

HB

497

AFT ALASKA
FEDERATION of
TEACHERS

P.O. Box 201393 • Anchorage, Alaska 99520 • (907) 561-2650

MEMORANDUM

MARCH 14, 1990

TO: ALL MEMBERS OF THE ALASKA LEGISLATURE

FROM: *Nick* NICK BEGICH, VICE PRESIDENT OF POLITICAL AFFAIRS

SUBJECT: HOUSE BILL 497

I am pleased to write in support of the Master Teacher Bill, HB 497. This legislation will provide great opportunities for our young people by developing new teachers "real world" knowledge in the profession. Teachers need and benefit from the experiences of veteran colleagues. This program will go a long way in equipping new educators to better meet the needs of children.

Educational reform is being demanded in all sectors of our society. Educators, parents and business leaders know that change is needed. The need for improved teacher training and enhancements cannot be understated. Throughout Alaska our members have been seeking methods of improving our system of education at the local level. This legislation is a small step, a sound step, in the right direction for our next generation of teachers and those they educate.

Please support this bill.

cc file

*bill
Nina-file*

HOUSE COMMITTEE REPORT

3/12

(7)
Date Referred: February 9, 1990

FURTHER REFERRALS:

FINANCE

Date of Committee Action: 3-8-90

The HEALTH, EDUCATION, & SOCIAL SERVICES Committee considered: HB 497

HOUSE BILL NO. 497 MASTER TEACHER PROGRAM

"An Act relating to a master teacher program at state colleges and universities."

RECOMMENDATIONS:

- be replaced with CS HB 497 (HESS) the same title
- have attached amendment(s) a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the _____ Committee

ADOPTS: _____ letter of intent

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

- fiscal impact _____ fiscal note(s) _____
- zero fiscal note DE zero fiscal note(s) _____
- zero with analysis _____ zero fn/analysis _____

SIGNING DO PASS

[Signature]

[Signature]

[Signature]

[Signature]

SIGNING:
(Check approp. column)

Do Not Pass No Rec Amend

| | Do Not Pass | No Rec | Amend |
|--|-------------|--------|-------|
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| | | | |

[Signature]
Chairman's Signature

STATE OF ALASKA

DEPARTMENT OF EDUCATION

STEVE COWPER, GOVERNOR

FEB 28 1990

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500

February 27, 1990

The Honorable Eugene Kubina
Alaska House of Representatives
PO Box V
State Capitol
Juneau, Alaska 99811

Dear Representative Kubina;

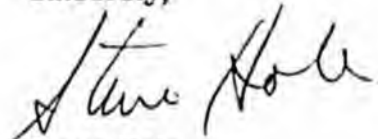
I have reviewed HB 497 with interest and believe the bill will benefit the education profession. I have referred the bill to staff for further study and will make sure that it comes to the attention of the State Board of Education.

Over the years, the education community has discussed initiating some type of master teacher program, so I suspect your bill will be met with some degree of enthusiasm. The Department and State Board have also discussed using Mt. Edgecumbe High School as a summer laboratory for the purposes proposed in your bill. You may want to consider a summer component for HB 497 since that is a time when teachers are not in the regular classroom. I will be happy to discuss this with you further if you wish.

I will pass on to Commissioner Demmert a copy of HB 497. The Commissioner will want to discuss this topic with an alliance he has formed with the university education deans.

Thanks for the opportunity to respond to the bill.

Sincerely,



Steve Hole
Deputy Commissioner

Alaska State Legislature

Legislative Research Agency



P.O. Box Y
Juneau, AK 99811-3100
Phone: (907) 165-3991
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March 1, 1990

MEMORANDUM

TO: Representative Eugene Kubina

ATTN: Tom Van Brocklin

FROM: Judy Braket *JLB*
Legislative Analyst

RE: Master Teachers in University Education Programs
Research Request 90.259

You asked whether any other states had legislation similar to that proposed in House Bill 497, which provides for master teachers to participate as instructors in university teacher education programs. You were also interested in programs of this type that may exist at private or public universities as a matter of policy and are therefore not provided for in statute.

In 1988 the State of Virginia enacted legislation to create "clinical faculty programs" wherein public school teachers are selected and trained to serve as supervisors of student teachers. Any institution of higher learning in Virginia may establish a program using these teachers; teachers accepted as clinical faculty members are to be designated as adjunct faculty. A copy of the statutory authority is attached. Although this is the only example we were able to find of a state-authorized program, several similar programs have been established at individual institutions.

