban core districts to offer higher teacher salaries than their suburban counterparts if they hope to successfully compete with the more affluent districts in a metro area for hiring and retaining teachers. Providing more budget authority specifically targeted for teachers' salaries in these affluent districts is counterintuitive to this Post Audit recommendation.

USD 500 encourages this committee to adopt the Post Audit's recommendations regarding Regional Cost Adjustments before increasing the COLA weight by 60% as prescribed in HB 2885.

Bill Reardon
Lobbyist, Kansas City, Kansas
Public Schools



- #### Requirements for Conditional Teaching License
- Degree
 - Completion of approved teacher preparation program
 - Recency
 - Assessments: content and pedagogy (PLT)
 - Background records check

To upgrade to the Professional License:

Complete a performance assessment

(the type of performance assessment depends on the type of license)

- #### Teacher preparation can occur:
- As part of original bachelor's degree program
 - As a post baccalaureate program
 - No additional degree or
 - Coordinated so that a degree is earned
 - Traditional program
 - Alternative program (restricted license)

- #### For traditional post-baccalaureate:
- Coursework requirements depend on prior educational background:
- General education (already completed)
 - Content – amount depends on related coursework and IHE chosen*
 - Professional education coursework

For Career Changers

- **Restricted Teaching License – 350 currently in Kansas classrooms**
 - Alternative route in Kansas
 - Based on knowing content = a degree in the content area or equivalent coursework
 - Access to begin teaching after summer induction
 - Complete professional education component over the three years of the license
 - Collaborative effort = district, IHE, teacher, mentor teacher
 - Online set of coursework – one course per semester

Adding Endorsements

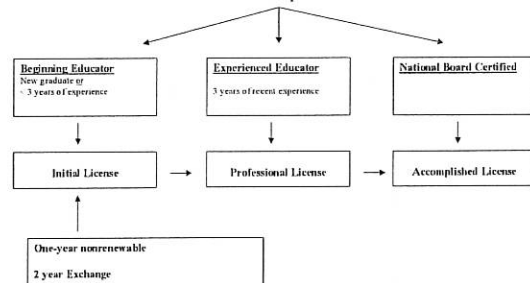
- Additional teaching endorsements can be added at any time:
 - Traditional – complete content requirements plus content pedagogy
 - Wavier
 - Provisional
 - new options recently in effect enhance access to added endorsements

Initial Out-of-State Teaching License Requirements

Must meet same requirements as Kansas graduates

- Bachelor's degree
- Completed approved teacher preparation program in the subject(s) seeking licensure
- Recency
- Tests (or exemption from tests) – comparable out-of-state tests accepted
- Fingerprint clearance

Out-of-State Applicants License options



Interstate Compact Agreement

All 50 states and territories to grant teaching licenses to persons holding standard teaching licenses from states party to agreement:

- **Completion of a state-approved teacher preparation program through an accredited university in a member state.**
- Initial major area of licensure – add-on endorsements are evaluated under each member state's rules/regulations.

Licensure Data

Type of License	2005-06 (7/1-6/30)	2006-07 (7/1-6/30)
Renewals:	10,332	11,305
Initial KS Grad	1,620	1,685
Initial Out-of-state	767	860
Exchange	296	267
One year nonrenewable	133	277
Standard substitute	807	855
Emergency substitute	7,068	7,441
TOTAL	21,395	23,161

Top 10 Endorsement Fields
(Original effective date 7/1/2006-6/30/2007)

1. Elementary education	1,209
2. Adaptive SPED	434
3. Building Leadership	321
4. ESOL	306
5. English LA	275
6. Math	253
7. History and Government	227
8. Physical Education	178
9. Business	99
10. Biology	97

- Professional Standards Board conducted an initial study of barriers that regulations imposed
- State Board adopted amendments to licensure regulations in June, 2007 effective August 10th, 2007

New regulation changes effective August 10, 2007

- Removal of GPA for conditional teaching license
- Restricted school specialist
- Recognition of experienced OoS school counselors without teaching background
- Provisional license options expanded
- One year nonrenewable without existing offer of employment

August 2007 cont.

