

**HB**

**102**

<TARGET><BILL>HB 102</BILL><SUBJECT>HB  
102</SUBJECT><COMM>HEDC30</COMM></TARGET>

**AMENDMENT**

OFFERED IN THE HOUSE

TO: HB 102

- 1 Page 2, lines 7 - 8:
- 2 Delete "or the academic policy committee of the charter school"
- 3
- 4 Page 2, line 20:
- 5 Delete "or academic policy committee"

# ALASKA LEGISLATURE

*Representative Jonathan Kreiss-Tomkins*

Angoon · Coffman Cove · Craig · Edna Bay · Elfin Cove · Game Creek · Hollis · Hoonah · Kake · Kasaan · Klawock · Kupreanof · Naukati  
Pelican · Petersburg · Point Baker · Port Alexander · Port Protection · Sitka · Tenakee Springs · Thorne Bay · Whale Pass

rep.jonathan.kreiss-tomkins@akleg.gov

Committees:  
State Affairs, Chair  
Fisheries  
Judiciary



Juneau, Alaska 99801 (Jan. – April)  
State Capitol, Room 411  
907.465.3732

Sitka, Alaska 99835 (May – Dec.)  
201 Katlian Street, Ste. 103  
907.747.4665

## **Sponsor Statement**

### **HB 102 – Limited Teacher Certificates**

Language immersion education is an increasingly popular educational model that also produces impressive academic outcomes. In an immersion program, some of the academic subject matter is delivered in a language other than English. HB 102 provides needed flexibility to school districts and charter schools operating language immersion programs.

HB 102 expands the existing “Type M” and “Type I” teacher certificates, tackling one of the biggest challenges facing Alaska’s immersion programs: finding fully certified teachers also fluent in a Native or foreign language. HB 102 provides districts and charter schools case-by-case flexibility to hire language teachers they know are qualified to lead a classroom but who – for reasons such as limited English proficiency, advanced age, or familial responsibilities – are unable at the time to get a full teacher certification.

Alaska already has a variety of successful and popular immersion programs, including Wasilla’s Fronteras, Anchorage’s Rilke Schule, and Anchorage School District’s highly regarded world languages program.

Immersion is also central to Alaska Native language revitalization efforts. In Israel, New Zealand, and Hawaii, immersion education was at the core of indigenous language revival. At Ayaprun Elitnaurvik in Bethel, instruction is done in Yup’ik, and interest in Alaska Native language immersion education is growing elsewhere in the state.

HB 102 will help Alaska’s language immersion programs continue to provide high-quality dual-language education.

# ALASKA LEGISLATURE

*Representative Jonathan Kreiss-Tomkins*

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201 Katlian Street, Ste. 103  
907.747.4665

Representative Harriet Drummond  
Chair, House Education Committee  
Capitol 108, Juneau, AK 99801

February 7, 2017

Representative Drummond,

I respectfully request a hearing for HB 102, Limited Teacher Certificates; Languages, before the House Education Committee.

Possible testifiers include:

- Jennifer Schmidt, Principal, Fronteras Spanish Immersion Charter School (Wasilla)
- Brandon Locke, Director of World Languages, Anchorage School District (Anchorage)
- Lance Twitchell, Assistant Professor of Alaska Native Languages, UAS (Juneau)

I request that off-site testimony be available.

The staff contact for this bill is Reid Magdanz. He can be reached at 465-3306 or reid.magdanz@akleg.gov.

Thank you for your consideration of this request.

Sincerely,

Representative Jonathan Kreiss-Tomkins



# Demand high for dual immersion programs in Utah

By Melinda Rogers The Salt Lake Tribune

Published August 4, 2012 7:48 am

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**Education • Utah a leader nationwide in number of Chinese language programs offered at elementaries.**



(<http://archive.sltrib.com/printfriendly.php?id=54591846&itype=cmsid>)

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This is an archived article that was published on sltrib.com in 2012, and information in the article may be outdated. It is provided only for personal research purposes and may not be reprinted.

