

HB

945

ALASKA CERTIFICATION TASK FORCE

Subcommittee on Career Ladders and Alternatives
Routes to Teacher Certification

Elementary Teacher

What standards?
An initial certificate will be issued to an applicant who meets the standards for that certificate.

Alternative routes to meeting those standards are as follows:

- 1) Completion of an approved Teacher Education Program at an institution of higher learning.
- 2) Completion of an approved Teacher Preparation Program through a series of career ladder steps. (Guidelines attached)

Standards applied for approval of teacher preparation program at institutions of higher learning and career ladder programs conducted by districts are to be the same. The review body using the standards to measure the programs is to be the same. (PTPC/TECAB?)

Proposed Guidelines

The teacher in training will go through a carefully sequenced series of steps designed to develop a teacher who can meet the approved standards. Two types of training will be used. A portion of the prospective teachers training will be conducted in a traditional manner by an approved institution of higher education on the campus of the institution or at the location of a school in which training is being conducted. Other portions of the prospective teachers training will be conducted by an approved master teacher at a school in which training is being conducted.

Using these standards as a starting point, a program of studies can be devised to reach them by the end of the period of study. A sample program is shown below.

For the purposes of this draft the Standards recommended by the National Association of State Directors of Teacher Education and Certification (revised) are used.

~~STANDARDS I & II~~

- I. Each curriculum for the preparation of teachers should be a program planned for teaching in the area of specialization and should include: (a) general education (those academic courses planned for all degree candidates) designed to prepare the student for purposeful and responsible living as an individual and a citizen in a free society; (b) appropriate content and experiences in his particular field of specialization to relate to and give background for his teaching service in public schools; and (c) the sequence in basic professional education designed to prepare the student for his role as a teacher in the public schools. The curriculum should be designed to develop the student's unique interests and capabilities through a system of academic guidance and free electives.
 - A. General Education. General education is based on those studies known as the liberal arts, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.
 1. STANDARD I - The content of general education, selected with discrimination from the aggregate of human experience, should embody the major ideas and principles of the various divisions of knowledge as they bear on common concerns. More specifically, the general education program should:
 - a. Foster individual fulfillment and nurture free, rational, and responsible adults
 - b. Cultivate appreciation for the values associated with life in a free society and for wise use of the power which accompanies citizenship
 - c. Develop leaders who are intellectually competent, imaginative, and vigorous
 - d. Contribute fundamentally to and give direction to the use of professional knowledge
 - e. Stimulate scholarship that will give understanding to concepts not now extant and help prepare people for rapid adjustment to essential change

- f. Encourage discernment in examining the values inherent in foreign cultures to the end that a clearer understanding of other peoples will reduce world tensions
2. STANDARD II - In the belief that a general education program relevant to the future is attained by a carefully selected sequence of experiences which increase in depth as the student matures, each institution approved for the education of teachers shall be responsible for building a sequential program of general studies which will help the college student attain an understanding and appreciation of:
 - a. Language skills as essential tools in communication
 - b. World literature with emphasis on but not limited to, the writings of English and American authors
 - c. The aesthetic values in human experience expressed through the fine arts
 - d. The scientific and mathematical concepts upon which contemporary civilization depends
 - e. Contemporary world culture
 - f. Social, geographic, political, and economic conditions and their impacts on current problems in the Nation and the world
 - g. The growth and development of the United States as a nation and its place in world affairs
 - h. The principles of physical and mental health as they apply to the individual and the community
 - i. American culture and heritage.

Proposed method of meeting the Standard.

These standards can best be met by asking the teacher in training to attend an institution of higher learning or through the same instruction delivered to the field. Examples of such training would be courses in the following areas:

Methods of Written Communication
Advanced Composition
Modern English Grammar
Introduction to Philosophy

Public Speaking
Introduction to Psychology
Social Sciences (Anthropology, Economics,
Geography, History, Political Science,
Psychology, Sociology)
Concepts of Mathematics
Biology
Physical Science

- B. Professional Education. Professional education is based on those studies which include foundations of education and methods and materials of teaching with supervised laboratory experiences designed to provide competencies required in the education professions.

