

HB

145

FISCAL NOTE

STATE OF ALASKA
1997 LEGISLATIVE SESSION

BILL NO. HB 145

Revision Date: 24-Feb-97 Dept. Affected: EDUCATION
 Title: An act relating to certification of teachers BRU: Teaching and Learning Support
 Component: Teacher Education and Certification
 Sponsor: Rep. Con Bunde
 Requester: Office of the Governor COMPONENT SERIAL NO. 1240

Expenditures/Revenues: (Thousands of Dollars)

OPERATING EXPENDITURES	FY98	FY99	FY00	FY01	FY02	FY03
PERSONAL SERVICES	77.0	21.0	21.5	22.0	21.5	23.0
TRAVEL	40.0	0.0	0.0	0.0	0.0	0.0
CONTRACTUAL	20.0	82.5	84.0	85.5	87.0	88.5
SUPPLIES	10.0	2.0	2.1	2.1	2.2	2.2
EQUIPMENT	0.0	0.0	0.0	0.0	0.0	0.0
LAND & STRUCTURES	0.0	0.0	0.0	0.0	0.0	0.0
GRANTS, CLAIMS	0.0	0.0	0.0	0.0	0.0	0.0
MISCELLANEOUS	2.0	5.0	5.1	5.2	5.3	5.4
TOTAL OPERATING	149.0	110.5	112.7	114.8	117.0	119.1

CAPITAL EXPENDITURES	0	0	0	0	0	0
----------------------	---	---	---	---	---	---

CHANGES IN REVENUES	149.0	110.0	112.7	114.8	117.0	119.1
---------------------	-------	-------	-------	-------	-------	-------

FUNDING: (Thousands of Dollars)

1002 Federal Receipts	0	0	0	0	0	0
1003 GF Match	0	0	0	0	0	0
1004 GF	149.0	27.5	28.7	29.3	30.0	30.6
1005 GF/Program Receipts		82.5	84	85.5	87	88.5
Other:						
TOTAL	149.0	110.0	112.7	114.8	117.0	119.1

Estimate of current ye. (FY97) cost: \$ 50

POSITIONS:

	4 FTE	4 FTE	4 FTE	4 FTE	4 FTE
FULL-TIME					
PART-TIME					
TEMPORARY	1.2FTE				

ANALYSIS: (Attach a separate page if necessary)

Position analysis:
 1FTE Education Associate
 2FTE Clerical Assistant
 (Fy99-03- 4 clerical and professional)
 For all other analysis, see attached.

Prepared by: Nancy Buell
 Division: Teaching and Learning Support
 Approved by Commissioner: Shirley J. Holloway, Ph.D.
 Agency: Department of Education

Phone: 465-8689
 Date: 2/24/97
 Date: 2/24/97

PREPARER TO PROVIDE ALL DISTRIBUTION COPIES TO GOVERNOR'S LEGISLATIVE OFFICE
 For further distribution information call the Governor's Legislative Office

Analysis to accompany Fiscal Note for HB145

Costs to the state to implement HB145 come in four categories:

- 1) Selection and/or development of a test. Costs include
 - purchase of examination copies of all available, nationally recognized tests in sufficient quantity for review
 - staff time to collect technical information, review tests, prepare analysis for the Board
 - convening a work session of the Board and staff, with technical review assistance and training in setting of legally defensible cut-off scores
 - licensing fees, if applicable, for the state
 - 2) Revision of forms, procedures, and regulations necessary to implement the testing
 - staff time in start-up year
 - depending upon volume, ongoing analyst time which will convert to an additional portion of an analyst and a portion of a clerical in the teacher certification unit, based upon the feedback from other states
 - printing costs to redo all forms
 - programming costs to change to allow this as part of the teacher certification imaging system
 - 3) Program receipts authority FOR WHATEVER COMPONENT OF STATE GOVERNMENT, INCLUDING THE UNIVERSITY SYSTEM. These Program receipts would not necessarily go to the Department. In most states, these systems are run out of the universities, but in our state, if the University of Alaska runs the test centers, they would need additional program receipts authority. Therefore, the overall fiscal note is indicated, though it would not necessarily come to the Department.
 - fees paid by the applicant to the test center for purchase and scoring of the test(s)--a graduate scale depending upon the number of tests
 - any additional fees paid by the applicant to maintain the test center (e.g. proctor, facility, computer terminals if necessary and not included in start-up costs)
 - 4) Start-up costs (THESE COSTS WOULD BE APPLICABLE TO THE COMPONENT DOING THE TESTING, IF A UNIT OF STATE GOVERNMENT, E.G. THE UNIVERSITY OF ALASKA, OR THE DEPARTMENT IF A TEST CENTER IS LOCATED HERE)
 - Initial costs prior to the first applicants providing program receipts (e.g. computer terminals if required, facilities rental, proctor costs, training of proctors, program coordination)
- These costs are listed as a "miscellaneous expense" on the fiscal note.

