

S B

193

Alaska State Legislature

Al Adams
District L

WHILE IN SESSION
P.O. Box V
State Capitol
Juneau, Alaska 99811
(907) 465-3707

OUT OF SESSION
P.O. Box 333
Kotzebue, Alaska 99752
(907) 442-3245

3111 C Street
Anchorage, Alaska 99503
(907) 561-7622

Official Business

TO: Senator Paul Fischer, Chair
Health, Education and Social Services Committee

FROM: Senator Al Adams *APA*

RE: Senate Bill 193

DATE: March 30, 1990

In light of concerns raised concerning the aforementioned legislation I would prefer that the bill not be heard on Monday, April 2 and be held until further notice.

I appreciate your willingness to bring the bill forward.



Official Business

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Al Adams
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SB 115

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TO: Senator Paul Fischer, Chair
Senate Health, Education and Social Services Committee

FROM: Senator Al Adams ^{AAA}

DATE: January 19, 1990

RE: Sponsor Substitute for Senate Bill 193, "An Act Relating to requirements for issuance of a teacher certificate."

Thank you for scheduling a hearing on the aforementioned legislation.

Senate Bill 193 adds to the duties of the Department of Education under A.S. 14.20.020 a provision for competency testing of teachers in Alaska. This legislation is being introduced to provide a standard for certification to insure that Alaska's teachers meet basic knowledge and skills prior to classroom entry.

The legislature, in its constitutionally mandated role to establish and maintain a system of public schools in the state, has delegated much of that role to sub-units such as the Board of Education, local school districts and school boards. Nevertheless, the legislature still needs to insure that quality education occurs even if that oversight is from a relatively distant perspective.

Given the unacceptable level of school performance in many of our students, we have a duty to take more vigorous steps towards insuring that the tools are in place to gain the most potential from our students. Although I do not see it as an entire solution, Senate Bill 193 provides one more way of accomplishing this.

The sponsor substitute merely changes the cutoff date for applicability to a year later.

Cover Letter

ASSOCIATION OF ALASKA SCHOOL BOARDS

316 W. 11th St. • Juneau, Alaska 99801-1510 • (907) 586-1083

Position Paper
SB 193

"An Act relating to requirements for issuance of a teacher certificate."

The Association of Alaska School Boards supports SB 193 dealing with requirements for issuance of a teacher certificate.

AASB believes it is necessary to assure the public that people in Alaska's classrooms are well qualified and competent. With increasing interest in providing alternative routes to certification—and extending that to include vocational education, ROTC, and Alaska Native language and culture—it is important that Alaska provide a standard for certification.

That standard should provide assurance that people certificated to teach in Alaska's classrooms are qualified in the areas in which they teach. Any approval for certification should be able to withstand the scrutiny of a written exam for certification.

We believe an appropriate test should be devised to ensure the qualification of all Alaska teachers, particularly if we are going to entertain alternative routes to education.

Letters of Support

W

Chronicle of Higher Education
8/2/89

STATE

Chronicle of Higher Education 7/19
**Most Texas Students Pass
New Basic-Skills Test**

Eighty-one per cent of the Texas high-school and college students who took a new required basic-skills test last month passed it, state education officials have reported.

However, the officials, who had predicted failure rates of close to 50 per cent, cautioned that the students who took the first test were probably not typical of those who will take the exam in the future. They said the failure rate was likely to grow as more are tested.

Seventy-nine per cent of those taking the Texas Academic Skills Program last month were college students seeking admission to teacher-education programs. The rest were

high-school students planning to attend college next fall.

Even though nearly 72 per cent of the state's freshmen are enrolled in community colleges, where the need for remedial education is expected to be greatest, only 6 per cent of those taking last month's test were bound for such institutions.

Beginning in September, all students who enroll at the state's public colleges will be required to pass the basic-skills test before they can enroll in upper-level courses. Those who fail will have to take remedial courses until they pass.

The results of last month's test, given to 7,763 high-school and college students, show that 58 per cent of the blacks, 69 per cent of the Hispanics, and 87 per cent of the whites passed the three-part exam, which measures skills in reading, writing, and mathematics.

—KATHERINE S. MANGAN

**N.Y. Board Toughens Rules
for Prospective Teachers**

After many years of debate, the New York State Board of Regents last month adopted tough new requirements for prospective elementary- and secondary-school teachers.

Under the new regulations, prospective teachers will have to pass a general-knowledge exam, serve a one-year internship, take at least one year of a foreign language, and focus their college educations on liberal arts before they can be certified.

The general-knowledge exam will test candidates in history, math, science, and social studies, and will be taken in addition to a general test on teaching methods and a test in the teacher's specialty area.

The new regulations are designed to produce teachers who have both "breadth and depth" of preparation, said Donald Nolan, the state's deputy education commissioner. The new regulations will not go into effect until 1993 so colleges will have time to revamp their programs, he added.

—CHRISTOPHER MYERS

Chron. of Higher Education 6/7/89

**New Oregon Law Bars Plan
to End Majors in Education**

Oregon Gov. Neil Goldschmidt signed a bill last month requiring the state's Board of Higher Education to maintain both four-year and five-year programs in teacher education, sinking a much-debated plan by the board to phase out the undergraduate education major by the fall of 1990.

The law has the state's higher-education officials scrambling to figure out how many four-year programs will be offered and which of six public four-year institutions will offer them.

The state system had intended to eliminate the undergraduate education major and establish a mandatory five-year program for prospective teachers that would have included an undergraduate liberal-arts major.

That plan was resisted by several groups, including education students, teachers' unions, and some faculty members at the state's colleges and universities. The bill to reverse the plan was promoted by its supporters as a way of offering a diversity of education programs to prospective teachers.

Rep. Bruce Hugo, chairman of the House Education Committee, said the state board had stirred opposition because it had not "thought out all the ramifications" when it proposed the five-year programs.

He said, however, that at some point the state probably would try to offer only five-year teacher-education programs.

—CHRISTOPHER MYERS

SECTION E

EXAMINATIONS

Basic Skills, Pedagogy, Subject Matter and General Knowledge

Basic skill, pedagogical, subject matter and general knowledge examinations and assessments of various types are required by most jurisdictions as a prerequisite to admission to a teacher education curriculum and/or as a requirement for certification or promotion on a career ladder. The objective of Section E on examinations is to describe the following:

- The extent to which jurisdictions utilize examinations for purposes of certification;
- The knowledge, skills or competencies being examined;
- The type of examinations being administered;
- the point-in-time said examinations are required, and
- The presence of common practices and/or trends related to the use of planned use of examinations.

This objective is realized through a review of the following areas:

- Knowledge of the subject(s) to be taught;
- Basic skills proficiency (ability to read, write, compute, etc.);
- Knowledge of pedagogy in general or in specific methodology;
- General knowledge, and
- Ability to perform in an assessment center or respond to stimuli from films or other stimulation.

Twenty-seven questions related to examinations were included in Section E of the questionnaire. The sparsity of responses to questions 19 through 27 relating to a systematic assessment of on-site/on-the-job teaching performance precluded a meaningful tabulation of same.

The responses to questions 1-5 are identified in Table E-1; the responses to question 6 are delineated in Table E-2; the responses to questions 7, 8, 9 and 10 are shown in Table E-3; the responses to question 11 are identified in Table E-4; the responses to question 12 are delineated in Table E-5; the responses to question 13 are shown in Table E-6; the responses to question 14 are identified in Table E-7, and the responses to question 15 are identified in Table E-8. The responses to question 16, 17 and 18 appear in the Table E-9. A summary of the responses for each question is included following the restatement of the question.

Questions 1 and 2: (1) Does your jurisdiction (as distinguished from institutional requirement) currently require passage of one or more examinations as a prerequisite to admission to a teacher training program? (2) If you responded in the affirmative to question #1, which of the following types of examinations does your state currently require as a prerequisite to admission to a teacher training program: Basic Skills and/or Communication Skills, Subject Matter, Pedagogical Skills, General Knowledge? for all applicants? For some applicants?

The responses to these two questions are shown in columns 1 through 5 of Table E-1 on page E-13. A summary of

only? Not being considered?

