

HB

203

HOUSE COMMITTEE REPORT

(7)

Date Referred: March 6, 1989

FURTHER REFERRALS: FINANCE

Date of Committee Action: 4/27/89

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered: HB 203

HOUSE BILL NO. 203 [TEACHER CERTIFICATION]
"An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher."

RECOMMENDATIONS:
[] replaced with CS HB 203 (HESS) [] the same title
[] have attached amendment(s) [X] a new title

- [X] do pass
- [] do not pass
- [] no recommendation
- [] individual recommendations
- [] additional referral to the _____ Committee

ADOPTS: _____ letter of intent

ATTACHES NEW FISCAL NOTE(S): (Dept) APPROVES PREVIOUS: (Date/Dept)

- [] fiscal impact _____ [] fiscal note(s) _____
- [X] zero fiscal note Education [] zero fiscal note(s) _____
- [] zero with analysis _____ [] zero fn/analysis _____

SIGNING DO PASS:

[Signature]
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SIGNING: (Check approp. column)

	Do Not Pass	No Rec	Amend

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Chairman's signature

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EDUCATION

§ 14.20.020

Chapter 20. Teachers and School Officials.

Article

1. Teacher Certification (§§ 14.20.010 — 14.20.040)
2. Employment and Tenure (§§ 14.20.095 — 14.20.215)
3. Salary Scales (§ 14.20.220)
4. Sabbatical Leave (§§ 14.20.280 — 14.20.350)
5. Professional Teaching Practices Act (§§ 14.20.370 — 14.20.510)
6. Negotiation and Mediation (§§ 14.20.550 — 14.20.610)
7. Interstate Agreement on Qualification of Educational Personnel (§§ 14.20.620 — 14.20.650)

Article 1. Teacher Certification.

Section

10. Teacher certificate required
20. Requirements for issuance of certificate

Section

30. Causes for revocation and suspension
40. Applicability of the Administrative Procedure Act

Collateral references. — 68 Am. Jur. 2d Schools, §§ 128-143.

78 C.J.S. Schools and School Districts, §§ 154-182.

Matters proper for consideration in appointment of teachers. 94 ALR 1484.

Tests of moral character of fitness as requisite to issuance of teacher's license or certificate. 96 ALR2d 536.

Bias of members of license revocation board. 97 ALR2d 1210.

Actionability of statements imputing inefficiency or lack of qualification to public school teacher. 40 ALR3d 490.

Self-defense or defense of another as justification, in dismissal proceedings, for use or threat of use of force against student. 37 ALR4th 842.

Sec. 14.20.010. Teacher certificate required. A person may not be employed as a teacher in the public schools of the state unless that person possesses a valid teacher certificate except that a person who has made application to the department for a teacher certificate or renewal of a teacher certificate which has not been acted upon by the department may be employed as a teacher in the public schools of the state until the department has taken action on the application, but in no case may employment without a certificate last longer than three months. (§ 37-5-3 ACLA 1949; am § 9 ch 98 SLA 1966; am § 1 ch 165 SLA 1976)

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) of this section.

(b) A person is not eligible for a teacher certificate unless that person 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.

(c) The board may establish by regulation additional requirements for the issuance of certificates, including the fees to be charged for each certificate.

(d) The board may by regulation establish various classes of certificates.

(e) The commissioner of administration shall separately account for teacher certification fees that the department deposits in the general fund. The annual estimated balance in the account may be used by the legislature to make appropriations to the department to carry out the purposes of this section and to support the activities of the Professional Teaching Practices Commission under AS 14.20.460, 14.20.470, and 14.20.500. (§ 37-5-4 ACLA 1949; am § 1 ch 76 SLA 1962; am § 10 ch 98 SLA 1966; am §§ 13, 14 ch 32 SLA 1971; am §§ 19, 20 ch 138 SLA 1986)

Effect of amendments. — The 1986 amendment added "including the fees to be charged for each certificate" at the end of subsection (c) and added subsection (e).

Sec. 14.20.030. Causes for revocation and suspension. The commissioner or the Professional Teaching Practices Commission may revoke or suspend a certificate only for the following reasons:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act which, under the laws of the state, constitutes a crime involving moral turpitude;

(3) substantial noncompliance with the school laws of the state or the regulations of the department; or

(4) upon a determination by the Professional Teaching Practices Commission that there has been a violation of ethical or professional standards or contractual obligations. (§ 11 ch 98 SLA 1966; am § 1 ch 9 SLA 1975; am § 1 ch 103 SLA 1976)

NOTES TO DECISIONS

Quoted in *Watts v. Seward School Bd.*,
Sup. Ct. Op. No. 380 (File No. 427), 421
P.2d 586 (1966).

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A M E N D M E N T

OFFERED IN THE HOUSE

TO: CSHB 703 (HESS)

Page 2, after line 27:

Insert new bill sections to read:

"* Sec. 3. AS 14.20.020(a) is amended to read:

(a) The board shall, by regulation, provide for the issuance of various types of teacher certificates, and establish the requirements and application process for issuance of each type, including the fees to be charged. The [EXCEPT AS PROVIDED IN (b) OF THIS SECTION, THE] board must require for each type that the applicant have received at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner.

* Sec. 4. AS 14.20.020(c) is amended to read:

(c) If, despite diligent efforts, an employer has been unable to fill a position that requires certification with an individual holding a certificate issued under (a) [OR (b)] of this section, the employer may request the commissioner to issue an emergency teacher certificate to an individual to enable the employer to fill the position. The board may adopt additional regulations concerning issuance of emergency certificates. The commissioner may issue the emergency certificate, for a period not to exceed the school year in which it is issued, if satisfied that the requirements of this subsection and the appropriate regulations are met."

Renumber following bill sections accordingly.

Page 3, line 11:

Delete all material.

Insert new bill sections to read:

"* Sec. 6. AS 14.20.020(b) is repealed.

* Sec. 7. Notwithstanding sec. 6 of this Act, a certificate issued under AS 14.20.020(b) is valid until it expires.

* Sec. 8. Sections 3, 4, 6, and 7 of this Act take effect July 1, 1994.

* Sec. 9. Sections 1, 2, and 5 of this Act take effect July 1, 1989."

A M E N D M E N T 11 3

OFFERED IN THE HOUSE

TO: CSHB 203 (HESS)

Page 2, lines 6 - 7:

Delete "competency and academic training as may be necessary"

Insert "instructional skills and subject matter expertise sufficient"

A M E N D M E N T 113

OFFERED IN THE HOUSE

TO: CSHB 203 (HESS)

Page 2, line 10 after ".":

Insert "A certificate issued under this section is valid only for the area of expertise for which it was issued."

ALASKA STATE LEGISLATURE

Representative Eileen Panigoo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHILE IN JUNEAU

Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

MEMORANDUM

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kolzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nuiqsut
Point Hope
Point Lay
Selawik
Shungnak
Wainwright

TO: All Interested Parties

FR: Representative Eileen P. MacLean

DATE: March 16, 1989

Eileen P. MacLean

SUBJ: HB 203 Relating to requirements for
teacher certificates and accounting for
teacher certificate fees; and defining
teacher.

Enclosed please find a copy of HB 203 which would revise AS 14.20.020 on the issuance of teacher certificates. The bill will clearly define who is a "teacher" required to have a teacher certificate, and the process of issuing teacher certificates. It will authorize the Department of Education to issue the certificates based on regulations established by the State Board of Education.

The definition of "teacher" would include instructors of language and culture, vocational education, and ROTC. These instructors teach specific courses on subjects based on experience, skills, and expertise that is not necessarily obtained in a university setting.

The State Board of Education would implement regulations for issuance of separate teacher certificates to fit special categories such as ROTC, Voc Ed, or a baccalaureate degree program. For example, to accommodate the baccalaureate degree programs, the State Board of Education would establish regulations to specifically target those types of teacher certificates requiring baccalaureate degree program.

This provision would allow alternative methods of quality control over teachers to be developed by the State Board of Education, Department of Education, in addition to the traditional baccalaureate degree program.

Presently, statutes do not address the competency base requirements for the universities to follow when they are in the process of issuing baccalaureate degrees in education. As it now stands, a student can fulfill college requirements in theory with only limited actual classroom experience. As we are all aware, the quality of education is an important aspect which is dependent on the school environment, including that of the community and the culture.

Another category of instructors who would be covered by the definition of "teacher" under this bill are school counselors, nurses or psychologists who teach short continuous courses in the schools relating to health, suicide intervention/prevention, substance abuse, and teenage pregnancy. A separate category of certificates would also be issued to this group of special service providers, based on regulations developed by the State Board of Education.

It is important to understand that this bill would not take away local control from school districts. Salaries would continue to be determined by the school district and even deciding whether to have these kinds of teachers would be the option of the school district.

This is not a tenure bill. HB 203 will only address retirement benefits and does not include special certificates in the teacher tenure system.

Also, the traditional baccalaureate degree process would not be changed. Requirements for four year degree would remain the same for Class A teaching certificate.

Last year, a similar bill was introduced by Senator Willie Hensley.

For the last few years, the issuance of teacher certificates has been a continuous topic. The problem I see is that the definition of teacher has not been definitive. It will continue to exist if we do not define what "teacher" means.

by Rep. Macdon

HB 203 Relating to Teacher Certificates and the definition of Teachers.

I am very excited about this bill and I know many of you share my sentiments exactly!

There is definitely a need for providing certificates for certain groups of individuals who teach in the Public School system within Alaska; such as, instructors of ROTC, Voc Ed or Native Language and Culture teachers.

For example, Native language teachers are currently classified as "recognized experts" by the state, not "certified teachers". This has created an inequity in the system where two teachers may teach side by side and perform essentially the same quality of work but are treated differently.

HB 203 would help to resolve some of the problems by clearly defining "teacher" and the process for issuing teacher certificates. It would authorize the Dept. of Ed. to issue teacher certificates for specialized instructors based on regulations established by the State Brd of Ed.