It is important to note that in the case of the GED, the SAT, the Graduate Record Examination, and other tests of even the pencil-and-paper variety, test centers are all financed by someone.

It is anticipated that after two years, this program could pay for itself at the test center and administration level. However, feedback from other Teacher Certification units in other states indicates that additional costs for the department will continue.

NOTE: IT WILL BE IMPOSSIBLE TO IMPLEMENT THIS BILL STARTING JULY 1, 1997.

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: February 18, 1997

FURTHER REFERRALS:

Date of Committee Action: 2/27/97

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 145

HOUSE BILL NO. 145

TEACHING COMPETENCY EXAM FOR CERTIF

"An Act relating to certification of teachers."

recommends it be replaced
with the following committee substitute

CS HB 145 (HES)

the same title
 a new title

additional referral to Finance Committee
 attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept)

APPROVES PREVIOUS: (Dept/Date)

fiscal note(s) DOE

fiscal note(s) _____

zero fiscal note(s) _____

zero fiscal note(s) _____

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>Full Name</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<i>John B. ...</i>	<input checked="" type="checkbox"/>			
<i>Car Bunde</i>	<input checked="" type="checkbox"/>			
<i>Brian D. ...</i>	<input checked="" type="checkbox"/>			
<i>John ...</i>		<input checked="" type="checkbox"/>		
<i>Tom ...</i>			<input checked="" type="checkbox"/>	

CHAIR'S SIGNATURE

Car Bunde

0-LS0552AE
Cramer
2/27/97

CS FOR HOUSE BILL NO. 145(HES)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTIETH LEGISLATURE - FIRST SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to certification of teachers."

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

3 * Section 1. AS 14.20.020(b) is amended to read:

4 (b) A person is not eligible for a teacher certificate unless that person has
5 received at least a baccalaureate degree from an institution of higher education
6 accredited by a recognized regional accrediting association or approved by the
7 commissioner and, if applicable, has passed the examination or examinations
8 required by (i) of this section. However, this subsection is not applicable to

9 (1) persons employed in the state public school system on September 1,
10 1962;

11 (2) persons issued an emergency certificate during a situation that
12 [WHICH], in the judgment of the commissioner, requires the temporary issuance of
13 a certificate to a person not otherwise qualified.

14 * Sec. 2. AS 14.20.020 is amended by adding a new subsection to read:

15 (i) Beginning on July 1, 1998, a person is not eligible for an initial regular

1 teacher certificate unless the person has taken and successfully completed a
2 competency examination or examinations designated, at the time the person took the
3 test, by the board. The board shall review nationally recognized examinations that are
4 designed to test the competency of new teachers and shall designate those
5 examinations that it finds adequately test the skills and abilities of new teachers. For
6 each examination designated under this subsection, the board shall establish the
7 minimur acceptable level of performance.

8 * Sec. 3. The requirements for examination established in this Act do not apply to a
9 teacher who holds a valid regular teacher certificate on the effective date of this Act.

10 * Sec. 4. The Department of Education shall report to the legislature by March 1, 1998,
11 on the examinations the department has selected in compliance with AS 14.20.020(i), enacted
12 by sec. 2 of this Act. The department shall also report to the legislature by March 1, 1999,
13 on the progress made in using competency examinations in issuing initial regular teacher
14 certificates.

HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES



STATE CAPITOL, JUNEAU 99801
(907) 465-3759

SPONSOR STATEMENT

HB 145 "An Act relating to certification of teachers."

We all realize the importance of having well-qualified teachers in our school system. In an effort to provide our state with a quality teaching force, we must ensure that our prospective teachers demonstrate a minimum level of competency in basic skills.

Presently there are 40 states that include tests as part of their teacher licensure. The passage of HB 145 would add Alaska to that list.

HB 145 would require people who are not now licensed to teach in the state to pass a competency examination designated by the Alaska State Board of Education before receiving their certification. It is our intention that the Board will select a basic test for primary grades and a test for subject endorsements in secondary. The board will also establish the minimum acceptable level of performance for this examination.

I urge you to give these increased standards for our teachers your full support.

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

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

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

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

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

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

(e) The annual estimated balance in the account maintained by the commissioner of administration under AS 37.05.142 may be used by the legislature to make appropriations to the department to carry out the purposes of this section and to support the activities of the Professional Teaching Practices Commission under AS 14.20.460, 14.20.470, and 14.20.500.

(f) Except as otherwise provided in this subsection, the department may not issue a teacher certificate to a person who has been convicted of a crime involving a minor under AS 11.41.434 — 11.41.440, 11.41.455, or 11.41.460, or under a law in another jurisdiction with elements substantially similar to an offense described in AS 11.41.434 — 11.41.440, 11.41.455, or 11.41.460. When five years have elapsed after a person has received an unconditional discharge for a conviction of a crime listed in this subsection, the person may petition the department to issue the certificate in spite of the conviction if the person otherwise satisfies the requirements for the certificate. When deciding whether to grant or deny the petition, the department shall consider the nature of the particular crime, whether and to what extent the person has been rehabilitated, and the other factors that the department determines are significant.

(g) The department shall issue a teacher certificate to a person who possessed a valid Alaska teacher certificate upon retirement. A teacher certificate issued under this subsection is valid for the life of the retired teacher and qualifies the holder as a substitute teacher in the state.

(h) A person is not eligible for a teacher certificate unless the person has completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications. However, the commissioner may issue a provisional certificate, valid for no longer than two years, to an applicant who has not completed the semester hours required under this subsection at the time of application. (§ 37-5-4 ACIA 1949; am § 1 ch 76 SLA 1962; am § 10 ch 98 SLA 1986; am §§ 13, 14 ch 32 SLA 1971; am §§ 19, 20 ch 138 SLA 1986; am §§ 6, 7 ch 151 SLA 1990; am § 1 ch 3 SLA 1991; am § 5 ch 90 SLA 1991; am § 1 ch 105 SLA 1992)

Revisor's notes. — In 1992, in (f) of this section, "AS 11.41.434 — 11.41.440" was substituted for "AS 11.41.434 — 11.41.442" in two places to correct a manifest error in § 7, ch 151, SLA 1990.

Effect of amendments. — The 1992 amendment, effective September 18, 1992, added subsection (h).

Editor's notes. — Section 10, ch. 151, SLA 1990 provides that subsection (f) does not apply when the crime occurred before September 19, 1990.

Opinions of attorney general. — The State Board of Education may not provide for issuance of a "teacher certificate" for a person who does not hold at least a baccalaureate degree unless the person comes

within one of the exceptions enumerated in this section. August 29, 1988 Op. Att'y Gen.

The State Board of Education may provide for a "provisional certificate" that is not a "teacher certificate," but it may not authorize the holder to be employed as a teacher or to be eligible for membership in the Teachers' Retirement System unless the certificate is based upon at least a baccalaureate degree. Similarly, a holder of a provisional certificate based on less than a baccalaureate degree would not be considered a "certificated employee" within the meaning of AS 14.20.350, relating to collective bargaining rights. August 29, 1988 Op. Att'y Gen.

