

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:05 A.M. on February 20, 2008 in Room 313-S of the Capitol.

All members were present except:

Benjamin Hodge- absent
Valdenia Winn- 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 Mike O'Neal
Scott Young, American Board for Certification of Teacher Excellence (ABCTE)
Peg Dunlap, Director of Instructional Advocacy, KNEA
Dr. Ed Hammond, Fort Hays State University
Debbie Mercer, Dean of College of Education, Ft Hays State University
Dr. Bill Neuenswander, Assistant to President, Baker University
Terry Boyd, Leavenworth-Lansing School District, Professional Standards Board Chairman
Phillip Bennett, Associate Dean of the Teachers College, Emporia State University
Dr. Gary George, Olathe School District
Gary Miller, Wichita State University - written testimony
David Brax, Superintendent, Buhler High School
Cheryl Semmel, Executive Director, USAKansas
Mark Tallman, Kansas Association of School Boards
Dr. Terry Sandlin, Interim Superintendent, USD 501
Diane Gjerstad, Wichita Public Schools

HB 2842: Alternative-route licensure for teachers

HB 2874: Nontraditional teacher licensure program

HB 2903: School district teacher licensure program

Theresa Kiernan, Revisor, Office of the Revisor of Statutes, gave an overview of **HB 2842**, **HB 2874**, and **HB 2903** to Committee members.

Scott Young, Senior Director of Policy, American Board for Certification of Teacher Excellence (ABCTE), spoke to Committee members regarding HB 2842 which would help support current efforts by the state to ensure that all students in Kansas are taught by highly qualified and effective teachers. (Attachments 1 and 2)

Representative Mike O'Neal spoke to Committee members in support of **HB 2874** which he filed following discussions with public school administrators. (Attachment 3)

David Brax, Superintendent Buhler USD 313 and KASA President, spoke to Committee members in support of **HB 2874**. (Attachment 4)

Cheryl Semmel, Executive Director, USAKansas provided testimony to Committee members in support of **HB 2874** and **HB 2903** relating to teacher licensure. (Attachment 5)

Mark Tallman, Assistant Executive director/Advocacy, Kansas Association of School Boards, testified before Committee members in support of **HB 2874** and **HB 2903**. (Attachment 6)

CONTINUATION SHEET

MINUTES OF THE House Education Committee at 9:05 A.M. on February 20, 2008 in Room 313-S of the Capitol.

Terry Sandlin, Interim Superintendent, USD 501, spoke to Committee members in support of **HB 2874** and **HB 2903** and told of having to obtain teachers from outside of the United States.

Diane Gjerstad, Wichita Public Schools, spoke to Committee members in support of **HB 2903**. Ms. Gjerstad further testified that Wichita school district officials had approached several universities to find a partner for an "urban principals" program but was unable to find an existing program that fit their needs. As a result, Wichita district staff developed a curriculum (which has been approved by Wichita State University and meets NCATE standards) and the Wichita public schools staff delivers the curriculum. (Attachment .7)

Peg Dunlap, Director of Instructional Advocacy, Kansas National Education Association, spoke to Committee members in opposition of **HB 2842, HB 2874** and **HB 2903**. (Attachment .8, and .9)

Dr. Ed Hammond, President, Fort Hays State University, spoke to Committee members in opposition of **HB 2842, HB 2874**, and **HB 2903**. (Attachment .10)

Debbie Mercer, Fort Hays State University, spoke to Committee members on behalf of deans of education at the six Regent's schools and Washburn University in opposition of **HB 2842, HB 2874** and **HB 2903**. (Attachment .11)

Dr. Bill Neuenswander, Assistant to the President, Baker University, spoke to Committee members of concerns for **HB 2842, HB 2874**, and **HB 2903**. (Attachment .12)

Dr. Phil Bennett, Associate Dean, The Teachers College, Emporia State University, spoke to Committee members in opposition of **HB 2842, HB 2874**, and **HB 2903**. Dr. Bennett urged Committee members to put funds into teacher retention, not into licensing poorly prepared teachers. (Attachment .13)

Dr. Gary George, Olathe School District, spoke to Committee members in opposition of **HB 2842** and **HB 2874**. (Attachment .14 and .15)

Terry Boyd, a National Board Certified Teacher and current chair of the Kansas Teaching and School Administration Professional Standards Advisory Board, spoke to Committee members on behalf of the Advisory Board who are opposed to **HB 2842, HB 2874**, and **HB 2903**. (Attachment .16)

Written testimony was received from Dr. Gary Miller, Provost, Vice President for Academic Affairs and Research, Wichita State University who expressed concerns relating to the various alternative teacher certification bills, **HB 2842, HB 2874**, and **HB 2903**. (Attachment .17)

Written testimony was received from Reginald Robinson, President and CEO, Kansas Board of Regents who shared concerns for **HB 2842, HB 2874**, and **HB 2903**. (Attachment .18)

A question and answer session followed the presentations.

The meeting was adjourned at 11:00 A.M. The next meeting is scheduled for Thursday, February 21, 2008.

AMERICAN BOARD

for Certification of Teacher Excellence

TESTIMONY OF SCOTT YOUNG

**SENIOR DIRECTOR OF POLICY
AMERICAN BOARD
FOR
CERTIFICATION OF TEACHER EXCELLENCE**

WASHINGTON, DC

**BEFORE THE
KANSAS HOUSE EDUCATION COMMITTEE**

House Education Committee
Date: 2-20-08
Attachment # 1

**TESTIMONY OF SCOTT YOUNG
AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE**

Good morning, Mister Chairman, Mister Vice Chair and Members of the Committee. I'm Scott Young, Senior Policy Director of the American Board for Certification of Teacher Excellence (American Board). It is an honor to speak to you today regarding House Bill 2842, a bill to help support current efforts by the state to ensure that all students in Kansas are taught by highly qualified and effective teachers. We have worked hard to create a program that creates high quality teachers yet still provides a viable route for professionals to change careers and become teachers.

In all the states we travel, we hear the exact same thing— college students are much less likely to go into teaching today than at any other time in our history. The pipeline of math and science teachers in our colleges of education continues to decrease while teacher retirements continue to escalate. Also, today's young professionals will not stay in one job for 30 years; they will move in and out of careers when they feel the timing is right. States must act now so they can ensure they have additional avenues to recruit teachers and have different options available so that people can move into teaching when they are ready.

School districts across the state continue to report teacher shortages, especially in the areas of math and science. Recently Governor Sebelius asked the legislature for \$1 million for new teaching scholarships in the areas of math, science, and technology. Unfortunately, too often these graduates do not stay in the teaching profession and using financial incentives to try and recruit teachers to rural communities has very limited results. We feel a "grow your own" program provides rural communities a tool for recruiting people who are passionate about being a teacher and likely to remain one for a longer time.

Kansas, like states across America, faces the same classroom challenges with high numbers of teachers expected to leave the profession or retire within the next 3-5 years. The National Center for Education Information reported that nationwide, 20% of teachers will be eligible to retire over the next five years and nearly 50% of all new teachers leave the profession in the first five years. For these reasons, states need to invent new incentives and routes that allow experienced professionals to transition into teaching. And the fact that a current worker has held ten jobs in five different careers by the age of 40, shows that there are talented individuals willing to make that transition.

Facts to Consider:

- There were 1,144 teaching positions still vacant in August 2007.
- 36% of Kansas teachers are eligible to retire.
- Kansas ranks 37th in teacher salary (\$41,467)—raising it to the national average would cost approximately \$250 million per year (\$47,602).
- 25% fewer students are going into teacher over the past six years.

While the state as a whole may be doing an adequate job, there are communities with a tremendous need for teachers. ABCTE is committed to working with those communities so that their students have a quality teacher.

No one teacher certification program can meet the teaching needs in today's environment. To ensure every student has a highly qualified teacher, it takes all programs working hard and working together. The ABCTE program will not replace any other program in the state. ABCTE teachers will augment the current supply of teachers to better serve all communities and it will still be up to each principal to hire the best teacher for the opening he or she has. This bill will provide another option so a principal can fill a teacher vacancy and provide their students with someone who is highly qualified.

The American Board for Certification of Teacher Excellence

The American Board for Certification of Teacher Excellence is a 501(c)3 non-profit, non-partisan organization created in September 2001 under a grant from the U.S. Department of Education. Currently, *Passport to Teaching* certifications are available in elementary education (K-6), English (6-12), mathematics (6-12), general science (6-12), biology (6-12), physics (6-12), chemistry (6-12), special education (K-12), US history (6-12), and world history (6-12). Additionally, ABCTE offers a reading endorsement for elementary education teachers. We currently have over 4,500 candidates pursuing the program.

We are working to meet high-need subject areas in high-need areas. We have also partnered with the Urban Leagues of Miami, FL and Jackson, MS to recruit and certify more teachers of color. Currently over 1/3rd of our candidates are male and 18% are African-American – significantly higher than most routes to teacher certification. Also, one of our most successful states is Idaho where rural school systems have successfully used our program to fill vacancies that otherwise would not have been filled.

Passport Certification for New Teachers

Teachers certified through the American Board's *Passport to Teaching* have demonstrated not just competency in subject area, but *mastery*. We have built a set of extremely rigorous exams to ensure that before a teacher gets to your classroom they have a thorough understanding of their subject and of research based pedagogy. Pass rates through our program are less than 40% - the process ensures that you get the best candidates. To prepare the candidates for teaching, the American Board utilizes a multi-step process:

- Application for American Board certification, which requires possessing a bachelor's degree, passing an FBI background check, and paying the registration fee;
- Completion of a self-assessment to identify knowledge in subject area and pedagogy that require additional study and preparation;

- Assignment of an American Board advisor (all of whom are veteran teachers) to create and work through an Individualized Learning Plan; and
- Passage of two rigorous exams (one in subject area and one in professional teaching knowledge).
- Additional professional development opportunities, including mentoring, coordinated with the state to ensure candidate success and retention.

Once the candidate completes the first four requirements above, they can receive a conditional or provisional license that is typically valid for 2-3 years. During those years, the teacher must complete the fifth requirement—a mentoring program and any other professional development requirements the state decides are necessary to ensure the success of the teacher. Once those requirements are completed, the teacher is eligible for a full professional teaching license.

Mentoring is critical for all new teachers and studies have shown that mentor is one of the most effective ways to improve teacher performance and stem teacher turnover. Because mentoring is such a critical component of teacher training, we mandate that it be provided in every district we serve.

Recommendations and Conclusion

Mister Chairman and Members of the Committee, I know that Kansas, like the many states I am visiting around the country, is looking at new ways to meet its teaching needs while maintaining high-quality standards. House Bill 2842 seeks to ensure that American Board certification is recognized as another accepted route to earning a Kansas teaching license. The American Board's *Passport to Teaching* certification is a rigorous way for professionals who want to enter teaching from other fields so that all Kansas students get a highly qualified teacher.

Thank you for your time. I look forward to answering any questions you may have.

WANTED:
TEACHERS

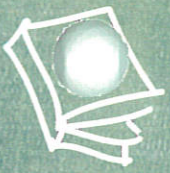
AMERICAN BOARD

for Certification of Teacher Excellence

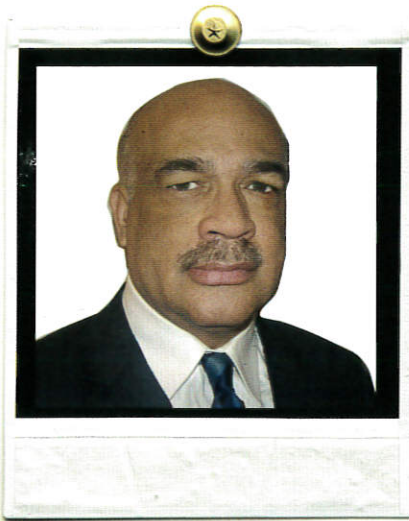
House Education Committee

Date: 2-20-08

Attachment # 2



Problem Defined



“There is a critical need for new high quality teachers to address the teacher shortage.

We believe that mid-career professionals with subject matter expertise and a good pedagogical knowledge can not only fill vacancies but help improve student achievement.”

— WILLIE COLE

President/CEO, Urban League of Greater Jackson, MS

A GROWING TEACHER SHORTAGE

- 80,000 teachers on emergency certifications, which affects more than 1.2 million students
- The student population is growing nationally by about 400,000 per year

MORE TEACHERS RETIRING

- 1 in 5 Teachers will retire in the next 5 years
- Approximately 50% of all new teachers leave the profession in the first 5 years

FEWER PEOPLE ARE GOING INTO TEACHING

- 1972: 21% of Bachelor’s Degrees were in education
- 2004: 7% of Bachelor’s Degrees were in education

A SOCIETY OF CAREER CHANGERS

- Today’s worker holds 10 different jobs by age 40 and has switched careers five times
- A recent poll of Florida residents found that 28% of Floridians holding at least a bachelor’s degree would consider changing careers and becoming teachers

It will take many recruitment, preparation and certification programs working together to ensure that every classroom has a great teacher.