The maintenance and preservation of the integrity for the four year degree program, the State Brd of Ed. would continue to use a separate and distinct classification for the baccalaureate degree programs. However, the definition of "teacher" would be expanded to include new categories of instructors for language and culture, Voc Ed, and ROTC. These instructors would teach specific courses based on experiential skills. The regulations would be as guidelines for school districts if they so chose to certify these instructors within the specialized fields.

It is important to understand that this bill wouldn't take away local control from school districts. As usual, salaries would be decided by the school districts. They would even have the option if they wanted to, to have certificated teachers or not.

THIS IS NOT A TENURE BILL. HB 203 only addresses retirement benefits.

For the last few years, the inequity of the teacher certification process has been a recurring concern. It is an issue that will not be resolved until a definitive and standardized process for certification of teachers is developed.

If you have any questions on HB 203, I'd be happy to answer them.

We have 3 departmental officials from DOE who can answer technical questions you may have.

STATE OF ALASKA

DEPARTMENT OF ADMINISTRATION

DIVISION OF RETIREMENT & BENEFITS

PLEASE REPLY TO:

P.O. BOX CR
JUNEAU, ALASKA 99811-0203
PHONE: (907) 465-4460

701 EAST TUDOR ROAD, SUITE 240
ANCHORAGE, ALASKA 99503-7445
PHONE: (907) 563-5885

Public Employees Retirement System
Teachers Retirement System
Judicial Retirement System
Elected Public Officers Retirement System
National Guard Retirement System
Territorial Retirement System
Retirees' Voluntary Dental Vision Audio Plan
Supplemental Benefits System
Group Term Life Insurance Benefits
Deferred Compensation Plan
Public Employers Social Security Contributions

STEVE COWPER, GOVERNOR

March 20, 1989

The Honorable Eileen MacLean
Alaska State Representative
P.O. Box V
Juneau, AK 99811

Dear Representative MacLean:

Your legislative assistant has requested a letter explaining the requirements of membership in the TRS as they relate to certification and HB 203. The following statutory references provide the requirements of participation.

AS 14.25.220(40) "teacher" or "member" means a person eligible to participate in the system and who is covered by the system, limited to

(A) a certificated full-time or part-time elementary or secondary teacher, a certificated school nurse, or a certificated person in a position requiring a teaching certificate as a condition of employment in a public school of the state;

(B) the commissioner of education and all supervisory positions in the Department of Education;

(C) a full-time or part-time teacher of the University of Alaska or a person occupying a full-time administrative position at the University of Alaska which requires academic standing; the approval of the administrator must be obtained before an administrative position qualifies for membership in the system;

(D) a state legislator who elects membership under AS 14.25.040(b);

Membership service is also defined under AS 14.25.220(21) and includes "full-time or part-time service as an Alaska Native language or culture expert, subject to the requirements of AS 14.25.048;"

The Teachers' Retirement System has no control over the qualification requirements for certification by the Department of Education. Since HB 203 deals only with that, we have no position on its passage.

I hope that this letter satisfies your request. If we can be of additional assistance, please contact us.

Sincerely,


Sally Smith
Director

SS/RFS/cam/1

R&B 89-008

02-B4LH

Note: Please include Your Social Security Number In All Correspondence & Requests Concerning Your Benefits

STATE OF ALASKA
THE LEGISLATURE

PO BOX 7 STATE CAPITOL
JUNEAU ALASKA 99811
907 465 3000

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

March 23, 1989

SUBJECT: Sectional analysis of draft SSHB 203
(Requirements for teacher certificates)

TO: Representative Eileen MacLean

FROM: Teresa B. Cramer *TBC*
Legislative Counsel

You have requested a sectional analysis of the above described bill.

As a preliminary matter, note that a sectional analysis or summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Section 1 directs the Board of Education to establish classes or types of teacher certificates and removes the requirement, now found in AS 14.20.020(b), that teachers hold a baccalaureate degree. In subsection (c), the bill permits the commissioner of education to issue emergency teacher certificates.

Subsection (d) of the bill is identical in substance to AS 14.20.020(e).

Section 2 amends the definition of "teacher" for the statutes concerning teacher certification and employment and acquisition of tenure rights. The new definition specifically includes school nurses. The existing definition reads:

"teacher" means a person serving in a teaching, counseling, or administrative capacity and required to be certificated in order to hold the position.

Section 3 gives the bill an effective date of July 1, 1989.

If I may be of further assistance, please advise.

TC:gc
wkk3/034

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: Relating to Teachers
Sponsor: MacLean
Requestor: MacLean

Agency Affected: Education
BRU: Education Finance and Support Services
Components: District Support

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
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LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	-0-	-0-	-0-	-0-	-0-	-0-

CAPITAL						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	-0-	-0-	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Prepared by: Mary Hakala Phone: 465-2800
Division: Commissioner's Office Date: 3/13/89

Approved by Commissioner: William G. Demery Date: 3/13/89
Agency: Education

Distribution (by preparer):
Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Judy Salo, President

Mary Lou Brent
Vice President
Box 80074
Fairbanks, Alaska 99708

Susan Ellham
NEA Director
Box 80913, College Station
Fairbanks, Alaska 99708

Deedie Sorenson
Region I Director
6903 Sunny Dr.
Juneau, Alaska 99801

Phil Myanthis
Region I Director
717 Canyon Road
Ketchikan, Alaska 99901

Beverly Good
Region II Director
Box 343
Copper Center, Alaska 99573

Don Oberg
Region III Director
Box 1064
Kenai, Alaska 99611

Myra Paage
Region IV Director
Box 973
Nome, Alaska 99762

Madlyn Rosene
Region IV Director
Box 1170
Dillingham, Alaska 99576

Jean Walker
Region IV Director
Box 570
Kotzebue, Alaska 99753

Claudia Douglas
Region V Director
P.O. Box 74837
Fairbanks, Alaska 99707

Gayle Harbo
Region V Director
Box 80522
College, Alaska 99708

Loretta B. Christie
Region VI Director
2220 Yorkshire Lane
Anchorage, Alaska 99504

Richard Eisenberg
Region VI Director
2511 Chimise Bay Dr.
Anchorage, Alaska 99515

Leona Mounds
Region VI Director
5816 Winding Way
Anchorage, Alaska 99504

Pamela Reynolds
Region VI Director
1510 Etchadore Dr., #128
Anchorage, Alaska 99507

Peg Stout
Region VI Director
1206 E. 34th Avenue
Anchorage, Alaska 99504

Cynthia Tolson
Region VII Director
Box 873833
Wasilla, Alaska 99607

Rory McDonagh
Region II Director
602 E. 23rd Avenue
Anchorage, Alaska 99503

ANCHORAGE REGIONAL OFFICE

1411 W 3RD AVENUE
ANCHORAGE, ALASKA 99501
(907) 774 0526

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(907) 586 3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456 4433

March 21, 1989

To: Representative Eileen MacLean
From: Judy Salo, NEA-Alaska President *Jas*
Re: HCR 18 and HB 203
Preliminary Reaction Paper for: Sponsor Only

Rec'd 3/20

HCR 18 - Establishing the Joint Committee on School Performance

The idea and motivation for establishment of a special committee on school performance is commendable. NEA-Alaska supports and encourages any proper and positive focus on education and the improvement of educational services in Alaska.

The scope of activity and responsibility for a legislative task force on school performance is best focused on obtaining constituent input and statutory review of education law. If the purpose is broader than that, then perhaps the task force should be expanded to include expertise from various interest groups, and certainly from the profession.

If the intent and purpose of the Joint Committee on School Performance is primarily to examine education in rural Alaska then perhaps that should be clearly stated in the title or the body of the resolution.

We will certainly not oppose this resolution. We do, however, have a few reservations about the effect that another committee or task force will actually have on education. It is very difficult to legislate education reform because the best efforts to change educational practice are made at the school level. There were some suggestions on how to facilitate local change in the Hensley Report and an effort to implement those suggestions might come as a result of this follow-up committee.

HB 203 - An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

There is little doubt that you have tackled a serious problem with the draft of HB 203. Working it out is difficult at best and we have particular problems with the issue for the following reasons:

1. In this age of education reform we are hearing a cry for higher standards for teachers in regards to initial certification.
2. At the same time we believe in the value of the Native language and culture programs, and for that matter the services that are being rendered by ROTC instructors in Anchorage and the Type D Vocational instructors.

It does make us very nervous to read the sectional analysis for this bill that states that 203 removes the requirement, now in place that teachers hold at least a baccalaureate degree, from an accredited institution of higher education.

Both this provision and the provision allowing for emergency certificate issuance empower the state board and the commissioner's office to make more exceptions to the currently held standard.

The definition of teacher is done very well. If the bill can be amended to provide legislative restriction on the certification of more non-baccalaureate instructors in Alaska, and clearly define the perimeters of such certification, we may be able to support it.

During our legislative Fly-In we will have all five people here from NEA-Alaska who are experts regarding certification issues. We will try to meet next week to give you more specific suggestions regarding the legislation. I think it would also be an excellent topic of discussion for the Certification Advisory Council which has spent a considerable amount of time with various solutions to the problem that HB 203 seeks to address.

I regret that we are unable to be more supportive or more specific about suggestions at this time. I am confident after our discussion last week that you, too, are not interested in expansion of non-baccalaureate teachers and want the legislation to solve a problem rather than create one.

ALASKA STATE LEGISLATURE

Representative Eileen Panigeo MacLean
P.O. Box 290
Barrow, Alaska 99723



Chairman
Community & Regional Affairs
Committee

Vice Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

WHELE IN JUNEAU

Box V
Juneau, Alaska 99811
465-4525
465-4833

HOUSE OF REPRESENTATIVES

March 23, 1989

District 22

Ambler
Anaktuvuk Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kingsville
Kotuk
Kotzebue
Pease
Pepervik
North Slope
Borough
Northwest Arctic
Borough
Nunavut
Point Hope
Point Lay
Selawik
Shungnak
Wainwright

Judy Salo, President
NEA-Alaska
105 Municipal Way
Suite 302
Juneau, AK 99801

Dear Judy:

I appreciate your comments on HB 203 relating to requirements for teacher certification and the definition of "teacher". It is my hope, that we continue to work together on this bill to resolve further concerns that your organization may have.