~~STANDARDS III & IV~~

3. STANDARD III - Stated Objectives. Each program should have a clearly stated set of objectives for the professional education component of its teacher education program. It is essential that programs have the freedom to develop diverse and innovative teacher education programs. Each professional education program should be evaluated in terms of its stated objectives.
4. STANDARD IV - Planned Sequence of Studies. The program of professional preparation for teaching should encourage individualization of the student's program while providing a range of studies and experiences to develop:
- a. Knowledge of the processes of human growth, development, and learning, and the practical application of this knowledge to teaching
 - b. Knowledge of research, methods, materials, and media appropriate to teaching. The special emphasis should be in the student's field of teaching specialization
 - c. Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents
 - d. Understanding of the historical, philosophical and sociological foundations underlying the development and organization of public education in the United States

- e. Understanding of the purposes, administrative organizations, and operation of the total education program of the school
- f. Ability and willingness to analyze the teaching act as a means of continually improving his teaching skills

This Standard can be met by:

This model requires a carefully selected, highly trained master teacher who would pass the examination of a review board made up of three (3) administrators who have a daily working contact with classroom teachers, one (1) teacher who has been identified as a master teacher and the district superintendent or his/her designee. The master teacher should have responsibility for an elementary school classroom, three (3) hours per day and devote the remainder of the day to working with the teacher in training. No more than two (2) teachers in training should be assigned to one master teacher. The master teacher should be under the supervision of a recognized teacher trainer who will provide guidance when necessary.

Using a master teacher who would work with a teacher in training on both the theoretical bases within the behavioral sciences that contribute to modern educational practice, provide a model classroom laboratory where the teacher in training can observe these theories being put into practice, and practice their application.

Areas of study for these Standards should be:

- Child Growth and Development
- The Study of Man
- Anthropology of Natives of Alaska
- Sociology of Education
- Psychology of Education
- Philosophy of Education

- C. The Experience Component. An early in-depth experience with children and youth should be provided for all students who have not had a demonstrably equivalent experience. Every program should develop a comprehensive curriculum of carefully designated basic experiences in a variety of realistic settings within the core of its professional curriculum. In addition, the college should make available a wide range of laboratory, clinical, and practicum experiences to individualize learning patterns to meet each student's needs. An in-depth professional evaluation should be provided as an essential part of professional

counseling for the student as a person and for admission to the profession.

5. STANDARD V - In considering the approval of teacher education programs, the following statements should be used as a basis for evaluating the experience component. These statements are not all-inclusive. Teacher preparing programs should be encouraged to develop experience components of a quality superior to that implied.
 - a. Admission to the experience component. The student should be permitted to engage in the component only after a comprehensive professional review of his/her record indicates that scholarship, performance in an area of specialization, competence in the professional sequence, performance in previous professional experiences, and personal characteristics qualify him for these responsibilities. The master teacher should be provided in advance with the professional and personal information about the student that is essential for adequate understanding and guidance.
 - b. Intensity. The experience component should be a full time experience. It should include the full range of activities of a teacher in a typical school situation.
 - c. Length of Program. A good experience component provides for intensive and continuous involvement. The length of this component should depend upon the performance of the teacher in training. It should continue until he/she has achieved the objectives previously agreed upon.

This portion of the model will require use of the master teacher as described above.