The responses to this question are identified in columns 11 through 16 of Table E-1 on page E-13. A summary of the responses included in columns 11 through 16 indicates the following:

- Thirty-two (32) jurisdictions are not giving consideration to or planning new or revised examinations for certification, while three (3) states are at least giving consideration to new or revised examinations. (Columns 15 and 16)
- Nine (9) states are giving consideration to or are planning new, additional, or revised basic skills and/or communication skills examinations. (Column 11)
- Nine (9) states are giving consideration to or are planning, new, additional or revised subject matter examinations for certification. (Column 12)
- Eight (8) states are considering or are planning new, additional or revised pedagogical skills examinations. (Column 13)
- Three (3) states are giving consideration to or are planning, new additional or revised general knowledge examinations for certification. (Column 14)
- Four (4) states that currently do not require one or more examinations of applicants for admission to a teacher education program or for certification are giving consideration to or are planning to require of applicants one or more examinations. (Columns 11-14)

Question #6: Which kinds of credentials require passage of one or more of the cited examinations: Nursery/Elementary School, Secondary Academic, Special Subject, Special Education, Occupational, Vocational,

Middle/Intermediate Junior High, Pupil Personnel Services, Administration and Supervision? For all applicants (AA)? For some applicants (SA)?

The responses to this question are delineated in columns 1 through 32 of Table E-2 on pages E-14 and E-15. A summary of the responses included in columns 1 through 32 indicates the following:

- For a nursery and/or elementary school teacher's certificate, twenty-eight (28) states require a basic skills and/or communication skills test of all applicants (AA) and eight (8) states require the same test of some applicants (SA); nineteen (19) states require a subject matter test of applicants (AA) and four (4) of some (SA); nineteen (19) states require a pedagogical skills test of all applicants (AA) and seven (7) of some (SA), and fourteen (14) states require a general knowledge test of all applicants (AA) and six (6) of some applicants (SA). (Columns 1-4)
- For a secondary school academic teacher's certificate, twenty-eight (28) states require a basic skills and/or communications of all applicants (AA) and eight (8) states require the same test of some applicants (SA); nineteen (19) states require a subject-matter test of all applicants (AA) and six (6) states require the same test of some applicants (SA); nineteen (19) states require a pedagogical skills test of all applicants (AA) and seven (7) states require the pedagogical test of some applicants (SA); and thirteen (13) jurisdictions require a general knowledge examination of all applicants (AA) and six (6) require the same examination of some (SA). (Columns 5-8)

eleven (11) jurisdictions require a pedagogical skills test of all applicants (AA) while three (3) states require it of some applicants (SA), and seven (7) jurisdictions require a general knowledge test of all applicants (AA) and three (3) states require it of some applicants (SA). (Columns 25-28)

- For an administrative-supervisory certificate, eighteen (18) jurisdictions require a basic skills and/or communication skills test of all applicants (AA) while six (6) states require the same examination of only some applicants; thirteen (13) jurisdictions require a subject-matter test of all applicants (AA) and one (1) state requires the same examination of some applicants (SA); twelve (12) jurisdictions require a pedagogical skills test of all applicants (AA) while three (3) states require it of some applicants (SA), and six (6) jurisdictions require a general knowledge test of all applicants (AA) and four (4) states require this test of some applicants (SA).

Questions 7, 8, 9, 10: (7) At what specific point in time is passage of each of the examination(s) (basic skills and/or communication skills, subject-matter, pedagogical skills, general knowledge) required? Before admission to a teacher preparation program (BA)? Before issuance of an initial regular certificate (BC)? (8) How many times may an individual take the required examination(s)? No retake (NR); once (1); no limit (NL); other (specify). Must a fixed period of time elapse between admissions if an individual is permitted to retake the tests? No limit (NL); if yes, specify time period. (9) What agent/agency developed or is developing the examination(s)? State Education Agency (SEA); Institution of Higher Education (IHE); Educational Testing Service

(ETS); National Evaluation Systems (NES)? (10) What agent/agency administers or will administer the examination(s)? State Education Agency (SEA); Institution of Higher Education (IHE); Educational Testing Service (ETS); National Evaluation Systems (NES).

The responses to these four questions are shown in columns 1 through 5 of Table E-3 on page E-16. A summary of the responses included in Table E-3 indicates the following:

- Twelve (12) states require a basic skills and/or communications skills test before admission (BA) to a teacher education program; seventeen (17) states require this test before issuance of an initial regular certificate (BC), and nine (9) states require completion of this test before certification if it has not been completed before admission to a teacher education program (BA/BC) (Column 1).
- Twenty-eight (28) states require completion of a subject-matter examination before certification (BC) but none require such an examination for admission to a teacher education program (Column 2).
- Twenty-seven (27) states require completion of a pedagogical skills examination before certification (BC) and no states require this examination before admission (BA) to a teacher education program (Column 3).
- Four (4) states require completion of a general knowledge examination before admission (BA) to a teacher education program; sixteen (16) states require completion of this test before certification (BC) and three (3) jurisdictions require completion of this test before certification if it has

administering agent is yet to be determined; in two (2) of the states the institutions of higher education (IHE) and in one (1) state the education agency (SEA) administer the tests.

Question #11: How frequently are the examination(s) (Basic and/or Communication Skills, Subject-Matter, Pedagogical Skills, General Knowledge) administered in your jurisdiction? Once a year (1)? Twice a year (2)? Three times a year (3)? Four times a year (4)? Other (specify)?

The responses to question 11 are shown in columns 1 through 8 of Table E-4. A summary of the responses indicates the following:

- The basic skills and/or communication skills examination is administered twice (2) a year in one state; three (3) times a year in fifteen (15) jurisdictions; four (4) times a year in seven jurisdictions; five (5) times a year in one jurisdiction; six (6) times a year in two states; ten (10) times a year in one state; more than ten (10+) times a year in one state; and in seven states the frequency is variable (Column 1).
- The subject-matter examination is administered twice (2) a year in one state; three (3) times a year in twenty (20) states; four (4) times a year in two states; five (5) times a year in one state; and the frequency is variable in three jurisdictions (Column 3).
- The pedagogical skills test is administered two (2) times a year in two states; three (3) times a year in eighteen (18) states; four (4) times a year in one state; five (5) times a year in one state; ten (10) times a year in one state; and in three states, the frequency is variable (Column 5).
- The general knowledge test is administered two (2) times a year in one jurisdiction; three (3) times a year in sixteen (16) states; five (5) times a year in one state; and the test frequency is variable in two jurisdictions (Column 7).
- The basic skills test is administered by ETS in twenty (20) states; by the IHE's in seven (7) states; by NES in three (3) states; by the SEA in one (1) state; by a combination of the SEA and ETS in one (1) state; by a combination of the SEA and an IHE in one (1) state; and in three states (Massachusetts, Nevada and Wisconsin), it is still to be determined (Column 2).
- The subject matter exam is administered by ETS in fourteen states (14); by the IHE's in five (5) states; by NES in five (5) states; by a combination of SEA/NES is one state; and in two states, it is still to be determined (Column 4).
- The pedagogical skills test is administered by ETS in seventeen (17) states; by the IHE in three (3) states; by the SEA in two (2) states; by NES in two (2) states; by an LEA in one (1) state; and by a combination of ETS/SEA in one state (Column 6).
- The general knowledge test is administered by ETS in sixteen (16) states; by an IHE in three (3) states; and by a combination ETS/SEA in one (1) state (Column 8).

Question #12: What skills (reading, speaking, listening, writing, other) are covered by your basic skills proficiency examination? (Complete only if you utilize an examination other than the NTE Preprofessional Skills Test).

the pupil personnel service areas (e.g., school counselor, school social worker, school psychologist).

- Nine (9) jurisdictions require a subject matter test in health for teachers of health education and in educational administration and supervision of persons seeking certificates in a related field (e.g., principal, director, supervisor).

Question #14: Which of the following are covered by your pedagogical knowledge, methodology or professional preparation examination? concepts and principles of the psychology of teaching; knowledge of teaching methods of strategies; knowledge of the structure and purposes of American public education; knowledge of alternative philosophies of education; concepts and principles of classroom management and student behavior control; knowledge of techniques of instructional planning, including the preparation of objectives; knowledge of elements of teaching methodology, such as techniques of clear explanations, use of examples and use of materials; knowledge of instructional media and their uses; knowledge of student evaluation techniques, such as test question writing and progress reporting; knowledge of principles of professional ethics and codes of conduct for teachers; knowledge of ways to integrate the handicapped child in a regular classroom; knowledge of language acquisition; knowledge of the teaching of reading, and knowledge of the teaching of English to speakers of other languages.

The responses to this question are shown in columns 1 through 17 of Table E-7 on page E-20. A summary of the responses included in Table E-7 indicates the following:

- Twenty-four (24) jurisdictions indicated the professional skills exam covers the following areas: classroom management,

instructional planning, elements of teaching methodology, and evaluation techniques.