Problem Defined	2	Sample Study Plan	7
About ABCTE	3	Teacher Preparation	8
ABCTE Recruits	4	ABCTE Certifies	9
Our Teachers	5	Demographics and Research	10
ABCTE Prepares	6	Teacher Profile	11

About ABCTE



Founded in 2001, the American Board for Certification of Teacher Excellence (ABCTE) has come a long way in recruiting, certifying, and supporting excellent teachers essential for achieving student success. ABCTE is a non-partisan 501(c)3 non-profit organization. ABCTE provides quality teachers at no cost to the state, the district, or the school. Candidate program fees have been subsidized by grants from the U.S. Department of Education.

ABCTE is committed to improving teacher quality and student achievement. Research demonstrates that our certification program is rigorous and an effective predictor of teacher performance in the classroom.

CERTIFICATIONS

- Biology
- Chemistry
- Elementary Education
- English
- General Science
- Math
- Physics
- Special Education
- World History
- U.S. History
- Elementary Reading Endorsement

ACCEPTANCE

- Florida
- Idaho
- Mississippi
- New Hampshire
- Pennsylvania
- South Carolina
- Utah

ABCTE GROWTH

In 2005, ABCTE redirected its focus under the new leadership of **Dave Saba** as President and **Tony Colón** as Board Chair. Their focus on greater collaboration, developing a robust preparation program and increasing transparency has had a dramatic effect on results. Since 2005, ABCTE has added 2 new states, added 8 new certifications focused on areas of highest needs, added **4,500 new candidates** and certified **750 new teachers**. Together with a dynamic, well-trained staff, ABCTE continues to grow and learn to meet the needs of America's students.



National Statistics	ABCTE Statistics
Average age-29	Average age-39
25% male	33% male
16% teachers of color	22% teachers of color



ABC TE Recruits



"The ABC TE program is a great option for professionals who are interested in becoming teachers. The State Department of Education will work with ABC TE to help Idahoans become certified and follow their dreams of educating Idaho's children."

— TOM LUNA
Idaho Superintendent of Public Instruction

There are many people who want to teach but do not have the time or money to go back to school to earn a degree in education. Career changers have shown the desire to teach, but are deterred by the financial and time constraints. These career changers need guidance navigating the often complex teacher certification process. ABC TE provides the resources to guide candidates through the certification process, assists candidates towards completion, and partners with districts to complement their recruitment efforts.

There is no cost to states or districts for the ABC TE programs.

ONLINE CAMPAIGNS

- Online ad word buys
- Online "Web Seminars"
- Engaging and user-friendly Web site
- Full-time certification counselors

LIVE RECRUITMENT EVENTS

- Partner with local school districts to address vacancies in high-need areas
- Advertising and media handled by ABC TE marketing staff
- ABC TE provides information about the program, preparation, and certification
- School districts provide information about available jobs and future projections
- Follow -up the call center works with potential candidates to help them enroll in the program

TARGETED RECRUITMENT

- Businesses in various sectors including science, technology, engineering and math (STEM)
- Retirees
- Urban and rural communities
- Troops to Teachers and Spouses to Teachers

More than 20,000 candidates inquired about ABC TE in 2007—we know how to reach potential teachers!

The Changing Face of the Workforce: Generations X and Y

Generations X and Y make up today's career changers. According to the Department of Labor (2006), today's worker has held 10 different jobs and has had 5 different careers before the age of 40. In addition, half of all teachers leave the profession in the first five years (NEA, 2006). The fact that we are a society of career changers is both a challenge and an opportunity for school districts. The challenge is that so many teachers leave the profession; the opportunity lies in attracting career changers from other professions into teaching. Therefore, school districts need flexible and customized programs that will attract mid-career professionals to transition into the classroom.



Our Teachers



SCIENCE AND MATH TEACHERS

Our future generations will need the science, technology, engineering and math (STEM) skills to keep America competitive in the global marketplace. Nowhere is the teacher shortage greater than in the STEM fields.

People with strong STEM backgrounds are in high demand by public and private industry. Fortunately a large number of mid-career professionals have expressed a desire to teach at some point in their lives. This provides school districts an untapped pool of talented individuals who have the strong content knowledge demanded of STEM teachers.

It is the flexibility and affordability of ABCTE's certification that attracts potential STEM teachers to our program. By working hand-in-hand with states, we develop an attractive route into the teaching profession while still ensuring that our teachers have the necessary skills to be effective in the classroom.

SPECIAL EDUCATION

Many of our candidates had the experience necessary to become special education teachers, but just needed the right program to earn their credentials. In fact, 94% worked with special needs children prior to enrolling in the ABCTE program. It is critical to have program options available as our nation experiences a dramatic rise in learning and mental disabilities among students.

ABCTE is committed to working with states and districts to fill critical shortage areas.

"The ABCTE program is designed to meet the needs of working professionals while upholding high standards for what new teachers must know to increase student achievement. We are proud to welcome the program as a new route to state certification."

— HANK BOUNDS

Mississippi Superintendent of Public Instruction

TEACH & INSPIRE

- There is a critical need to diversify the teaching profession:
 - 41% of the student population are students of color
 - 16% of the nation's teachers are people of color
 - 40% of schools do not employ a teacher of color
- ABCTE recently received a \$6.4 million grant from the U.S. Department of Education to expand the Teach & Inspire program.
- ABCTE developed Teach & Inspire to address the problem by:
 - Providing scholarships
 - Working with high-need school districts and community groups to host targeted recruitment events
 - Partnering with local community groups, such as the Urban League, to recruit more teachers of color

22% of ABCTE candidates are people of color





"Working with candidates is similar to teaching because we guide them through a unique and rewarding program."

— **ANGIE HEAD**

ABCTE Candidate Development Manager

ABCTE develops a customized preparation program to get candidates ready for the classroom.

PROGRAM PROCESS

1. Candidates enroll in our teacher certification program, Passport to Teaching
2. We assign candidates one of our experienced advisors to develop a customized study plan
3. Candidates study on their own time and at their own pace
4. Candidates use study plans and resources for pedagogy and subject matter
5. The average time spent in preparation for teaching is 10 months

ADVISORS

- Veteran teachers
- Trained by ABCTE staff
- Matched by subject area
- ABCTE also has full-time advisors on staff

"I have received many compliments from students and parents that say that they have never had a teacher like me before and they really like coming to school. I provide a room where they can feel safe and full of trust and it makes it a lot easier to learn."

— **NOELLE VELDHOUSE**

ABCTE Teacher, Discovery Elementary

Subject Matter Expertise: State education leaders stress that teachers need greater subject matter refresher courses to better prepare them for the classroom. 69% of math teachers and 57% of science teachers lack a major or certification in their field. (*Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987-88 to 1999-2000 (Revised)*. National Center for Education Statistics. 2004.)



Sample Study Plan



General Science

Area of Study
I. Scientific Investigation
II. Biology A. Biochemical basis of life B. Cell biology C. Classical genetics & evolution D. Evolution E. Animal physiology F. Plant physiology G. Ecology
III. Chemistry A. Periodic table and trends E. Chemical reactions & stoichiometry G. Solution chemistry H. Gas laws
IV. Earth Science A. Astronomy and cosmology B. Structure and composition of Earth C. Earth's magnetic field and structural geology D. History of Earth E. Earth's Atmosphere F. Earth's Water G. Earth's Resources & Environment
V. Physics A. General math & kinematics B. Dynamics C. Work, energy, power D. Mechanics of fluids E. Thermodynamics F. Waves G. Electricity H. Magnetism & electromagnetism I. Optics

Professional Teaching Knowledge

Area of Study	Suggested Study Resources	Study Timeline
I. Classroom Management & Organization A. Establishing efficient classroom routines B. Setting clear standards for conduct C. Providing student feedback & reinforcement D. Setting expectations for student learning E. Parental involvement	Books <ul style="list-style-type: none"> Classroom Assessment: Concepts & Applications The First Days of School: How to be an Effective Teacher 176 Ways to Involve Parents Web Resources <ul style="list-style-type: none"> Effective Educational Practices Other Media <ul style="list-style-type: none"> E-learning Teacher's Classroom Assessment Program Professional Teaching Knowledge Practice Exam CD-ROM Prepare to Teach Workshop: Techniques for Handling Discipline Problems 	5 weeks
II. Instructional Delivery A. Communicating effectively B. Presents clear and focused instruction C. Effective questioning techniques D. Makes efficient use of learning time	Books <ul style="list-style-type: none"> What Works in Schools Strategies & Tactics for Effective Instruction Web Resources <ul style="list-style-type: none"> Glossary of Education Terms Education Resources Information Center 	4 weeks
III. Classroom Assessment A. Monitoring student progress B. Understanding test concepts C. Assessing high-needs students	Books <ul style="list-style-type: none"> Classroom Assessment: Concepts and Applications Web Resources <ul style="list-style-type: none"> Benchmarking and Alignment of Standards and Testing Effective Educational Practices Assessment Terminology: A Glossary of Useful Terms Other Media <ul style="list-style-type: none"> Prepare to Teach Workshop: Assessment 	4 weeks
IV. Instructional Design A. Writing measurable objectives B. Guiding curricular planning C. Organizing content, concepts, and models D. Developing illustrative examples E. Building on students' prior knowledge	Books <ul style="list-style-type: none"> Strategies and Tactics for Effective Instruction Web Resources <ul style="list-style-type: none"> Education Resources Information Center Research Synthesis of Effective Teaching Principles and the Design of Quality Tools for Educators Other Media <ul style="list-style-type: none"> Prepare to Teach Workshop: Organizing for Instruction 	6 weeks

This is a sample plan broken into two sections—one for the Professional Teaching Knowledge component and one for the General Science component. Recommendations for this candidate's preparation are based on a **10 month** timeline for completion.



Teacher Preparation

ABCTE offers a full suite of quality preparation materials designed to equip ABCTE teachers to succeed in the classroom. All of these products align to ABCTE's rigorous teaching and subject matter standards and are developed in partnership with talented subject matter experts, including college professors and classroom teachers.

PREPARE TO TEACH WORKSHOPS

This series of ten workshops provides sound advice and instruction—the perfect balance of practice and pedagogy. The workshops primarily focus on the following topics:

- Characteristics of Successful Teachers
- Organizing for Instruction
- Creating a Safe and Orderly Environment
- Techniques for Handling Discipline Problems
- Pedagogy of Teaching
- Nurturing Parental and Community Support
- Statistics
- Assessment
- Preparing for Employment
- After School Clubs and Coaching
- The First Day of School

NEW TEACHER HOTLINE PODCASTS

These podcasts provide practical tips and strategies to new teachers. Each episode includes a discussion of an issue that often affects new teachers and an interactive question and answer session. Past episodes have discussed the following topics:

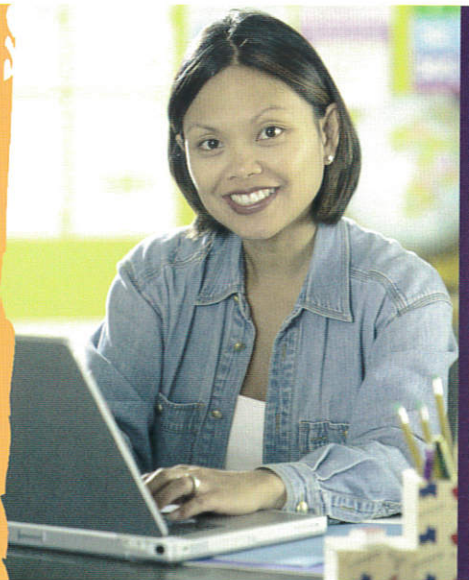
- Classroom management strategies
- The role that administrators play in discipline strategies
- Calculating grades
- Recovering from a difficult Back to School Night with parents
- Interviewing for a teaching job
- Calling parents to discuss student behavior

SUBJECT MATTER REFRESHER COURSES

These courses are designed to help ABCTE teaching candidates review their content knowledge to prepare for the classroom and the certification exams. The courses are developed using ABCTE's subject matter standards.

PRACTICE EXAM CD-ROMS

These CD-ROMs have full-length tests and sample quizzes. They allow candidates to work through practice problems in timed and un-timed modes and provide explanations to each question.



ABCTE Certifies



"I felt ABCTE's expectations for certification in my state were made clear and that I passed two very challenging and thorough certification exams. Passport to Teaching fit my need for an efficient certification perfectly."

— JOHN "TREVOR" BAKER
AP Biology Teacher, Lafayette High School

ABCTE CERTIFIES ONLY THE HIGHEST QUALITY TEACHERS

Candidates must demonstrate that they have mastered their pedagogy and subject matter through two rigorous exams:

1. Professional Teaching Knowledge Exam
2. Subject Matter Exam

All exams are administered in secure testing locations throughout the U.S. and world through Pearson Vue Testing. ABCTE teachers satisfy requirements according to NCLB.

ABCTE WORKS WITH STATES AND DISTRICTS

ABCTE appreciates that each state has very different needs. We work with states and school districts to customize a program to fit their needs.

Once the candidate has their Passport to Teaching certificate, the path to the classroom is different in every state.