Areas of study for these Standards should be:

Elementary School Art
Elementary School Music
Math for Elementary Teachers
Orientation to the Teaching Profession
Competency Development in Teaching Art,
P.E., and Music
Competency Development in Teaching Social Studies
Competency Development in Teaching Beginning
Reading

Competency Development in Teaching Science
Competency Development in the Use of
Instructional Media
Competency Development in Diagnosis and
Prescription Writing
Competency Development in Applied Psychology
Competency Development in Teaching Exceptional
Children in the Regular Classrooms
Competency Development in Teaching Children's
Literature
Competency Development in Teaching Reading and
Language Arts
Competency Development in Teaching Math
Competency Development in Teaching

Dennis Demmert

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Notify when bill on
teacher cert coming up (per
attached)

~~Michael - pls see me.~~

next calendar

PROPOSED STATUTORY AMENDMENT REGARDING TEACHER CERTIFICATION

The Law currently reads as follows (page 35, Compiled School Laws):

Sec. 14.20.020. Requirements for issuance of certificate. (a) The department shall issue a teacher certificate to every person who meets the requirements in (b) and (c) or this section.

(b) A person is not eligible for a teacher certificate unless he has received at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner. However this subsection is not applicable to

(1) persons employed in the state public school system on September 1, 1962;

(2) persons issued an emergency certificate during a situation which, in the judgment of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.

* * * * *

The Certification Task Force seems to favor the establishment of alternative routes to certification. NEA-Alaska, the Alaska Federation of Natives and the Alaska Native Education Association have also taken positions in support of establishing alternative approaches. Several recent court decisions also can be interpreted to mean that diplomas, as essential requirements for job qualification, are in violation of the law.

It is proposed that item (3) be added under the above as follows:

(3) persons who meet such other requirements as the Board of Education may prescribe.

WORK ORDER REQUEST FORM

179 5383

KEYWORDS: Labor Organizations

ASSIGNED TO Rosenstein

REQUEST FOR: BILL RESOLUTION RESEARCH OTHER

SUBJECT Labor Organizations

REQUESTED FOR Rep. Parr BY H. Morin EXT. _____

* DELIVER TO _____ TAKEN BY Walker

INSTRUCTIONS, EXPLANATIONS Some unions associated with construction of the oil pipeline had a reputation for "roughness." Looking toward construction of the gas pipeline what controls can the state exert? Specifically, (1) what are the requirements for establishing a union local in the state, and (2) are "outside" unions required to establish locals in Alaska?

Note: Ken, after you have the chance to think about this, contact Rep. Parr to better define your inquiry.

OBTAIN

SPECIAL DRAFTING INSTRUCTIONS ATTACHED

AUTHORIZED TO CONFER WITH _____

RETURN _____

_____ TO REQUESTER

APPROVED: DTW Director, Legal Services

_____ Director, Research

REVIEWED _____

IN 4/19/76 DUE _____

TYPED - Draft _____ DATE _____

Final _____ DATE _____

PROOFED _____ DELIVERED _____

SPECIAL INSTRUCTIONS TO TYPIST/PROOFREADER

DRAFT

FINAL

IPD CERTIFICATION

CERTIFICATION RIGHTS AND RESPONSIBILITIES

1. Educator certification is necessary. It assures the public that the licensed practitioner has completed teacher-training programs that meet standards of quality and that he/she can be expected to perform satisfactorily in professional capacities.
2. Public, "consumer", and professional interests must be addressed in establishing certification standards. These interests include an assurance that students are served by well-prepared school personnel and standards in the teaching profession are maintained and advanced.
3. All educators involved in delivering educational services in public and private schools, K-12, and personnel in certain Department of Education positions shall hold teaching certificates. Para-professionals may work under the direct supervision of a certificated teacher but will not be certified. There shall be two basic certificates. The first shall be a teaching certificate with several endorsements available for instruction, administration, supervision, vocational education, and other assignments. A second certificate shall be issued for specific non-teaching positions such as nurses, psychologists, and psychometrists. Letters of authorization for recognized experts shall not be granted. (Resource centers can provide assistance.)
4. NEA-Alaska does not favor emergency certificates. A case-by-case approach should be used by the independent Licensure Commission in issuing emergency certificates. Guidelines should include the following criteria:
 - a. Emergency certificates are short term - one year or less.
 - b. Emergency certificates are non-renewable unless proof is submitted that the applicant is enrolled in a program leading to eligibility for certification. Then such certificates may be renewed once.
 - c. Special consideration may be given by the Licensure Commission to small communities facing emergency situations. It will be very difficult, if not impossible, for teachers in larger communities to obtain emergency certificates.
5. Certified teachers shall be hired as substitutes unless the district can show that none is available, except that after 19 consecutive days the position shall be filled with a certified teacher for a specified period of time.