In your letter, you identified two problem areas on the issue of teacher certification relating to: 1). the "cry" for higher standards of teachers in regards to initial certification, 2). allowing emergency certificate issuance empowers the state board and the commissioner's office to make more exceptions to the currently held standard (instructors of Language and Culture, Voc Ed, ROTC and School counselors, psychologists).

First, HB 203 gives authority to the State Board of Education to create a class or classes of certificates, other than emergency certificates, not based on baccalaureate degree requirement. These regulations would not change the baccalaureate degree requirements or lower the standards.

Secondly, the provision in HB 203 to include instructors of language and culture, Voc Ed., ROTC and special service providers such as school counselors, nurses and psychologists allows these individuals be eligible for a teaching certificate as long as they meet the requirements. These requirements will be based on the regulations established by the State Board of Education. In the process of developing regulations for new classes of certificates, career ladders or instruction strategies and courses that would be helpful to instructors and can be added to the requirements. The number of certificates

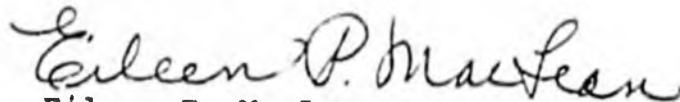
Judy Salo
March 29, 1989
Page 2

issued depends on who qualifies for each category. Again, the issuance of teaching certificates will be restrictive and controlled by the State Board of Education. The duration and renewal of certificates will be determined by the Department of Education.

HB 203 would improve the current system of issuance of teaching certifications and it defines what "teacher" really means.

Judy, I hope this letter explains the areas of concerns that you identified. I am willing to discuss this bill with you to resolve further concerns. Please contact my office at your convenience. Thank you.

Sincerely,



Eileen P. MacLean
Alaska House of
Representatives



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Judy Salo, President

Mary Lou Brent
Vice President
Box 80074
Fairbanks, Alaska 99708

Susan Gill
NEA Director
Box 80913, College Station
Fairbanks, Alaska 99708

Debbie Sorenson
Region I Director
8903 Sunny Dr.
Juneau, Alaska 99801

Phil Myerchin
Region I Director
717 Canyon Road
Ketchikan, Alaska 99901

Beverly Goad
Region II Director
Box 343
Copper Center, Alaska 99573

Don Oberg
Region III Director
Box 1064
Kenai, Alaska 99611

Myra Poage
Region IV Director
Box 973
Nome, Alaska 99762

Marilyn Rosene
Region IV Director
Box 1170
Dillingham, Alaska 99576

Joann Walker
Region IV Director
Box 570
Kolzebue, Alaska 99752

Claudia Douglas
Region V Director
P.O. Box 74837
Fairbanks, Alaska 99707

Gayle Harbo
Region V Director
Box 80522
College, Alaska 99708

Loretta B. Christie
Region VI Director
2220 Yorkshire Lane
Anchorage, Alaska 99504

Richard Kronberg
Region VI Director
3511 Chiniak Ray Dr.
Anchorage, Alaska 99515

Leona Mounds
Region VI Director
5816 Winding Way
Anchorage, Alaska 99504

Mamala Reynolds
Region VI Director
1510 Eldorado Dr., #135
Anchorage, Alaska 99507

Peg Stout
Region VI Director
6208 E. 34th Avenue
Anchorage, Alaska 99504

Carolyn Tolson
Region VII Director
Box 873933
Wasilla, Alaska 99687

Roxy McDonagh
Region R Director
402 E. 23rd Avenue
Anchorage, Alaska 99503

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD AVENUE
ANCHORAGE, ALASKA 99513
(907) 274-0536

JUNEAU OFFICE

105 MUNICIPAL WAY, SUITE 302
JUNEAU, ALASKA 99801
(9-7) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

March 21, 1989

To: Representative Eileen MacLean
From: Judy Salo, NEA-Alaska President *JJS*
Re: HCR 18 and HB 203
Preliminary Reaction Paper for Sponsor Only

HCR 18 - Establishing the Joint Committee on School Performance

The idea and motivation for establishment of a special committee on school performance is commendable. NEA-Alaska supports and encourages any proper and positive focus on education and the improvement of educational services in Alaska.

The scope of activity and responsibility for a legislative task force on school performance is best focused on obtaining constituent input and statutory review of education law. If the purpose is broader than that, then perhaps the task force should be expanded to include expertise from various interest groups, and certainly from the profession.

If the intent and purpose of the Joint Committee on School Performance is primarily to examine education in rural Alaska then perhaps that should be clearly stated in the title or the body of the resolution.

We will certainly not oppose this resolution. We do, however, have a few reservations about the effect that another committee or task force will actually have on education. It is very difficult to legislate education reform because the best efforts to change educational practice are made at the school level. There were some suggestions on how to facilitate local change in the Hensley Report and an effort to implement those suggestions might come as a result of this follow-up committee.

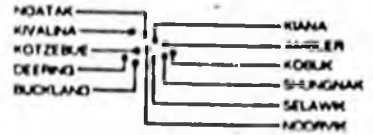
HB 203 - An Act relating to requirements for teacher certificates and accounting for teacher certificate fees; and defining teacher.

There is little doubt that you have tackled a serious problem with the draft of HB 203. Working it out is difficult at best and we have particular problems with the issue for the following reasons:

1. In this age of education reform we are hearing a cry for higher standards for teachers in regards to initial certification.
2. At the same time we believe in the value of the Native language and culture programs, and for that matter the services that are being rendered by ROTC instructors in Anchorage and the Type D Vocational instructors.

Northwest Arctic Borough School District
BOX 51
KOTZEBUE, ALASKA 99752
(907) 442-3472

see attached response



March 14, 1989

Representative Eileen P. MacLean
Alaska State House
P.O. Box V
Juneau, AK 99811

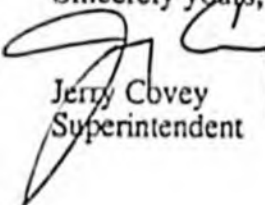
Dear Representative MacLean:

I have received the copy of House Bill 203 which you sent and our district is opposed to this legislation for the following reasons:

1. We believe certification of teachers should be controlled by statute not regulation.
2. Changes in the process will result in additional staff members becoming part of the teachers bargaining unit and will adversely impact the finances of our school district.

If you wish to discuss the district's position on this bill in further detail please contact me at your convenience.

Sincerely yours,



Jerry Covey
Superintendent

ALASKA STATE LEGISLATURE

Representative Eileen Panigeo MacLean
P.O. Box 290
Barrow, Alaska 99723

WHILE IN JUNEAU

Box V
Juneau, Alaska 99811
465-4525
465-4833



Chairman
Community & Regional Affairs
Committee

Vice-Chairman
State Affairs Committee
Bush Caucus

Member Finance Subcommittee
Community & Regional Affairs
Education
Corrections

HOUSE OF REPRESENTATIVES

March 28, 1989

District 22
Ambler
Anaktuvik Pass
Atkasuk
Barrow
Buckland
Deering
Kaktovik
Kiana
Kivalina
Kobuk
Kotzebue
Noatak
Noorvik
North Slope
Borough
Northwest Arctic
Borough
Nulqsut
Point Hope
Point Lay
Selawic
Shungnak
Wainwright

Jerry Covey, Superintendent
Northwest Arctic School District
P.O. Box 51
Kotzebue, AK 99752

Dear Jerry: *Jerry*

I appreciate your letter of March 14th relating to HB 203.

It is unfortunate the Northwest Arctic Borough School District opposes this bill when the concept of issuing teaching certificates would benefit instructors who are presently teaching language and culture in the outlying village schools including Kotzebue.

You have identified two reasons why the district opposes this bill. I would like to explain how this bill address your concerns:

First, HB 203 would give the State Board of Education authority to create classes or classes of certificates, other than emergency certificates not based on the baccalaureate degree requirements. However, to maintain the integrity of the four year degree program for teachers, the State Board of Education would continue to use a separate and distinct classification for those baccalaureate degree program. These traditional four year programs for teachers seeking Class A certificates would not be changed.

Secondly, HB 203 would establish categories of teaching certificates for the instructors of language and culture, Voc Ed, ROTC including the School counselors, nurses and psychologists. The number of certificates will depend on the qualifications of these individuals and the school districts' recommendations. These individuals who qualify would participate in the teacher retirement and benefit system.

Jerry Covey
March 29, 1989
Page 2

It is important to understand that this bill would not take away local control from school districts. Salaries would continue to be determined by school districts and even deciding whether to have these kinds of teachers would be the option of the school. Teacher tenure is not addressed in this bill. The school districts can address this issue in their current fashion.

Jerry, I hope my explanations are helpful. Please let me know if you have further questions. It is important that we continue working together on this bill and other issues. Quyanaq!

Sincerely,



Eileen P. MacLean
Alaska House of
Representatives

cc: Chuck Greene, Mayor, Northwest Arctic Borough
Sophie Ferguson, President, NWAB School Board
Willie Hensley, President, NANA Regional Corp., Inc.

WESTERN ALASKA COALITION OF SCHOOL BOARDS

Iditarod Area, Kashunamiut, Kuspuk, Lower Kuskokwim,
Lower Yukon, St. Mary's, Yupiit

SPRING MEMBERSHIP MEETING
MARCH 14-15, 1989
LKSD BOARD ROOM
BETHEL, ALASKA

Coalition Draft Minutes Excerpt Showing Position of the Coalition on Some Current, Proposed Bills.

Background Information. Representatives from six of the seven member school boards (Iditarod Area, Kashunamiut, Lower Kuskokwim, Lower Yukon, St. Mary's, and Yupiit) met and discussed various proposed bills during a worksession held before the regular Coalition business meeting on March 15, 1989. While agreement was reached on each of the bills, the Iditarod Area representative had to leave before the regular business meeting was called to order.