TABLE B-2
ASSESSMENT REQUIREMENTS FOR THE INITIAL TEACHING CERTIFICATE

STATE	Basic Skills Exam:					Subject Matter Exam	General Knowledge Exam	Knowledge of Teaching Exam	Assessment of Teaching Performance	Footnotes
	Reading	Math	Writing	Spelling	Other					
	1	2	3	4	5	6	7	8	9	
Alabama	(1)	(1)	(1)	(1)		(2)		(2)	X	(1) For admission to program (2) Institution's exit exam
Alaska										
Arizona	X	X			(1)					(1) Grammar
Arkansas	X	X	X			X		X		
California	X	X	X			(1)			X	(1) Or completion of an approved subject matter program
Colorado	X	X	X		(1)	X	X	X		(1) Oral English proficiency
Connecticut	X	X	X			X				
Delaware	X	X	X							
D.C.	X	X	X			X			X	
Florida	X	X	X			X	X	X	X	
Georgia						X				
Hawaii	X	X	X			X		X	X	
Idaho										
Illinois	X	X	X		(1)	X				(1) Grammar
Indiana	X		X		(1)	X	X	X		(1) Listening
Iowa										
Kansas	X	X	X					X		
Kentucky	(1)	(1)	(1)	X		X	X	X	X	(1) Required for admission to teacher education
Louisiana	X	X	X		(1)	X	X	X	X	(1) Communication skills
Maine					(1)		X	X		(1) Communication skills
Maryland	X		X	X	(1)	X	X	X		(1) Listening
Massachusetts						(1)				(1) Two-part exam covering communication and literacy skills and the subject matter knowledge for the certificate proposed for fall 1990
Michigan	X	X	X			X	(1)			(1) Elementary Certificate exam (subject-matter exam)
Minnesota	X	X	X		(1)					(1) PPST required
Mississippi	X	X	X		(1)	X	X	X		(1) Listening
Missouri	(1)	(1)	(1)	(1)		X				(1) For entry into teacher education
Montana	X	X	X		(1)		X	X		(1) Listening
Nebraska	X	X	X							
Nevada	X	X	X			X		X		
New Hampshire	(1)	(1)	(1)							(1) Demonstrate competence by: a) college recommendation, b) possession of MA or higher, c) certification from state requiring basic skills test, d) statement from college
New Jersey						X	(1)		X	(1) For elementary education
New Mexico	X	X	X		(1)		X	X		(1) Listening
New York							X	X		
North Carolina	(1)	(1)	(1)		(1)	X		X		(1) Prior to entry into teacher education (2) Listening
North Dakota	(1)						X	X		(1) Prior to entry into teacher education
Ohio	X	X	X			X	X	X		
Oklahoma	X	X	X			X			X	
Oregon	X	X	X			(1)	X	X	(2)	(1) Communication Skills & General Knowledge Exams required for elementary (2) For Oregon graduates
Pennsylvania	X		X		(1)	X	(2)	X		(1) Listening (2) Includes Math
Rhode Island (1)	X	X	X	X			X	X		(1) Core battery of NTE
South Carolina	X	X	X			X		X		
South Dakota (1)	X	X	X			X			X	(1) Required within the institutional program requirements
Tennessee	X	X	X			X	X	X	X	
Texas	X	X	X			X		X		
Utah										
Vermont										
Virginia	X	X	X			X	X	X		
Washington	(1)	(1)	(1)							(1) Required for some prior to entering teacher education
West Virginia	X	X	X			X			X	
Wisconsin	X	X	X							
Wyoming										



NEA-ALASKA

Affiliated with the National Education Association

February 24, 1997

Representative Con Bunde
Chairman of the House HESS Committee
Juneau, Alaska

Dear Representative Bunde:

NEA-Alaska supports the use of testing to measure professional knowledge and competency of those who seek initial certification to teach in Alaska. We support HB 145.

Testing teachers prior to certification is consistent with last year's legislative mandate requiring a comprehensive system of teacher evaluation for experienced teachers. Beginning this year school administrators will be working more closely with teachers to both improve individual teaching performance.