Bringing experienced school teachers into teacher education programs is seen as one method of linking education theory to practice. It also addresses concerns about the lack of connection between university training and practical teaching. Mary Kennedy, director of the Research and Development Center on Teacher Education, reported that using experienced teachers in this way is currently an area of considerable interest and experimentation. Programs are too new, however, to have been empirically studied. Nevertheless, administrators in several teacher education programs now using master teachers as part of the university faculty stated that the teacher education programs have benefited greatly from this innovation.

Ms Kennedy, as well as others we talked with at several national education institutions, anticipated resistance on the part of universities to the appointment of teachers from the elementary, middle and secondary schools to university faculty positions, since they would lack the usual academic preparation and advanced degrees. In the examples we found, special kinds of faculty positions have been created. In Virginia and at Michigan State

Representative Kubina
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Page 2

University, these are called "clinical faculty" positions. The University of California at Santa Cruz (U.C.S.C.) calls them "supervisor of teacher education" positions. Depending on the program, their faculty privileges and responsibilities may differ from those of regular faculty.

Three teacher education programs utilizing master teachers are described below. The one in Virginia is now provided for by state law, but was initiated at the University of Virginia several years prior to the legislation. The programs at the University of California, Santa Cruz and Cleveland State University were developed by the universities and operate with the cooperation of county and district school systems.

Virginia Clinical Faculty Program

Jerry Moore, Director of Teacher Education at the University of Virginia's Curry School of Education, said the 1988 Virginia statute was designed to create a cadre of clinical faculty for the state. However, funding was provided only for four pilot programs. One of these is operated by the University of Virginia, which began its program five years ago and presently works with 30 to 40 clinical faculty members each year. Mr. Moore sees it as an attempt to create a seamless professional, clinical and academic faculty, with the clinical and academic faculty working together as a team. He regards the program as highly successful.

The teachers are not required to have masters degrees. They are screened by their own supervising staffs and appointed by the university. During their appointment (typically lasting two years) they continue as employees of the school district, usually with a reduced teaching load. They receive special training for their work as counselors and supervisors.

Clinical faculty supervise field interns, serve as advisors to the program, and participate as faculty in classes. Typically they teach methods classes or specialty seminars, and may work with other faculty as "teaching models." They also serve as mentors to new teachers coming into the school system. They are paid according to a fee structure for different kinds of work. They have faculty privileges and participate in faculty decision making, including hiring decisions. Their standing at the university is similar to that of other professors who are practicing and return temporarily to teach at the university.

University of California at Santa Cruz Supervisor of Teacher Education Program

The program at Santa Cruz was started six years ago and expanded two years later. Last year approximately 80 teachers received their credentials under this program. About half of the new teachers in Santa Cruz county this year are graduates of the program.

The program has six and one-half to seven "supervisor of teacher education" positions each year. They are filled mostly from the county school system. Ellen Moir, director of Student Teaching, reports that university staff met with every school superintendent in the county. School administrators see the program as an opportunity for participating teachers to grow professionally. They also believe that it results in better supervision of student teachers. The university sees it as an opportunity to combine theory with practice and to do collaborative research with the schools. Ms. Moir speaks of it as "the best thing we've ever done for our program."

The supervisor of teacher education position appointments are for two years and are staggered so that half of the teachers are new each year. The positions are advertised and are open to teachers who have taught at least five years. It is important that they be practicing teachers who want to continue teaching. Depending on its needs, the university looks for teachers in particular fields, e.g., elementary science and bilingual education. Applicants are reviewed by a hiring committee. Many of them have already worked with student teachers from U.C.S.C. as master teachers. It is considered an honor to be chosen for the program; last year there were 70 applicants for the four open positions.

During their year on loan to the university, the teachers continue as employees of the school district and are paid their regular salaries but they do not have classroom duties. The university has contracts to reimburse the districts.

Under the supervision of the director of student teaching, the teachers teach both the undergraduate and graduate programs leading to teacher credentials. Usually they teach methods classes. They also supervise student teachers, working with them more closely and for a longer time than in most student teaching programs. They are considered members of the faculty, with faculty privileges, but are not called professors and are not required to do research.

Cleveland State University Visiting Instructor Program

The Visiting Instructor Program (VIP) at Cleveland State University has existed since 1978. By 1989 approximately 40 teachers had participated in the program. Although the College of Education at Cleveland State considers the program successful, funding for the 1990-1991 academic year is uncertain. Teachers apply for the VIP through their school superintendents, who select nominees for the positions. Those selected join the College of Education faculty for one year and teach introductory undergraduate level teachers classes. During this time they continue to be paid by their school districts, which are reimbursed by the university. The program operates with the cooperation of the local school districts, who see it as a means of improving teacher education and of rewarding good teachers.