Draft Minutes Excerpt

2. Review of Current, Proposed Legislation

A. School Construction and Debt Retirement: CS for House Bill 37:

Discussion about HB37 came to focus on why the Coalition could not support the proposed bill. Mr. Harold Sparck, L.K.S.D., moved and Mr. Mike Williams, Yupiit, seconded that the Coalition of Western Alaska School Boards recommends the Legislature recognize that the issues of debt retirement and new school construction are essentially separate issues and that they should be dealt with as such. In particular:

- * The State should only be required to pay for school construction debt retirement costs incurred as a result of building according to the minimum square footage guidelines in effect at the time of construction. Some cities and boroughs built facilities that greatly exceeded the minimum guidelines: these cities and boroughs should be required to pay for all costs due to decisions made to exceed the minimum guidelines for numbers of students and square footage.

- * CSHB37 does not adequately recognize that schools are also community centers in most rural Alaskan communities in contrast to more urban areas that have separate gyms, auditoriums, cafeterias, sports centers, etc., etc. CSHB37 does not take into account other community resources in determining priorities for new construction.

- * CSHB37 does not recognize that some school facilities have been constructed as a result of grants to municipalities instead of through the Department of Education to school Districts.

- * The priority system for new construction proposed in CSHB37 will largely serve to perpetuate differences between wealthy and poor communities in which richer communities have outstanding, specialized facilities while poor communities have minimum, multi-purpose buildings.

- * The 10 year debt retirement pay-off deadline is unnecessary. Why not 30 years so more money could be made available for new construction??

• It was not fair in the past to allow Alaska's richer cities and boroughs to tie-up and otherwise obligate state funds for school construction by their own actions. The Governor and Legislature are to be commended for trying to correct this injustice and problem.

Motion Carried Unanimously

B. School Finance: Single and Dual-Site Districts: House Bill 185:

This bill is the same as SB179. The Bill corrects The Public School Foundation Program for 28 single and dual-site school districts so as to put them on a funding par with multiple-site districts. The Legislature made special appropriations to some districts during the past two years in order to deal with this problem. Passage of HB185/SB179 directly helps Kashunamiut and St. Mary's School Districts.

Ms. Gloria Simeon, L.K.S.D., moved and Mr. Joe Paniyak, K.S.D., seconded supporting HB185.

Motion Carried Unanimously

C. Binding Arbitration: CSSB15:

Discussion centered on the reasons everyone present opposed binding arbitration. Binding arbitration takes away control and responsibility from elected school board members and gives it to unelected arbitrators who do not have to live with the results of their decisions and who may be ignorant of local conditions and needs. CSSB15 also does not distinguish between the different kinds of school employees such as maintenance workers and teachers. This needs to be done or else maintenance workers might be able to strike during the coldest part of the winter with millions of dollars of property damage resulting from their actions. The Legislature should not let employee unions run the schools instead of elected school board members.

Coalition Chair Ms. Flora Paukan appointed a committee consisting of Mr. Jim Johnson, I.A.S.D.; Ms. Elizabeth Carden, L.Y.S.D.; Mr. John Thompson, Sr., SMSD, Mr. Mike Williams, Yupiit, and Mr. Joe Paniyak, K.S.D., to meet with Mrs. Susan Murphy of the L.K.S.D. staff to draft a position opposing binding arbitration and in response to CSSB15. This committee would meet as soon as possible so that Mrs. Murphy could represent the Coalition at a public hearing on binding arbitration through the Bethel Legislative Information Office on March 16 from 3:30-6:30 P.M. No other action was taken on this topic at this time.

D. HB 198: Teacher Nonretention:

This Bill would enable a school board to reduce its staff as a result of a reduction of funds available to the school district as determined by the school board. Following discussion, Mr. Harold Sparck, L.K.S.D., moved and Mr. Paul Kiunya Sr., L.K.S.D., seconded support of HB198.

Motion Carried Unanimously

E. HB199: Teacher Salaries During Collective Bargaining:

This Bill would not require a school board to give a teacher a step or step and column salary increase if a new collective bargaining agreement is not reached prior to the expiration of the current agreement. Following discussion, Ms. Gloria Simeon, L.K.S.D., moved and Ms. Elizabeth Carden, L.Y.S.D., seconded support of HB199.

Motion Carried Unanimously

F. HB200: Teacher Tenure Rights:

HB200 would increase the time required to earn teacher tenure from two years to five years. Following discussion, Mr. Mike Williams, Yupiit, moved and Ms. Gloria Simeon, L.K.S.D., seconded support of HB200.

Motion Carried Unanimously

G. HB203: Insurance of Teacher Certificates:

HB203 would return responsibility for issuing teacher certificates to the Department of Education based on State Board of Education approved requirements. At present, the Department issues certificates based on University of Alaska "approved program" requirements. The University "approved programs" route has not and does not meet the teacher preparation needs of many Alaskan school districts.

Mr. Mike Williams, Yupiit, moved, and Mr. Paul Kiunya Sr. L.K.S.D. seconded support of HB203.

Motion Carried Unanimously

H. CSHB139: Payments of Bills Within 30 days by Schools and Municipalities:

This bill would require cities and schools to pay for all purchases within 30 days. Discussion clarified that this bill is unnecessary because nearly all successful businesses increase their base prices to take into account delayed payments and/or offer a discount for prompt payment. HB139 would also make it necessary for schools to hire more business office staff in order to comply with the law. Since no new funds are to be granted to schools for this purpose, HB139 would lead to a shift of money from instruction to administration in order to help less successful private businesses.

Mr. Harold Sparck, L.K.S.D., moved and Mr. Mike Williams, Yupiit, seconded opposing CSHB139.

Motion Carried Unanimously

I. CSHJR13: Creation of a Permanent Endowment Fund for Education:

Everyone present reviewed a videotape by Governor Cowper explaining why a permanent endowment fund for Alaskan schools should be created through a constitutional amendment. Ms. Edna MacLean, representing the Alaska Department of Education, also spoke about the proposal. A lengthy discussion about the proposal took place. Concerns were expressed that existing inequities in how schools are financed need to be recognized and dealt with before money is set aside in ways that could perpetuate such inequities. Coalition President Flora Paukan suggested that the Lower Yukon School District write a letter to Governor Cowper commending him for his efforts to establish a permanent fund for schools and explaining the major concerns members of the Coalition have about the plan. Following discussion, Mr. Leslie Hunter, L.Y.S.D., moved and Mrs. Gloria Simeon, L.K.S.D., seconded having L.Y.S.D. write to Governor Cowper as had been explained.

Motion Carried Unanimously

No other action was taken on this topic at this time.

WESTERN ALASKA COALITION OF SCHOOL BOARDS

IDITAROD AREA, KASHUNAMIUT, KUSPUK, LOWER KUSKOKWIM,
LOWER YUKON, ST. MARY'S, YUPIIT

Executive Summary of Legislative Positions Taken by the Coalition on March 15, 1989.

- A. CSHB37: Debt Retirement and School Construction:
COALITION OPPOSES. Debt retirement and school construction are two different issues.
- B. HB185: Single and Dual-Site School Funding:
COALITION SUPPORTS. Puts single and dual-sites on a par with multi-site districts.
- C. CSSB15: Binding Arbitration for School Employees:
COALITION OPPOSES. Need to keep local control instead of letting unions and non-resident arbitrators run schools.
- D. HB198: Teacher Nonretention:
COALITION SUPPORTS. Lets school boards nonretain teachers due to reduced funding.
- E. HB199: Teacher Salaries During Collective Bargaining:
COALITION SUPPORTS. Lets districts keep teachers at same salary step and column until new agreement is reached.
- F. HB200: Teacher Tenure Rights:
COALITION SUPPORTS. Extends time required for a teacher to acquire tenure from two to five years.
- G. HB203: Issuance of Teacher Certificates:
COALITION SUPPORTS. Makes Department of Education responsible for determining requirements for kinds of teacher certificates instead of University of Alaska.
- H. CSHB139: Payment of Bills by Schools and Cities:
COALITION OPPOSES. Would add to costs of school administration operations and favors inefficient businesses.
- I. CSHJR13: Creation of Permanent Fund For Education
COALITION DECIDED NOT TO SUPPORT OR OPPOSE. Letter will be written to Governor explaining concerns about the need for an equitable school funding plan.



Lower Kuskokwim School District

Sue C. Hare.
Superintendent

P.O. Box 305 • Bethel, Alaska 99559
907 543-4800 Ext. 812, 813

To: Nels Anderson

From: Sue Hare

Subject: HB203

Date: 3/29/89

The Lower Kuskokwim School District Board has supported HB203 which places responsibility for the issuing teacher certificates with the Department of Education. Bob Herron may be calling you to let you know that House Hess will be holding a hearing on Friday at 8:30 a.m.



Alaska State Legislature

Please enter into the record my testimony to the Johnson O'Malley Program
committee name

committee on HOUSE BILL 203 & 231, dated March 31, 1989
bill/subject

HOUSE BILL 203

I support that Bill. I think that it is very vital that it is passed for 3 main reasons:

1. The language teachers needs the certification. These people are good in teaching the language.
2. These people are role models for the children. We need role models very much.
3. The people that teaches cultural enrichment also needs to be recognized. The special certification would be one way of recognizing these people as part of these bill, I would also like to recommend that these people will further their education on children management. I think for people who could understand English very well would also benefit from Methods courses to improve their dispersement of their knowledge.

HOUSE BILL 231

I support this. Sec. 1. AS14.03.05 "It is the policy of this state that education should encourage all students to succeed in learning, assist students to shape worthwhile and satisfying lives, exemplify societal values, and provide students with tools to influence the character and quality of the world." This is a very good and worthwhile statement to hold onto especially if you are a native. This has been the intend of education for a number of decades, but it hasn't come through to alot of the Native people as a whole.

- I support the planning parts (a) 1 establishes goals and priorities for improving education in the district;
- (3) Includes a means of measuring the achievement of goals and priorities.
- 4(c) Students, parents, teachers and other members of the community shall be encouraged by the district to participate in the preparation of the report submitted under (a) of this section.
- 7(d) 17 (3)

These steps shall make the people accountable of their education for their children as well as the parents and the community as a whole. These steps would also make the parents aware of the education that the children are acquiring. This would be very good for Native Villages and natives fr the urban native population.