NEA-Alaska seeks higher standards for teachers. Preparation programs must be relevant to experiences and needs of the classroom. The use of testing will provide Alaska a wealth of information on how well they are doing to prepare for Alaska's classrooms. Institutions that prepare students to teach in Alaska can use test results to identify methodology and innovation to insure that students who become teachers are trained and prepared well.

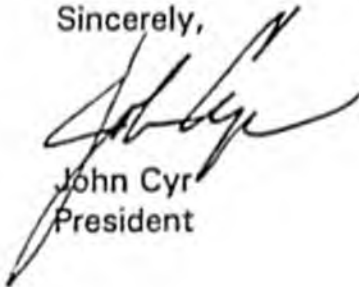
Certification standards imposed on new hires by the state must be rigorous. The evaluation teachers receive in classrooms by administrators along with future efforts by the State Board of Education in working with local school districts to improve teaching performance will move Alaska's schools toward greater levels of excellence. We support the Department's efforts to develop pre-service and practice assessments and measures for new and career teachers.

HB 145 will provide Alaska school districts a degree of assurance that applicants for teaching positions who apply for initial certification have

successfully completed a test designed to measure competency in basic skills, professional knowledge or expertise in their area of teaching specialty.

We look forward to working with the sponsors of the bill to address ways to make the bill better and more functional.

Sincerely,

A handwritten signature in black ink, appearing to read "John Cyr", written over the printed name and title.

John Cyr
President

HB 145
handout from
DOL

A QUALITY PROFESSIONAL WORKFORCE

According to the Report of the National Commission on Teaching and America's future:

"A more complex, knowledge-based, and multicultural society creates new expectations for teaching. To help diverse learners master much more challenging content, teachers must go far beyond dispensing information, giving a test, and giving a grade. They must know their subject areas deeply, and they must understand how students think as well as what they know in order to create experiences that produce learning. Moreover, as students with a wider range of learning needs enter and stay in school--a growing number whose first language is not English, many others with learning differences, and still others with learning disabilities--teachers need access to the growing knowledge that exists about how to teach different kinds of learners effectively.

Developing the kind of teaching needed will require much greater clarity about what students must learn to succeed in the world that awaits them, and that teachers must know and do to help them achieve it. Standards that reflect these imperatives for student learning and for teaching are largely absent in our nation today."

Alaskan educators are the first in the nation to have statewide performance standards for teachers and administrators which will be the basis of both district evaluation and state licensure. Each district is currently developing a performance-based evaluation system. With the assistance of the broadly representative Professional Licensure Task Force, the Department of Education is also developing a performance-based licensure system which will require that professional educators have the skills, knowledge and abilities to help students meet standards and involve parents and community members in the education of their children.

"Improvements in professional development and teacher preparation" was one of five key areas state leaders and business executives agreed upon at the National Educational Summit. This area of the Quality Initiative focuses on preparation, licensure and continuing professional development of teachers and administrators. This initiative also includes the development of strategies to increase the number of Alaska Native educators, and to increase the number of in-state and local hires (Alaska now imports 85% of its new teachers from outside of the state) through the development of university preparation programs which graduate students able to perform at the level or standard Alaska requires of its teachers.

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996 Education

4 AAC 04.200 is repealed and readopted to read:

4 AAC 04.200 Professional Content and Performance

(a) This chapter identifies and describes content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs describe the content standards for teachers and administrators. The subparagraphs identify performance standards upon which districts shall base their district performance standards as required by AS 14.20.149(b).

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching and assessment practice to current trends, strategies and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

(B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

(C) applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.

(4) A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess the stage of

Register , 1996

Education

learning of student in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including , where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas, and to practical situations encountered outside the school; and

(E) staying current in the teachers' content area and demonstrating its relationship with and application to classroom activities, life, work and community.

(5) A teacher facilitates, monitors and assesses student learning.

Performances that reflect attainment of this standard include

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

(C) creating, selecting, adapting and using a variety of assessment strategies that provide information about and reinforce student learning, and that assist students in reflecting on their own progress;

(D) organizing and maintaining records on students' learning, and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families and with the community. Performances that reflect attainment of this standard must include

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

- (A) promoting and maintaining regular and meaningful communication between the classroom and student families;
- (B) working with parents and families to support and promote student learning;
- (C) participating in schoolwide efforts to communicate with the broader community and involve parents and families in student learning;
- (D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community; and
- (E) involving parents and families in setting and monitoring student learning goals.