Riverton • It's only the second week of school, but first-graders at Foothills Elementary in Riverton can count to five in Chinese.

They can stand up and sit down when teacher Pei Chi Chang commands them in her native language. And when visitors peek into the classroom, students offer an enthusiastic "Ni hao!" instead of the English "Hello."

"As you can see, they can already follow simple orders like 'sit down for me, please,' " said Chang, who arrived in Utah two weeks ago from Taiwan to teach in one of the Jordan School District's 10 dual immersion language programs.

"To learn a language at an early age is always good, especially when learning the pronunciation part. We know that China is a very powerful country and Chinese is a tool. I'm hopeful in the future the kids can use Chinese as a tool to get them anywhere."

Chang's beliefs are emblematic of a philosophy held by Utah parents, who are increasingly enrolling their children in dual immersion programs offered at 78 elementary schools statewide.

This year, approximately 14,000 children will start school in dual immersion programs in Utah, taught in Spanish, French and Chinese. Portuguese will be offered for the first time in 2012, provided by programs at three elementary schools in the Alpine, Murray and Provo school districts.

Demand is greater than the number of chairs open for students, said Gregg Roberts, world-language specialist and dual language-immersion specialist at the Utah State Office of Education.

The Jordan School District has expanded its dual immersion programs to 10, with waiting lists at several schools.

Roberts attributes the interest to the savviness of parents, who know there are economic benefits for people who can speak another language.

State Superintendent Larry Shumway has set a goal to have 30,000 students enrolled in dual immersion programs at 100 elementary schools by 2015, Roberts added.

To prepare students for future jobs, "We must educate students who are multi-lingual and globally confident," Roberts said. "It takes many, many years of hard work to learn a language at a business-quality level."

—

A new kind of school day • Students are taught entirely in the new language they are learning for half the day. The second half is spent learning in English.

While hearing a foreign language can be bewildering and a little scary for a 7-year-old on the first day of school, students need to look no further than their counterparts down the hall to see just how quickly fluency can emerge.

At Foothills Elementary, first-graders in Chang's class learned how to ask for a drink of water on Wednesday.

Third-graders in Yufang Huang's class were spouting new vocabulary words and reading aloud from worksheets and books written exclusively in Chinese.

"They can do a lot," said Huang, who like Chang arrived in Utah from Taiwan through a program designed to recruit language teachers. "With Chinese, their whole world will change. They make friends in different cultures; it boosts their confidence."

Nationwide, there are Chinese programs at 75 elementary schools, and a third are in Utah, Roberts said.

He credits former Gov. Jon Huntsman, also a former U.S. ambassador to China, with touting the importance of learning about Chinese language and culture.

Many students enrolled in Chinese dual immersion programs were at Utah Valley University this week for a two-day camp, where they dined on Chinese food and enjoyed cultural activities. Students mingled with like-minded children and teachers, including educators from abroad who have relocated to Utah to help meet the need for language instructors.

In the Jordan School District, three guest teachers recently arrived from Taiwan and another three from France will teach after they obtain a one to three-year visa, said Carolyn Gough, the district's world language consultant.

The teachers live with American host families while they do tasks such as finding an apartment, car and setting up a bank account.

—

More programs ahead? • Only 125 first-graders were enrolled in dual immersion programs in the Jordan School District in 2008, the first year they were offered.

This year, 600 district first-graders are enrolled in 10 programs — five Spanish, four Chinese, and one French. Welby Elementary in South Jordan and Herriman Elementary are offering programs for the first time this year.

Gough predicts the number of programs will grow.

"A person who knows a second language is always going to be able to get a job or interact with another culture," said Gough. "We have a lot of culturally sensitive people in Utah. Whether they spoke a second language themselves, were a native speaker of another language or came to learn a language through church service ... they recognize the value of a second language."