Signed: *Anna Nagalak*
Testifier

FNA/ Johnson O'Malley Program
Representing (Optional)

310 1/2 1st Avenue
Address

452-8344
Phone No.



Tanana Chiefs Conference, Inc.



201 First Avenue
Fairbanks, Alaska 99701-4887
(907) 452-8251

The Tanana Chiefs Conference Education Department strongly supports HB 203.

We have been fortunate in this state to have a diverse cultural and unique socio-economic environment which allows for a rich experience in the development of our children. The skills, languages and cultural philosophies of Alaska's people have an intrinsic value, many of us would like to impart to our children. We do so in our homes and in our communities. Yet in the one environment in which our children spend nine months each year - the schools only limited opportunities prevail in which such skills, languages and lessons can be adequately taught.

HB 203 allows for an avenue in which many expert yet non conventional instructors could be formally added to the Bank of Resources of each school district. Some school districts in the past have utilized such natural teachers but in most cases only to a limited degree while voluntarism has always been an important part of the Alaska experience and will remain so. This bill affords local school boards to give the proper credence to support to these invaluable human resources and allows them to fully utilize the skills available in their communities.

HB 203 encourages increased utilization of these natural and traditional teachers and assures an avenue for the propagation of our unique Alaskan way of life. In village after village, community to community, all around Alaska, we have many teachers. HB 203 respectfully and formally invites all of those teachers to a rich community forum, the classrooms of our schools. It further assures the most relevant and culturally appropriate classroom environment for our children and affords them access to learning and skills they in turn will be able to pass on to future generations of our people here in Alaska.

UNIVERSITY OF ALASKA, FAIRBANKS

Fairbanks, Alaska 99775

Cross-Cultural Education Development Program

(907) 474-6963

April 3, 1989

To: Rep. John Ellis, Chair
House Health, Education and Social Services Committee

From: Ray Barnhardt *RB*

Subject: House Bill No. 203

I wish to offer testimony regarding House Bill No. 203, pertaining to requirements for teacher certification in Alaska. I commend Rep. Maclean and the committee for taking on a lingering issue and proposing action that has been long overdue. I strongly support the provision of the bill delegating to the State Board of Education the responsibility to develop alternative approaches to teacher certification appropriate to the needs and conditions of schools and communities throughout Alaska. After eighteen years with the University of Alaska Fairbanks teacher education program, it is my assessment that the statutory requirement of a baccalaureate degree to obtain a Type A teaching certificate is inhibiting rather than enhancing the quality of education in Alaska. Some of the observations on which I base this assessment are as follows:

1. While a baccalaureate program may provide one avenue by which a person can acquire the expertise necessary to be a teacher, it is by no

means the only way, nor is it necessarily the most effective and efficient way. Furthermore, there is no evidence to indicate that there is a significant correlation between holding a baccalaureate degree in education and being a good teacher, and therefore, a degree alone does not serve the function of providing quality control for entry into the teaching profession. As someone who has responsibility for recommending students who complete our teacher education program to the State Department of Education for issuance of a teaching certificate, I am much more comfortable when I can base that recommendation on demonstrated performance in a real teaching situation over an extended period of time, than on a GPA earned taking courses in a detached campus environment. In some instances, the pursuit of a baccalaureate degree can even be a hinderance rather than a help, by interfering with experientially acquired teaching skills that may be unconventional in nature, but nevertheless effective.

2. Given the continuing high turnover rate of education personnel in Alaska's rural schools and the constraints this places on the stability, continuity and long term development of those schools, the single most cost-effective step the State can take to improve the quality of rural schools and academic performance of Native students is to increase the presence of local people in the professional roles in those schools. To do so will require recognition of the unique qualities and qualifications Native teachers can bring to the teaching situation, which often go beyond what a formalized university teacher education program is able to adequately deal with. We need to provide opportunities for people with such specialized knowledge, skills and expertise as a teacher to pursue alternative routes, such as

apprenticeships and internships, as a way to demonstrate their expertise and receive full recognition as a teacher, including receiving a Type A certificate.

3. We at the university have been frustrated for years in our efforts to build a workable internship year onto our teacher education programs as a way to assist graduates in their transition from the role of student to that of real-life teacher/practitioner. It would be a big step forward if it were possible that all Alaskan teaching candidates, whether they were coming from the university programs, from apprenticeships, or from outside the state, could be granted a provisional certificate for an internship year with full teaching responsibilities, but during which they would receive instructional support and professional development assistance leading to a formal evaluation of their qualifications to teach at the end of the year. Their professional competence could then be assessed and recognized on the basis of demonstrated performance in a real teaching situation for an extended period of time, regardless of whether they acquired that competence from experience or via a baccalaureate degree. H.B 203 would remove the current statutory constraints to alternative routes and permit the State Board of Education to create a more flexible and appropriate certification procedure.
4. Given the diversity of social, cultural and educational needs that exist in Alaska; given the continuing performance problems faced by many of the schools in the state; given the projection of a severe shortage of teachers for all schools in the near future; and given the insufficiency of evidence that the baccalaureate requirement correlates with higher quality in the

teaching profession, I think it is entirely proper that the legislature enact H.B. 203 and grant the State Board of Education greater authority, flexibility and responsibility to find better and more innovative ways to staff our schools for the future.

In closing, I would like to mention that I spent a year in New Zealand looking at their educational system. Teachers in New Zealand receive their teaching credential after three years of training at "Teacher's Colleges" operated by the equivalent of our State Department of Education. The baccalaureate degree is reserved for those who want to go to a university and pursue further study of educational theory rather than practice. New Zealand teachers, without the benefits of a baccalaureate degree for the most part, have produced one of the highest literacy rates in the world, notwithstanding a minority population comparable in proportion to that of Alaska. It is time that we recognized that teaching is a means, not an end in itself, and that learning is the end to which all decisions regarding teaching should be directed. H.B. 203 is an overdue step in that direction.



Alaska State Legislature

Please enter into the record my testimony to the Education
HB 203- HCR committee name
 committee on HB 231 sub HB 18, dated 31 March 89
 bill/subject

I strongly support HB 231 and HB 18. The State needs a policy on effective education. Please see the attached statistics on Native children in Nome Public Schools. To summarize 65% of them are below grade level (they make up 71% of total enrollment). When there are so many students below grade level the school district needs to have requirements to rectify the situation over a period of time. Nome has some of the highest paid teachers in the state. Look at our statistics. We need more ^{developed} curriculum used by regular classroom teachers, dealing with Native cultures, issues, and history and for ~~English~~ ^{Native} Language and Culture instructors. The State of Alaska needs a strong policy statement on EQUITABLE education - see attached parent comments from our surveys. That is one reason why our children do so poorly. They ^{some} are treated differently by some teachers. We put so much money into education yet something is not being done right for Native students. There needs to be more integration of culture curriculum into regular curriculum. The State should have a policy of offering Native language instruction as foreign language credit.

Eileen Norbert, Coordinator

Signed: Eileen Norbert - Coordinator

Testifier

Native Programs/Nome Public Schools

Native Programs (Bilingual, Indian Education, JOM & Migrant)

Representing (Optional)

Box 131, Nome, AK 99762

P.O. Box 131, Nome, AK 99762

Address

443-2231

443-2201

Phone No.

SOME STATISTICS ON NATIVE STUDENTS

Total Native enrollment in grades K-12, including the Alternative Correspondence School 540 (70% of total Nome Public Schools enrollment)

- 20% of elementary students below grade level
- 45% of jr/high students at least TWO grade levels below
- 54% (118) of jr/high students received deficiency notices
-there were a total of 123 notices sent out-

these students received a total of 206 deficiencies

- 152 (74%) for poor test scores
- 115 (56%) for inadequate written homework
- 91 (45%) for inadequate preparation for class
- 82 (40%) for lack of serious approach to study
- 65 (32%) for poor attendance/lateness
- 68 (33%) for lack of effective motivation
- 51 (25%) for lack of attention or participation
- 3 (2%) for poor aptitude in subject and one for inadequate foundation in subject

BY SUBJECT

- 44% (87) in English
- 21% (40) in math
- 11% (22) in science
- 9% (17) in social sciences
- 9% (17) in PE
- 8% (15) in other (home ec, family life, typing etc.)

BY STUDENT FOR DEFICIENCY

- 101 (86%) for poor test scores
- 85 (72%) for inadequate written homework
- 65 (55%) for inadequate preparation for class
- 60 (51%) for lack of serious approach to study
- 40 (34%) for poor attendance/lateness
- 54 (47%) for for lack of effective motivation
- 38 (32%) for for lack of attention or participation
- 2 (1.7%) for poor aptitude in subject
- 1 for inadequate foundation in subject

1.75 average deficiencies per student received
2.3 average deficiencies received by students with attendance/lateness problems

BY GRADE

12 seventh
33 eighth
25 ninth
13 tenth
18 eleventh
22 twelveth

DROPOUTS

one dropout from regular high school
five dropouts from Alternative High School
Three seniors will not be graduating because of lack of credits
Two seniors are marginal, they must pass every course and are receiving tutorial help

ALTERNATIVE CORRESPONDENCE SCHOOL

11 students are below the 3rd grade reading level
3 students are below the 4th grade reading level
3 students are below the 5th grade reading level
3 students are below the 6th grade reading level
5 students are below the 7th grade reading level
8 students are below the 7th grade reading level

- a) parent - 27
- c) parent/teacher - 2
- c) teacher - 1

Native Programs Survey
Sent out 90 - May 31, 1988

Please Circle the number which rates the program according to the importance you feel it should have. Will you please rate these as (1) very important, (2) im-
portant, (3) less important, and (4) not important.