(8) A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

- (A) maintaining a high standard of professional ethics;
- (B) maintaining and updating both knowledge of the teacher's content area(s) and best teaching practice;
- (C) engaging in instructional development activities to improve the quality of, or update classroom, school or district programs; and
- (D) communicating, working cooperatively and developing professional relationships with colleagues.

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to an administrator in the public schools:

(1) An Administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include

(A) working with and through individuals and groups;

(B) facilitating teamwork and collegiality, including treating staff as professionals;

(C) providing direction, formulating plans and goals, motivating others and supporting the priorities of the school in the context of community and district priorities and staff and student needs;

(D) focusing on high priority issues related to student learning and staff competence;

(E) recognizing and acknowledging outstanding performance;

(F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, district goals and procedures;

(G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating and allocating resources sufficiently and to priority goals;

(H) taking action to carry out plans and accomplish goals; and

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(1) maintaining own professional goals.

(2) An administrator guides instruction and support an effective learning environment. Performances that reflect attainment of this standard include

(A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;

(B) ensuring that effective instructional methods are in use;

(C) maintaining school or program-level records of student learning, and communicating students' progress;

(D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and

(E) facilitating the establishment of effective learning environments.

(3) An administrator oversees the implementation of models, including standards-based curriculum. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of current major curriculum design models;

(B) interpreting school district curricula in terms of school-level organization and program;

(C) facilitating staff's alignment of materials, curricula, methods, goals and standards for student performance;

(D) monitoring social and technological developments as they affect curriculum.

(4) An administrator coordinates services which support student growth and development. Performances that reflect attainment of this standard include

(A) implementing and overseeing student behavior and discipline procedures which promote the safe and orderly atmosphere of the school;

(B) providing for student guidance, counseling and auxiliary services;

(C) coordinating outreach for students, staff and school programs community organizations, agencies and services;

(D) being responsive to parent and family requests for information, involvement in student learning and outreach assistance;

(E) supporting the development and use of programs which connect schooling with plans for adult life; and

(F) supporting the development and overseeing the implementation of a comprehensive program of student activities.

(5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include

(A) supervising, or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply , as appropriate, both collegial and hierarchical models;

(B) working with faculty and staff to identify individual and group professional needs and design appropriate staff development opportunities;

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(C) evaluating staff for the purpose of making recommendations about retention and promotion; and

(D) participating in the hiring of new staff based upon needs of the school and district priorities.

(6) An administrator uses assessment and evaluation information about students, staff and the community in making decisions. Performances that reflect attainment of this standard include

(A) developing tools and processes to gather needed information from students, staff and the community;

(B) using information to determine whether student, school or program goals have been met and implementing changes where appropriate;

(C) interpreting assessment information and evaluations for others; and

(D) relating programs to desired standards or goals.

(7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include

(A) communicating clearly, effectively and with sensitivity to the needs and concerns of others, both orally and in writing;

(B) obtaining and using feedback to communicate more effectively;

(C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and

Register , 1996

Education

(D) communicating a positive image of the school in the community.

(8) An administrator acts in accordance with established laws, policies, procedures and good business practices. Performances that reflect attainment of this standard include

(A) acting in accordance with federal and state laws and regulations;

(B) working within local policy, procedures and directives; and

(C) administering contracts and financial accounts responsibly, accurately, efficiently and effectively.

(9) An administrator understands the influence of social, cultural, political and economic forces on the educational environment, and uses this knowledge to serve the needs of children, families and communities. Performances that reflect attainment of this standard include

(A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;

(B) identifying relationships between public policy and education;

(C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building and district levels, and taking appropriate action;

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(D) engaging in and supporting efforts to affect public policy that will promote quality education for students;

(E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and

(F) enlisting public participation in and support for school programs, student achievement and the schoolwide climate for learning.

(10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community's diversity;

(B) ensuring that teachers and staff engage parents and families in assisting student learning;

(C) maintaining a school or program climate which welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decisionmaking.