- Twenty-three (23) states include the following areas in the professional skills test: psychology of teaching, teaching methods and strategies, instructional media and use, cultural pluralism, and professional ethics.
- Twenty-two (22) states include knowledge of the following areas in their respective pedagogical skills test: structure of American education, and integrating the handicapped child in a regular classroom.
- Twenty-one (21) jurisdictions include test items that focus on curriculum organization and philosophies of education in the professional skills test.
- Twenty (20) jurisdictions indicated the professional skills test includes items that address the following: language acquisition, teaching of reading, and teaching English to speakers of other languages.
- Nineteen (19) of the jurisdictions address all of the pedagogical skill areas in their respective tests; with the remaining five (5) states focusing on fourteen, twelve, eleven, nine and eight of the skills identified. In five (5) jurisdictions (Alabama, Arizona, Florida, Georgia and Texas), there exists a customized professional skills examination with a performance component being utilized or in the planning stages.

Question #15: Under what authority and as of what date are/were examinations (general knowledge, basic skills and/or communication skills, subject matter, and pedagogical

the state education agency (SEA) in the case of twenty (20) jurisdictions, a professional standards board in two (2) states, the Educational Testing Service (ETS) in one (1) state (New Jersey), an independent agency (Assessment Associates of California) in one (1) state (Kentucky), and not specified (NS) in two (2) states. Validation occurred between 1969 and 1987 in twenty-two (22) jurisdictions, with four (4) states reporting no date.

- Validation of the pedagogical skills test is the responsibility of the state education agency (SEA) in twenty-four (24) states, an institution of higher education (IHE) in one (1) state (Kansas), an independent agency (Assessment Associates of California) in one (1) state (Kentucky), and in the developmental stage in one (1) state (Missouri). Validation occurred between 1981 and 1987 in twenty-two (22) jurisdictions with four (4) states reporting no date.
- The review of general knowledge scores is the responsibility of the State Education Agency (SEA) in eight (8) jurisdictions, and not specified in ten (10) others. In those states reporting, the review occurs between every year and every five years with the mode being every two years.
- The review of the basic skills and/or communication skills test scores is the responsibility of the State Education Agency (SEA) in twelve (12) states, the State Board of Education (SBE) in one (1) state, the professional standards board in two (2) states, no response in one (1) state, and in twenty (20) states the agency responsible for the review was not specified. In those states reporting, the

review occurs between every year and every eight years with the mode being every three years.

- The review of the subject matter test scores is the responsibility of the State Education Agency (SEA) in eight (8) states, the State Board of Education (SBE) in one (1) state, a professional standards board in two (2) states, the chief school officer (CSO) in one (1) state, and in fourteen (14) states, the agency responsible for the review is not stated. In those states reporting, the review occurs between every year and every five to eight years with the mode being every three (3) years.
- The review of the pedagogical skills' test scores is the responsibility of the state education agency (SEA) in eleven (11) states, the chief school officer (CSO) in one (1), the State board of education in one (1) state, no response from one (1) state, and in twelve (12) jurisdictions no agency was identified as being responsible for the review. In those states responding, the review occurs between every year and every five to eight years with the mode being every two years.

Question #16: Have you or would you consider joining with one or more jurisdictions to develop an examination?

The responses to question #15 are shown in columns 1 through 3 of Table E-9 on page E-22. A summary of the responses indicate the following:

- Twenty-six (26) states would consider joining with one or more jurisdictions to develop an examination while fifteen (15) indicated they would not be so interested. Nine (9) states

TABLE E-1
EXAMINATIONS REQUIRED OR PLANNED

	Currently Required Prior to Entering a Teach Ed. Program					Currently Required Prior to Certification					New or Revised Exams Being Planned as Requirement for Certification					
	Basic Skills 1	Subject Matter 2	Pedagogical Skills 3	General Knowledge 4	No Exam 5	Basic Skills 6	Subject Matter 7	Pedagogical Skills 8	General Knowledge 9	No Exam 10	Basic Skills 11	Subject Matter 12	Pedagogical Skills 13	General Knowledge 14	Being Considered 15	Not Being Considered 16
ALABAMA	AA1					AA	AA									X
ALASKA					X					X						X
ARIZONA	AA					SA1		AA								X
ARKANSAS	AA			AA		AA	AA	AA								X
CALIFORNIA	AA	SA1				AA	SA1									
COLORADO	AA					AA				X		X	X	X		
CONNECTICUT	AA					AA						X	X			
DELAWARE					X	AA										X
D.C.					X					X						X
FLORIDA				AA		AA		AA			X	X		X		
GEORGIA					X		AA	AA1					X2			
HAWAII					X	AA	AA	AA	AA							X
IDAHO	AA									X	X1		X1	X1		
ILLINOIS					X					X	X	X				
INDIANA					X	SA1	SA1	SA1	SA1							X
IOWA					X					X						X
KANSAS					X	SA12		SA12								X
KENTUCKY	AA					SA1	SA1	SA1	SA1							X
LOUISIANA	AA			AA		AA	AA	AA	AA							X
MAINE					X	SA1		SA1	SA1							X
MARYLAND					X	AA	AA	AA	AA							X
MASSACHUSETTS		SA1					SA1				X				X2	
MICHIGAN					X					X	X	X				
MINNESOTA					X	AA										
MISSISSIPPI	AA	SA1				AA	AA	AA	AA							X
MISSOURI					X					X	X		X			
MONTANA					X	SA1		SA1	SA1							X
NEBRASKA	AA					SA										X
NEVADA	AA									X	X	X	X			
NEW HAMPSHIRE					X	SA1										X
NEW JERSEY	AA						SA1		SA2							X
NEW MEXICO	AA					AA	AA	AA	AA							X
NEW YORK					X	AA1		AA1	AA1			X				
N. CAROLINA	AA		AA	AA		AA	AA	AA	AA							X
N. DAKOTA	AA						AA	AA								X
OHIO	AA1	AA1		AA1			AA2	AA2	AA2							X
OKLAHOMA	AA1						SA2				X					
OREGON					X	AA1						X				
PENNSYLVANIA					X	SA1	SA1	SA1	SA1							X
RHODE ISLAND					X	SA1		SA1	SA1							X
S. CAROLINA	AA					AA	AA						X			
S. DAKOTA					X					X						X
TENNESSEE	SA					AA	AA	AA	AA							X
TEXAS	AA					AA	AA	AA	AA							X
UTAH					X					X						X
VERMONT					X					X					X	
VIRGINIA					X	SA1	SA1	SA1	SA1							X
WASHINGTON				AA1						X			X			
W. VIRGINIA	AA					SA1	AA2									X
WISCONSIN					X					X	X1	X2				
WYOMING					X					X						

2. To be implemented in 1987 effective 1991.

OKLAHOMA

1. Written and spoken English; PPST to be required as of 1989.
2. Applicants for school nurse, some vocational-technical fields and some low incidence fields are exempt,.

OREGON

1. California Basic Education Skills Test (CBEST) required of applicants for all initial certificates.

PENNSYLVANIA

1. Required only of applicants seeking first instructional or vocational instructional certificate.

RHODE ISLAND

1. Applicants who formerly held a Rhode Island certificate and applicants for occupational/vocational certificates are exempt.

VIRGINIA

1. Persons holding a valid out-of-state certificate and having completed one year of successful experience under same are exempt.

WASHINGTON

1. ACT, SAT or Washington Pre-College Test required for admission to teacher education program.

WEST VIRGINIA

1. Persons possessing a master's degree are exempt from basic skills examination.
2. Persons holding a valid certificate in another jurisdiction are exempt as are persons seeking certification in a title for which no examination exists.

WISCONSIN

1. To be implemented July 1989.
2. To be required of persons graduating from a State teacher education program after August 1990.