GOALS & OBJECTIVES

Develop academic skills (math, reading, language, science, etc.)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	25 (93%)	1	1	
T=	3			1

Develop social skills (listening, speaking, self-confidence, etc.)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	18 (57%)	8 (31%)	1	
T=	2	2		

Develop life skills (job preparation, decision-making, vocational education)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	17 (66%)	8 (31%)	1	
T=	1	2		1

Develop knowledge of and pride in Native culture and heritage (and in current
Native issues) (teachers too!)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (59%)	3 (13%)	5 (21%)	2
T=	1	2		1

TUTOR PROGRAM

Basic skills, tutoring in math

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	17 (66%)	7 (30%)	1	1
T=		3	1	

Basic skills, tutoring in reading

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	18 (70%)	6 (23%)	1	1
T=	3		1	

Basic skills, tutoring in language arts

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (47%)	8 (31%)	4 (20%)	1
T=		3	1	

Basic skills, tutoring in writing

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (46%)	9 (35%)	3 (15%)	1
T=		1	2	1

Tutor in any subject student needs help in

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (58%)	10 (39%)	1	
T=	1	1	1	1

9

TUTOR PROGRAM (continued)

Tutoring during school hours

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (62%)	7 (27%)	3 (11%)	
T=	1	1	1	1

Tutoring after school hours

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	10 (39%)	8 (31%)	6 (23%)	2 (6%)
T=	1	3		

Preschool Aide (helps teacher with preschool children in school readiness skills)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (52%)	5 (20%)	6 (24%)	1
T=	1	2	1	

Communication between tutors & parents

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (52%)	10 (40%)	2 (8%)	
T=	1	1	2	

HOME SCHOOL COORDINATOR/COUNSELING

Home visits by Home School Coordinator

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	3 (13%)	11 (46%)	9 (38%)	1
T=	1	3		

Counseling services for students at all grade levels

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (58%)	6 (23%)	4 (15%)	1
T=	2	1	1	

Special help for potential drop-outs

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (56%)	6 (24%)	4 (16%)	1
T=		3		1

Alcohol and drug prevention awareness among school age population

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (58%)	6 (25%)	3 (13%)	1
T=	1	2		1

Child abuse prevention

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (56%)	8 (32%)	3 (12%)	
T=	2	1		1

Career counseling

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	13 (52%)	6 (24%)	5 (20%)	1
T=	1	2	1	

CULTURAL KNOWLEDGE/ENRICHMENT

Native language instruction in Inupiaq

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	9 (368)	6 (248)	5 (208)	5 (208)
T=		3	1	

Native language instruction in Siberian Yupik

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	6 (248)	9 (368)	4 (168)	6 (238)
T=	1	2	1	

Curriculum and materials development on Native cultures

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	14 (548)	1	6 (238)	4 (208)
T=		3	1	

Land claims/Native corporations, Native issues

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	12 (478)	6 (238)	5 (198)	3 (118)
T=	2	1	1	

PARENT INVOLVEMENT

Parent training on discipline, drugs, alcohol

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	11 (428)	9 (358)	4 (158)	2 (88)
T=	2		1	1

Parent training on helping their children with schoolwork, study habits

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	9 (368)	11 (448)	3 (128)	2 (88)
T=	1	2		1

Communication between home and school

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	15 (588)	7 (278)	2 (758)	2 (758)
T=	1	1	1	1

Native Parent Committee

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
P=	11 (468)	6 (258)	4 (178)	5 (208)
T=	1	2		1

PARENTS

COMMENTS-SECTION III
Other Services

1. Pride is lacking in many students. They need to achieve feelings of self worth, equality, confidence.
2. Consumer Education under Extracurricular Activities.
3. Teacher aids from students enrolled in Exceed etc?
4. Good teachers who are not just in it for the money. The teachers at the Nome Public School make too much money!!
5. Teacher evaluation, to hell with tenour (sp?). If a teacher is worthless & overpaid, then can them.
6. How you are going to get from here to there.
7. School Social workers.
8. The bus rides are hectic, kids are noisy. Extracurricular activities need to have other activities besides basketball continues sponsoring dances. Should have class gatherings, i.e. pizza feeds, video nights, comic book or cassette tape trade-a-shows, or "putting-on-the kids".

PARENTS

COMMENT 3-SECTION V

What Keeps Students From Learning? Others

1. Teachers who drink & go school hangover & shaking.
2. To my knowledge, my children aren't into drugs & alcohol. Let's hope it stays that way.
3. Role models. Students see very poor role models in their teachers. Alcoholics/smokers/moneygrubbers. Bar hoppers.
4. Communication problems between students & teachers. Knowing the Rules - Rules should be the same in all classes with ALL the teachers.
5. In order to learn in school you need discipline in the home and school. I don't mean abuse. I mean discipline with guidelines.
6. I know the 05% of teachers I had were good, the other 95% only collected paychecks. Teacher attitude is a students biggest problem.
7. Community support.
8. No goal is presented, no opportunity to see the need for effort in an area like Algebra or Grammar or History ever arises. The wealth of Literature on the market in the form of News Papers, Magazines, with pertinent articles are ignored in favor of work books. These are sterile.
9. Emotional Maturity.
10. The biggest problem is many teachers don't care. The school is an hostile environment to students & parents. Many students & their parents don't care also. The parents are into bars, bingo & booze. The students into playing out late, booze & drugs.
11. A teacher that is boring to a student - who normally gets good grades. More teachers discipline in student work habits.
12. This question is poorly asked - depending on the child & their problem & home life will reflect the answer of why the child doesn't learn. They all enter into how students learn. Excluding teachers - the quality of the teacher depends on whether many students learn - children at a "normal" home life - aren't motivated & desire to learn by poor teachers - or teachers bringing their problems to the class room.
13. Kids have no idea how Education will help them until after their out of school and working. The people that quit school work for peanuts and those who continue their Education make out like fat rats.
14. Teachers need to promote interest in students. A good teacher can almost teach anyone.

PARENTS

COMMENTS-SECTION V
What Keeps Students From Learning
Others Cont.

15. Lovable Teacher's for our Native childrens.
16. Family violence, teacher interest. Respect.

PARENTS

COMMENTS-SECTION V
What Keeps Students From Learning?
Other Comments

1. Having a goal in life is important. And knowing what is required to reach a goal or job is helpful.
2. Students must experience success and they must be introduced to failure. They must never leave a subject without a mastery of it.
3. An encouraging "SMART" teacher can influence a kid really well. A teacher who gold mines or does other summer jobs only give 3/4%. Teachers are paid for the whole year & should work the whole year.
4. I have a shy 9th grade girl - she needs an Adult "friend" in the school building. Some one she could SAY: "Hi" to or confide with.
5. Some teachers come to school with booze on their breath. Real poor examples for the students to follow.
6. Get rid of all teachers who drink. It's a big lie having drunk teachers and try to put this sheet of paper out.
7. Maybe not encouraging the children and giving them credit for what they have learned.
8. I feel if a student has a potential to learn more, the teacher should see the need to expose the child to a higher advanced level and not to think that just because the other children in the same class are "just learning their a, b, c's, the student has to suffer".
9. Students in Jr. High or High School should not repeat subjects when they are more advanced than other students. Advanced students should be allowed to choose classes that are more challenging and interesting. Example: Jr. High students should not have to repeat basic science in High School but Advanced Science.
10. I think this survey is a good idea. I'd like to have some feedback on it.
11. So we'll have less drop out from our school.
12. Nome Beltz teachers have No Pride as educators. The teachers are very poor role models, with extremely low standards. Nome Beltz School Board members do not know how to function as school policy makers where student achievement(s) are concerned.

STUDENT COMMENTS

Section 5 - What keeps students from learning

1. Interfearence w/other peopel like brothers
2. Teachers don't make the classes that fun so what interest do we have.
3. Like getting bored in class shen the teacher is speaking
4. A loss of relative or good friend.
5. Too may convieniences such as t.v., rec. center, 4 wheelers, etc.
6. Personal problems.
7. Depression.
8. If you already know what the teacher is teaching, you might be bored out of your brains.
9. Not getting enough sleep.
10. What other people think of you.
11. Teachers
12. Not the right skills being taught to study.
13. Music.
14. Some of the teachers don't seem to care if you are failing, they seem to enjoy it.
15. People like teachers telling you what you should do, and what you can't or haven't done.
16. Don't want to, lack of motivation.
17. Not really understanding what the teachers say and don't have time to come in mornings or after school to speak to them.



Alaska State Legislature

Please enter into the record my testimony to the House Health, Education & Social Services
 committee on HCR 18 committee name
 committee on HB, 33, 198, 203, 231, 251 dated 3-31-89
 bill/subject

It amazes me that our legislature can come to us requesting our input on how we would cut necessary services to our people and then turn around and giving one of our biggest industries an unnecessary Tax Credit. What types of services will be cut from the budget when the fishing industry takes advantage of this tax credit? I hope it will only come out of the Fish & Game budgets. It is my feeling that if budget cuts are going to be necessary, H.B. 33 should be scraped. At least until we come on better Times.

See attached sheets.

Signed: Darryl Trigg Darryl Trigg
 Testifier Nome Eskimo Community
NOME ESKIMO COMMUNITY
 Representing (Optional) Box 401, Nome, AK 99762
P.O. Box 401, Nome, ALASKA 99762
 Address
(907) 443-2246 443-2246
 Phone No.

TESTIMONY RE: HB'S 198, 203, 281, 251, 252

In regards to HB 198, I feel it is a good bill, but needs under Section 1 an additional sub paragraph that states: -

"(5) For not having a sufficient number of their students passing a test admitting them to the next higher grade."

Section 2 should read "The amendment to AS 14.20.175 made by sec. 1 of this Act, applies to all teachers and administrators hired by a school district prior to and after the effective date of this act.

Subparagraph (5) is suggested because we feel that too many of our students are "socially" rather than "academically" promoted into higher grades. The Nome school district has many high school level students who still are only capable of reading at 3-7 grade levels.

The only problem I see with H.B. 203, is that it does not address non-degreed bilingual Teachers. It is my feeling that they are grossly unrecognized and often under paid.

HCR 18, is, in my opinion, a work of Art with the exception of the last "be it further resolved." This should be an ongoing action.

H.B. 231 is long over due. It is our feeling that Section 14.03.015, subparagraph (c) (d) should include in each grade level, "Entrance and Exit" exams that show our students have actually achieved the academic skills necessary to advance to the next grade level.