To help add Portuguese programs, the state received grants from the Department of Defense, which has identified it as a language needed to communicate in Brazil and many African countries.

Utah is home to about 30,000 people fluent in Portuguese, Roberts said, including 15,000 people from Brazil and another 15,000 people who learned the language while serving a mission for The Church of Jesus Christ of Latter-day Saints.

With Brazil one of the top LDS missionary destinations, the community is interested in children learning Portuguese, Roberts said.

A second language will benefit children in the future, said Barbara Yost, principal at Foothills Elementary.

"By January, they'll be talking and writing," she said, pointing to Chang's first-graders, who were on day five of learning Chinese Wednesday. "It's a huge advantage for our community."

mrogers@sltrib.com (mailto:mrogers@sltrib.com) Twitter: @mrogers\_trib —

### How dual immersion programs get their start

Dual immersion language programs are driven by parent requests, first made to school community councils. They are considered by school and then district administrators.

Officials must weigh factors that include where students will attend middle and high school programs.

The state will consider new programs as ideas are presented by school districts, said Gregg Roberts, dual language immersion specialist at the Utah State Office of Education.

Last spring, low interest scuttled a plan to offer a German program in Provo, Roberts said.



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### ARTICLE PHOTO GALLERY



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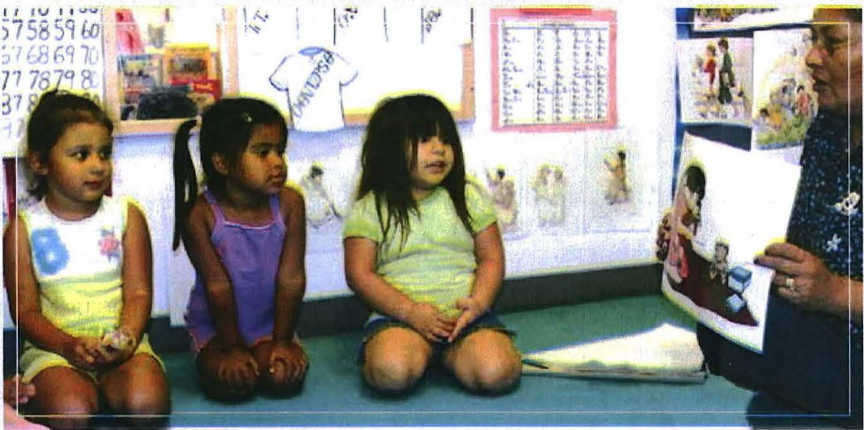


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Study Brings the Makah Closer to Whaling | Domestic Violence on the Navajo Nation | Laid-back Vibe of the Redlands Powwow | 'You'



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Cherokee Nation

The Cherokee Nation Immersion School began in 2001 as a language preservation program.

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## Teaching the Whole Child: Language Immersion and Student Achievement

TERESA L. MCCARTY | 9/1/14

As Congress considers two bills to support Native American language immersion, including the Native Language Immersion Student

Achievement Act, it is time to take stock. What does research say about the impact of Native-language immersion on Native students' academic achievement? We now have 30 years—more than a generation—of data on Native-language immersion in the U.S. and beyond.

But first, what do we mean by Native-language immersion? It may be easier to begin with what immersion is not. Native-language immersion is not simply "Native language instruction." It is not a pullout program or a 50-minute class. Native-language immersion is not submersion, a method that compels students to learn a second language at the expense of their mother tongue.

Native-language immersion is voluntary; parents often participate in immersion themselves to support their children's language learning at home. Native-language immersion is additive, building on students' first-language abilities as a foundation for learning the Native language as a second language. Native-language immersion is full-day or most-of-the-day teaching and learning in the Native language, often complemented by after-school and summer programs. Native-language immersion systematically incorporates Native cultural content and culturally appropriate ways of teaching and learning. Most important, Native-language immersion not only engages students in learning the Native language,

### MORE INDIAN COUNTRY EDUCATION TODAY

March 31, 2015  
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Haskell Indian Nations University...