TABLE E-2 (Continued)
 CERTIFICATION AREAS AND EXAMINATIONS REQUIRED FOR CERTIFICATE

	Special Education				Occupational Vocational				Pupil Personnel Services				Administration / Supervision			
	Basic Skills 17	Subject Matter 18	Pedagogical Skills 19	General Knowledge 20	Basic Skills 21	Subject Matter 22	Pedagogical Skills 23	General Knowledge 24	Basic Skills 25	Subject Matter 26	Pedagogical Skills 27	General Knowledge 28	Basic Skills 29	Subject Matter 30	Pedagogical Skills 31	General Knowledge 32
ALABAMA	SA	AA	AA	SA	SA	AA	AA	SA	SA	AA	AA	SA	SA	AA	AA	SA
ALASKA																
ARIZONA	AA		AA		AA		AA		AA		AA		AA		AA	
ARKANSAS	AA	AA	AA						AA	AA	AA		AA	AA	AA	
CALIFORNIA									AA				AA			
COLORADO	AA				AA	AA			AA				AA			
CONNECTICUT	AA	AA1	SA1		AA		SA1		AA		SA1		AA		SA1	
DELAWARE	AA				AA				AA				AA			
D.C.																
FLORIDA	AA		AA		AA		AA		AA		AA		AA		AA	
GEORGIA		AA	AA			AA	AA			AA	AA			AA	AA	
HAWAII	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA				
IDAHO	AA		AA	AA	AA			AA	AA			AA	AA		AA	AA
ILLINOIS	AA1	AA1							AA1	AA1			AA1	AA1		
INDIANA		SA1	SA1	SA1		SA1	SA1	SA1								
IOWA																
KANSAS	SA		SA		SA		SA									
KENTUCKY	SA	SA	SA	SA	SA	SA	SA	SA		(1)				(1)		
LOUISIANA			AA	AA										AA		
MAINE			AA	AA			AA	AA								
MARYLAND	AA	AA	AA	AA	AA		AA									
MASSACHUSETTS																
MICHIGAN	AA1				AA1											
MINNESOTA	AA1															
MISSISSIPPI	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA
MISSOURI																
MONTANA	SA		SA	SA					SA		SA	SA	SA		SA	SA
NEBRASKA	AA				AA				AA					AA		
NEVADA	AA1	AA1	AA1		AA1	AA1	AA1									
NEW HAMPSHIRE	SA				SA				SA				SA			
NEW JERSEY																
NEW MEXICO	AA		AA	AA									AA	AA	AA	AA
NEW YORK	AA		AA	AA	AA		AA	AA	AA		AA	AA	AA	AA	AA	AA
N. CAROLINA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA
N. DAKOTA																
OHIO	AA	AA	AA	AA	AA	AA	AA	AA		AA	AA			AA	AA	
OKLAHOMA		AA				SA1				AA				AA		
OREGON	AA				AA				AA					AA		
PENNSYLVANIA	AA	AA	AA	AA	AA	AA	AA	AA								
RHODE ISLAND	SA1		SA1	SA1					SA1		SA1	SA	SA1		SA1	SA
S. CAROLINA	AA	AA			AA	AA			AA	AA			AA	AA		
S. DAKOTA																
TENNESSEE	AA	SA1		AA	AA	SA1		AA	AA	AA		AA				
TEXAS	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA	AA
UTAH																
VERMONT																
VIRGINIA	SA	SA		SA									SA	SA		SA
WASHINGTON	AA				AA				AA				AA			
W. VIRGINIA	SA1	AA							SA1	AA			SA1	AA		
WISCONSIN	AA	AA														
WYOMING																

AA=ALL APPLICANTS

SA=SOME APPLICANTS

TABLE E-3
TESTING REQUIREMENTS DURING CERTIFICATION PROCESS

	POINT DURING THE CERT. PROCESS AT WHICH EXAM IS REQUIRED				NO. OF TIMES THE CANDIDATE MAY RETAKE EXAM				TIME THAT MUST ELAPSE BETWEEN RETAKES				AGENCY THAT DEVELOPED EXAM	ADMINIS- TERING AGENCY		
	Basic Skills	Subject Matter	Pedagogical Skills	General Knowledge	Basic Skills	Subject Matter	Pedagogical Skills	General Knowledge	Basic Skills	Subject Matter	Pedagogical Skills	General Knowledge			13	14
ALABAMA	BA	BC	BC	BA	NL	NL	NL	NL	NL	NL	NL	NL	NES	NES(1)		
ALASKA																
ARIZONA	BA/BC		BC		10		10		NL		NL		ETS/NES/SEA	SEA/ETS		
ARKANSAS	BA/BC	BC	BC	BA	NL	NL	NL	NL	NL	NL	NL	NL	ETS	IHE/ETS		
CALIFORNIA	BA1/BC1	BC2			NL	NL			NL	NL			ETS	ETS		
COLORADO	BA/BC	BC	BC	BC	4				0 or 1				SEA/IHE	IHE		
CONNECTICUT	BA/BC	BC	BC		NL	NL	NL		NL	NL	(1)		SEA/ETS/NES/IHE	ETS/SEA/ETS		
DELAWARE	BC				NL				NL				ETS	ETS		
D.C.																
FLORIDA	BC		BC	BA	NL		NL	NL	NL		NL	NL	SEA/ETS	IHE/ETS		
GEORGIA		BC	BC			NL	6/3			60DY	50DY		SEA/IHE/NES	SEA/IHE/NES		
HAWAII	BC	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS	ETS		
IDAHO	BC		BC	BC	NL		NL	NL	NL		NL	NL	ETS	ETS		
ILLINOIS	BC	BC			NL	NL			NL	NL			NES	NES		
INDIANA	BC	BC		BC	NL	NL		NL	NL	NL		NL	ETS	ETS		
IOWA																
KANSAS	BC		BC		NL		NL		NL		NL		ETS	ETS		
KENTUCKY	BA	BC	BC	BC	NL1	NL	NL	NL	NL	NL	NL	NL	ETS2	ETS		
LOUISIANA		BC	BC	BA/BC		NL	NL	NL		NL	NL	NL	ETS	ETS		
MAINE			BC	BC			NL	NL			NL	NL	ETS	ETS		
MARYLAND	BC	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS	ETS		
MASSACHUSETTS	BC	BC			NL	NL			NL	NL			(1)	(1)		
MICHIGAN																
MINNESOTA	BC	BC			NL	NL			NL	NL			ETS(1)	ETS(1)		
MISSISSIPPI	BA1/BC	BC	BC	BA1/BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS(2)	ETS		
MISSOURI	BA				NL				(1)				SEA	SEA		
MONTANA	BC		BC	BC	NL		NL	NL	NL		NL	NL	ETS	ETS		
NEBRASKA	BA				NL				NL				ETS	ETS		
NEVADA	BA/BC	BC	BC		NL	NL	NL		NL	NL	NL		(2)	(2)		
NEW HAMPSHIRE	BC				NL				NL				ETS	ETS		
NEW JERSEY	BA	BC		BC		NL		NL		NL		NL	ETS(1)	ETS(1)		
NEW MEXICO	BA/BC	BC	BC	BA/BC	NL	NL	NL	NL	NL	NL	NL	NL	IHE/ETS	IHE/ETS		
NEW YORK	BC		BC	BC	NL		NL	NL	NL		NL	NL	ETS	ETS		
NORTH CAROLINA	BA	BC	BC	BA	NL	NL	NL	NL	NL	NL	NL	NL	ETS	ETS		
NORTH DAKOTA																
OHIO	BA	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	(1)	(1)		
OKLAHOMA		BC				NL				NL			SEA/NES	SEA/NES		
OREGON	BC				NL				NL				ETS	ETS		
PENNSYLVANIA	BC	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	SEA/ETS	SEA/ETS		
RHODE ISLAND	BC		BC	BC	NL		NL	NL	NL		NL	NL	ETS	ETS		
SOUTH CAROLINA	BA	BC	BC		3	NL	NL		NL	NL	NL		SEA/ETS	ETS		
SOUTH DAKOTA																
TENNESSEE	BA/BC	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS	ETS		
TEXAS	BA	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS/NES	ETS/NES		
UTAH																
VERMONT																
VIRGINIA	BC	BC	BC	BC	NL	NL	NL	NL	NL	NL	NL	NL	ETS	ETS		
WASHINGTON	BA				NL				NL				IHE	IHE		
WEST VIRGINIA	BA	BC			NL	NL			NL	NL			ETS/NES	ETS/NES		
WISCONSIN	BA1	BC											ETS(2)	ETS(2)		
WYOMING																