Most states that work with ABCTE:

- Issue an initial license for ABCTE candidates
- Require mentoring for a minimum of one year
- Issue a full license upon completion of a mentoring program

TEACHER LICENSURE EXAMS: HOW DO THEY COMPARE?

"The ABCTE exam scores were positively correlated with the corresponding Praxis test scores in all three subject areas (math, elementary education, and pedagogy)."

Mathematica Policy Research, Inc.
March 14, 2007.



Demographics & Research

OUR CANDIDATES

- 39 is the average age
- 33% male
- 22% teachers of color
- 26% have one or more graduate degrees

ABCTE RESEARCH

School Principals' Perspectives on Passport to Teaching

"[Principals] who observed the ABCTE teachers...said that they were as or more effective than the average teacher they had observed during their careers."

—*Mathematica Policy Research, Inc. June 2006.*

Student Achievement and Passport to Teaching Certification in Mathematics

"Individuals that demonstrate proficiency on the ABCTE certification exams possess the knowledge necessary to positively and significantly affect student learning gains in the classroom."

—*ABCTE. February 2007.*

Survey of ABCTE Special Education Candidate

- 94% of candidates who completed the survey indicated that they have had experience working with individuals with special needs
- 88% of respondents have worked in K-12 education, ranging from 1 to 20 years of experience with an average of 5 years working in schools

—*ABCTE. June 2006.*

Survey of ABCTE-Certified Teachers

- 74% of certified teachers are teaching (13% in pre-K or postsecondary)
- 22% teach in large/midsize cities
- 32% teach in rural areas
- 82% of those that are teaching currently work in public schools

—*Mathematica Policy Research, Inc. May 2007.*

Student Achievement and ABCTE Elementary Certification

"The results of the validity study confirm that teachers achieving certification through the alternate Passport to Teaching route could produce student outcomes equal to or greater than those of teachers achieving certification through traditional programs."

—*Podgursky, M., Thum, Y. M., Rollin, S., Greene, J., Walberg, H. May 2006.*

For further information about ABCTE's research, please visit our Web site at: www.abcte.org/research

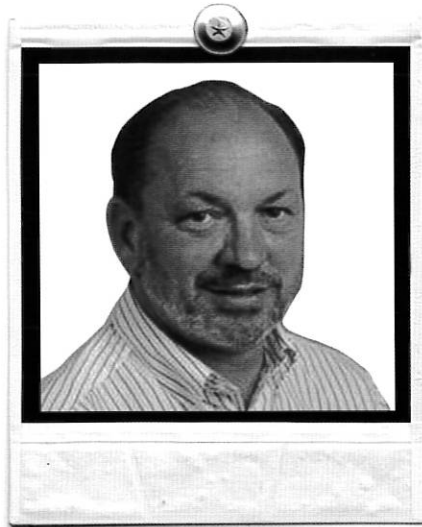
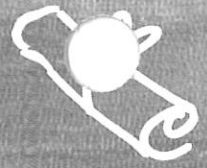


"Going through the regular certification channels, it would've taken me three or four extra years. This let me get into the classroom a lot sooner."

— **UDO LUTES**

ABCTE Teacher, Caldwell High School

Teacher Profile



ERROL FORSMAN

"It's an awesome feeling to see students grow, and to know that you're a part of that."

After retiring from the U.S. Air Force in 1992, Errol Forsman entertained with the thought of becoming a teacher. However, when he looked into the different options in his home state of Florida, he was discouraged by what he found. The large amount of time and money associated with going back to school made the switch to becoming a teacher seem nearly impossible.

In October of 2005, Forsman heard about a "Become a Teacher" information session in Tampa that was being held by the American Board for Certification of Teacher Excellence and the Hillsborough County Schools. At the session, ABCTE representatives informed him about the Passport to Teaching program. He was excited that he had finally found what he described as a "quick, fairly painless way to get into teaching." He quickly enrolled in the program, and began studying to take the exam in Elementary Education.

Forsman completed the Passport to Teaching program in Elementary Education and began substituting at a local K-8 magnet school. The principal was so impressed with Forsman's skill in the classroom, he was brought on as a full-time 2nd grade teacher for the 2006-2007 school year.

As Forsman continues to learn ways to apply his unique life experience to the classroom, he says that he couldn't be happier about his decision to become a teacher. "It's all about the kids," he said. "They're our future."

ABCTE recruits, prepares, and certifies the right teachers for your classrooms.

RECRUITMENT—ABCTE partners with states and districts to recruit teachers in **key shortage** areas:

1. Demographic
 - Career changers
 - Teachers of color
 - Males
2. Subject
 - Science
 - Math
 - Special Education
3. Geographic
 - Urban
 - Rural

PREPARATION—ABCTE's comprehensive program of study prepares teachers for today's classroom. Our program provides:

1. Support
 - Advisors
 - Customized curriculum
 - Affordable and flexible
2. Pedagogy
 - Prepare to Teach workshops
 - Podcast lessons
3. Subject matter
 - Refresher courses
 - Practice
 - Works with state standards

CERTIFICATION—ABCTE works with states and districts to develop a route to certification that meets the needs of both career changers and states:

1. Customized
 - Created in collaboration with states
 - Efficient 10-12 month programs
 - States choose certification and participating districts
2. Mentoring
 - Required for ABCTE teachers
 - Utilizes existing state/district programs
 - Or, uses ABCTE's in-school mentoring program
3. Quality
 - Research and results
 - 95% principal satisfaction
 - Secure testing centers

As the teacher shortage grows, ABCTE delivers quality teachers at no cost to states or districts.

Albert Chen
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Scott Young
Senior Director of Policy
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AMERICAN BOARD
for Certification of Teacher Excellence

www.abcte.org

2-12

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

MICHAEL R. (MIKE) O'NEAL

104TH DISTRICT
HUTCHINSON/NORTHEAST RENO COUNTY

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Testimony in Support of H.B. 2874
Alternative Teaching Certification
House Education Committee Feb. 20, 2008

Chairman Aurand and members of the House Education Committee, I appreciate the opportunity to appear in support of this proposed legislation I filed following discussions with a group of public school administrators gathered in Hutchinson in December. While we discussed a number of topics of interest to public education, the predominant theme involved the very acute need for teachers and problems with getting qualified individuals cleared to accept teaching assignments.

For years I have been interested in developing an alternative pathway to teacher certification for well qualified, albeit non-traditional education school trained individuals interested in teaching in our public schools. Now, with serious teacher shortage facing us, the demand for such a pathway is acute. The time is now for non-traditional solutions for this crisis.

The Superintendents we heard from have made a reasonable request and have a reasonable solution, which is embodied in H.B. 2874. David Brax, Superintendent for Buhler's USD #313 and KASA President is here to discuss their proposal and provide you with the background.

TOPEKA ADDRESS

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House Education Committee
Date: 2-20-08
Attachment # 3

Testimony in support of House Bill 2874
By, David Brax
Buhler USD 313 Superintendent and KASA President

This written testimony is based on a series of conversations among the ESSDACK Superintendents. (ESSDACK is a school service center in south-central Kansas) with area legislators and our State Board Representative, Ken Willard on December 19, 2007. I believe that HB 2874 fully addresses the concerns raised about teacher licensure.

“Rethinking Teacher Licensure”

Today, with the shortage of teachers and the desire from persons in industry to enter the teaching profession, it is apparent that additional opportunities for teacher preparation are needed to better serve the education profession. It is not the intent of the proposal to remove the board of regents or four-year colleges and universities from this function, or remove the authority from the State Board of Education, nor lessen the performance standards currently in place; but rather, to expand the authority and ability to license teachers. To that end, the following is suggested:

- Shift the authority of licensure back to the State Board of Education.
- Allow Community Colleges, Service Centers, and local districts (individually or collectively) to submit a plan to the State Board for approval of teacher licensure.
- Allow plans to be individualized for the person seeking alternative licensure. (i.e. some may have to be time-based while others are performance based).
- Ensure that the current performance standards are maintained in all of the plans submitted.
- Allow the local school boards to hold their administrators accountable for the quality of the instructors for whom they approve a license.
- Continue with the current regents’ university programs and four-year institutions for licensure, because these organizations will continue to fit the needs of a majority of traditional students.

This proposal opens an alternative method for the licensure for many who do not or cannot attend the current regents’ university teacher education programs. It creates an open-market environment among the community colleges, service centers, and even local districts to produce an excellent teacher at a reasonable cost. The more value added services embedded in the alternative certification plans, such as on-going mentoring, job placement, re-training incentives as new research develops, will likely be found in the proposed plans. In addition, competition for teacher candidates will increase and thus, increase the awareness of the benefits the profession has to offer. It is possible that local districts, service centers, and even community colleges could partner with the regents’ universities to provide content or oversight for the approved programs.

Summary

- This proposal does not remove the current system found in the regents’ universities, and four year institutions, it merely provides an alternative.
- The proposal leaves or increases the authority of the state board of education in licensure matters through plan approval.
- Professional standards will remain intact.
- Responsibility and accountability returns or remains at the local control (administrative and board) level.
- It creates an “open market” in teacher preparation industry.
- It creates a positive awareness for persons to join the teaching profession, thus increasing the image of our public schools.

House Education
2-20-08
Attachment #4

**Testimony
HB 2903 and HB 2874**

House Education Committee

Presented by: Cheryl L. Semmel, Executive Director

February 20, 2008

The mission of United School Administrators of Kansas (USA|Kansas*), through collaboration of member associations, is to serve, support, and develop educational leaders and to establish USA|Kansas as a significant force to improve education.

Education administrators remain committed to ensuring that each and every child in Kansas receives a quality education that will help them reach their potential and become successful, productive adults. There are 465,000 students in our public schools that we strive to impact positively every single day. As you know, Kansas students are making unprecedented academic achievement and we are on a path of continuous improvement. In many areas, Kansas students are performing **above** the national average and for that you should all be proud.

We are here today in **support of HB 2093 and HB 2874**, bills relating to teacher licensure. The single greatest challenge we currently face is recruitment and retention of highly qualified professionals – teachers and administrators – for our classrooms and schools. Quality instruction and leadership is critical to the success of our students. We recognize that the most significant factor in student achievement is the teacher.

Each year, nearly 3,000 teachers leave Kansas schools. At the same time, the number of teachers graduating from Kansas teacher education programs remains low. In 2007, only 1,700 students graduated from teacher education programs in Kansas. The number of out-of-state licenses issued in 2006-2007 is comparable to the number of in-state licenses issued.

Administrators fully recognize there is not a “silver bullet” solution to this growing crisis and we support a continued and open dialogue about the multiple barriers to entering the education profession. The teacher shortage has become more severe and each year, we continue to lose teachers to other high paying jobs or out-of-state teaching jobs. We recognize that salary is only factor in deciding whether a teacher stays in the profession, which is why we support a broad spectrum of programs and initiatives that address the teacher and administrators shortage.

Administrators applaud the legislature for taking steps to identify viable and innovative proposals for **quality** alternative teacher licensure programs, such as the nontraditional teacher licensure programs identified in HB 2903 and HB 2874. There is a tremendous opportunity to alleviate and mitigate some of the barriers that exist *and* to expand upon programs we know to

*House Education
2-20-08
Attachment #5*

be effective. The magnitude of this crisis is such that viable initiatives will require collaboration among districts, nontraditional providers, institutions of higher education, the Kansas State Department of Education, and elected officials in the legislature and on the State Board of Education.

HB 2903 and HB 2874 do not detract from the quality programs that are currently in place throughout the state. The alternative teacher licensure programs do, however, provide additional opportunities for nontraditional students to pursue teaching careers. Many school districts and cooperatives are well-equipped to develop and deliver quality programs for teacher licensure. They possess a wealth academic and practical professional experience to train teachers and “grow their own.”

In closing, on behalf of education administrators, I would like to thank you for your continued support of education, for increased education funding and for realizing the importance of investing in education. Preparing our children requires a shared commitment, collaboration, and open dialogue among all stakeholders. Thank you for being partners in education.

*USA|Kansas represents more than 2,000 individual members and ten member associations:

Kansas Association of Elementary School Principals (KAESP)
Kansas Association of Middle School Administrators (KAMSA)
Kansas Association of School Administrators (KASA)
Kansas Association of School Business Officials (KASBO)
Kansas Association of School Personnel Administrators (KASPA)
Kansas Assoc for Supervision and Curriculum Development (KASCD)
Kansas Association of Special Education Administrators (KASEA)
Kansas Association of Secondary School Principals (KASSP)
Kansas Council of Career and Technical Education Administrators (KCCTEA)
Kansas School Public Relations Association (KanSPRA)

KANSAS
ASSOCIATION



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1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony before the
House Committee on Education

on
Testimony on HB 2874 and HB 2903 -Teacher Licensure

by

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

February 20, 2008

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to offer comments on proposals to expand teacher licensure routes. Our testimony applies to both **HB 2874** and **HB 2903**

In December, the KASB delegate assembly overwhelmingly adopted a resolution on Teacher and Administrator Licensure, Recruitment, Retention and Support. It included the following points.