March 28, 2015  
10 Ways Native Youth Can...  
Considering traditions, language and...

but also math, science, social studies, music, art, and even English through that language. In other words, Native-language immersion is a whole program that cultivates what language researcher Fred Genessee calls “the whole child, the whole curriculum, the whole community.”

Hawaiian language immersion provides the most dramatic example of the success of such a program. From a situation in the early 1980s in which fewer than 50 children spoke Hawaiian, Hawaiian-medium schooling has produced 4,000 children assessed as fluent speakers of Hawaiian. These changes have come in tandem with impressive academic gains for historically underserved Native Hawaiian students. In a 2012 issue of the Journal of American Indian Education (JAIE), Professor William Wilson of the University of Hawai'i Hilo reports on the P-12 Nāwahīokalani'ōpu'u (Nāwahī) School, which boasts a 100 percent high school graduation and 80 percent college attendance rate. Although English is not introduced until grade 5, Nāwahī produces graduates who are college-, career-, and civic life-ready for English-dominant settings.



Earlier this year, the 'Aha Pūnana Leo's Hawaiian language preschools in Hilo, Hawaii were granted the first ever accreditation of an early education program conducted through an endangered and indigenous language worldwide by the World Indigenous Nations Higher Education Consortium (WINHEC). ('Aha Pūnana Leo)



March 26, 2015  
NALSA: Preparing the...  
Imagine the following case is playing out...

### MOST SHARED



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Sh\*t NDN Girls Say



Native Funerals as Family Reunions: A Few Thoughts on Loving Each Other Better



'It Wasn't Always This Way': An Indigenous Reflection on Women's History Month

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On the Navajo Nation, the Window Rock Unified School District (WRUSD) has

run a voluntary Navajo immersion program since 1986. Reporting on the program's first 10 years, Agnes and Wayne Holm note that immersion students performed as well on local tests of English as their non-immersion peers, and better in English writing and math. Now a whole-school program called *Tséhootsooí Diné Bi'ólta'*, immersion in WRUSD continues to demonstrate student achievement outcomes equivalent or better than those of English-medium schools serving Navajo students.

Between 2009 and 2011, I conducted a study of Navajo immersion at the K-5 Puente de Hózhó (Bridge of Beauty or PdH) Public Magnet School in Flagstaff, Arizona. Part of the national Promising Practices study led by Professor Bryan Brayboy of Arizona State University, the PdH study responded to Executive Order 13336's call for research on the role of Native languages and cultures in American Indian/Alaska Native student achievement. On state-required tests, PdH students equaled or surpassed their Native peers in English mainstream schools. In recent years, PdH has ranked among the district's top-performing schools. Equally important, the study showed that Navajo immersion brought parents and elders into the program, reinforcing intergenerational ties.

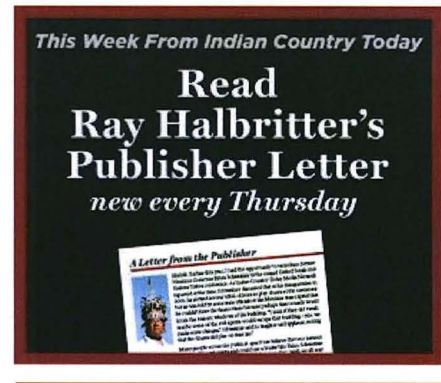
These are but a few examples of Native-language immersion programs demonstrating success:

- Akwesasne (Mohawk) Freedom School in upstate New York
- Ayaprun Elitnaurvik Yup'ik Immersion School in Bethel, Alaska
- Cherokee Immersion Charter School in Tahlequah, Oklahoma
- Cuts Wood (Blackfeet) Academy in Browning, Montana
- Native American Community Academy (Lakota, Navajo, Tiwa) in Albuquerque, New Mexico
- Waadookodaading (Ojibwe) Language Immersion School in Hayward, Wisconsin