Sources of Information on Teacher Education Programs

Representative Kubina
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Page 4

As stated above, relatively little descriptive material or criteria for evaluation exist about programs using experienced school teachers as faculty for university teacher education programs. An annotated list of personal references is attached so that people whom we queried can be contacted for more information. Materials from the University of Virginia, including the 1988 proposal by the University to the Commonwealth of Virginia for continued funding of the university's clinical faculty program are also attached, along with the Virginia clinical faculty program statute.

In researching this request, we learned of several programs which had some features in common with those proposed in House Bill 497 in that master teachers were used to supervise, train and assist beginning teachers. However, the focus of these activities is in school classrooms, not in the universities. An example is Connecticut's Cooperating Teacher Program. The Connecticut statutory citation is included in the reference list.

I hope this information is useful to you. If you have any questions, please contact this agency.

Attachments

REFERENCES

Dr. Thomas Frew, Associate Dean, College of Education, Cleveland State University, Cleveland, Ohio 44115. Phone (216)687-3737.

Mary M. Kennedy, Director, Research and Development Center on Teacher Education, Erickson Hall, College of Education, Michigan State University, East Lansing, Michigan 48824. Phone (517) 355-9302

The research center has a staff of 35 and is funded by federal government grants. It compares purposes and effects of different teacher education programs. The staff observes programs around the United States. At Michigan State it is involved in an experimental project which brings school teachers into the university as clinical faculty members. These teachers are not fully responsible for the courses which they help teach. Ms. Kennedy commented that being a good teacher of children does not necessarily mean that they are good at teaching adults; special selection and training is important.

Ellen Moir, Director of Student Teaching, College of Education, University of California, Santa Cruz, California 95064. Phone (408) 459-4025.

Ms Moir supervises the teachers selected for the supervisor of teacher education positions at U.C. Santa Cruz.

James R. Moore, Director, Office of Teacher Education, Curry School of Education, University of Virginia, Ruffner Hall, University of Virginia, 405 Emmet St., Charlottesville, Virginia 22903.

Mr. Moore wrote some of the attached material describing the University of Virginia program.

State of Connecticut Public Act No.88-273 on teacher certification contains language establishing a cooperating teacher program beginning at Sec.4, Subsection (d). As explained in the forgoing memo, the cooperating teachers in this program are used only in the training of student teachers in the classroom and not in the University.

Virginia statute 23-9.2:6 establishes a clinical faculty program.



NEA-ALASKA

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February 27 1990

TO: Johnny Ellis, Chair, and members of the House HESS Committee; Mark Boyer, Peter Goll, Max Gruenberg, George Jacko, Cheri Davis and Walt Furnace

FROM: Bill Potter, NEA-Alaska

RE: HB 497 and HB 498

NEA-Alaska supports HB 497 and HB 498, bills to utilize skilled and experienced classroom teachers in the teacher training programs of the University of Alaska system.

NEA-Alaska has for years been on record favoring modification of teacher training programs to include significant instruction of teacher trainees by practicing professionals. While there is much good in our teacher training programs, there is widespread concern from both recently trained and experienced teachers with the missing component of hard practical instruction from classroom practitioners.

The concept of utilizing skilled, experienced classroom teachers as a part of a teacher training program is within both the guidelines of N.A.S.D.E.C., the standards for approval of teacher education programs used by the State of Alaska, and N.C.A.T.E., the national standards used for approval of teacher education programs throughout the country. *UNIV Pr & S.D where placing st teachers*
Local Community of Univ

In addition to a good subject matter foundation, the more practical the training received by a teacher trainee the more successful will be that teacher's initial teaching experience.

NEA-Alaska strongly supports HB 497 and HB 498.

FISCAL NOTE

REQUEST: _____

Revision Date: _____ Agency Affected: Education
 Title: An Act relating to a master teacher program at state colleges and Universities BRU: Educational Finance & Support Services
 Sponsor: Kuhina & Ellis Components: District Support
 Requestor: HESS

EXPENDITURES/REVENUES: (Thousands of Dollars)

| OPERATING | FY 91 | FY 92 | FY 93 | FY 94 | FY 95 | FY 96 |
|------------------------|-------|-------|-------|-------|-------|-------|
| PERSONAL SERVICES | | | | | | |
| TRAVEL | | | | | | |
| CONTRACTUAL | | | | | | |
| SUPPLIES | | | | | | |
| EQUIPMENT | | | | | | |
| LAND & STRUCTURES | | | | | | |
| GRANTS, CLAIMS | | | | | | |
| MISCELLANEOUS | | | | | | |
| TOTAL OPERATING | -0- | -0- | -0- | -0- | -0- | -0- |
| CAPITAL | | | | | | |
| REVENUE | | | | | | |