- Local districts should be given more flexibility to hire or “license” individuals who may lack certain Kansas college teaching credentials but have established credentials in other relevant fields which address specific district needs. This should include teachers from other states or countries, teachers moving among subjects or grade levels, teachers returning to practice, or persons making a transition to a teaching career. The aim is not to lower standards but to provide alternative ways to demonstrate effectiveness in teaching and leadership.
- The Kansas State Board of Education should modify the policy of giving exclusive authority for determining educational content requirements for licensure to teacher and administrator training institutions.

We believe that both **HB 2874** and **HB 2903** would meet the goals set forth in our resolution. This issue, unfortunately, tends to split the public education community. There are those who fear that any significant change from the current licensure process means reduction in standards. But the real question is whether the **ONLY** way to either define standards or measure teacher quality is through completion of programs at colleges or universities. We would argue it is not.

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Date: 2-20-08

Attachment # 6

One of the reasons teacher certification or licensure systems developed was to ensure quality as an "input" because for most the history of public education, schools were not evaluated based on student outcomes. The change to an outcomes-based approach began in Kansas in the early 1990's with the creation of Quality Performance Accreditation, and was further developed in the 2000s with the Federal No Child Left Behind Act. KASB has strongly supported the movement to an outcomes-based system. We have also consistently said that if the state holds schools accountable for student outcomes, it should eliminate "input regulations" and allow schools to determine the best way to achieve those outcomes.

In Kansas, we have already allowed persons who have not completed all requirements for regular licensure access to the classroom, through avenues such as substitute teaching, the visiting scholar program, and most notably, the current restricted license. The latter allows individuals to begin teaching for a three-year period, but requires them to complete college requirements over the same period of time, while also teaching full time.

KASB simply believes that another, equally valuable way to determine a teacher's competency is to measure the actual impact of his or her teaching on student achievement over a similar period. In addition, we suggest that school districts, service centers and other providers may be as qualified to help new teachers become effective instructors as traditional teacher training institutions. But we don't need to speculate about that if we measure the effect of teachers on student learning.

KASB is supportive of both these bills because they would give school districts more ability to develop programs to train individuals who want to enter the teaching profession. Both would require the State Board to approve such programs. We would strongly suggest that the key factor should be an evaluation component that measures the effect of these teachers on student learning.

Although there is increased attention on this issue because of the teacher shortage, we do not believe that is the only reason to consider alternative approaches to teacher education. The teacher shortage should not be used to lower standards. But current circumstances should allow more consideration of different ways to meet standards – standards base on student achievement.

Thank you for your consideration.



**House Education Committee
Rep. Aurand, chair**

H.B. 2903 – Local licensure programs

*Submitted by: Diane Gjerstad
Wichita Public Schools*

February 20, 2008

Mr. Chairman and Members of the Committee:

Wichita Public Schools requested H.B. 2903 be introduced to help address the teacher shortage. Yesterday the Department of Education mentioned many states are creating “alternative pathways” to licensure. H.B. 2903 is an alternate route which maintains the same standards as found in the traditional teacher preparation programs. Today Wichita has 113 vacancies; before next August we will have hired over 400 teachers. Traditional teacher preparation programs are not keeping up with demand, not just in Kansas, but across the nation.

H.B. 2903 simply permits districts, either independently or with partners, to develop high quality teacher licensure programs. School districts have direct access to a significant pool of potential teachers: para professionals, parents, volunteers, business community and teachers seeking additional endorsements (like special ed).

Wichita Public Schools has a recent experience in this arena. Today’s principals are instructional leaders and those who can lead an urban school are in short supply. The District approached several universities to find a partner for an “urban principals” program but was unable to find an existing program which fit our needs. As a result Wichita District staff developed a curriculum (which has been approved by Wichita State University and meets NCATE standards); and the Wichita Public Schools staff delivers the curriculum. Our “Aspiring Principals” program demonstrates school districts have the capacity provide a high quality curriculum which meets standards. Attached to my testimony you will find the course out-line and syllabus which notes the standards and source of the standards required. Throughout the syllabus you will see NCATE standards matched with what standard is being taught.

Wichita’s program meets NCATE standards and is taught by a staff who works with teachers and principals every day. In this time of teacher shortages, it is good policy to expand our capacity in measured steps which meet high standards. H.B. 2903 accomplishes this goal.

We urge this committee to support H.B. 2903.

House Education Committee
Date: 2-20-08
Attachment # 7

Urban Leadership Program for Aspiring Principals
A USD 259/WSU Partnership

Course Listing and Description

Semester	Course #	Course Title	Credit Hours	Course Description
Summer 2007	803	Introduction to Urban School Leadership	3	This course provides an introduction to the dynamics of leading in an urban school.
Summer 2007		School Opening 1	1	This course provides an overview of what it takes to prepare a school for opening a new school year.
Fall 2007	Urban Emphasis	Instructional Leadership in a Systems Thinking Environment	3	This course focuses on curriculum, instruction, assessment, and professional development through a framework of systems and organizational theory.
Fall 2007		Building-level Leadership Practicum 1	3	This course provides practical experience in the strategic planning process. It includes a research component.
Spring 2008	831	Leadership for Diversity and Social Justice	3	This course focuses on learning theory, historical/philosophical foundations, and social justice.
Spring 2008		Building-level Leadership Practicum 2	3	This course provides practical experience in the cultural proficiency, literacy, connectedness, and SIOP models. It includes a research component.
Summer 2008	Urban Emphasis	Leadership for Managing the Urban Organization	3	This course focuses on the management side of leadership through facilities, governance structures, budget, safety, and technology.
Summer 2008		School Closing	1	This course provides a practical experience of closing down an urban school at the end of the school year.
Summer 2008		School Opening 2	2	This course provides a practical experience of preparing an urban school for opening a new school year.
Fall 2008	Urban Emphasis	Leading and Managing Personnel/Targeted Student Populations in an Urban District	3	This course focuses on personnel issues in an urban district, evaluation procedures, and the legal context of 504, SpEd, ELL, and gifted education.
Fall 2008		Building-level Leadership Practicum 3	3	This course provides a practical experience in coaching a new teacher, negotiated agreement, and plans of assistance. It includes a research component.
Spring 2009	823	Building Staff and Community Relations Now and in the Future	3	This course focuses on interpersonal skills, conflict resolution, partnerships, and parent and community involvement. Change theory is also an emphasis in this course.
Spring 2009		Building-level Leadership Practicum 4	3	This course provides a practical experience in staff interviews, negotiations, and student discipline. A research component is included, and research will be presented in the WSU Showcase.

**Wichita State University
College of Education**

Course Syllabus Outline

Fall Semester 2007

Course Number, Title: EL 852U – Instructional Leadership in a Systems Thinking Environment

Credit Hours: 3

Faculty Members: Dr. Denise Seguine

Name	Phone	Office	Office Hours	Email
Denise Seguine	316 973 4408 (w) 316 721 1995 (h)	AMAC Room 935	Tuesdays 4:30-8:30 pm	dseguine@usd259.net

Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

Catalog Description:

This course focuses on curriculum, instruction, assessment, and professional development through a framework of systems and organizational theory. Students will examine theoretical concepts related to curriculum philosophies and developmental processes, review recent programs and proposals as well as curriculum development at the building and school system levels.

Prerequisite: Admission to the M.Ed in Educational Administration or instructor's consent.

Textbook(s) and Related Material:*

Brooks-Young, S. (2006). *Critical technology: Issues for school leaders*. Thousand Oaks, CA: Corwin Press.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Garmston, R. J., & Wellman, B. M. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon.

Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Waters, T., McNulty, B. A., (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Partnership for 21st Century Skills. (2002). *Learning for the 21st Century*. Washington, DC: Author.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., and Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Currency.

* Additional Readings may be assigned.

Optional: Easton, L.B. (2002). *The other side of curriculum: Lessons from learners*. Portsmouth, NH: Heineman

Purpose of the Course:

This three credit hour seminar will explore curriculum, instruction, assessment, and professional development from the perspective of an urban school leader, in an integrated approach to the analysis of learning environments appropriate for 21st century schools. Perspectives on the impact of technology and societal changes will be integrated into the content. Curriculum design for education of the future will be explored during this course. The theory and skills developed during this seminar will be applied to the school setting during the practicum.

While all aspects of this course are based in systems and organizational theory and heavily integrated, the curriculum topics that will form the basis of dialog and analysis in this seminar will consider: (a) the history and development of curriculum; (b) the current literature on curriculum, (c) leadership and management actions necessary to plan, develop, align, and evaluate curriculum; (d) collaborative leadership skills to facilitate congruency between written and taught curriculum; (e) needs assessment for curriculum planning and development; (f) data analysis of student outcomes; (g) impact of technology; (h) how school culture and climate affects the curriculum; (i) curriculum changes necessary to meet the requirements of information-age learners; (j) how curriculum and data analysis inform instruction; (h) implications for professional development; and (i) the use of resources (including various stakeholders) to adapt the curriculum to meet current and future needs of learners.

Goals:

The aim of this course is for each student to:

1. Demonstrate knowledge of effective classroom instructional strategies for improving instructional effectiveness through an understanding of:
 - a. Developmental psychology sufficient to interpret human developmental patterns and their behavioral implications;
 - b. Various prevailing learning and instructional theories as they apply to the learning environment;
 - c. Pre-assessment and assessment tools to determine the adequacy of an instructional approach;
 - d. Alternative approaches for evaluating curricula;
 - e. The use of and contribution of instructional technology to the teaching learning role;
 - f. The components of alternative instructional models and the appropriateness of their applications; and

- g. The needs of all students in the planning and development of instruction. KSA 91-1-128b(a)(3)
2. Exhibit the ability to utilize effective leadership skills in program and curriculum development to include:
 - a. Planning and aligning curriculum;
 - b. Implementing pupil services; and
 - c. Managing co-curricular programs and activities. KSA 91-1-128b(a)(6)(A)
3. Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. NCATE 1.3
4. Demonstrate the capability to create with teachers, parents, and students a positive school culture that promotes learning. NCATE 3.1
5. Demonstrate the capability to develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. NCATE 3.2
6. Demonstrate the capability to base curricular decisions on research and applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates. NCATE 3.3
7. Demonstrate the capability to design curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions. NCATE 3.4
8. Demonstrate the capability to align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, and balance. NCATE 3.5
9. Demonstrate the capability to develop with others, curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, exceptionalities. NCATE 3.6
10. Demonstrate the capability to utilize various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes. NCATE 3.8
11. Demonstrate the capability to assess student progress using a variety of appropriate techniques. NCATE 3.9
12. Demonstrate the capability to apply the principles of student growth and development to the learning environment and the educational program. NCATE 5.1
13. Demonstrate the capability to develop with counseling and teaching staff a full program of student advisement, counseling, and guidance services. NCATE 5.2

14. Demonstrate the capability to plan and manage activity programs to fulfill student development, social, culture, athletic, leadership, and scholastic needs; working with staff, students, families, and community. NCATE 5.5
15. Use applied inquiry or action research to:
 - a. identify and articulate problems;
 - b. determine, collect, and analyze required data;
 - c. develop conclusions; and
 - d. develop recommendations or action plans.
16. Demonstrate knowledge of current, prevailing educational research and the skills required for its application:
 - a. evaluating educational research products and information; and
 - b. applying data to the school setting. NCATE 2.1, 2.2, 2.3, 2.4

Program Standards Addressed:

Standard #1

The building level administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community.

Knowledge

- 1.2 The building level administrator has an understanding of information sources, data collection, and analysis strategies.

Standard #2

The building level administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth.

Knowledge

- 2.1 The building level administrator understands principles of effective instruction for regular education students and students with exceptionalities.
- 2.2 The building level administrator understands diversity and its meaning for instructional programs.
- 2.3 The building level administrator understands adult learning and results-based professional development models.
- 2.4 The building level administrator understands the role of technology in promoting student learning and staff professional growth.

Major Topics:

Each guiding principle, associated with a major topic, is addressed and assessed in this course.

Major Topics	Guiding Principles from the Unit Conceptual Framework*					
	Professionalism and Reflection (PR)	Human Development and Diversity (HDD)	Connection of Teaching Experiences and Assessment (CTA)	Technology (T)	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Collaboration (C)
The history and development of curriculum					X	
The current literature on curriculum					X	
Leadership and management actions necessary to plan, develop, align, and evaluate curriculum	X				X	X
Collaborative leadership skills to facilitate congruency between written and taught curriculum	X					X
Needs assessment for curriculum planning and development			X			
Data analysis of student outcomes			X			
Impact of technology				X		
How school culture and climate affects the curriculum			X			
Curriculum changes necessary to meet the requirements of information-age learners.					X	
The human information management system		X				
Multiple intelligences		X				
Learning styles		X			X	
Various student learning needs based on gender, ethnicity, culture, social class, and exceptionalities		X				
The use of resources (including various stakeholders) to adapt the curriculum to meet current and future needs of learners						X

* http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Technology Expectations: All students in this course will incorporate the use of information and communication technology to access and search the internet and appropriate databases, communicate via email, learn about instant messaging, and blackboard, exchange and share files, employ technology tools to assist in the completion of research studies, analyze data, develop research reports, interact with global colleagues and peers. Students will be expected to be familiar with PowerPoint and demonstrate sufficient knowledge of PowerPoint to be able to incorporate it within their presentations of learning.