Students at the Native American Community Academy in Albuquerque, New Mexico. (Native American Community Academy)

While individual program data are informative, equally revelatory are national data. In a 2005 government-commissioned study of best practices in immersion schooling in New Zealand, Professor Stephen May and his associates at the University of Waikato found that Māori-medium programs in which 81 to 100 percent of instruction took place in Māori—called Level 1 programs—produced the strongest academic gains. The researchers attributed this to the well established “language interdependence principle”: The stronger a child becomes in Māori, the more likely s/he is to be successful in English. This also means that immersion requires several years to demonstrate optimal results; students who participated in Level 1 immersion for 6 to 8 years reaped the greatest linguistic, cognitive,



### LATEST BUZZ



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Watch the Film That Earned an 18-Year-Old Director a Trip to the White House



Sh\*t NDN Girls Say



Tocabe x2: Native American Eatery in Denver Doubles-down on Success



It Wasn't Always This Way: An Indigenous Reflection on Women's History Month

A quick little survey.

1 Have you heard of the YouTube Music Awards?

Yes
No
I don't know

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cultural, and academic benefits.

In the **Promising Practices study**, we found that strong Native language and culture programs (equivalent to Māori Level 1) produced the greatest academic benefits, and benefits were cumulative. Therefore, programs need to be long-term. Long-term programs that begin with 90 to 100 percent of instructional time in the Native language and provide high-quality English instruction by the end of the program promote high levels of language acquisition and academic achievement.



Teresa L. McCarty

Overall, what do three decades of research show? Close examination of the data confirms the benefits of well-implemented immersion in promoting students' language acquisition, enhanced test performance, increased school retention and graduation rates, college entry, and more diffuse but important outcomes such as parent involvement and cultural pride.

These are not the only goals of these programs, of course, as they are rooted in Native peoples' inherent and constitutionally and internationally recognized rights to sovereignty and self-determination. Further, Native-language immersion is a positive influence on diversity and equity in schools and society. More research is needed, but the evidence to date strongly indicates that Native-language immersion significantly benefits Native students.

Children get one chance at their P-12 education, and it serves them for life. They deserve the opportunities and academic benefits that Native-language immersion provides.

Teresa L. McCarty is the G.F. Kneller Chair in Education and Anthropology at the University of California, Los Angeles, and the Alice Wiley Snell Professor Emerita of Education Policy Studies at Arizona State University. She is a fellow of the American Educational Research Association and the International Language Revitalization Center. Her recent books include *Language Planning and Policy in Native America: History, Research, Praxis* (Multilingual Matters, 2013).

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Comment \*

ANCHORAGE SCHOOL DISTRICT  
ANCHORAGE, ALASKA

ASD MEMORANDUM #225 (2015-2016)

April 4, 2016

TO: SCHOOL BOARD

FROM: TAM AGOSTI-GISLER, COMMUNICATIONS CHAIR,  
ANCHORAGE SCHOOL BOARD

SUBJECT: RESOLUTION IN SUPPORT OF WORLD LANGUAGE AND  
ALASKA NATIVE LANGUAGE IMMERSION PROGRAMS

ASD Core Value: *Public education should be responsive to an ever-changing world.*

RECOMMENDATION:

The Communications Committee recommends the Anchorage School Board approve and adopt the attached resolution in support of World Language and Alaska Native Language Immersion programs by expanding the scope of the existing Type M teacher certificate.

PERTINENT FACTS:

- The Anchorage School District's mission is to educate all students for success in life, including preparing students for a diverse and multilingual global community.
- The district strongly supports world language instruction with approximately 2,400 students in grades K-12 currently enrolled in a language immersion program (in German, Japanese, Russian, or Spanish; Chinese will be added in the fall of 2016).
- Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors.
- Providing school districts greater flexibility in the hiring of language immersion teachers by expanding the scope of the existing Type M teacher certificate would make districts, including ASD, more able to offer and expand high-quality and highly-sought-after language immersion programs.