BA-BEFORE ADMISSION
BC-BEFORE CERTIFICATION
NL-NO LIMIT
SEA-STATE EDUCATION AGENCY

ETS-EDUCATIONAL TESTING SERVICE
IHE-INSTITUTION OF HIGHER EDUCATION
NES-NATIONAL EVALUATION SYSTEMS

TABLE E-4
FREQUENCY OF TEST ADMINISTRATION AND WHO ADMINISTORS

	BASIC SKILLS		SUBJ. MATTER KNOW.		PEDAGOGICAL SKILLS		GENERAL KNOWLEDGE	
	Frequency (# of times Per year)	Administered by	Frequency	Administered by	Frequency	Administered by	Frequency	Administered by
	1	2	3	4	5	6	7	8
ALABAMA	4	NES	3	NES	3	NES		
ALASKA								
ARIZONA	10	SEA			10	SEA		
ARKANSAS	(1)	IHE	3	IHE	3	IHE	3	IHE
CALIFORNIA	4	ETS	4	ETS				
COLORADO	(1)	IHE	(1)	IHE	(1)	IHE	(1)	IHE
CONNECTICUT	4	NES	3	ETS	(1)	LEA		
DELAWARE	4	ETS						
D.C.								
FLORIDA	3	ETS			3	ETS	3	ETS
GEORGIA			3	SEA/NES	2	SEA(1)		
HAWAII	3	ETS	3	ETS	3	ETS	3	ETS
IDAHO	3	ETS			3	ETS	3	ETS
ILLINOIS	4	NES	4	NES				
INDIANA			3	ETS	3	ETS	3	ETS
IOWA								
KANSAS	4	ETS			4	ETS		
KENTUCKY	(1)	IHE	2	IHE	2	IHE	2	IHE
LOUISIANA			3	ETS	3	ETS	3	ETS
MAINE					3	ETS	3	ETS
MARYLAND	3	ETS	3	ETS	3	ETS	3	ETS
MASSACHUSETTS	3	(1)	3	(1)				
MICHIGAN	(1)	IHE	(1)	IHE				
MINNESOTA	4	ETS						
MISSISSIPPI	5	ETS	5	ETS	5	ETS	5	ETS
MISSOURI								
MONTANA	(1)	ETS/SEA			(1)	ETS/SEA	(1)	ETS/SEA
NEBRASKA	9	SEA/IHE						
NEVADA	3	(1)						
NEW HAMPSHIRE	10+	IHE						
NEW JERSEY	2	IHE	3	ETS			3	ETS
NEW MEXICO	3	ETS	3	ETS	3	ETS	3	ETS
NEW YORK	3	ETS			3	ETS	3	ETS
NORTH CAROLINA	3	ETS	3	ETS	3	ETS	3	ETS
NORTH DAKOTA								
OHIO								
OKLAHOMA			3	NES				
OREGON	6	ETS	3	ETS				
PENNSYLVANIA	3	ETS	3	ETS	3	ETS	3	ETS
RHODE ISLAND	3	ETS			3	ETS	3	ETS
SOUTH CAROLINA	3	ETS	3	ETS	3	ETS		
SOUTH DAKOTA								
TENNESSEE	4	ETS	3	IHE	3	ETS	3	ETS
TEXAS	3	ETS	3	NES	3	NES		
UTAH								
VERMONT								
VIRGINIA	3	ETS	3	ETS	3	ETS	3	ETS
WASHINGTON	(1)	IHE						
WEST VIRGINIA	3	ETS	3	NES				
WISCONSIN	(1)	(1)	(1)	(1)				
WYOMING								

ETS-EDUCATIONAL TESTING SERVICE
IHE-INSTITUTION OF HIGHER EDUCATION

NES-NATIONAL EVALUATION SYSTEMS
SEA-STATE EDUCATION AGENCY
LEA-Local Education Agency

FOOTNOTES

TABLE E-4

ARKANSAS

1. As needed.

COLORADO

1. Variable.

CONNECTICUT

1. Variable.

GEORGIA

1. Regional assessment centers.

KENTUCKY

1. Frequency varies by institution of higher education.

MASSACHUSETTS

1. To be determined.

MICHIGAN

1. To be determined.

MONTANA

1. Variable.

NEVADA

1. To be determined.

WASHINGTON

1. Variable.

WISCONSIN

1. To be determined.

DELAWARE

1. Utilizes PPST

ILLINOIS

1. Grammar Skills

KANSAS

1. Utilizes PPST

KENTUCKY

1. Spelling

MICHIGAN

1. Examination to be determined.

MINNESOTA

1. Utilizes PPST

NEBRASKA

1. Utilizes PPST

NEVADA

1. Utilizes PPST

NEW HAMPSHIRE

1. Utilizes PPST

TENNESSEE

1. Utilizes PPST

TEXAS

1. Utilizes PPST--in process of developing a Texas test.

WEST VIRGINIA

1. Utilizes PPST

WISCONSIN

1. Utilizes PPST

TABLE E-5

ALABAMA

1. Grammar skills; spoken English proficiency (teacher education institution).

ARIZONA

1. Utilizes PPST
2. Grammar Skills

COLORADO

1. Spelling

FOOTNOTES

TABLE E-7

ALABAMA

1. Customized professional skills examination test, performance utilized or in planning.

ARIZONA

1. Customized professional skills examination test, performance utilized or in planning.

FLORIDA

1. Customized professional skills examination test, performance utilized or in planning.

GEORGIA

1. Customized professional skills examination test, performance utilized or in planning.

TEXAS

1. Customized professional skills examination test, performance utilized or in planning.

TABLE E-8

CALIFORNIA

1. Commission on Teacher Credentialing.

CONNECTICUT

1. In process.

KENTUCKY

1. Assessment Associates of California.

MINNESOTA

1. State Board of Teaching.

MISSOURI

1. To be implemented in 1988.

OKLAHOMA

1. Regents for Higher Education.

OREGON

1. Teacher Standards and Practices Commission.

SOUTH CAROLINA

1. In process.

WASHINGTON

1. In process.

TABLE E-9

FOOTNOTES

ALABAMA

1. Currently in litigation which was filed originally in December 1981.

GEORGIA

1. Civil Action No. C86-2234A9 1987. Georgia Association of Educators vs. State of Georgia; Georgia State Board of Education.

MICHIGAN

1. To be determined.

NORTH CAROLINA

1. Court suit on NTE filed by the U.S. Department of Justice in 1973 and heard by the Federal Court in 1975 and 1977. Settled out-of-court by consent in 1983.

SOUTH CAROLINA

1. 1976 U.S. Supreme Court case-ruled in favor of the State requiring NTE for purposes of teacher certification.

TEXAS

1. Federal District Court, Eastern District of Texas; G. I. Forum and NAACP vs. State of Texas, August 1985.
2. State District Court, Lara vs. State of Texas.

TM

Working Papers Toward A

NEW GENERATION OF TEACHER ASSESSMENTS

Educational Testing Service

September 1989

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New Generation of Teacher Assessments
Working Description of Stage I
September 1989

Stage I of the successor to the NTE will center on the enabling or basic skills needed by the beginning teacher in the areas of mathematics, reading, and writing. There are three major components proposed for Stage I in each of these subject areas: a decision test, an instructional component to prepare students to take or retake the decision test, and a practice test that will suggest whether a student is ready to take or retake the decision test.

DECISION TEST

The decision tests will be used by a state to decide whether prospective teachers have the enabling skills the state requires of the beginning teacher. These tests, of course, could be taken at any time, but best fit with the instructional thrust of Stage I if they are taken fairly early in a teacher-education student's studies, possibly when he/she is at the end of a third semester or at the beginning of a fourth. Initial results from an extensive job analysis survey that is being given to teachers, teacher educators, and other leaders in the field of teacher education suggest that mathematics, reading, and writing will be the enabling skills that are most often cited as necessary for the beginning teacher. Our goal is to create a system that is flexible enough to permit states to choose in which of these subject areas they wish to assess their prospective teachers.

Our initial plans are for computerized decision tests. Technology will permit us to develop tests that can, with relatively few questions, determine whether a prospective teacher has the level of competency in a subject area required by the state. In the hope of giving more useful information than a single score in a content area, we are investigating the possibility of including on the score report descriptors of what a student who gets a particular score can do. For example, a student might be told that his/her test results in mathematics suggest that he/she can add, subtract, multiply, and divide whole numbers and fractions.

Computerization will also permit us to vary the test question format: for example, in mathematics, students can be asked to supply, rather than simply select, the correct answer to a problem; in reading, they may be asked questions requiring short answers. Also, if the tests are computerized, students can, if the state so decides, be informed immediately after they complete their decision tests about which of the tests they have passed or failed. Those who do not pass a decision test

This paper was prepared by Paul A. Ramsey, Development Leader

will also be informed of the Stage I instructional materials they may use to prepare to retake the failed decision test(s).