- Three additional options for added endorsements:
 - Science add science with content test
 - 15 content credits plus test for middle level
 - Secondary with 50% of program plus test
- Innovative/experimental programs for IHEs

Input Received:

- Immediate solicitation of input regarding additional ideas or changes in practices and procedures to further streamline the licensure process while still ensuring high quality teachers.
- USA Regional Meetings
- TEAL Talk presentations at service centers and other groups
- Written responses solicited from superintendents
- KPA scorers, KPA teacher candidate trainings

What were some concerns that regulation changes could address?

- **Out-of-state applicants** – recency, alternative programs (initial and added endorsements), coming in at professional level
- **Access to practice:** educators with expired licenses
- Concerns over supply of **substitutes**
- Kansas Performance Assessment (**KPA**)

Regulation Amendments

Presented to State Board
November 14, 2007

Public Hearing May 13, 2008

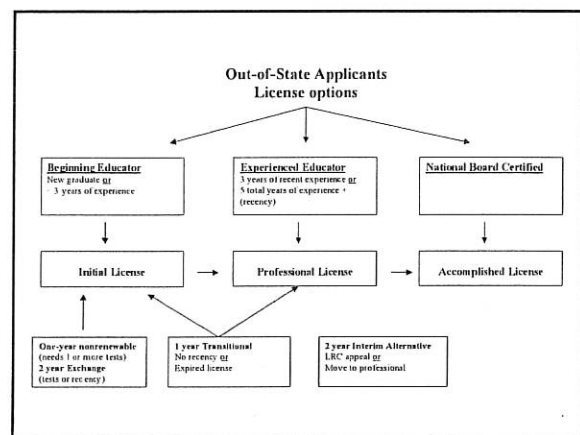
Enhanced Access to Practice

New licenses created:

- Transitional License
- Interim Alternative License

Additional access to practice:

- Enhanced access to professional license as the initial Kansas license for veteran OoS educators
- Reinstatement based on OoS experience
- Added endorsements:
 - OoS license with endorsements added through meeting specified coursework
 - Add endorsement by passing the content assessment



Addressing Other Issues

- Changed "conditional" to "initial" license
- Reduced renewal requirements for standard substitute to 50 professional development points
- Reinstated "masters plus experience" renewal option

Addressing Other Issues

- Emergency substitute renewed for two years
- Removed prohibition on compensation paid to student teachers
- Edits to issue restricted license for one school year – reissued with successful progress report

Future Amendments

- Kansas Performance Assessment
- Direct entry school counselor
- Special Education Administration
- Others as they are identified

Performance Assessments

- Required to move from the initial to the professional license
- KPA for teaching licenses
- Supervised internship for school specialists and school leadership licenses
- Moving into a transition period as a result of Task Force recommendations

Standards based unit accreditation and program approval

- Teacher education unit must be accredited
- They can then offer approved preparation programs

Accreditation of Teacher Education Units

- Has evolved over time from inputs and process to outputs (performance).
- Six unit accreditation standards:
 - Data showing candidate performance; assessment system; field experiences; diversity; faculty and unit capacity
- Assessment system and data showing candidates performance critical

Approved Programs

- IHEs choose which preparation programs they submit for approval
- Programs built upon standards:
 - General education standards (for degree)
 - Professional Education standards
 - Content standards (specific to endorsement area)

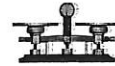
Professional Education Standards

- 13 with knowledge and performance indicators – what beginning teachers should know and be able to do:
 - Subject matter knowledge
 - Student learning
 - Diverse learners
 - Multiple instructional strategies
 - Creating positive learning environments
 - Communication techniques
 - Planning instruction
 - Assessment strategies
 - Reflection/Professional Growth
 - School/Community involvement (collaboration/relationships)
 - Integration of curriculum
 - History and philosophy of education
 - Technology

Restricted license professional education:
Introduction to Teaching (3)
Planning for Instruction (3)
Understanding the Learner (3)
Working with Diverse and Exceptional
Learners (3)
Improving Instruction through reading and
writing (2)
Becoming a reflective teacher (2)
Understanding the Foundations of Education
(2)

Addressing Teacher Shortages: Recruitment and Retention

Maintaining Quality while
addressing Quantity



Addressing Shortage Issues

Must address holistically:

- Recruitment
 - Into the profession
 - Hard to staff areas (geographic/content)
- Preparation
- Licensure
- Placement and induction
- Retention
- Regulations/statutes

Amendments Addressing Barriers to Teacher Licensure

State Board of Education
November 14, 2007

Providing enhanced access to practice:

- A. **Transitional License:**
1. Allows temporary access to practice (one year) to:
 - a. OOS applicants who do not have recent credit or experience for an initial license
 - b. Kansas educators who have expired licenses (retired or out-of-practice)
 2. Upgrade with experience (a) or professional development (a or b)
 3. Educators participating in educational retirement system may upgrade by meeting 50% of the professional development requirements
 4. Available for expired technical certificates
- B. **Interim Alternative License:**
1. Allows temporary access to practice (two years) to an individual who has completed an alternative teacher education program and been issued a license in another state
 2. Upgrade requirements are based on whether or not the alternative teacher education program was offered by an accredited college or university and included a supervised student teaching or internship requirement
- C. **Expired license may be reinstated** using out-of-state experience – no longer any restriction on how long the license must be expired to use this option. (Requires three years of recent experience to use this option.)
- D. **Additional accommodations for added endorsements:**
1. Verification of meeting a state's specific coursework requirements plus a content test
 2. Add endorsements based only on passing the content test
- E. **Enhanced access to professional license** as the initial license for veteran educators
1. New option – a total of five years of accredited experience
 2. Other options already in place:
 - a. Three years of accredited experience during last six years
 - b. Successful completion of all assessments (or equivalent out-of-state): content, pedagogy, performance.

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Addressing other recruitment/retention issues:

1. Reduced renewal requirements for a standard substitute license by half (50 professional development points)
2. Reinstated the “masters plus experience” renewal option
3. Emergency substitute renewals issued for two school years
4. Changed the name of “conditional” to “initial”
5. Removed prohibition on compensation during student teaching

Future amendments:

1. Performance assessment
2. Create a parallel path for direct entry school counselor programs/licensure
3. Special education administration
4. Others as needed or recommended

Summary of Regulation Changes adopted by the State Board on June 13, 2007

Effective August 10, 2007

1. A minimum cumulative GPA is no longer required for an initial conditional license.
2. A three-year restricted school specialist license for school counselor and library media is now available. Requirements include:
 - Graduate degree in counseling or library media
 - Minimum of three years of professional experience in the field
 - 3.25 GPA in graduate coursework
 - Hired by district
 - Plan of study to complete professional education
 - School specialist content assessment during first year – PLT during the term of the restricted license
 - Yearly progress report
3. Experienced school counselors coming from out-of-state who do not have classroom teaching will qualify for a professional school specialist license if they meet the following requirements:
 - Valid professional level school counselor license in another state
 - Verify completion of an approved school counselor program
 - 3.25 GPA in graduate coursework
 - Three years of recent, accredited experience as a school counselor
 - Passing score on the PLT and school counselor content assessment
4. Changes to provisional licenses:
 - a. A provisional license no longer requires that the teacher already holds a license at that level.
 - b. A provisional license is now available for early childhood.
5. A one-year nonrenewable license can now be issued without an existing offer of employment. Any out-of-state or Kansas applicant who meets all other requirements except testing will be issued a one-year nonrenewable license by staff during the initial processing of the application.
6. Teacher education institutions will be able to develop new, innovative programs or to utilize new approaches or methods to prepare teachers under a new regulation allowing innovation and experience programs :
 - IHE submits a written application addressing
 - Purpose and objective – document the need
 - Competencies that will be acquired
 - Description of curricula
 - Administrative structure
 - Timetable/sequence of activities/schedule of evaluation points
 - Provisions for program design changes and continu

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Attachment # 9

7. Additional methods for adding endorsements to a teaching license are now available:
- a. Secondary licensed science teacher can add an additional science endorsement by verifying a score on the appropriate science content assessment
 - b. Any licensed teacher can add a middle level content endorsement (math, science, history/gov, English language arts) by verifying the following:
 - i. verification through a teacher education institutions that they have 15 semester credit hours in the content
 - ii. A middle level pedagogy course OR recent accredited experience of one year of more in grades 5-8
 - iii. passing score on the appropriate middle level content assessment
 - c. Any secondary licensed teacher can add any new secondary endorsement OR
Any teacher with a middle level content endorsement (math, science, history/government, English language arts) can add the secondary level to that content endorsement by verifying the following:
 - o Completion of 50% or more of the approved content area program including the methods course
 - o A passing score on the appropriate secondary content assessment

(Special education endorsements are not included in the above options)