- The district supports legislation HB 157 and SB 84 that will provide greater flexibility for school districts to fill teaching positions in world and Alaska Native language immersion programs.

TAG/kg

Prepared and approved by: Tam Agosti-Gisler, Communications  
Committee Chair

ANCHORAGE SCHOOL DISTRICT  
ASDR 2015-2016-16

**RESOLUTION IN SUPPORT OF WORLD LANGUAGE**

WHEREAS, the ASD's mission is to educate all students for success in life, including preparing students for a diverse and multilingual global community;

WHEREAS, the ASD currently has approximately 2,400 students in grades K-12 enrolled in a language immersion program (in German, Japanese, Russian, or Spanish; Chinese will be added in the fall of 2016);

WHEREAS, approximately 2172 (or 24%) of ASD middle school students are enrolled in a world language course and 5255 (or 42%) of ASD high school students are enrolled in a world language course;

WHEREAS, ASD strongly supports world language instruction and language immersion education, and supports efforts that will result in more quality language immersion education programs in the district and the state;

WHEREAS, ASD continuously struggles to find qualified teachers for its world languages and immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements;

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors

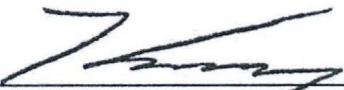
WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers would make districts, including ASD, more able to offer and expand high-quality and highly-sought-after language immersion programs;

WHEREAS, expanding the scope of the existing Type M teacher certificate, as proposed in HB 157 and SB 84, would allow ASD to hire qualified native speakers of non-English languages that it currently struggles to hire;

NOW, THEREFORE, be it resolved, that ASD supports legislation such as HB 157 and SB 84 that will provide greater flexibility for school districts to fill teaching positions in world and Alaska Native language immersion programs;

PASSED AND APPROVED this 4<sup>th</sup> day of April 2016.

ANCHORAGE SCHOOL BOARD

  
\_\_\_\_\_  
Kameron Perez-Verdia, president

Tam Agosti-Gisler  
Eric Croft  
Bettye Davis

Pat Higgins  
Kathleen Plunkett  
Elisa Snelling

  
\_\_\_\_\_  
Ed Graff, Superintendent

# Fiscal Note

State of Alaska  
2017 Legislative Session

Bill Version: HB 102  
Fiscal Note Number: \_\_\_\_\_  
( ) Publish Date: \_\_\_\_\_

Identifier: HB102-EED-SSA-02-08-17  
Title: LIMITED TEACHER CERTIFICATES;  
LANGUAGES  
Sponsor: KREISS-TOMKINS  
Requester: (H) Education

Department: Department of Education and Early Development  
Appropriation: Teaching and Learning Support  
Allocation: Student and School Achievement  
OMB Component Number: 2796

**Expenditures/Revenues**

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2018 Request	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
<b>OPERATING EXPENDITURES</b>	<b>FY 2018</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
<b>Total Operating</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Fund Source (Operating Only)**

None							
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Positions**

Full-time							
Part-time							
Temporary							

**Change in Revenues**

None							
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Estimated SUPPLEMENTAL (FY2017) cost:** 0.0 *(separate supplemental appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**Estimated CAPITAL (FY2018) cost:** 0.0 *(separate capital appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes  
If yes, by what date are the regulations to be adopted, amended or repealed? 12/30/17

**Why this fiscal note differs from previous version:**

Not applicable, initial version.

Prepared By:	Sondra Meredith, Administrator Teacher Education & Certification	Phone:	(907)465-8663
Division:	Teaching and Learning Support	Date:	02/24/2017 03:37 PM
Approved By:	Michael Johnson, Commissioner	Date:	02/24/17
Agency:	Department of Education & Early Development		

## FISCAL NOTE ANALYSIS

STATE OF ALASKA  
2017 LEGISLATIVE SESSION

BILL NO. HB 102

### Analysis

Section 1 repeals and reenacts AS 14.20.025, Limited teacher certificates.