Student Evaluation:

Activity	Percentage
Seminar	80
Case Study School Portfolio	35 total
▪ Individual assignments	(20)
▪ Team assignments	(15)
Team Preparation, Attendance, Participation, Class Discussion, Electronic Discussion	15
Systems/Organizational Theory Assignment	15
Curriculum Assignment	15
Field Study Team	20

Absenteeism and Tardiness:

The reduced number of class meetings per semester in this course creates an emphasis on attendance, punctuality, and participation. Absences for purposes other than emergency situations must be approved by the teaching team and will have an impact on the final grade received in the course. Repeated tardiness also will affect grades. Students with excessive absences (more than two) will be advised to withdraw from the course or will fail the course.

Assignments:*

* While these descriptions are sufficient for student action to complete the tasks required, supporting materials will be added as a result of collaborative discussions in class.

1. **Systems/Learning Theory*** (Knowledge Standards Assessed: 2.1, 2.2) – Develop a description of your school as a system, using class readings and extended resources to frame the analogy.

Suggested Structure: PowerPoint presentation with notes

Due: October 2, 2007

2. **Curriculum Analysis*** (Knowledge Standards Assessed: 1.2, 2.1, 2.2) - Choose one curriculum document that is currently being used in your school. Compare it to the expectations established for 21st century learning contained within the MILE guide and *Learning for the 21st Century*. Develop a statement describing the specifics of how these two documents align. Incorporate reference to the curriculum evaluation skills contained in Stufflebeam's CIPP curriculum analysis process and in other materials related to curriculum evaluation. Finish with a description of the role that school leaders should play to ensure curriculum are developed for school use with a

view to the future. **NOTE:** Three hours per week of the student's practicum, EAS 845, may be used to accomplish the curriculum analysis. Time devoted to this work will be annotated on the practicum log.

Suggested structure: Formal Paper with APA format.

Consider these points as a start to your analysis of the existing school curriculum:

Curriculum Evaluation/Design Parameters

21st Century Leadership – Trains or demonstrates the following:

- Future focused Vision
- Global Perspective
- Information Communication Technology Literate
- Disciplines of Learning Organizations
 - Mental Model
 - Personal Mastery
 - Shared Vision
 - Group/organizational learning
 - Systems thinking

21st Century Content – Does it contain or provide the learner with:

- Global Awareness and Understanding
- Civic Literacy
- Financial, Economic, Business Literacy

21st Century Skills – Does it develop or provide for the development of:

- Information Communication Technology Skills
- Thinking and Problem Solving Skills
- Interpersonal and Self-Direction Skills
- Learning, Unlearning, and Relearning Skills
- Reflection Skills

Due: **November 13, 2007**

3. **School Portfolio & Presentation*** (Knowledge Standards Assessed: 2.1, 2.2, 2.3, 2.4) – Participate in the class forum on School Leadership through the small groups established during the course. Collaborate with the rest of your group containing documents from class work related to your school. These documents will be provided as the class progresses.

Suggested structure: Portfolio Notebook: one per team;
Team Presentation: 10 minutes

Due: **December 4, 2007**

All assignments in this course must contain

- clear reference to the background readings you have completed in preparing for the assignment,
- in-text citations,
- a reference list,
- a synthesis of the major issues derived from your readings in support of your argument,
- and adherence to the referencing conventions and formatting detailed in the APA guide (5th edition).

Learner Outcomes: (assessment, guiding principles, guiding program document, professional standards)

Course Outcomes The student will:	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Guiding Principles from Guiding Program Document	Professional Standards (KSDE, ASHA, NASP)
Prepare for and participate meaningfully in class discussions and activities	Assessment of the students level of preparedness and participation	PR, T, CKS, C	PR8, PR9, T1, T2, CKS1, C1, C4, C5	
Develop a personal learning theory statement throughout the course of the semester	Assessment of the learning theory statement using rubric to be developed with student assistance	PR, CKS, C	PR2, PR3, PR4, PR6, PR8, CKS1	
Compare existing curriculum documents with 21 st century learning expectations using curriculum evaluation skills	Assessment of curriculum evaluation process using rubric to be developed with student assistance	PR, T, CKS, C	PR6, PR8, T1, T2, CKS1, CKS2,	
Participate in a global on-line learning experience and develop a collaborative team based paper related to learning futures	Assessment of global learning process and product using rubric to be developed with student assistance	PR, T, CKS, C	PR4, PR8, T1, T2, T3, CKS1, CKS4, C1	
Develop an understanding of the school leader's role in the curriculum and learning process	Assessment of degree of understanding of the leaders role in these process as integrated into course assignments and participation.	PR, CKS, C	PR8, PR11, CKS4, C1, C2, C4, C5	

Course Assignments:

Grading: Rubrics for grading will be provided to students in advance.

Academic Honesty: A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct)

Special Needs: ADA: If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Office of Disability Services (DS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Reading Assignment Calendar
EL 852U

Date	Topics	Danielson	Garmston & Wellman	Lambert	Marzano WWIS	Marzano SLTW	Senge	Technology
August 28	<ul style="list-style-type: none"> ▪ Norms & Capacities ▪ Leadership Capacity ▪ Leadership Principles ▪ Course Overview 		Chapter 3 pp. 33-50	Chs. 1 & 2 pp. 1-20		Chs. 1-4 pp. 1-64		
Sept. 4	<ul style="list-style-type: none"> ▪ Introduction of School Case ▪ School Culture ▪ Systems ▪ Leadership Capacity 		Chapter 4 pp. 51-62	Chs. 3-5 pp. 21-53			Sections 1 & 2 pp. 3-98	
Sept. 18	<ul style="list-style-type: none"> ▪ School Culture ▪ Systems & Organizational Theory ▪ Change Process ▪ Data Analysis ▪ Instruction 		Chapter 5 pp. 63-86			Ch. 5 & 6 65-97	Sections 8-10 pp. 271-380	
Oct. 2	<ul style="list-style-type: none"> ▪ School Culture ▪ Systems & Organizational Theory ▪ Curriculum, Assessment, Professional Development ▪ Data Analysis ▪ Instruction ▪ Technology 		Chs. 1 & 2 pp. 1-32			Ch. 7 pp. 98-122	Sections 10-12 pp. 381-456	Learning for the 21 st Century (on BB) Complete MILE Guide Online
Systems/Organizational Theory Assignment Due								
Oct. 23	<ul style="list-style-type: none"> ▪ Curriculum analysis ▪ School-level factors for student achievement ▪ Leadership ▪ Framework for Teaching 	Chs. 1-3 pp. 1-42		Chs. 6-8, 10 pp. 54-79 pp. 92-95	Chs. 1-7 pp. 1-67			CIPP Article (on BB)
Oct. 30	<ul style="list-style-type: none"> ▪ Critical Technology ▪ Teacher-level factors for student achievement ▪ Leadership ▪ Framework for professional practice 	Chs. 4-5 pp. 43-167			Chs. 8-11 pp. 71-120			Brooks-Young Chs. 1-5 pp. 1-38
Nov. 13	<ul style="list-style-type: none"> ▪ Curriculum analysis ▪ Effective instructional practice ▪ Leadership 	Ch. 6 pp. 168-182						
Curriculum Analysis Paper Due								
Nov. 27	<ul style="list-style-type: none"> ▪ Implementation of research-based factors toward student learning ▪ Leadership 				Chs. 16-18 pp. 157-178			
Dec. 4	School Portfolio Presentations							
	Professional Portfolio Due							



Making public schools great for every child

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

February 20, 2008
House Education Committee
Testimony – HB 2842
Peg Dunlap

Mr. Chairman and members of the Committee, thank you for the opportunity to appear today to explain our opposition to **House Bill 2842**.

Kansas has a strong tradition of requiring its teaching license candidates to demonstrate a balance of knowledge and skills regarding the subjects they are to teach and how to teach those subjects. In “education-ese,” the latter is referred to as “pedagogy.” Research is clear that knowing the subject is not sufficient to ensure student learning – a teacher must also know how to teach those subjects to students.

Kansas has also recognized that there are multiple paths to licensure. In addition to the traditional routes, there are alternative routes, for those who have different backgrounds and experiences. What makes our alternative routes strong is that they require candidates to demonstrate mastery of the very same standards, or requirements, at the same levels, as those who choose the traditional routes to preparation. That includes both content standards, the “what” of teaching, and pedagogy standards, the “how.” There are no shortcuts, no back doors in to the teaching profession in Kansas.

This is one of the reasons that Kansas students continue to perform in the Top 10 in just about any national measure of student learning. This emphasis on quality is also one of the reasons that when NCLB became law, Kansas could easily and early demonstrate that our teachers met the Highly Qualified requirement.

House Bill 2842 asks you to allow ABCTE, the American Board for Certification of Teacher Excellence, to be used as a path into teaching in Kansas. We strongly believe you should not do that.

ABCTE allows persons with any college degree to get a “passport” in any subject area. It believes that engaging in a few computer-based, content-focused activities is an acceptable substitute for a comprehensive program of study that includes school-based experiences. It believes that passing ABCTE’s exams should substitute for Kansas assessments that are aligned to Kansas standards for students and for teachers.

House Education Committee
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Kansas has a teacher shortage. It is real and it requires comprehensive efforts to recruit and retain the highest quality teachers. Allowing untrained, unprepared, untested-in-the-classroom people to teach will only exacerbate the problem. It will result in greater levels of attrition from the teaching ranks and lower levels of student learning. There are dozens of research studies that document those results from alternative licensure "short cut" programs.

Kansas does not compromise on quality, comprehensive preparation for professionals. That is true for physicians, pharmacists and nurses. It's true for plumbers, electricians and hairdressers. We urge you to maintain the requirements for quality comprehensive preparation for teachers, too, by voting "no" on HB 2842.



Making public schools great for every child

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

February 20, 2008
House Education Committee
Testimony – HB 2874 and 2903
Peg Dunlap

Mr. Chairman and members of the Committee, thank you for the opportunity to appear today to explain our opposition to **House Bills 2874 and 2903**.

For us, the issue is quality. Kansas has high standards for teacher preparation. Those standards address both the content that is to be taught and the pedagogy related to that content, the “what” and the “how” of teaching. Both are essential knowledge and skills for teachers to demonstrate if students are to learn.

All teacher preparation programs in Kansas are required to design licensure programs around the standards for content and for professional education/pedagogy. These standards have been adopted by the State Board of Education following rigorous review by school-based practitioners.

All are required to submit those programs for review and have them approved by the State Board of Education.

Both of these bills compromise quality by omission. Neither bill requires that the proposed methods of preparing teachers use the adopted standards and undergo review.

We recognize that districts need teachers. We understand that the teacher shortage exists and that it requires comprehensive efforts to attract, train, and retain high quality candidates. We support alternative routes to teacher licensure.

We are adamant, however, that any such routes meet the same standards, at the same levels of quality, as existing traditional and alternative route preparation programs. To do less compromises quality, puts Kansas in violation of the Highly Qualified requirement of NCLB, and does a disservice to the teachers and students of Kansas.

FORT HAYS STATE UNIVERSITY						
TRANSITION TO TEACHING DATA						
	F03	F04	F05	F06	F07	TOTALS
Agriculture				3	1	4
Art			2	4	3	9
Biology	1	1	2	9	10	23
Business		2	2	9	14	27
Chemistry					1	1
English		1	1	5	10	17
Family/Consumer Sci				1	2	3
French					1	1
German	1					1
History and Govt				1	1	2
Journalism		1		1	4	6
Math	1	1		3	3	8
m.l. History					1	1
m.l. Math					1	1
Music	1		1	1	1	4
Physical Education		1		2	4	7
Physics				1	2	3
Spanish		1	2		4	7
Speech/Theatre					2	2
Technology		1		2	3	6
	4	9	10	42	68	133
H:S/T2TSummary.xls - 1/23/2008						

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TRANSITION TO TEACHING

The T2T program is designed to fill teaching vacancies in school districts through an alternate route to teacher licensure. It includes the recruitment and training of mid-career professionals seeking a career change to enter the teaching profession. The T2T program uses the restricted license and has developed an on-line professional education curriculum meeting all of the Kansas Professional Education Standards.

HOW DO I BEGIN?

Contact Mrs. Kerry Schuckman, FHSU Licensure Officer, 785-628-4542 or kschuckm@fhsu.edu. Send or fax copies of transcripts to her and she will complete a transcript analysis to determine if you qualify for the program. If qualified, locate a teaching position within your content area. You may contact local school districts directly, attend the FHSU Teacher Career Fair in April or go to www.kansasteachingjobs.com.

After a position is secured, you'll need to complete the KSDE application for a restricted teaching license (\$36*) and be fingerprinted (\$44*). A Plan of Study will be created outlining required courses you will take.