HB252

It is the feeling of Nome Eskimo Community that should it become necessary to institute an income tax, that the Longevity Bonus, Property Tax exemptions and the State Dividend check be exempt from taxation. In other words, that income taxes only be levied on earned income and/or wages. We feel that many dollars could be shaved from the budget if the Legislature would study the state hierarchy's and delete all or most of the "pork barrel" positions and administrative costs that were created in times of plenty. Nome Eskimo Community requests that all other sources of revenue and budget cuts be reviewed before an Income Tax is initiated.

We here at Nome Eskimo Community feel that H.B. 251 is supportable and would like to see it + Educational Programs reduce (6

the uneducational "soap" programs.

Telefax 4052718

Representative Eileen Panigo MacLean Box V Juneau, Alaska 99811

I am pleased to offer you my strong support for House Bill 203 concerning the requirements for teacher certification and for House Bill 231 concerning educational planning and advisory boards.

It is important to recognize and reward teachers who possess expertise in such areas as Native language and culture and vocational education. This is a long over-due effort. I would like to see provisions made for offering some education in pedagogical techniques for teachers holding such alternative certification; ~~and~~ such education might take the form of short courses delivered during the summer or on-site.

The education planning grant fund is a useful incentive to encourage districts to undertake planning efforts. It is such local efforts, adapted to a context, that will bring about the types of changes needed in rural schools.

I will be glad to assist in the implementation of these bills. Thank you for the opportunity to offer these comments.

Yours truly,

Judith Kleinfeld Head, Department of Education, Fairbanks Faculty

March 31, 1989

Eileen McClean

Room 128

House of Representatives

Box V

Juneau, Ak. 99811

Dear Representative McClean,

Our Ajnuk Polly Schaeffer and a
Partner of 8 children have
graduated.

I'm supporting continued growth and
funding and early funding for our
schools.

I'm also a supporter for the
teacher certification for bilingual
teachers.

Sincerely,

Polly Schaeffer

NANA REGIONAL CORPORATION, INC.

POST OFFICE BOX 49 / KOTZEBUE, ALASKA 99752 / TELEPHONE (907) 442-3301



March 31, 1989

Representative Eileen McLean
Pouch V
Juneau, Alaska 99811

Dear Eileen:

We support your efforts on HB203. For too long the Educational system has ignored the need to integrate the indigenous Native people's culture and values in Education.

One culture should not dominate and obliterate another, and your bill would set a positive note to have the cultures complement, rather than eliminate, each other. Your bill is certainly a step in the right direction.

Sincerely,

Pete Schaeffer
Vice President





Alaska State Legislature

REP. FILIZEN MACLEAN

Please enter into the record my testimony to the _____ committee name

committee on HB 18, HB 203, & HB 231 . dated Testified March 21, 1989
bill/subject submitted April 7, 1989

THESE BILLS WOULD CONTINUE THE NEEDED WORK THAT THE SENATE SPECIAL COMMITTEE ON "SCHOOL PERFORMANCE" THAT WAS CHAIRED BY SENATOR WILLIE HENSLEY.

HB 18 is deeply needed by rural Alaska, so that academic performance could be enhanced in the REAA districts in preparing productive graduates for Alaska's society. The special committee was just a "start" for making improvements for Alaska education, and there is a strong need and desire for more "follow-up" in justifying public expenditure for education, so that Alaska could get the most for what we spend on education. There are many issues that we need to follow up as listed in this bill.

HB 231: This bill would grant more local control over program management and accountability in "education", as to what quality and efficiency ways they want their educational programs to be operated. Also the powers that would be granted under this bill is a long-time-called-for version that would enable the DOE to follow up on the grants and planning that is required of the school districts. To have a effective academic school systems for Alaska. Alaska DOE, local advisory school boards, state board of education, school district and others would need a state education policy to enhance their respective duties and trust for a public education. "ACCOUNTABILITY" is needed, and this bill would help.

HB 203: Rural Alaska and educators are for this bill for it would help the general public and various institutions know what Alaska means by defining what "teacher" is. This would help with the districts to be accountable for the type of staff they hire and keep. The recognition of instructors of language and culture, vocational education and ROTC is really needed, for their programs they implement are academic in nature due to their planning, special knowledge they had to have, and teaching efforts are the same as regular teachers. They do enhance and encourage "academic performance", and build self esteem in the students they serve.

I am for the above three bills for they would help Alaska gain improvement in Alaska's school performance. (I had to recap my testimony by memory...it is close enough)

Signed: _____
Testifier Jerry Mendenhall
None Educator Community, Kenai, C&P/UE instructor, Northway Campna
Representing (Optional)
None, Alaska
Address
907-443-2455 H 2492 W
Phone No.

COLLEGE OF HUMAN AND RURAL DEVELOPMENT



UNIVERSITY OF ALASKA—FAIRBANKS
Fairbanks, Alaska 99775-0900

April 7, 1989

Hon. Silcott MacLean
Alaska State Representative
Alaska State Legislature
Box V
Juneau, Alaska 99811

Dear Representative MacLean:

I would like to submit as testimony, and comment briefly in support of both House Bill 203 and House Bill 231.

HB 203: I support this with some suggested areas of revision. In concept I believe this is an excellent bill in terms of two major issues we have faced in the educational community of Alaska. First, we have had a circular definition of teacher in statute that needs to be changed. Mr. Wagner has described this problem in detail and I support the new definition of teacher as clear and unambiguous. It is unclear to me why the other categories are put under this definition since in most cases they must have a teaching certificate, while in others they do not (e.g., school psychologist), in order to teach. Those who do not could be dealt with under other types of certificates. However, I believe the important issue is the definition of teacher and I support this statement. I realize that some would say that a definition of a teacher must indicate that the person has a minimum of a bachelor's degree. I do not believe that statute is the place to put this. The bill brings us forward in placing the responsibility for establishing such requirements within the educational community rather than the political arena. I believe the Legislature will contribute greatly to the future of education by supporting a definition and a bill that places responsibility for creating a stable system of licensure under the control of the State Board of Education. In the long range future, this will allow the State to meet the diverse needs of schools in terms of a coherent process of licensure of educational professionals that can develop as the needs of the State change and the profession develops.

HB 231: I am in support of the principles of HB 231. It seems responsive to the needs elucidated in the School Performance Report. Certainly, data from around the country supports the effective involvement of local boards in improving schools. Site based management must involve both professionals and the community. I see the bill as strengthening the capacity for site based decision-making. In terms of the accountability issue, I have forwarded, under separate cover, an example of an evaluation of a complex school system from a group of Native professionals and myself as the one non-Native participant.

UNIVERSITY OF ALASKA - FAIRBANKS

Representative MacLean

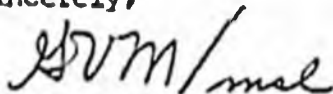
Page 2

April 7, 1989

This accreditation model could have application in the state in the attempt of communities to provide input to schools on how they can improve their performance. Accountability is important. However, the performance of schools is very complex and the whole picture needs analysis. The accreditation model may provide you with some ideas on an alternative which could provide schools and districts with a more thorough model for evaluation from an indigenous perspective.

Thank you for accepting these comments on the two bills.

Sincerely,



Gerald V. Mohatt, Dean
College of Rural Alaska
University of Alaska Fairbanks
7th Floor Gruening Building
Fairbanks, Alaska 99775-0900
(907) 474-7106

House Bill 203

After studying HB 203, I have one major concern - why is Alaska down grading its educational system when the rest of the nation is concerned with improving education in an attempt to stamp out illiteracy. Although Alaska is proud of its schools we do graduate many who can't read and many more drop-out. We should be striving for excellency.

I realize that Representative ^{Maclean} ~~Maclean~~ is trying to help some of the people in her district but this bill may help an adult but harm a child. Has anyone asked the students what their goals are or are we again imposing adult wishes on students. Don't the parents have an obligation to teach the culture and language in the home?

If certification is opened up to those without a baccalaureate degree

I can see districts with financial problems hiring the person without a degree because it would be cheaper. Can you see what would happen if such a person was hired to teach grades 1-3. If we are to improve academic achievement we must be more concerned with the goals and needs of the student. If a child speaks another language he must learn English as soon as possible because the child must learn the reading and math skills taught in grades 1-3 because these skills lead to success in grades 4-12.

If you pass a measure recognizing the people of Rep. ^{MacLean} ~~MacLean~~ district as 'teachers' be sure it is for a limited field of study. Too many such certificates could endanger a district's accreditation.

Fiola Shaw

Legislative Ctr. of AK Retired Teachers Assoc.

STATE OF ALASKA
THE LEGISLATURE

POUCH Y - STATE CAPITOL
BAYEALU, ALASKA 99811
907.463.3800

LEGISLATIVE AFFAIRS AGENCY
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Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMFR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

A. HESS 3-31-89

TO: MARK BOYER
RE: HB 203

FROM: Marilyn J. Mount
237 Bentley Drive
Fairbanks, Alaska 99701

452-1417

I have strong concerns about this legislation. The bill, firstly, is written in a vague manner which appears to give total discretion to the individual school boards and the commissioner of education who will waive requirements for unqualified people to fill professional positions. I am assuming it came into being to meet the bush needs since they have a more difficult time finding and keeping qualified educational professionals. The assumption reflected in this bill is that anyone available would be able to fill a position in an educational field. Individuals who are classroom teachers must have completed a college education hence the BA requirement. Administrators, counselors, psychologists have a minimum of a master's degree. A lay person is not qualified to give a psychological test and then interpret the data, provide special education services, lead a school system, conduct a counseling program, properly oversee medical techniques, or be a classroom teacher.

It does not address how long this lay person will be allowed to serve in a BA position without a BA, whether a BA will ever be required and if so when, what salary will be paid to this nontrained individual in relationship to a certified person, or even if a high school diploma is necessary.

This bill makes a mockery of education as a profession.

Minimum requirements are a necessary part of our educational system. These minimum requirements include extensive and appropriate training including graduation from a recognized institution of higher learning resulting in the least of which is a BA degree.