In subsection (a), the reenacted language maintains the previous three areas of expertise (Alaska Native Culture, military science; and vocational or technical education) and adds a fourth area of expertise that would qualify an individual for a limited teaching certificate. The fourth area of expertise, (a)(4), is any subject area if the language of instruction is not English.

In combination, subsections (a) and (b) allow individuals to teach any subject in which they are able to demonstrate instructional skills and subject matter expertise, as required by regulations adopted by the State Board of Education, as long as they are teaching the subject matter in a language other than English.

Subsection (c) maintains the previous requirement that a school board of the district or regional educational attendance area requests the issuance of a limited teaching certificate and adds that an academic policy committee of a charter school may also make the request for the issuance of a limited teaching certificate. Subsection (c) requires that in the case of a limited certificate issued under (a)(4), the subject and the instructional language must be specified.

Subsection (d) maintains the State Board of Education's authority to require an individual that qualifies for a limited teaching certificate to undertake academic training as specified by the board. However, it prohibits the state board from adopting an examination requirement for a limited certificate issued under (a)(4) unless the examination is in the instructional language for which the limited certificate is valid.

Subsection (e) establishes the length of the initial limited certificate as one year with the option of extending or renewing the certificate upon request of the school board or academic policy committee that initially requested the issuance of the certificate.

The department does not anticipate a fiscal impact from this legislation, therefore a zero fiscal note is submitted.

The Lower Kuskokwim School District opposes HB 102 for the following reasons:

1. We have a program specifically designed to “grow our own” certified teachers with fluency and literacy in the indigenous language of our students. The plan helps provide teachers with expertise in language and culture, and who have completed a teacher preparation program. This helps in the district’s ability to fill teaching positions with those comfortable and familiar with village communities, and provides excellent role models for children.
2. LKSD does not hire Type M certified teachers because we want instructors who are fully knowledgeable in teaching pedagogy, child development, and instructional methods that are proven. Hiring of Type M certified teachers allows instruction by those who have knowledge in a subject area but not training as a teacher. This is the equivalent of hiring a math teacher to teach a language arts class simply because the individual is fluent in English. The training required for each content area is different and calls for different skills.
3. Our Dual Language model requires teachers who are fully trained and skilled in two languages, Yugtun and English. Content areas are taught specifically in one or the other and require certified teachers for delivery and instruction.
4. We currently have twenty-six Type I certified instructors with more who have applied and are awaiting confirmation from EED. This is a certificate specifically designed for those with knowledge and expertise in indigenous language and are working toward full Type A certification.
5. HB 102 removes the requirement for proficiency testing if the test is not available in the instructional language a teacher will use. We insist on language proficiency in Yugtun for our teachers who will teach in Yugtun. Does the new regulation remove Praxis testing for teachers because it is not available in Yugtun? There is a provision that allows test takers whose first language is not English to have more time to work on the test. Most of our teachers have found this to be sufficient to meet their needs.
6. The proposed HB 102 would be more restrictive for teachers in our district because it gives one-year certification that may be renewed upon request of the employer. Type I certificates are for five years and may be renewed one time. The current Type I certificate allows instructors more time for achieving Type A certification.
7. We do not understand the rationale for this bill and do not support it as written

I would be more than willing to talk to any of you further about our programs in LKSD and the work we have done with EED.