LICENSURE STANDARDS

1. Certification shall be a state function. (Rationale: Individual employment requirements can be handled at the local level through policy formulation, inservice training, and negotiations.)
2. Certification shall continue to be granted upon the successful completion of Approved Program(s) until such time as the Licensure Commission can explore alternative mechanisms by which an individual candidate's qualifications can be assessed. The Licensure Commission should investigate the desirability of establishing a "trial year" internship program.
3. A Special Task Force shall be established to develop guidelines for (a) the identification and training of classroom teachers who supervise teacher trainees and (b) the conditions under which they function. This task force shall comprise classroom teachers, higher education representatives, DOE representatives, administrators, and representatives of students enrolled in teacher-training programs.
4. Approved Programs shall provide early and extensive classroom experience.
5. NEA-Alaska supports development of alternative programs, provided that such programs meet or surpass present certification standards.

ENDORSEMENTS

Endorsements serve as recognition and authorization of preparation and experience which will tend to improve the quality of instruction, a protection for the public and for the profession.

1. Definitions. "Endorsement" refers to areas of major preparation/training. "Area of Expertise" is a strong recommendation to employing districts about additional area of educator competence and training.
2. Process. The responsibility for obtaining certification endorsements and areas of expertise rests with the professional educator. He/she shall apply to the Licensure Commission for the recognition and shall provide the necessary documentation. If such an application is denied by the Commission, a clear and specific program for the achievement of that endorsement/area of expertise shall be provided by the Commission.
3. Alternative Methods for Obtaining Endorsements and/or Areas of Expertise.

The Licensure Commission shall develop specific criteria and procedures for alternative methods which shall include:

- a. College major or minor field, certified by institution;
- b. Course work or approved program not leading to a degree;
- c. Work experience;
- d. Successful teaching experience;

6. Appeals. An individual teacher or Education Association may appeal any violation of certifications regulations relating to assignments to the Licensure Commission which shall serve as a board of review. The Commission shall have the authority to investigate, to make public its findings, and to inform a delinquent School Board of its obligations under regulations.
7. Small High Schools. NEA-Alaska does not recommend any dilution of the endorsement process for small secondary schools in rural Alaska. It recommends increased foundation program funding for rural high schools so that secondary teachers will be available to such schools on a 4:20 ratio (no high schools with fewer than 4 teachers). (Rationale: With increased state funding to provide for a minimum of four teachers, rural school boards can reasonably be required and expected to recruit teachers with combinations of endorsements necessary to fulfill the basic requirements of a high school program.)
8. Orientation for Rural Teachers. NEA-Alaska and its local affiliates should strongly encourage local districts to provide rural training sessions in regional population centers for newly-hired teachers prior to their arrival at duty stations. This training should be planned and delivered by former teachers, local boards, community members, DOE personnel, NEA-Alaska, etc. in order to help rural teachers obtain orientation to community life and develop realistic expectations.

CERTIFICATE RENEWAL

In keeping with the movement toward increased teacher input into the development of effective preparation programs for entry into the profession through NCATE approval, and recognizing that licensure connotes a minimal level of preparation required for entry into the profession, NEA-Alaska supports the principle that once obtained the license remains valid for life. Adequate means should be provided to motivate the licensed educator to strengthen the initial preparation which led to certification through incentives such as salary-scale differential for advanced degrees, rewards for in-service participation, professional assignments, etc.