INSTRUCTIONAL COMPONENT

A tripartite computer-delivered instructional component in each content area, consisting of a diagnostic or profile test, instructional modules with mini-tests, and a practice test parallel to the decision test, is planned for Stage I. The purpose of a diagnostic or profile test is to give students a profile of or information about some of the specific areas on which they need to work before taking or retaking the decision test. Our goal is to break the subject areas up into meaningful units of knowledge around which helpful instructional materials can be devised. Take, for the sake of example, the area of reading: the profile reading test might break reading skills up into eight areas: understanding the main idea, inferences, etc. Students would be given questions on the profile test in each of these areas and then told how they performed on these questions. If a student got a certain number of the questions in an area wrong, then the computer program would suggest that he/she work through the materials devised to give instruction in this specific area. These materials should include decision-test-like questions, explanations of why particular answers to these questions are right and others wrong, as well as other non-test-question exercises. To supplement these computerized materials, we plan to produce some paper and pencil exercises and perhaps some instructional materials delivered via videotapes.

Either during the presentation of the computerized instructional materials or right after their presentation, there should be some decision-test-like questions that will suggest to students whether they are improving or learning the information that is being presented. Once they have answered a certain percentage of these questions correctly in each of the units the profile test suggested they needed work, they can take the practice test.

PRACTICE TEST

The computerized practice test in each content area will parallel the decision test in that area. If a student passes the practice test, he/she should be ready to take and pass the decision test. If he/she fails the practice test, he/she should again take the profile test and again work through the instructional materials. Though no one can assure a student that he/she will pass the decision test if he/she passes the practice test, we should, after gathering data, be able to suggest some probability for success, such as 80% of the students who received this score on this practice test went on to pass the decision test. In all, the profile test, the complete set of instructional materials in a content area, and the practice test should constitute about 20 to 30 hours worth of work for a student in a subject area. Our plan is to design these materials so that they can be used as a part of a course, in a learning laboratory, or independently by students.

NEW GENERATION OF TEACHER ASSESSMENTS
WORKING DESCRIPTION OF STAGE II
SEPTEMBER 1989

The Stage II tests will measure subject matter knowledge, pedagogy, and, to some extent, subject matter pedagogy. Included among these tests are the French exam for French teachers, the Math exam for Math teachers, etc. They will normally be taken after completion of an undergraduate program. Our goal is to have the first twenty Stage II tests ready for administration in fall 1992. (See the list of tests included at the end of this statement.) According to our present plans, they will differ from current NTE Specialty Area tests in several important respects.

Modularization

Stage II tests will be modularized, allowing states to choose the modules that best match their own regulations. Each test will present a core content module to be taken in every state, along with an a la carte menu of optional modules. The goal is to offer essential content that is comparable from state to state, while providing flexibility and new dimensions of assessment through the optional modules. States will benefit from modularization, and individual test takers will be accommodated as well. It will be possible, for example, for an examinee in South Carolina who wants to take the modules required in New York to do this in South Carolina. An examinee who wishes to take one or more modules at a later date to qualify for licensure in another state will be able to do so.

Non-Multiple-Choice Options

Stage II tests will contain multiple-choice questions, but they will also present questions (ranging from short-answer items to essay prompts) requiring examinees to construct their own responses. These "constructed-response" questions will tap subject matter knowledge that cannot be assessed as well through multiple-choice questions. For example, examinees can be asked to interpret a poem for the English test, explain various perspectives on an issue for the Social Studies test, solve a problem (or analyze apparent misconceptions and problem solving strategies of students in a content-specific pedagogy module) for the Mathematics test, analyze a videotaped or recorded presentation for the Guidance Counselor test, or demonstrate speaking competence for a foreign language test.

This report was prepared by Douglass Fiero, Project Director for Stage II, New Generation of Teacher Assessments.

Working Description of Stage II

Pedagogy

Knowledge about students and how to teach them will be assessed in two ways in the Stage II tests. First, where appropriate, tests will have optional modules devoted to content-specific pedagogy. Questions in these modules will explore the subject matter in terms of student preconceptions and misconceptions, ways of representing the content to students, curriculum resources, and evaluative strategies. States that want an assessment of examinees' knowledge about how to teach particular subjects can require the content-specific pedagogy modules. States that do not want such an assessment can instead have a test that is devoted strictly to content. Second, Stage II will offer a separate test of general pedagogical knowledge. It will focus on basic principles of learning, human growth and development, and effective instruction. States that want an assessment of examinees' knowledge of this educational subject matter can require this test, which will have constructed-response as well as multiple-choice questions.

Stage II Tests That We Plan to Make Available in 1992

Art Education
Biology
Biology and General Science
Business Education
Chemistry
Chemistry, Physics, and General Science
Early Childhood Education
Educational Leadership: Administration and Supervision
Education of Mentally Retarded Students
Elementary School Teachers Test
English Language and Literature
General Pedagogy
Introduction to the Teaching of Reading
Mathematics
Music
Physical Education
Physics
Social Studies
Spanish
Special Education

We will issue other new Stage II tests at a regular rate in the years following 1992.

NEW GENERATION OF TEACHER ASSESSMENTS
WORKING DESCRIPTION OF STAGE III
SEPTEMBER 1989

Stage III of the new generation of teacher assessments will measure the application of content and pedagogical knowledge and skill. Specifically, Stage III aims to assess some of the things that teachers actually do. Assessment of the application of knowledge and skills should take place after an individual has had substantial opportunity to practice teaching. In some programs or states, student teaching may provide sufficient depth of experiences to serve as the basis for the foundational elements of Stage III. In other states, the Stage III assessments might be carried farther, into states' beginning teacher programs. This reflects a view of teacher education as encompassing both formal training and the learning that occurs in the school setting during the induction phase of a teacher's career.

What We Will Assess

The domains of teaching that we will be concerned with in Stage III will most likely include: Planning for Instruction, Implementing Instruction, Classroom Management, Student Evaluation, and perhaps Reflection on Teaching. The results of recent job analyses, analyses of state regulations governing teacher licensing, research on a theoretical framework of teaching, and research on various classroom observation systems should help us make final decisions about the products and services of Stage III. It is expected that most Stage III systems will include both actual classroom observation of beginning teachers by trained teacher and/or college teams and independent, standardized documentation of classroom practices.

Methods of Assessment

In Stage III, a menu of possible assessments will be offered to assist states in determining if beginning teachers have the necessary knowledge and skills to teach in a particular state. Some of the items on that menu might include:

This report was prepared by Sue Street, Program Administrator, New Generation of Teacher Assessments.

Working Description of Stage III

A. CLASSROOM OBSERVATION -

The key method of assessing the application of teacher knowledge in Stage III will most likely include an observation system. This observation system would be designed to be applicable to college students near the end of their student teaching experience or first-year teachers, hopefully participating in an internship with a mentor. The system would consist of the recommended procedures for the observations, including such items as the acceptable number range of separate observations of an individual, independence of observers, time of observations, system for making observations and arriving at ratings, and rating schemes for judging performance.

A system for training observers/raters to do the observations and rate or judge the performance would be a core component offering of Stage III. A state would need a number of such observers/raters to implement a Stage III assessment of the type described above and would probably want these observers/raters to be their own teachers, administrators, and/or teacher educators, depending on the level and context of the Stage III assessment. Such a training system would presumably include video components along with materials for trainees (training manuals, scoring sheets, etc.) and detailed outlines of topics to be addressed in the training. It would also have to include standards that trainees would have to meet for certification as observers/raters.

An extension of the system for training observers/raters is a system for training the trainers. Each state would need a much smaller number of persons to train the observers/raters; but they would almost surely want these people to be in-state persons as well. Thus, ETS could provide the training for a small cadre of trainers in each participating state. These training teams would most likely include an ETS staff member thoroughly prepared for this task and with teaching experience and an outstanding teacher, also with experience and specialized preparation.

An additional Stage III offering to states might be a process audit of the classroom observation system. A process audit would be designed to insure continuing quality of the training of observers/raters and of the process of observing/rating potential teachers, if the state or someone else ran the process. This service would involve checking training to insure high quality as well as spot checking the actual observation/rating process to insure its continuation as intended and with high standards.

Working Description of Stage III

With the capabilities described above, ETS could then offer the following services to states in regard to classroom observation:

- 1) Training a cadre of in-state trainers and providing training materials (Core Service)
- 2) Management of the training of observers/raters (Optional Service)
- 3) Management of the observation/rating process for potential teachers (Optional Service)
- 4) Process audit of the classroom observation system (Optional Service).