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

(3) combine performance standards set out at 4 AAC 04.200 to create broader performance standards; and

(4) provide additional or alternative performance standards to accommodate district goals and priorities.

(c) A district's evaluation system may

(1) provide a variety of assessment strategies;

(2) recognize a variety of evidence of performance of a standards; and

(3) recognize a variety or continuum of levels of skill acquisition and require more experienced educators to perform at higher levels of performance than less experienced educators.

(d) Performance standards should be interpreted and applied in the context of the job requirements of the educator being evaluated.

(e) In addition to establishing performance standards, a district's employee evaluation system must meet all other requirements under AS 14.20.149. (Eff. 12/17/94, Register 132: am ___/___/___, Register ___)

Authority: AS 14.03.015

AS 14.07.020

AS 14.07.060

AS 14.20.010

AS 14.20.020

Draft Approved by State Board of Education 1/21/97. Pending Department of Law review before final.

Register , 1996

Education

AS 14.20.149

4 AAC 18.025 is repealed:

4 AAC 18.025 PRINCIPAL. Repealed. ___/___/___

**Assessments Used by States for Teacher Certification/Licensure
1996**

state	basic skills	teaching knowledge: pedagogy and/or specialty areas	in-class observation
Alabama	x	preparing institution's exit exam	x
Alaska	-	-	-
Arizona	x	-	-
Arkansas	PPST	-	x
California	x	Praxis II and MSAT	x
Colorado	x	PLACE state developed exams	x
Connecticut	Praxis I	Praxis II	x
Delaware	PPST	-	x
District of Columbia	PPST	Praxis II specialty area tests	x
Florida	x	x	-
Georgia	-	state developed exams	x
Hawaii	PPST	PLTT and Praxis II specialty area tests	x
Idaho	-	-	x
Illinois	x	state developed exams	x
Indiana	x	Praxis II core battery and specialty area tests	x
Iowa	-	-	x
Kansas	PPST	Praxis II core pedagogy	x
Kentucky	x	Praxis II core battery and specialty area tests	x
Louisiana	x	Praxis II core battery and specialty area tests	x
Maine	PPST	Praxis II core battery	-
Maryland	-	Praxis II core battery and specialty area tests	-
Massachusetts	x	Praxis II core battery and specialty area tests	x
Michigan	x	x	x
Minnesota	PPST	-	x
Mississippi	x	Praxis II core battery and specialty area tests	x
Missouri	x	Praxis II core battery and specialty area tests	x
Montana	PPST	Praxis II core general knowledge and communication	x
Nebraska	PPST	-	x
Nevada	PPST	-	x
New Hampshire	x	-	x
New Jersey	-	Praxis II core general knowledge and specialty area tests	x
New Mexico	x	Praxis II core battery and specialty area tests	x
New York	-	Praxis II core battery and specialty area tests	x
North Carolina	PPST	Praxis II core pedagogy and specialty area tests	x
North Dakota	x	-	x
Ohio	x	Praxis II core pedagogy and general knowledge and specialty area tests	x
Oklahoma	PPST	specialty area exams	x
Oregon	PPST	Praxis II core pedagogy and specialty area tests	x
Pennsylvania	x	Praxis II core battery and specialty area tests	-
Rhode Island	x	Praxis II core battery and specialty area tests	x
South Carolina	x	Praxis II core pedagogy and specialty area tests	x
South Dakota	-	-	x
Tennessee	PPST	Praxis II core battery and specialty area tests	x
Texas	x	x	x
Utah	-	-	x
Vermont	-	-	x
Virginia	PPST	Praxis II core battery and specialty area tests	x
Washington	x	-	x
West Virginia	PPST	PLTT and specialty area tests	x
Wisconsin	x	-	x
Wyoming	-	-	x
total	75%	67%	86%

SOURCES: The NASDTEC Manual, 1996-1997: Manual on Certification and Preparation of Educational Personnel in the United States & Canada" (May, 1996) and Educational Testing Service web site

Journal of Assessment and Evaluation in Higher Education