**current fee rates*



ADMISSION PROCESS

The admission process is a collaborative effort with the applicant, a school district, and Fort Hays State University. The applicant must complete the KSDE Application (Form 9). Submit to FHSU Licensure Office with:

- All official transcripts
- Fees (Application, Fingerprinting)
- Master Class Schedule
- Signed Plan of Study

ELIGIBILITY REQUIREMENTS

An undergraduate or graduate degree in the content area or equivalent coursework in the area for which the restricted license is sought. Have at least 2.5 cumulative GPA. Graduate School requires 2.50 on last 60 hours. Show verification that a school district has made an offer for employment in the content area for which the restricted license is sought.

OTHER REQUIREMENTS

- A content test must be passed by the end of the first year of teaching.
- By the end of the three years, must pass a pedagogy test, Principles of Learning and Teaching (PLT).
- Must make appropriate progress each year towards completion of the plan.
- Must attain 2.50 GPA each year in those courses specified in the plan to continue. The program consists of 26 graduate hours in education, including 6 hours of practicum.
- Must obtain minimum grade of "C" in each course.



MASTER'S IN EDUCATION

A Master of Science in Education can be obtained by applying 24 hours from the T2T program towards the degree. An additional 14 hours of core courses are required. Contact Dr. Germaine Taggart at gtaggart@fhsu.edu or 628-4204 for more information.

FREQUENTLY ASKED QUESTIONS

Can I substitute some of the education courses I've already had for the required courses in the program?

If completing the graduate track, you must take all 26 hours – no substitutions are allowed.

What if I have a few course deficiencies of meeting FHSU's content area program?

You are allowed to be lacking no more than 9 credit hours of content coursework.

What is the tuition I will pay?

FHSU's tuition continues to be one of the lowest in the state. The courses are all graduate level. Check www.fhsu.edu/sfs/tf/index.shtml for current tuition rates. Three classes are through Wichita State University and are their tuition rate.

When can I get into the program?

The program is geared toward those people that are hired to begin teaching jobs in August. You will be required to attend an Induction course during the summer prior to the beginning of the school year. Accommodations can be made for those hired to begin teaching in January.

Will I be required to attend classes in Hays?

The greatest benefit of this program is that all courses are online, except for the four day Induction in Hays prior to starting your first year.


Who will teach the classes?

They will all be taught by qualified education faculty at Fort Hays State University and Wichita State University in this collaborative program.

What type of teaching license will I have?

During the three years of the program, you will have a Restricted Teaching License. Once you complete the program, then you will be eligible to apply for a two year Conditional Teaching License.

THOSE WHO KNOW

 The Transition to Teaching program has greatly benefited our school. There are certain subject areas experiencing a teacher shortage. Transition to Teaching allows people with degrees but no teaching credentials the opportunity to teach, and it helps the schools that would otherwise have difficulty finding teachers in those subjects. If you have someone in your community with a degree who wants to teach, but they don't have a license, this program might be your answer.

-Fred Joy, Transition to Teaching Supervisor Palco High School

I have nothing but good things to say about this program. It has allowed us to get people into the classroom that are doing great things for kids. I highly recommend the program. It has not been a lot of extra work for me as an administrator. FHSU does a great job of helping us with any questions we might have.

-Aaron Homburg, Superintendent Paradise USD 399- Natoma

As a superintendent, I am extremely grateful for this program. The Transitions program affords districts the opportunity to recruit talented college graduates and quickly get them in the classroom, while they work on obtaining their professional teaching license. In these days of a nationwide teacher shortage, this is an excellent higher education service.

-Mark Crawford, Superintendent USD 210- Hugoton



FOR MORE INFORMATION, CONTACT:

Mrs. Kerry Schuckman, FHSU Licensure Officer
College of Education and Technology
Rarick Hall 220B
600 Park St.
Hays, KS 67601
785-628-4542
Fax: 785-628-4447
kschuckm@fhsu.edu

Dr. Jim Barrett
College of Education and Technology
Rarick Hall 229
785-628-4413
jbarrett@fhsu.edu

Dr. Debbie Mercer
Dean, College of Education and Technology
Rarick Hall 213B
785-628-5866
dmercerc@fhsu.edu

For more information about programs in the Department of
Teacher Education please visit www.fhsu.edu/te



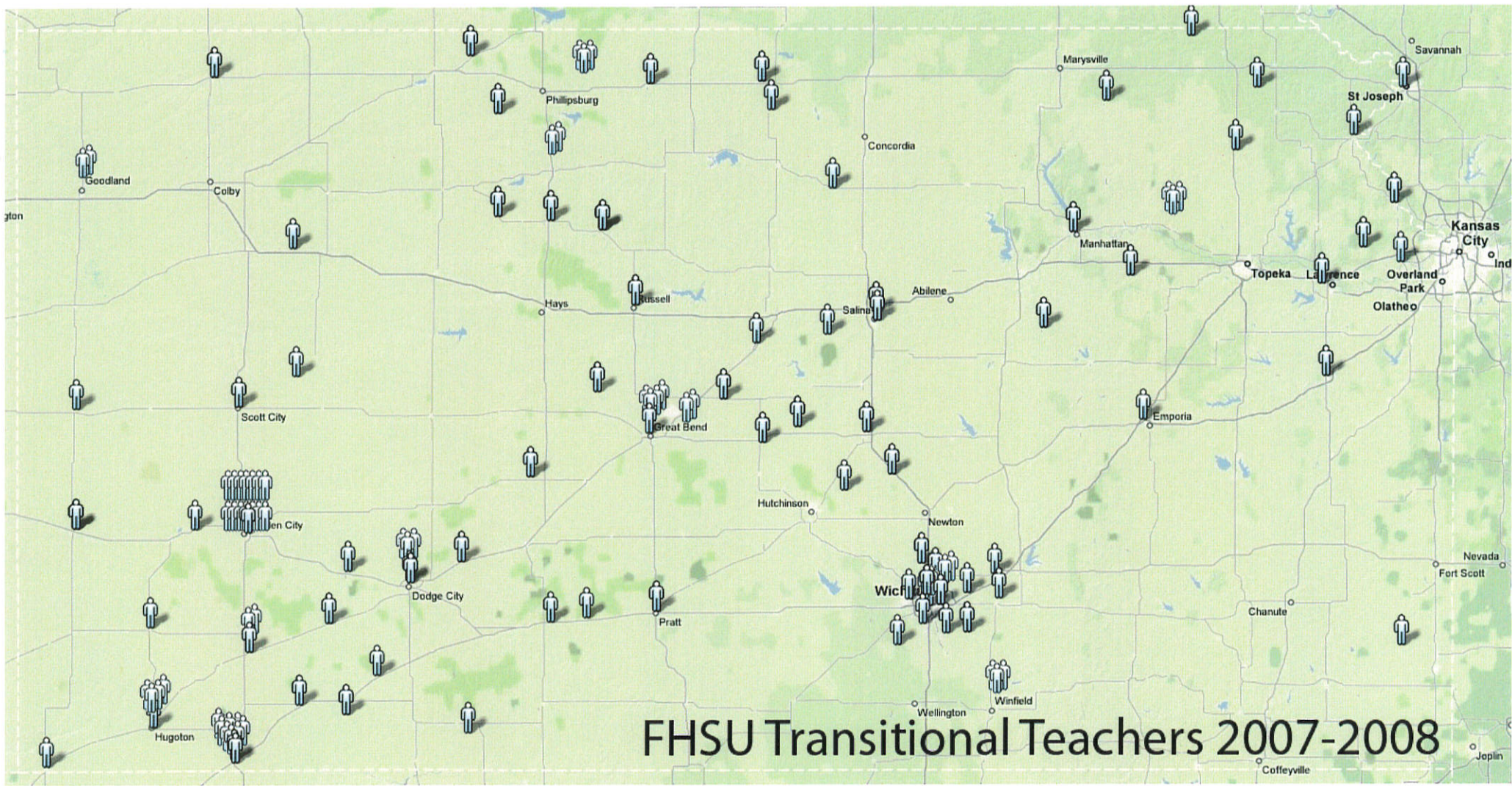
Fort Hays State University is in compliance with Title II of the Higher Education Act (HEA), Section 207 (f)(1) and (2) which requires disclosure to the State and general public an Institutional Report Card on the quality of teacher preparation. FHSU had a 93 percent pass rate for the PLT assessment for our 98 education program completers for the 2005-2006 report year. The aggregate pass rate in Kansas for the PLT was 97 percent. The average number of hours per week of supervised student teaching at FHSU was 35 and our student/faculty ratio in supervised student teaching was 6.55. FHSU's teacher education programs are accredited by the Kansas State Department of Education, NCATE, NCA and AACTE. The full report is available at www.fhsu.edu/coe/about.shtml or by requesting a paper copy from the College of Education and Technology at 785-628-4542.

TRANSITION TO TEACHING

The Alternative Route to Licensure and
Teaching in Kansas

FORT HAYS STATE UNIVERSITY
COLLEGE OF EDUCATION AND TECHNOLOGY

10-23



DATE: February 20, 2008

RE: House Bills 2842, 2874, 2903

The deans of education at the six Regent's schools and Washburn University would like to take this opportunity to address three bills (2842, 2874, and 2903) before the House Education Committee regarding the preparation of teachers in the state of Kansas.

Since we represent higher education institutions, our focus today will be on the role our state university's programs play in addressing teacher quality and teacher shortages and why we are best positioned to help address these issues. Four-year accredited institutions are charged with the preparation of teachers in our state. Teacher education is strengthened by our focused attention to the research related to effective teaching, our high standards for program and unit accreditation, and our dedicated commitment to preparing highly qualified educators. Through collaborations with others in the field our programs stay grounded in theory, while our research focus furthers our understanding of teaching and learning processes.

We fully acknowledge that there are teacher shortages in geographical areas in our state and in specific content areas (STEM - science, technology, math, foreign languages, and special education). To put this challenge in perspective, let us first say that the teacher shortage now facing Kansas is the result of complex forces. Separate issues include the large numbers of Kansas teachers preparing to retire in the next five years, the need to make licensure more stream-lined for out-of-state-teachers wanting to teach in Kansas, filling rural and urban classrooms, retaining teachers, raising the perception of teaching as a career, and producing more teachers in critical STEM and special education areas. The complexities of these issues require careful analysis and planned action steps.

Currently, waiting lists for secondary teaching and special education do not exist for entry into teacher preparation at the Regent's universities or Washburn. State universities are not turning away prospective teachers in critical need areas. Simply providing more venues to license teachers (in community colleges or school districts) is not a documented capacity need. We have the capacity to prepare those desiring to become teachers. The shortage problem rests on the quality and longevity of teachers, not on number of venues for licensing teachers. Recruitment into the profession is only one small piece of the equation, perhaps more important is the retention of the high-

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quality teachers that are currently in our Kansas classrooms. Kansas has enjoyed strong levels of achievement on the part of our students for many years. That is because of the training and dedication of our teachers. National research validates the strong relationship between teacher preparation measures (professional coursework, clinical experiences, and licensure tests) and student achievement.

The existing teacher preparation system in Kansas is based on community colleges working collaboratively with colleges/universities. While each four-year institution providing teacher licensure in Kansas offers a complete four-year experience, "articulation agreements" are in place between the community colleges and universities. These agreements, upholding each type of institution's mission, provide clear guidelines for community colleges providing the first two years of general educational experiences and universities providing the remaining two years of professional education course work to prepare students for teacher licensure. Emporia State University was recently nationally recognized for their work with community colleges. Fort Hays State University provides for the completion of a four-year degree leading to teacher licensure on the Pratt Community College campus. In fact, each state university works closely with community colleges in their area to provide for smooth transitions for students wanting to pursue teaching credentials.

Other collaborations are in place. Pittsburg State University has a strong partnership with the Kansas City Kansas Public Schools. This alternative program targets the districts math and science needs. Washburn University also has a strong collaborative partnership with Topeka Public Schools and the surrounding area focusing on special education, technology, and math. Wichita State University has offered an alternative path to licensure for over 15 years and serves the greater Wichita area. In fact, all state schools and Washburn are involved in alternative pathways through the restricted license.

The Kansas State Department of Education sponsored a large federal grant targeted to this very issue five years ago. Eleven institutions, both public and private, from around the state collaborated on the development of the Transition to Teaching program. This online track, offered by a private consortium and a FHSU/WSU partnership provides easy access for students across the state. Alternative tracks are not the only distance education programs you can find offered at the state schools. Graduate programs in special education, reading, library science, building and district leadership, and ESOL are available at several institutions. PSU offers an elementary alternative program and

FHSU offers the elementary education program online. KU and KSU both host large grant projects that assist students with the costs of their education if going into high needs content areas. Innovative programs offering both capacity and access are available from all state schools.