B. STANDARDIZED WORK SAMPLES -

Development and assessment of standardized work samples would include written work samples created by the teacher during her/his initial teaching experiences. The process of developing these samples would have two purposes: (1) it would serve as a training experience for the beginning teacher; and (2) it would be a standardized procedure that would form the basis of an assessment for licensing purposes. Beginning teachers might develop such a portfolio to demonstrate their skills in such activities as planning, managing, or evaluating students. Development of the beginning teacher's work samples could be supervised and assisted by an experienced teacher. In some states, the mentors might be local teachers or teams of district and/or college supervisory personnel. Standardized work samples could then be scored by state educators trained by ETS and could serve as the basis for questions that could be scored. The assessment of standardized work samples may be designed to coordinate with the classroom observation system or may be scored separately.

C. CONSTRUCTED RESPONSE TEST -

A constructed-response assessment of pedagogical knowledge and skills is envisioned as taking place at a school or at a higher education institution testing center for a period of not more than one day. It would test a teacher's knowledge and skill in dealing with specific teaching situations. Stimuli may be written, video, interactive video, or on computer and responses would be written and holistically scored. The rationale for offering this method of assessment is that it would provide a method for measuring particular kinds of teaching activities/behaviors that would be expected of licensed teachers and that may not necessarily show up during scheduled classroom observations. Before extensive development of this kind of assessment continues, ETS must be convinced that there is both a need and a market for this type of assessment.

Working Description of Stage III

Summary

Because Stage III represents a significant departure from the traditional ETS teacher testing programs, it requires more research than Stages I and II. Final assumptions about the design of Stage III's new products and services have not yet been crystallized. The description above provides an up-to-date picture of where Stage III development is today. Discussions with key groups and individuals are still needed before more extensive prototype development can proceed.



STATE-MANDATED TESTING OF PROSPECTIVE TEACHERS:
TEST USED AND PURPOSE

ETS NTE Core Battery, * for certification:

Arkansas***	Louisiana****	New Mexico
California**	Maine	New York
Hawaii	Maryland	North Carolina****
Idaho	Mississippi	Oregon***
Indiana	Montana	Rhode Island
Kansas***	Nevada***	Tennessee
Kentucky	New Jersey**	Virginia

ETS NTE Specialty Area (subject matter) Tests, for certification:

Arkansas	Mississippi
California (in lieu of courses)	Nevada
Connecticut	New Jersey
Florida	North Carolina
Hawaii	Ohio
Indiana	Oregon (admission to student teaching)
Kentucky	South Carolina
Louisiana	Tennessee
Maryland	Virginia

ETS Pre-Professional Skills Tests (PPST: reading, writing,
mathematics), for certification:

Delaware	Maine (vocational personnel)
Kansas	Minnesota
	West Virginia

ETS Pre-Professional Skills Tests, for admission into teacher
education:

Arizona (State Univ. System)	Nevada
Arkansas	Tennessee
Indiana (State Univ. System)	Texas
Nebraska	Wisconsin

-
- * Tests of professional knowledge, general knowledge, and communication skills.
 - ** General Knowledge, in lieu of courses
 - *** Professional Knowledge
 - **** Comm. Skills and Gen. Know. used in teacher educ. admissions

State-conceived and/or developed tests:

Alabama: English language proficiency, teacher educ. admis.
Arizona: basic skills/pedagogy, certification
Connecticut: basic skills, teacher educ. admis./initial certif.
Florida: basic skills/professional knowledge, certification
Indiana: tailored subject exams (ETS developed), certification
Missouri: basic skills, teacher educ. admis.
Pennsylvania: basic skills/general knowledge/professional
knowledge/subject matter (ETS developed), certif.
South Carolina: basic skills, teacher education admission

Tests developed by National Evaluation Systems (NES):

Georgia, Illinois, Oklahoma, Texas, West Virginia: subject matter,
certification; Texas, basic skills, teacher educ. admis.

California Basic Educational Skills Test (CBEST); reading, writing,
mathematics (operated by ETS for the State of California):

California: certification

Oregon: certification, teacher educ. admis. (public institutions)

Instruments for observational assessment of teaching performance:

-Arizona	Pennsylvania (under development)
Connecticut (under development)	Rhode Island
Florida	South Carolina
Georgia	Tennessee
Kansas (under development)	Texas
Minnesota (under development)	Virginia
North Carolina	West Virginia
Oklahoma	

Proposals, legislation, plans:

Arkansas: subject area (or 6 course hours), continuing certification

California: customization of NTE Spec. Area tests currently
used/development of a new exam for elementary
teachers, certification

Colorado: professional and general education/subject area knowledge,
full certification

Connecticut: elementary education (content/pedagogy), initial certif.
(under development by IOX); subject matter, initial certifi-
cation; semi-structured interviews (subject/pedagogy),
beginning teacher assessment

District of Columbia: NTE Communication Skills, initial certification.

Florida: subject matter, initial certification (under development by eight
Florida universities)

Hawaii: additional subject exams, initial certification

Indiana: additional subject exams, initial certification

Massachusetts: subject matter, initial certif.; reading/writing, initial
certif. (to be developed by IOX)

Michigan: basic skills/subject matter, prior to student teaching

Missouri: professional and subject knowledge, "exit test" (certification)

Nebraska: subject matter, initial certification

New Jersey: communication skills, initial certification; test for
certifying principals

New York: subject area, general knowledge, clinical teaching skill,
certification

Oklahoma: basic skills, teacher educ. admis.

Oregon: exams for non-teaching specialists

Rhode Island: subject matter, initial certification of ancillary
(non-teaching) personnel

Tennessee: 12 subject matter exams, additional to NTE Specialty Area
tests currently used (under development by the University of
Tennessee, Memphis State Univ. and ETS)

Texas: Master Teacher Examination

REVISED -
October 27, 1989

ETS - Berkeley/Oakland
P.4

Proposals legislation, plans: (continued)

Washington: pedagogy, exit exam/initial certif.

Wisconsin: subject area, certification

Alternative Licensure/Certification Policies:

In Effect

Alabama
Arizona
Arkansas
Delaware
California
Louisiana
Maryland
Massachusetts
New Mexico
Ohio
Pennsylvania
South Carolina
Texas
Virginia

Proposed

Colorado
Connecticut
Georgia
Idaho
Indiana
Maine
West Virginia

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Requirements for issuance of a teachers certificate
 Sponsor: Adams
 Requestor: Adams

Agency Affected: Education
 BRU: Education & Finance Support Services
 Component: District Support

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES	55.5	56.8	58.2	59.7	61.0	62.6
TRAVEL	65.0	20.0	20.0	20.0	20.0	20.0
CONTRACTUAL	269.3	60.0	60.0	60.0	60.0	60.0
SUPPLIES	5.0	5.0	5.0	5.0	5.0	5.0
EQUIPMENT	5.2					
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	400.0	141.8	143.2	144.7	146.0	147.6
CAPITAL						
REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND	400.0	141.8	143.2	144.7	146.0	147.6
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	1	1	1	1	1	1
PART-TIME	1	1	1	1	1	1
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

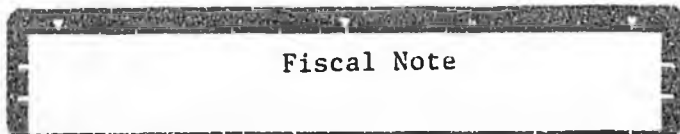
The fiscal note assumes development and implementation of an Alaskan-based testing program including all field testing, training, test design and adoption procedures.

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 1/22/90

Approved by Commissioner: William G. Demmert Date: 1/22/90
 Agency: Education

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)



DEPARTMENT OF EDUCATION

FISCAL NOTE ANALYSIS

1/22/90

SB 193 Requirements for issuance of a teacher certificate

(Fiscal Note assumes development and adoption of an Alaska-based teacher testing program)

Personal Services: \$55.5

1 FT Education Associate II, Range 15 A \$41.3

(Fiscal note assumes merit increases)

1 PT Clerk Typist III, Range 8 A \$14.2

Travel: \$65.0 in first year; \$20.0 in subsequent years

First year cost reflects travel incurred for meetings of an Alaskan panel to develop an Alaska-based teacher testing program. Travel also includes meetings with professional education associations to distribute information about the proposed testing program.

In second and subsequent years training of professionals and para-professionals in test administration, establishment of grievance procedures and continued analysis and refinement of the testing instrument will be needed.