However, for the immediate future NEA-Alaska believes that professional certificates should be renewed periodically under the following conditions:

1. Professional certificates shall be valid for a period of five years and may be renewed. (Rationale: Since field of knowledge, professional skills, and teaching strategies change, renewal of the professional certificate provides evidence that the educator continues to be aware of current professional information and practices through a planned program of professional development.)
2. The Licensure Commission shall determine those professional activities which are appropriate for certificate renewal and shall develop standards and criteria for evaluation of activities. Such activities shall include appropriate university courses, travel, workshops, district-sponsored inservice education, etc.
3. The Licensure Commission shall establish procedures for certificate renewal.

A CRITIQUE
OF
TEACHER CERTIFICATION IN ALASKA

FEBRUARY, 1977

Prepared for the
AFN CERTIFICATION GROUP:
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By
Dennis Demmert

A CRITIQUE OF TEACHER CERTIFICATION IN ALASKA

-by Dennis Demmert

"A person may not be employed as a teacher in the public schools of Alaska unless he possesses a valid teacher certificate." (AS 14.20.010)

Teacher certificates are issued by the State of Alaska.

Certification procedures in Alaska are in need of major revision. Some critical problems in Alaska are:

1. CERTIFICATION IS NOT BASED ON QUALIFICATIONS REQUIRED FOR TEACHING.

Certification is awarded, basically, for completing an approved teacher education program. A recent Supreme Court ruling indicates that this may be illegal.

2. THE ONLY WAY TO OBTAIN "TYPE A" CERTIFICATION IS TO COMPLETE A TEACHER EDUCATION PROGRAM, NORMALLY 4 YRS.

Paraprofessional experience, for example, adds nothing to certification eligibility. This may be in violation of Title VII of the Civil Rights Act of 1964.

3. CERTIFICATION DOES NOT REQUIRE ALASKAN-RELATED QUALIFICATIONS.

Many states mandate state-related requirements (e.g., state history). Alaska, with its diverse population and geography, has no such requirements.

4. "RECENCY" CREDITS NEED NOT BE EDUCATION-RELATED.

A certificate is valid for 5 years. Recertification requires 6 credit hours of study. (These are called "recency" credits.) There are no restrictions on what must be studied. Anything, including belly-dancing, presumably qualifies.

5. THE "ENDORSEMENT" CONCEPT IS NOT GEARED TO SMALL HIGH SCHOOLS. IT IS TOO RESTRICTIVE FOR SMALL STAFFS.

"Endorsements" indicate the areas in which a teacher is certified to teach. For example, an elementary ed. endorsement, or a high school English endorsement.

6. TEACHER CERTIFICATION IS CONTROLLED LARGELY BY PROFESSIONAL EDUCATORS WITH LITTLE CLIENT PARTICIPATION

NEA-Alaska's latest proposal seeks even more control for educators over teacher certification.

1. CERTIFICATION IS NOT BASED ON QUALIFICATIONS REQUIRED FOR TEACHING. "Certification" implies that a certified person is qualified to teach. That implication is not necessarily correct. Evaluation is required in order to certify that an individual is indeed qualified. No such evaluation is required for certification.

The main requirement for certification is graduation from and a recommendation from an "approved" teacher education program. The correlation between that graduation/recommendation and qualification must be inferred. The inference is not necessarily correct. In Griggs v. Duke Power Co., the U. S. Supreme Court said:

"The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability..... diplomas and tests are useful servants, but Congress had mandated the common-sense proposition that they are not to become the masters of reality."

If Alaska were to establish a standard of qualification for evaluating Alaskan teaching, most new candidates probably would not qualify, since most teachers were educated outside Alaska. One way to deal with the problem would be to provide "provisional" certification until the candidate came up to an acceptable standard. Some states do provide provisional certification.

If carefully revised, teacher certification procedures in Alaska can almost certainly assure that we have qualified teachers to a greater degree than do the current procedures. Unless this happens Alaska may be susceptible to court action.