What's wrong with education today? HB 203!

Rep. Greenberg

6-0903J
Cramer
4/26/89

Original sponsors: MacLean and Jacko

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 203 ()
3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 SIXTEENTH LEGISLATURE - FIRST SESSION
5 A BILL

6 For an Act entitled: "An Act relating to requirements for teacher certifi-
7 cates; defining 'teacher'; and providing for an
8 effective date."

9 ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

* Section 1. PURPOSE. The purpose of this Act is to provide for the
certification of teachers in certain limited fields where baccalaureate
12 degree training is not sufficiently available, so long as the person demon-
13 strates both subject matter expertise and teaching competency.

* Sec. 2. AS 14.20.020(b) is repealed and reenacted to read:

(b) To be eligible for a teacher certificate, a person must have
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, a person may be issued a
limited certificate, valid only in the area of expertise for which it
is issued, to teach Alaska Native language or culture, military sci-
ence, or a vocational or technical course for which the board deter-
mines by regulation that baccalaureate degree training is not suffi-
ciently available. A person who applies for a limited certificate
must demonstrate, as required by regulations adopted by the board,
instructional skills and subject matter expertise sufficient to ensure
the public that the person is competent as a teacher. The board may
require a person issued a limited certificate to undertake academic
training as may be required by the board by regulation and make satis-
factory progress in the academic training.

1 * Sec. 3. AS 14.20.215(6) is repealed and reenacted to read:

2 (6) "teacher" means a person who, for compensation, in-
3 structs or teaches elementary or secondary school students, and who is
4 not supervised by another person in the same room or classroom, and
5 also includes

6 (A) an individual serving in an administrative capac-
7 ity who supervises teachers;

8 (B) a provider of special education and related ser-
9 vices;

(C) a school counselor;

(D) a school nurse; and

(E) a school psychologist.

13 * Sec. 4. The Board of Education shall report to the legislature on or
14 before January 15, 1995, concerning the implementation of AS 14.20.020(b),
15 amended by sec. 2 of this Act. The report shall include the number of
16 certificates issued under this subsection and other relevant information.

17 * Sec. 5. This Act takes effect July 1, 1989.
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26

Original sponsors: MacLean and Jacko

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 203 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SIXTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to requirements for teacher certifi-
7 cates and accounting for teacher certificate fees;
8 defining 'teacher'; and providing for an effective
9 date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. PURPOSE. The purpose of this Act is to

12 (1) provide for the certification of teachers in certain limited
13 fields where baccalaureate degree training is not sufficiently available,
14 so long as the person demonstrates both subject matter expertise and teach-
15 ing competency;

16 (2) clarify ambiguity in existing law by establishing a uniform
17 statewide definition of "teacher";

18 (3) clarify the circumstances and procedures under which emer-
19 gency teacher certificates may be issued;

20 (4) require separate accounting for teacher certificate fees.

21 * Sec. 2. AS 14.20.020 is repealed and reenacted to read:

22 Sec. 14.20.020. REQUIREMENTS FOR ISSUANCE OF CERTIFICATE. (a)
23 The board shall, by regulation, provide for the issuance of various
24 types of teacher certificates, and establish the requirements and
25 application process for issuance of each type, including the fees to
26 be charged. Except as provided in (b) of this section, the board must
27 require for each type that the applicant have received at least a
28 baccalaureate degree from an institution of higher education accredit-
29 ed by a recognized regional accrediting association or approved by the

1 commissioner.

2 (b) The board may establish a class or classes of teacher cer-
3 tificate for which a baccalaureate degree is not required in the
4 following areas: Alaska Native language and culture, Reserve Officer
5 Training Corps training, and certain vocational or technical courses.
6 The board may require a demonstration of instructional skills and
7 subject matter expertise sufficient to assure the public that persons
8 certified under this subsection are competent as teachers. The board
9 may require that those persons enroll in and make satisfactory pro-
10 gress in a program leading to a baccalaureate degree. A certificate
11 issued under this subsection is valid only for the area of expertise
12 for which it was issued.

13 (c) If, despite diligent efforts, an employer has been unable to
14 fill a position that requires certification with an individual holding
15 a certificate issued under (a) or (b) of this section, the employer
16 may request the commissioner to issue an emergency teacher certificate
17 to an individual to enable the employer to fill the position. The
18 board may adopt additional regulations concerning issuance of emer-
19 gency certificates. The commissioner may issue the emergency certifi-
20 cate, for a period not to exceed the school year in which it is is-
21 sued, if satisfied that the requirements of this subsection and the
22 appropriate regulations are met.

23 (d) The commissioner of administration shall separately account
24 for teacher certification fees deposited by the department in the
25 general fund. The annual estimated balance in the account may be used
26 by the legislature to make appropriations to the department to carry
27 out the purposes of this section and to support the activities of the
28 Professional Teaching Practices Commission under AS 14.20.460, 14.20.-
29 470, and 14.20.500.

1 * Sec. 3. AS 14.20.020(a) is amended to read:

2 (a) The board shall, by regulation, provide for the issuance of
3 various types of teacher certificates, and establish the requirements
4 and application process for issuance of each type, including the fees
5 to be charged. The [EXCEPT AS PROVIDED IN (b) OF THIS SECTION, THE]
6 board must require for each type that the applicant have received at
7 least a baccalaureate degree from an institution of higher education
8 accredited by a recognized regional accrediting association or
9 approved by the commissioner.

10 * Sec. 4. AS 14.20.020(c) is amended to read:

11 (c) If, despite diligent efforts, an employer has been unable to
12 fill a position that requires certification with an individual holding
13 a certificate issued under (a) [OR (b)] of this section, the employer
14 may request the commissioner to issue an emergency teacher certificate
15 to an individual to enable the employer to fill the position. The
16 board may adopt additional regulations concerning issuance of emer-
17 gency certificates. The commissioner may issue the emergency certifi-
18 cate, for a period not to exceed the school year in which it is is-
19 sued, if satisfied that the requirements of this subsection and the
20 appropriate regulations are met.

21 * Sec. 5. AS 14.20.215(6) is repealed and reenacted to read:

22 (6) "teacher" means a person who, for compensation, in-
23 structs or teaches elementary or secondary school students, and who is
24 not supervised by another person in the same room or classroom, and
25 also includes

26 (A) an individual serving in an administrative capac-
27 ity who supervises teachers;

28 (B) a provider of special education and related ser-
29 vices;

- (C) a school counselor;
- (D) a school nurse; and
- (E) a school psychologist.

* Sec. 6. AS 14.20.020(b) is repealed.

* Sec. 7. Notwithstanding sec. 6 of this Act, a certificate issued under AS 14.20.020(b) is valid until it expires.

* Sec. 8. Sections 3, 4, 6, and 7 of this Act take effect July 1, 1994.

* Sec. 9. Sections 1, 2, and 5 of this Act take effect July 1, 1989

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Original sponsors: MacLean and Jacko

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 203 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SIXTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to requirements for teacher certifi-
7 cates and accounting for teacher certificate fees;
8 defining 'teacher'; and providing for an effective
9 date."

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

11 * Section 1. PURPOSE. The purpose of this Act is to

12 (1) provide for the certification of teachers in certain limited
13 fields where baccalaureate degree training is not sufficiently available,
14 so long as the person demonstrates both subject matter expertise and teach-
15 ing competency;

16 (2) clarify ambiguity in existing law by establishing a uniform
17 statewide definition of "teacher";

18 (3) clarify the circumstances and procedures under which emer-
19 gency teacher certificates may be issued;

20 (4) require separate accounting for teacher certificate fees.

21 * Sec. 2. AS 14.20.020 is repealed and reenacted to read:

22 Sec. 14.20.020. REQUIREMENTS FOR ISSUANCE OF CERTIFICATE. (a)
23 The board shall, by regulation, provide for the issuance of various
24 types of teacher certificates, and establish the requirements and
25 application process for issuance of each type, including the fees to
26 be charged. Except as provided in (b) of this section, the board must
27 require for each type that the applicant have received at least a
28 baccalaureate degree from an institution of higher education accredit-
29 ed by a recognized regional accrediting association or approved by the

1 commissioner.

2 (b) The board may establish a class or classes of teacher cer-
3 tificate for which a baccalaureate degree is not required in the
4 following areas: Alaska Native language and culture, Reserve Officer
5 Training Corps training, and certain vocational or technical courses.
6 The board may require a demonstration of competency and academic
7 training as may be necessary to assure the public that persons certi-
8 fied under this subsection are competent as teachers. The board may
9 require that those persons enroll in and make satisfactory progress in
10 a program leading to a baccalaureate degree.

11 (c) If, despite diligent efforts, an employer has been unable to
12 fill a position that requires certification with an individual holding
13 a certificate issued under (a) or (b) of this section, the employer
14 may request the commissioner to issue an emergency teacher certificate
15 to an individual to enable the employer to fill the position. The
16 board may adopt additional regulations concerning issuance of emer-
17 gency certificates. The commissioner may issue the emergency certifi-
18 cate, for a period not to exceed the school year in which it is is-
19 sued, if satisfied that the requirements of this subsection and the
20 appropriate regulations are met.

21 (d) The commissioner of administration shall separately account
22 for teacher certification fees deposited by the department in the
23 general fund. The annual estimated balance in the account may be used
24 by the legislature to make appropriations to the department to carry
25 out the purposes of this section and to support the activities of the
26 Professional Teaching Practices Commission under AS 14.20.460, 14.20.-
27 470, and 14.20.500.

28 * Sec. 3. AS 14.20.215(6) is repealed and reenacted to read:

29 (6) "teacher" means a person who, for compensation,

1 instructs or teaches elementary or secondary school students, and who
2 is not supervised by another person in the same room or classroom, and
3 also includes

4 (A) an individual serving in an administrative capac-
5 ity who supervises teachers;

6 (B) a provider of special education and related ser-
7 vices;

8 (C) a school counselor;

9 (D) a school nurse; and

10 (E) a school psychologist.

11 * Sec. 4. This Act takes effect July 1, 1989.
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