Given the mired forces that impact teacher shortages a quick or one-shot solution is unlikely to resolve the problem. Speaking from the position of the Regent's institutions, we believe the crux of the problem can be more directly resolved by recruiting more students who want to be teachers, rather than providing more venues for training students to be teachers. Permitting institutions whose first mission is not teacher preparation to license teachers, would be more costly to taxpayers, nor is it the most efficient and effective way to address the shortage problems. The present system's history of effectiveness is evidenced by many measures including students' achievement scores. Entities such as ABCTE's Passport to Teaching puts unprepared individuals with little or no preparation or support into P-12 classrooms. By merely passing their own internal tests, this entity deems a person ready to teach. One test covers professional education knowledge; the other is a content test in an area of the student's choice. This method not only lowers standards, but essentially eliminates them. A review of the research surrounding such programs documents the risks. Higher numbers of inadequately trained teachers leave the field; unfortunately more are hired to address our most at-risk children in urban and high-poverty areas.

All providers who prepare teachers should be held accountable to the same quality accreditation standards currently expected of the public and private institutions in the state. If those institutions now requesting to license teachers were to be held to the same standards (knowledge, skills, and dispositions of candidates, assessments, field experiences, diversity, faculty qualifications, and governance) that the current licensure system requires of all Kansas institutions of higher education, the cost to taxpayers would be high.

If the goal is to produce the highest quality teachers for Kansas classrooms at the lowest taxpayer cost, teacher shortages in Kansas can best be addressed through existing and new scholarships, grants, and forgivable loans. Traditional and alternative university licensure programs are available throughout the state of Kansas that provide access to individuals wanting to pursue teaching as a career.

Our common goal is the highest quality education for the children of Kansas. Our

children deserve to be educated by professionals. The integrity of the profession must be upheld through the academic preparation required of all professionals. The concern that we must keep in mind is the need to grow the number of teachers who are well-prepared in content and pedagogy to fill every P-12 classroom. In moving toward quantity, we cannot afford to move away from the standards of quality established through the present system. Our children are our future; they are worth the absolute best we can offer. Lowering the standards for Kansas children is not acceptable.

Respectfully,

The Kansas Board of Regent's and Washburn Education Deans

Gloria Dye, Washburn University

Rick Ginsberg, University of Kansas

Mike Holen, Kansas State University

Sharon Iorio, Wichita State University

Tes Mehring, Emporia State University

Debbie Mercer, Fort Hays State University

Andy Tompkins, Pittsburg State University

**Kansas House Education Committee
Testimony in Opposition to House Bills 2842, 2874 and 2903**

**Submitted by: Dr. Bill Neuenswander
Assistant to the President, Baker University**

Mr. Chairman and House Education Committee members, thank you for allowing me a few minutes of your valuable time. Please permit me to express my concerns with House Bills 2842, 2874 and 2903, all of which propose that teacher licensure programs be delivered by nontraditional providers including school districts, service centers, cooperatives, community colleges and/or the American Board for Certification of Teacher Excellence (ABCTE).

Addressing concerns regarding the three afore mentioned House Bills is not so much about protecting teacher education institutions as it is about protecting kids and ensuring student learning. We all know that our future will rest with our young people. Kati Haycock's research titled "Good Teaching Matters – A Lot" was clear to show that students who were fortunate enough to have effective teachers who possessed content knowledge, teaching skills and verbal skills consistently performed better than students who had ineffective teachers who lacked in one or more of the three areas.

Current Kansas data demonstrates that Kansas student performance ranks Kansas among the top states in the nation. Since the advent of No Child Left Behind, more Kansas students are performing at higher levels than ever before. Student achievement can be credited largely to quality rigorous accreditation standards placed on teacher education institutions to ensure that highly effective teachers fill every classroom. I am confident you take pride in the quality education provided by Kansas teachers and schools.

The 23 public and private teacher education institutions have assumed responsibility to ensure student learning for all PreK-12 students, and the professional training received in the university programs moves teachers far beyond just knowing content. The 23 Kansas programs have made every effort to respond to the teacher shortages through traditional and alternative licensure programs.

Permitting nontraditional providers to deliver teacher licensure programs suggests that these institutions and organizations are prepared to address the high standards necessary to provide a highly qualified teacher in the classroom. I contend that they are not. The Committee may be aware that K.S.A. 71-601 prohibits community colleges from delivering coursework above the sophomore level, which will prohibit their efforts to offer higher level pedagogy courses. Committee members may also be aware that Kansas school districts recently requested the Kansas State Board of Education to rescind the requirement that school districts support the current Kansas Performance Assessment, claiming an undue burden on their faculty and administration. In addition, many districts find it difficult to provide the necessary mentoring for new teachers or the necessary induction program for the current alternative Restricted Licensure (RL) program. The bottom line is that licensure delivery by nontraditional providers will result in lowering

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licensure standards and putting the education of Kansas children and learning at risk.
The path to addressing teacher shortages must include strong mentoring and induction programs and a strong understanding of pedagogy.

An even greater concern exists with ABCTE's passport certificate promoted in HB 2842, which is largely based on passing a content exam. An understanding of pedagogy or the presence of a support system is not required for ABCTE teachers. ABCTE apparently believes that teaching is not a skilled profession and suggests that once a person has attended classes to learn the content, they learn, through osmosis, how to assume responsibility that learning occurs for all students. No other profession allows access by merely permitting people to pass a test. Kids are too important to contract non-skilled educators to assume responsibility for our kids and their learning.

Baker University has assumed responsibility to deliver the Kansas alternative Restricted License (RL) program. Baker, in partnership with the Midwest Associated Colleges Consortium, has started, supported and placed over 15 new RL teacher candidates in the classroom each of the last four years. RL candidates must demonstrate the completion of strong content preparation, participate in a university induction program and enroll in seven on-line pedagogy courses. In addition, the university provides a strong support system and requires districts to provide a teacher mentor. We have experienced some successes with the RL program and plan to continue support, with delivery modifications; however, the retention rate (teaching at least three years in the classroom) for the current RL program has resulted in less than 60% retention, compared to greater than 80% in Baker's traditional program. RL candidates often struggle, even with a strong support, in the areas of lesson planning, classroom management, student motivation, learning theory, QPA, applying content standards, and the ability to address student needs, such as intellectual, social, emotional and physical well-being. RL candidates quickly find out that knowing content and liking kids is not sufficient to becoming a quality teacher.

Permit me to summarize. Providing access to nontraditional licensure providers, as suggested in House Bills 2842, 2874 and 2903 will, in the opinion of this educator who spent 37 years as a teacher and administrator in public schools, result in lowering licensure standards and diminishing the quality education for Kansas kids. A poor quality product can be recycled, but a young person who does not learn becomes a lost treasure. For the sake of the kids and learning, I ask that you not support any of the three stated House Bills.

Thank you for your kind attention to a matter close to my heart.

February 20, 2008
Kansas House Education Committee
Testimony in Opposition to House Bills 2842, 2874 and 2903
Submitted by: Dr. Phil Bennett
Associate Dean, The Teachers College
Emporia State University

I would like to highlight several issues regarding the preparation of teachers and the impact that these bills will have on the quality of teachers, and more importantly the impact on the education of Kansas children.

1. All of the Board of Regents Universities, Washburn University, and many of the private colleges and universities have undergone rigorous national accreditation visits to assure the profession (P -12 schools) that we meet quality standards in the preparation of teachers. These three bills totally subvert that assurance.
2. Not only are universities prepared in pedagogical methods, but also much better prepared to teach the content knowledge needed by teachers.
3. According to the National Assessment of Educational Progress (NAEP), Kansas has some of the best teacher preparation programs in the nation; our quality is reflected in the superior achievement of our school children. Kansas children tend to perform among the top states in the nation. This can be verified on the NAEP website.
4. Twenty-three Kansas colleges are accredited to prepare teachers with countless out-of -state providers. There are approved elementary education alternate route programs of various forms at most institutions including Emporia State's 2+2 programs at Butler Community College and Kansas City Kansas Community College. An ESU secondary education alternative/restricted license program for mid-career professionals who wish to enter teaching will be presented to the State Board of Education in March. Over the last few years, the Butler and Kansas City programs together have prepared approximately 120 new teachers.
5. A January 29, 200~~0~~⁸ AACTE publication, "Teachers That Make a Difference," provides data on links between qualifications and student achievement:
A Department of Education-commissioned review of 57 rigorous studies found a relationship between teacher education and teacher effectiveness (Wilson, Floden, & Ferrini-Mundy, 2001). Empirical relationships between teacher qualifications and student achievement were found across studies using differing units of analysis and different measures of preparation and in studies controlling for students' socioeconomic status and prior academic performance. Goldhaber and Brewer (2000) concluded that the effects of teachers' certification on student achievement exceed those of a content major in the field, suggesting that what licensed teachers learn in pedagogical portion of their training adds to what they gain from a strong subject matter background.

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6. In the same January 29, 2000⁸ AACTE publication, "Teachers That Make a Difference," AACTE concludes that alternate route candidates are not as effective:
Three recent, large well-controlled studies, using longitudinal individual-level student data from New York City and Houston, found that teachers who enter teaching without full preparation—as emergency hires or alternate route candidates—are less effective than fully-prepared beginning teachers with similar students (Boyd et al., 2006; Darling-Hammond et al., 2005; Kane, Rockoff, & Staiger, 2006). All 3 Studies also found that the effectiveness of alternate route teachers completing training while they taught generally improved their 2nd and 3rd year, when most were certified. These effects are likely due both to recruits' training and their greater experience.
7. I served on the Kansas State Department of Education Regulations Committee for six years and over that period of time several "barriers" to licensure of teachers were removed or decreased illustrating that we are taking seriously the need for teachers.
8. According to the Kansas State Department of Education there are 77,000 licensed teachers in Kansas for 36,000 jobs. I would like to expand on this point with some specific references.

Richard Ingersoll, "Holes in the Teacher Supply Bucket" *The School Administrator* March 2002.

Four factors stand out as important to the high rates of turnover: low salaries, lack of support from school administration, student discipline problems and lack of teacher input into school decision making.

The data show that the source of the problem is not shortages--in the sense of a supply-side deficit, but rather demand side excess resulting from high turnover. This has significant implications--it means that solutions must focus less on recruitment and more on retention.

The National Commission on Teaching and America's Future* *Policy Brief: The High Cost of Teacher Turnover* (June 2007).

The National Commission on Teaching and America's Future (NCTAF) estimates that the national cost of public school teacher turnover could be over \$7.3 billion a year. In addition to the nation losing billions of dollars, the policy brief shows that this constant churn drains resources, diminishes teaching quality, and undermines our ability to close the student achievement gap. The policy brief provides NCTAF's recommendations for controlling costs and improving teaching quality.

In its 2003 report, *No Dream Denied: A Pledge to America's Children*, NCTAF found that hiring well prepared teachers reduced first year attrition by 50 percent.¹ Well-prepared teachers possess strong content knowledge; they understand how students learn and demonstrate the teaching skills necessary to help all students meet high standards; they can use a variety of assessment strategies to diagnose student learning needs; and they can reflect on their practices to improve instruction in collaboration with their colleagues.² Whether through traditional or alternative preparation, teachers need to acquire the knowledge and skills to be effective. It is not *how* new teachers are prepared but

how well they are prepared and supported in whatever preparation pathway they choose that matters.

In California, a recent study of a district induction program by the New Teacher Center found that “an investment in an intensive model of teacher induction pays \$1.66 for every \$1 spent.”³

References

1. National Commission on Teaching and America’s Future (2003). *No Dream Denied: A Pledge To America’s Children*, p. 84 [www.nctaf.org].
2. National Commission on Teaching and America’s Future (2003). *No Dream Denied: A Pledge To America’s Children*, p. 73 [www.nctaf.org].
3. Villar, A. (2004). *Measuring the Benefits and Costs of Mentor-Based Induction: A Value-Added Assessment of New Teacher Effectiveness Linked to Student Achievement*, p. 36.

Recommendations for School District Action

The reality is that, in many districts, teachers are mismanaged. This mismanagement diminishes the ability of teachers to improve student learning and it dampens the desire of teachers to remain in the classroom. To increase student achievement and teacher retention, school districts need to create coherent management systems based on accurate and timely data. A coherent management system enables a district to hire well-prepared teachers, induct these teachers into the profession, and support their continued professional development in genuine learning organizations.

- Measure teacher turnover and its costs
- Invest in coherent data-based management of the teacher workforce
- Hire well-prepared teachers
- Target the implementation of high quality induction programs to at-risk schools

*The National Commission on Teaching and America's Future is a nonprofit organization dedicated to providing every child with competent, caring, qualified teachers in schools organized for success. The Commission is co-chaired by Richard W. Riley, former U.S. Secretary of Education and Ted Sanders, past President of the Education Commission of the States. NCTAF's President is Thomas G. Carroll, Ph.D.

A number of years ago the Department of Education approved a new teacher mentoring program to improve teacher performance and retention. It was never implemented because the legislature concluded that it had too high a price tag. This may have been a very expensive decision. Approving less-than-standards-based programs will result in a lack of appropriate education being provided to Kansas children – our state’s most precious resource!

I have been an educator for 40 years—math teacher, math and education professor in private and public higher education, KSDE employee, member of the Kansas Professional Standards Board and a number of state level committees, and administrator. I urge the legislature to put funds into teacher retention, not into licensing poorly prepared teachers.