2. THE ONLY WAY TO OBTAIN "TYPE A" CERTIFICATION IS TO COMPLETE AN APPROVED TEACHER EDUCATION PROGRAM - NORMALLY 4 YEARS.

Approved teacher education programs are not the only way a person might learn to teach satisfactorily, but they are the only way presently available for obtaining certification. There may be solid grounds in the Civil Rights Act for court action. Note the following:

"An important series of court cases decided under or in conjunction with Title VII of the Civil Rights Act of 1964, have specifically held that large segments of the population have in fact been illegally "locked out" of teaching and other professions by present certification standards. These cases have required licensing officials to revamp their methods and assure that all job requirements are demonstrably related to attributes actually need to perform well on the job."¹.

The Equal Employment Opportunity Commission (EEOC) has established legally binding guidelines to ensure enforcement of the Civil Rights Act. Alaska's restrictive certification procedures may be in violation.

The teaching profession should not be thrown wide open. Control is necessary, but the control must directly address the issue of qualification - not merely training.

Job descriptions for Alaskan teaching may be required. A candidate for certification would then have to meet the requirements of such a job description.

1. The Study Commission on Undergraduate Education and the Education of Teachers. Teacher Education in the United States: The Responsibility Gap. Lincoln: The University of Nebraska Press, 1976. pp. 120, 121.

Besides teacher training in an approved program, a person might gain some qualification toward teaching through (1.) independently-obtained expertise, or (2.) paraprofessional experience in education.

Neither expertise nor paraprofessional experience are enough, by themselves, to qualify a person to become a satisfactory teacher. With an adequate job description, however, a person's abilities could be measured against the job description. Deficiencies in qualification could then be identified. Once an expert's or a paraprofessional's deficiencies were identified, it would seem possible to provide reasonable means for overcoming those deficiencies. Certification would then become achievable for persons who have the potential to qualify, but who, for a variety of reasons, cannot spend 4+ years in an approved program.

The procedure, then, for providing certification on the paraprofessional track would be (1.) establish fair and adequate job descriptions for teaching in Alaska, (2.) establish fair and valid means for identifying deficiencies in qualifications, and (3.) provide a mechanism (courses, etc.) for overcoming those deficiencies.

The paraprofessional track need not - and should not - be second class. A well thought-out and well organized program could produce high quality teachers.

3. CERTIFICATION DOES NOT REQUIRE ALASKAN-RELATED QUALIFICATIONS.

The United States is such a diverse nation that a single uniform standard for the selection of teachers is not entirely appropriate anywhere in the country. Alaskans are certainly aware of - and usually very proud of - being different from Americans in other parts of the country. And yet, Alaska subscribes to only national standards for the certification of teachers.

In fact, it is possible to obtain certification without ever having seen Alaska. For example, graduates of approved programs at Wartburg College, in Iowa, or Prairie View A & M College, in Texas, or Ozark College, in Arkansas, all may qualify for Alaskan certification simply because they have graduated from those approved schools. No Alaskan-related skills or orientation are required.

Education, including teacher preparation, must be geared to Alaskan needs and goals. Unless teachers are oriented to those needs and goals and the character of their assignments in a methodical way, we have no right to expect consistently satisfactory results from their teaching.

The Native community is especially susceptible to damage from poorly qualified teachers. If teachers are allowed to perform while having minimal awareness of or respect for Native needs, values, aspirations or sense of identity, it is not likely that they will serve us well. The record, to date, bears this out.

4. "REGENCY" CREDITS NEED NOT BE EDUCATION-RELATED.

A certificate is valid for five years. Six credits are required for recertification. There are no requirements regarding the content of those six credits. Both the five-year term of certification and the lack of requirements regarding the content of recency credits should be seriously questioned.

The majority of Alaska's new teachers still come from outside the state. We cannot be so restrictive that we prevent the access we need to those new teachers. We do not, however, need to accommodate their security so easily as we do currently.