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)

This bill has no fiscal Impact

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 2/23/90
 Approved by Commissioner: William G. Demmert Date: 2/23/90
 Agency: Education

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

Alaska State Legislature



While in Session
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State Capitol
Juneau, Alaska 99811
465-4859

P O Box 2463
Valdez, Alaska 99686
835-2695

Representative Eugene Kubina

MEMORANDUM

26 February 1990

To: HESS Committee
Gene

From: Rep. Gene Kubina

Subject: Master Teacher Program. HB 497
Appropriation bill. HB 498

House Bill 497 is designed to use the best of our state's teachers as a resource for training students in our education programs.

Each year, a total of four of our finest teachers will be chosen from our school districts. These teachers will spend the year working within the educational programs of UAF, UAJ, UAA, and PWSCC. Working directly with the students in the Educational programs, these "Master" teachers can share their invaluable experience of both the classroom and the community.

House Bill 497, and its companion Appropriation Bill 498, will add a valuable resource to our Alaskan educational programs: the very best of our Alaskan teachers.

— DISTRICT SIX —

• Chenega Bay • Chitina • Cooper Landing • Cordova • Hope • Moose Pass • Seward • Tatitlek • Valdez • Whittier •



STATE OF ALASKA THE LEGISLATURE

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

LEGISLATIVE AFFAIRS AGENCY LEGISLATIVE REFERENCE LIBRARY

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

Mary Van Nimwegen

H. HESS 2-27-90

H. HESS 3-8-90

6-1982E
Cramer
3/7/90

Original sponsor(s): REP. KUBINA, Ellis, C.Davis

1 IN THE HOUSE

2 CS FOR HOUSE BILL NO. 497 ()
3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 SIXTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to a master teacher program at state
7 colleges and universities."

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

9 * Section 1. AS 14.40 is amended by adding a new section to read:

10 Sec. 14.40.095. MASTER TEACHER PROGRAM. (a) The teacher educa-
11 tion programs at a state university or college may participate in the
12 master teacher program. The purpose of the master teacher program is
13 to bring skilled, experienced teachers to the university or college to
14 work with student teachers who are enrolled in teacher education
15 programs.

16 (b) Under the master teacher program, a university or college
17 shall choose which school district to invite to participate in the
18 program and may choose whether it wishes teachers with experience in
19 teaching students in grade levels K - 3, 4 - 6, 7 - 8, or 9 - 12.

20 (c) A school district invited to participate in the program
21 shall notify the teachers in the district of the opportunity offered
22 by the university or college. The district shall ask for letters of
23 interest and letters of recommendation from the teachers in the dis-
24 trict. To be considered, a teacher must have had at least five years
25 of teaching experience at the indicated school level within the past
26 10 years.

27 (d) A committee of three local teachers, one local administra-
28 tor, and one representative from the state university or college shall
29 review the letters of interest and letters of recommendation.

1 interview candidates, and select the master teacher. The teacher
2 members of the committee shall be appointed by the bargaining orga-
3 nization representing teachers in the school district.

4 (e) The university or college participating in the master
5 teacher program may accept the teacher selected by a school district
6 and shall enter into a participation agreement with a master teacher
7 accepted for the program. An appointment to the master teacher pro-
8 gram begins on the date set out in the agreement and lasts for one
9 year. The university or college shall grant the teacher appropriate
0 academic standing.

1 (f) The university or college in which the master teacher is
2 serving shall reimburse the school district from which the teacher
3 comes for all costs of the teacher's compensation during the time the
4 teacher is participating in the master teacher program.

5 (g) Unless it is otherwise agreed, a teacher returning to a
6 school district from the master teacher program shall return to the
7 position occupied by that teacher when the teacher's participation in
8 the master teacher program began.

9 (h) Participation in the master teacher program is not an inter-
10 ruption of the continuous service necessary to attain or retain tenure
11 under AS 14.20.150, 14.20.155, or 14.20.160, and is not a break in
12 service for retirement purposes. However, the time spent in the
13 program may not be counted in determining when a teacher has suffi-
14 cient service to enable the teacher to acquire tenure rights.

15 (i) The Board of Regents may adopt rules to implement this
16 section.

17 (j) In this section

18 (1) "school district" means a municipal school district or
19 a regional educational attendance area;