**Olathe School District
Testimony provided by Dr. Gary George
House Bill 2842
February 20, 2008**

We are submitting testimony in opposition to House Bill 2842 known as the A,B.C.T.E bill, which authorizes the issuance of a teacher's license to anyone who holds a passport certificate issued by A.B.C.T.E. Basically, anyone who passes a multiple choice exam would get a passport certificate. Once obtained, the Kansas State Board of Education would have to issues a teacher's license.

We believe much more is needed to be an excellent, highly qualified teacher than passing a multiple choice exam. As we understand, only two or three states have moved in this direction. We believe it is premature to adopt this approach to the critical issue of teacher qualification and certification.

House Education Committee
Date: 2-20-08
Attachment # 14



**Olathe School District
Testimony provided by Dr. Gary George
House Bill 2874
February 20, 2008**

We are submitting testimony in opposition to House Bill 2874, which would allow a school district, cooperative or interlocal, school district service center, or community college to establish a nontraditional teacher licensure program. We do not believe that most staff members in service centers and community colleges have the educational background needed to provide high quality, comprehensive teacher education.

Our greatest concern is having highly trained teachers in our classrooms. Educational research suggests that the quality of the teacher directly affects student achievement. In light of the ever increasing demands of No Child Left Behind, this is certainly not the time to lower teacher licensure standards. Additionally, as we prepare our students to effectively compete with the best and brightest students internationally, we need to raise the level of instructional expertise, not lower it.

While we realize that there is a shortage of teachers and lowering the licensure standards may increase the pool, it will do nothing to encourage quality teacher preparation or retain highly qualified staff. Rather, we believe programs that provide scholarships, forgive student loans, support mentors, fully fund staff development, and raise teacher salaries will provide the pool of highly qualified teachers needed across the state without lowering teacher licensure standards.

Thank you for your attention.

House Education Committee
Date: 2-20-08
Attachment # 15

My name is Terry Boyd, and I am a National Board Certified Teacher and current chair of the Kansas Teaching and School Administration Professional Standards Advisory Board. The Professional Standards Board consists of 22 members appointed by the Kansas Board of Education. Our board make-up includes teachers at all grade levels, building and district administrators, and university faculty representing public and private accredited institutions. We are also represented by a PTA, a local school board, as well as a state board liaison.

The Professional Standards Board has adopted a position opposing House Bills 2842, 2874 and 2903. Attached is our official statement.

I have been a member of the Professional Standards Board for 7 years. During that time, our board has worked diligently with the Teacher Education and Licensure Department of KSDE as well as the Kansas Board of Education to make a Kansas teaching license more easily accessible to new teachers while maintaining the high standards that have assured a highly qualified teaching profession for Kansas' high achieving students.

We are well aware of the current climate of hard to staff regions of our state and certain subjects. Steps have been made to allow practicing teachers to add endorsements to their licenses by taking tests that are already in place and normed for Kansas teachers. There are already in place alternative route programs that allow persons who hold a bachelor's degree access to practice in a supervised setting while obtaining the needed pedagogy coursework. These programs are monitored by our state's standards and approval processes as well as those of a national accrediting agency. Kansas universities have been very successful in these programs and have served us well.

I am a high school math teacher in Lansing, Kansas with several years experience. I can testify that the easiest part of my job is the math. Teaching students is hard work. Knowing how to manage a classroom of less than optimally motivated students; knowing how to provide instruction that engages students who know much of the content before the class begins as well as those who have always struggled; knowing how to help students and their parents overcome "math phobia" involves skills and specific techniques that cannot be mastered by preparing for a test. Any program that does not include an internship component sets a new teacher up for discouragement and failure.

With these thoughts in mind, I submit to you the resolution of the Kansas Teaching and School Administration Professional Standards Advisory Board:

House Education Committee

Date: 2-20-08

Attachment # 16

Whereas the Kansas Teaching and School Administrators Professional Standards Advisory Board (Professional Standards Board) believes that teaching is a true profession requiring rigorous academic preparation;

Whereas the Professional Standards Board is committed to having a high quality teacher in every classroom;

Whereas the Professional Standards Board has endorsed appropriate and rigorous standards for institutions preparing high quality teachers;

Whereas these teacher preparation programs include institutions of higher education and alternative certification models;

Whereas this process permits the approval of any licensure program meeting the state's standards; and

Whereas Kansas students consistently perform at high levels, on average, on all nationally recognized indicators due in part to the quality of the state's teaching force;

Be It Resolved: the Professional Standards Board opposes HB 2842, HB 2874, and HB 2903 because these bills would weaken the approval process for preparation programs and put Kansas students at risk.

Position Statement
Approved 2-18-08

House Education Committee
Written Testimony on HB 2842, HB 2874, HB 2903

By
Gary L. Miller, Ph.D.
Provost, Vice President for Academic Affairs and Research

Wichita State University
February 20, 2008

Mr. Chairman and members of the committee I am writing to express my concerns related to the various alternative teacher certification bills (HB 2842, HB 2847, and HB 2903) you are considering.

Wichita State University is sensitive to the current critical need for more teachers, especially in the areas of science, mathematics and special education. But the problem is not simply providing more teachers to fill Kansas classrooms. There is also the responsibility to fill our classroom with highly qualified teachers. The current teacher certification process set forth by Kansas Department of Education (KSDE) follows national standards and is designed to ensure that teachers have the skills to adapt to the changing knowledge environment, understand and accommodate the complex demographics of the school-aged population and respond to the vast variety of skills, developmental states and behavioral conditions of the modern school environment. We believe that our school children deserve such highly trained teachers.

One way to meet the demand for teachers is through alternative certification programs that both accommodate highly skilled and educated citizens from other professions *and* retain the rigor and high standards of the current certification process, which is practiced by all regents universities. Wichita State University has long been a leader in such programs.

In addition to the 26 traditional teacher licensure and educational leadership programs offered at Wichita State University, we have had an alternative teacher certification program since 1992. As part of that program we partner with Ft. Hays State University to deliver on-line distance learning to 180 students statewide in an alternative certification program. This program pairs Wichita State University award winning Transition 2 Teaching program with Ft. Hays State and other universities. Wichita State University is currently collaborating with Ft. Hays State in a \$6.5 million grant headed by Ohio State University to write national standards for alternative teacher certification.

In addition to the long standing program, we are involved in a number of newer partnerships involving community colleges. Wichita State University partners with Cowley County Community College to deliver the first two years of teacher preparation within CCC courses and

the remaining two years of elementary teacher preparation through Wichita State University courses taught on site at a CCC location and through Interactive Distance Learning. Wichita State University is currently working with Butler County Community College to extend the delivery system to their campus. It is anticipated that Wichita State University teaching faculty will travel to each community college to teach and broadcast their IDL classes through facilities at each of the three sites. Moreover, like all regents universities, we have articulation agreements that enable students at Kansas community colleges transfer their first 60 hours coursework into Kansas degree-granting regents institutions.

In addition, Wichita State University has two ongoing teacher training partnerships with the Wichita Public Schools USD 259. The first is the Urban Teacher Preparation Program. In this program, USD 259 selects Wichita State University students who meet district qualifications and agree to teach for four years at 259. In return, the district provides the Wichita State University students' tuition for the last 60 hours of course work. The students graduate with an elementary education degree and teaching English as a second language endorsement. A Wichita State University/USD 259 team is working to extend this program starting fall of 2008 to prospective teachers of secondary education subjects.

All of our teacher preparation programs adhere to rigorous national standards. I would respectfully suggest that HB 2842, HB 2874, and HB 2903 appear to allow for the preparation of teachers outside the standards set forth by KSDE and implemented in the programs of the Wichita State University College of Education. I would ask that these proposals be rejected in favor of a careful and considered evaluation of how to expand alternative certification programs that operate with high standards in order to meet the increasing demand for teachers. Such programs should adhere to one state-wide set of standards, be flexible enough to accommodate highly educated citizens who wish to enter teaching after another career and efficient enough to provide certification in a reasonable amount of time. I believe that Kansas universities are in the best position to produce the highly qualified teachers of the future.

I very much appreciate this opportunity to provide these comments.

Wichita State University Transition 2 Teaching (T2T) Program Summary

The Transition to Teaching (T2T) process begins with an application from a person who holds a baccalaureate degree. Our program works to rapidly place teachers in the classroom and does not limit student applicants.

1. WSU does not limit the number of students selected for the program, but current WSU university requirements for Graduate School entry and Kansas State Department of Education (KSDE) regulations (e.g., 2.5 GPA, degree in a content area for teaching) screen some applicants out. In addition, other state guidelines require the following, for example: if an applicant has a degree in math, the content requirement is met. If an applicant has a degree in engineering, the applicant will have the required math background to teach math. However, if an applicant wants to teach math but has a degree in history, then the applicant would need to complete university courses to meet the math content requirement.
2. Students are hired by a school district. Most are in the Wichita Public Schools – USD 259, but we place students throughout south-central Kansas.
3. Students begin with a “teachers’ boot camp” summer session of pedagogy courses.
4. Students begin teaching in the fall and continue to take courses at night/on weekends for almost two years to complete the state requirements for standards.
5. WSU students are assigned a mentor in the school where they teach, a university faculty/lecturer supervisor, and a university advisor, making a total of three professional educators assigned to each T2T student.
6. The WSU program is based on KSDE/NCATE standards and INTASC standards (professional education standards).

Our program is successful in recruitment and retention. Much of this is because of the high quality of instruction and the strong support the students receive from professional educator advisors as they move through the program. Our program has won national awards and is part of a grant to write national alternative certification standards for the nation.



KANSAS BOARD OF REGENTS

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February 20, 2008

Representative Clay Aurand, Chairman
House Education Committee
Statehouse, Room 142-W
Topeka, KS 66612

Representative Sue Storm, Ranking Member
House Education Committee
Statehouse, Room 421-S
Topeka, KS 66612

Dear Chairman Aurand and Ranking Member Storm:

On behalf of the Kansas Board of Regents, I write to you regarding House Bills 2842, 2874, and 2903, legislation that would provide alternatives to the traditional methods of teacher certification and licensure.

A primary concern with all three bills is that the programs they propose lack adequate quality controls. The Kansas Department of Education (KSDE) currently employs a teacher certification process that follows national standards and is designed to ensure that teachers have the skills to function effectively in the contemporary classroom.

Research has demonstrated that highly qualified teachers who stay in the profession are produced by programs that provide them with a grounding in pedagogy, extensive field experiences, and training in a range of related areas. None of the bills provides for such an education. The American Board of Certification of Teacher Excellence (ABCTE) referenced in HB 2842 requires only a pen and pencil test beyond the baccalaureate degree to certify an individual's fitness to teach.

Certainly the Board of Regents is sensitive to the critical shortage of teachers in such areas as science, mathematics and special education. However, I am concerned that in seeking to meet the need in these shortage areas, the State of Kansas ensures that its students are taught by highly qualified teachers. One way to accomplish this is through alternative certification programs that retain standards comparable to those of the certification process currently used by our state universities.

It is important to recognize that our state universities offer a number of alternative teacher certification activities. In separate testimony, Wichita State University notes that it has offered an alternative teacher certification program since 1992 that involves collaboration with other state universities to deliver alternative programs. In addition, Wichita State notes its collaboration with Fort Hays State in a \$6.5 million grant headed by Ohio State University to write national standards for alternative teacher certification.

House Education Committee
Date: 2-20-08
Attachment # 18

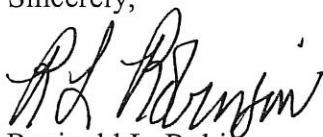
Another approach to alternative certification is the development of partnerships with community colleges. In its testimony, Wichita State University provides examples of several partnerships with community colleges intended to expand teacher education opportunities. One such program offers the first two years of teacher preparation within CCC courses and the remaining two years of elementary teacher preparation through Wichita State University courses taught on site at a CCC location and through Interactive Distance Learning.

Direct partnerships with local school districts provide another effective alternative approach to teacher preparation. Again, Wichita State University has provided testimony regarding its Urban Teacher Preparation Program, developed in partnership with the Wichita Public Schools USD 259. Under this agreement, USD 259 provides tuition for the last 60 hours of course work for Wichita State University students who meet district qualifications and agree to teach for four years at USD 259. The students graduate with an elementary education degree and teaching English as a second language endorsement.

As these examples attest, the state's six universities are actively involved in alternative teacher certification programs. The fundamental point is that all teacher preparation programs in our state universities, including alternative certification options, adhere to rigorous national standards. I would respectfully suggest that HB 2842, HB 2874, and HB 2903 appear to allow for the preparation of teachers outside the standards set forth by KSDE and implemented in the state university teacher education programs. I would ask that these proposals be rejected in favor of a careful and considered evaluation of how to expand existing alternative certification programs to meet the need for highly qualified teachers, while maintaining the high standards necessary to ensure that Kansas students receive the quality of education necessary to enable them to successfully meet the demands of contemporary society.

Thank you for the opportunity to comment on House Bills 2842, 2874, and 2903.

Sincerely,



Reginald L. Robinson
President and CEO