Certification can be provided for any period of time, including life-time certification (which NEA-Alaska is proposing). It can also be cut to two years, with the requirement that within those two years, the teacher must study within a range of subjects which would promote his or her ability as a teacher in Alaska.

A strong recertification program which mandates the acquisition of Alaskan-related teaching skills and abilities at the earliest possible date may require some subsidy from the state. A teacher who is compelled to spend part of a summer or summers studying early in his or her career simply may not be able to afford it. On the other hand, we cannot afford to maintain a stream of under-qualified teachers who do not necessarily master teaching in Alaska.

5. THE "ENDORSEMENT" CONCEPT IS NOT GEARED TO SMALL SCHOOLS.

("Endorsements" indicate the areas in which a teacher is certified to teach. For example, an elementary ed. endorsement, or a high school English endorsement, etc.)

Tobeluk v. Lind (the Hootch case under a new name) mandates the creation of small high schools in Alaska.

Tobeluk v. Lind envisions an acceptable standard of education in those schools; however, there is a problem.

The very small size of some of those new high schools, plus the teacher specialization which is so common in high schools will cause staffing problems. How can a high school with less than twenty students provide an adequate program for those students?

Small high schools will need generalists, who can satisfactorily teach a variety of courses, rather than specialists who would teach only one subject.

Endorsements should be based on teaching abilities - not on need alone. We should not certify a teacher to teach anything and everything simply because he or she will be teaching in a very small high school. That would be short-changing the students who are most in need of qualified teachers.

Endorsements is not solely a certification issue. In conjunction with certification development regarding endorsements, Alaskan teacher education programs must address the issue and provide answers. A failure to respond adequately to small high school needs may violate the intent of Tobeluk v. Lind.

6. TEACHER CERTIFICATION IS CONTROLLED LARGELY BY EDUCATORS.

Teacher certification in Alaska is tied closely to teacher education in "approved" programs. That is, a person must graduate from an approved teacher education program in order to obtain certification. Teacher education programs in Alaska are approved by the Teacher Education Certification Advisory Board (TECAB). TECAB is responsible to the State Board of Education. TECAB is made up of nine members: (1.) an elementary teacher nominated by NEA-Alaska, (2.) a high School teacher nominated by NEA-Alaska, (3.) an NEA-Alaska representative, (4.) a University of Alaska School of Education representative, (5.) a representative of private institutions' schools of education, (6.) a representative of the Commissioner of Education, (7.) a School Superintendent's Association representative, (8.) a Professional Teaching Practices Commission representative, and (9.) a representative of the Alaska Association of School Boards.

TECAB is the nearest thing Alaska has to a certification board. At least eight of its current membership are professional educators. Most, if not all, of those are or have been practicing teachers in Alaskan public schools.

NEA-Alaska is recommending a "Licensure Commission" composed of no less than 15 members, with 80% practicing licensed teachers.

There is a clear, logical and defensible rationale for public control (as opposed to professional control) of teacher certification.

Educational needs and goals must be defined by the Alaskan community. In turn, those needs and goals should determine the nature of the educational facilities and personnel needed to meet the needs and fulfill the goals. The characteristics and qualifications of the required educational personnel cannot be determined independently of the needs and goals defined by the community served.

In addition, the interests of teachers and the rest of the public are not one and the same. In spite of some overlap, there are also diametrically opposed interests. For example, the public is the employer, and the teacher is the employee. The public has one set of interests, as employer, and the teachers have another set of interests as employee.

It is not the employee who determines the qualifications of other employees - it is the employer who has the prerogative to determine the qualifications of employees. The public interest must take precedence.

Teacher participation is probably desirable on a teacher certification board, but the teacher role should be limited. A teacher might provide some insight into the feasibility of certain actions which the board might consider. A teacher member of a certification board should not be free to represent the special interests of teachers. That is not what certification is about.