Contractual: \$269.3 in first year; \$60.0 in subsequent years

Contract to develop Alaskan testing instrument. Development costs include drafting testing instrument, field testing, establishing cut-off scores, coordination with professional education associations in test development process, et.al. The cost also includes limited computer programming to integrate data into the existing teacher certification data base, telephone, printing of bulletins, printing of test, photocopying and postage. Continuing costs include training, refinement of testing instrument, publication cost of test and contract for test implementation (scoring, reporting, etc.)

Commodities: \$5.0

Costs include general office supplies as well as brochure/information on Alaska's testing program, to be distributed to all teacher certification applicants.

Equipment: \$5.2 in first year

In the first year, office equipment will be needed by the Teacher Certification Unit to accommodate the part time position and increased workload. This includes: desk, chair, telephone, typewriter, small file cabinet and partition walls.

Position Title Education Associate II		No. of Positions 1	Range/Step 15 A	Barg. Unit GGU
Time Status FT	Staff Months 12.0	Location Juneau		Election District
Type of Expenditure		Justification		
1	2	3		
Salary	30,216	<p>The Education Associate position will be responsible for coordination and development of the Alaskan-based teacher testing program.</p> <p>This function will require full time effort for at least the first two years of the project.</p> <p>The fiscal note assumes merit increases between FY91 and FY96.</p> <p>FY91: \$41,304 FY92: \$42,630 FY93: \$43,984 FY94: \$45,469 FY95: \$46,795 FY96: \$48,382</p>		
Benefits	11,088			
Premium Pay				
Other				
Total Personal Services				
Travel				
Contractual				
Commodities				
Equipment				
Other				
Total Cost		41,304		
Funding Source for Total Cost				
Federal Receipts	1002			
G. F. Match	1003			
General Fund	1004	41,304		
I-A Receipts	1006			
CIP Receipts	1061			
Other				

**Request For
New Position**

Agency Education
BRU Education Finance & Support
Component District Support

Page 3 of 4
Revised Date

FY 90

Position Title Clerk Typist III		No. of Positions 1	Range/Step 8A	Barg. Unit GGU
Time Status Part Time	Staff Months 6.0	Location Juneau		Election District
Type of Expenditure		Amount		
1	2	3		
Salary	\$9,789			
Benefits	4,407			
Premium Pay				
Other				
Total Personal Services		\$14,196		
Travel				
Contractual				
Commodities				
Equipment				
Other				
Total Cost				
Funding Source for Total Cost				
Federal Receipts	1002			
G. F. Match	1003			
General Fund	1004	14,196		
I-A Receipts	1006			
CIP Receipts	1061			
Other				

Justification

The Clerk Typist III will handle all incoming calls, requests for information and track teacher certification applicants for the purposes of the certification testing program.

Since the requested position is half time, no merit increases are assumed over the timeframe FY91-FY96.

**Request For
New Position**

Agency EDUCATION
 BRU Education Finance & Support
 Component District Support

FY 90

Page 4 of 4
 Revised Date

FISCAL NOTE

REQUEST:

Revision Date: _____
 Title: Requirements for issuance of a
teacher certificate
 Sponsor: Adams
 Requestor: Adams

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

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96
PERSONAL SERVICES	14.2	14.2	14.2	14.2	14.2	14.2
TRAVEL	65.0	20.0	20.0	20.0	20.0	20.0
CONTRACTUAL	3.0	3.0	3.0	3.0	3.0	3.0
SUPPLIES	1.0	1.0	1.0	1.0	1.0	1.0
EQUIPMENT	5.2					
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	88.4	38.2	38.2	38.2	38.2	38.2

CAPITAL						
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REVENUE						
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FUNDING: (Thousands of Dollars)

GENERAL FUND	88.4	38.2	38.2	38.2	38.2	38.2
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME						
PART-TIME	1	1	1	1	1	1
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Fiscal note assumes adoption of National Teachers Examination (NTE) testing program. First year cost includes travel by NTE staff and educators to establish Alaskan cut-off scores and test validity in Alaska.

Prepared by: Mary Hakala Phone: 465-2800
 Division: Commissioner's Office Date: 1/19/90

Approved by Commissioner: William G. Demmert Date: 1/ /90
 Agency: Education

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

DEPARTMENT OF EDUCATION

FISCAL NOTE ANALYSIS

1/22/90

SB 193 Requirements for issuance of a teacher certificate

(Fiscal Note assumes adoption of the National Teachers' Examination as Alaska's standard)

Personal Services: \$14.2

1 PT Clerk Typist III, Range 8 A \$14.2

Travel: \$65.0 in first year; \$20.0 in subsequent years

First year cost reflects travel incurred for meetings of an Alaskan panel to establish National Teacher Examination (NTE) cut-off scores and test validity for Alaska. This is a requirement of NTE for all States using the NTE for purposes of teacher certification. Travel also includes the necessary training for professional and para-professionals in administration of the test and attendance at select statewide conferences to provide information on the testing program. The estimated time to establish test validity and cut-off scores: 6 months.

In second and subsequent fiscal years travel funds are necessary for continued training and test administration.

Contractual: \$3.0

Limited computer programming to integrate data into the existing teacher certification data base. Other costs include telephone, printing of bulletins, photocopying and postage.

Commodities: \$1.0

Office supplies

Equipment: \$5.2 in first year

In the first year, office equipment will be needed by the Teacher Certification Unit to accommodate the part time position and increased workload. This includes: desk, chair, telephone, typewriter, small file cabinet and partition walls.

Position Title Clerk Typist III		No. of Positions 1	Range/Step 8A	Barg. Unit GGJ
Time Status Part Time	Staff Months 6.0	Location Juneau		Election District
Justification				
The Clerk Typist III will handle all incoming calls, requests for information and track teacher certification applicants for the purposes of the certification testing program.				
Since the requested position is half time, no merit increases are assumed over the timeframe FY91-FY96.				
Type of Expenditure		Amount		
1	2	3		
Salary	\$9,789			
Benefits	4,407			
Premium Pay				
Other				
Total Personal Services		\$14,196		
Travel				
Contractual				
Commodities				
Equipment				
Other				
Total Cost				
Funding Source for Total Cost				
Federal Receipts	1002			
G. F. Match	1003			
General Fund	1004	14,196		
I-A Receipts	1006			
CIP Receipts	1061			
Other				

**Request For
New Position**

Agency EDUCATION
 BRU Education Finance & Support
 Component District Support

Page 3 of 3
 Revised Date

FY 90

6-0783H ✓
Cramer
1/22/90

Original Sponsor(s): SEN. ADAMS

1 IN THE SENATE

2 CS FOR SENATE BILL NO. 193 ()

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 requirements for issuance of a
7 teacher certificate."

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

9 * Section 1. AS 14.07.020(a) is amended by adding a new paragraph to
10 read:

11 (15) develop and administer a test to determine whether
12 applicants for a teacher certificate possess the knowledge and skills
13 required to teach in the state.

14 * Sec. 2. AS 14.20.020(a) is amended to read:

15 (a) The department shall issue a teacher certificate to every
16 person who meets the requirements in (b), [AND] (c), and (f) of this
17 section.

18 * Sec. 3. AS 14.20.020 is amended by adding a new subsection to read:

19 (f) A person is not eligible for a teacher certificate unless
20 the person has passed the test required under AS 14.07.020, testing
21 the knowledge and skills of the applicant. However, this subsection
22 is not applicable to

23 (1) persons employed in the state public school system on
24 May 1, 1992;

25 (2) persons issued an emergency certificate as set out in
26 (b)(2) of this section.
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IN THE SENATE

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 193

IN THE LEGISLATURE OF THE STATE OF ALASKA

SIXTEENTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act relating to requirements for issuance of a teacher certificate."

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

* Section 1. AS 14.07.020(a) is amended by adding a new paragraph to read:

(15) develop and administer a written test to determine whether applicants for a teacher certificate possess the knowledge and skills required to teach in the state.

* Sec. 2. AS 14.20.020(a) is amended to read:

(a) The department shall issue a teacher certificate to every person who meets the requirements in (b), [AND] (c), and (f) of this section.

* Sec. 3. AS 14.20.020 is amended by adding a new subsection to read:

(f) A person is not eligible for a teacher certificate unless the person has passed the written test required under AS 14.07.020, testing the knowledge and skills of the applicant. However, this subsection is not applicable to

(1) persons employed in the state public school system on May 1, 1992;

(2) persons issued an emergency certificate as set out in (b)(2) of this section.