Joshua Gill  
Director of Personnel and Student Services  
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# ALASKA LEGISLATURE

## *Representative Jonathan Kreiss-Tomkins*

Angoon · Coffman Cove · Craig · Edna Bay · Elfin Cove · Game Creek · Hollis · Hoonah · Kake · Kasaan · Klawock · Kupreanof · Naukati  
Pelican · Petersburg · Point Baker · Port Alexander · Port Protection · Sitka · Tenakee Springs · Thorne Bay · Whale Pass

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Committees:  
State Affairs, Chair  
Fisheries  
Judiciary



Juneau, Alaska 99801 (Jan. – April)  
State Capitol, Room 411  
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Sitka, Alaska 99835 (May – Dec.)  
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### **HB 102 — Response to concerns of Department of Education and Early Development**

*HB 102 allows teachers to be certified without evidence of content area expertise.*

HB 102 requires teachers who are issued limited certificates to demonstrate content area expertise, and provides multiple checks to ensure that teachers do not enter the classroom without such expertise.

HB 102 requires a person receiving a limited certificate to demonstrate “instructional skills and subject matter expertise sufficient to assure the public that the person is competent as a teacher.” This language is nearly identical to current law on limited certificates. The state board of education is empowered to write regulations interpreting this requirement.

The only restriction HB 102 places on the state board’s regulation is that a person teaching in a non-English language may not be required to pass an English-language exam. Existing limited certificate regulations, found at 4 AAC 12.370-375, provide good examples of how expertise can be demonstrated through means other than written tests. For example, limited certificate applicants are currently requested to provide resumes and letters of recommendation demonstrating experience in a particular content area, offer evidence of industry or military certifications, or have work experience in a relevant field.

Second, a teacher will only receive a limited certificate upon specific request from a school district. Most if not all current districts that utilize limited certificates require applicants for such certificates to meet district-set prerequisites. This would not change under HB 102, and our expectation is that districts would continue to set locally-relevant standards for issuance of limited certificates. For example, at the March 1st hearing, Brandon Locke from the Anchorage School District testified that ASD would continue to fully vet limited certificate candidates.

Third, HB 102 includes a one-year probationary period for limited certificate holders (subsection (e)). This provides school administrators an opportunity to review the performance of the certificate holder. Should the certificate holder demonstrate lack of competency, the school district can decline to renew its request for a limited certificate and the person will no longer be eligible to teach.

Finally, HB 102 does not require DEED to issue limited certificates, as can be seen by the use of the word “may” on pg 1, line 6. As a last resort, if the Commissioner of Education and Early Development believes limited certificates are being misused in a particular case, he or she may decline to issue one.

*Many of the goals of HB 102 could be met if districts established bilingual programs.*

The state’s current bilingual program, in law at AS 14.30.400-420 and in regulation at 4 AAC 34, is targeted at students with limited English proficiency. *See* 4 AAC 34.090(c): “In AS 14.30.400, ‘bilingual-bicultural education program’ means a program of instruction in elementary or secondary education that is designed for children of limited English speaking ability and whose primary language is other than English.”

Most immersion programs, such as Fronteras and Anchorage School District’s World Languages Program, are targeted at native English speakers. In most of the state, even an Alaska Native language immersion program would be primarily enrolling students who are native English speakers. Therefore, it is not apparent to us at this time how establishing bilingual programs would adequately serve the needs of existing or future immersion programs.



**MATANUSKA-SUSITNA**  
BOROUGH SCHOOL DISTRICT

**OFFICE OF THE SUPERINTENDENT**

March 7, 2017

Legislature of the State of Alaska  
30<sup>th</sup> Legislature – First Regular Session

Dear Committee Members:

I am writing as the Superintendent of the Matanuska-Susitna Borough School District in support of HB 102 "An Act relating to instruction in a language other than English; and relating to limited teacher certificates." The Mat-Su Borough School District values its immersion program and this legislation will assist the district in recruiting, hiring, and retaining the teachers needed for this program.

Successful language immersion schools require teachers who are fluent in a Native or foreign language. HB 102 would give Districts the flexibility in hiring for immersion schools that currently exists through Type M certificates for Career and Technical Education. Securing fully certified teachers is always a priority however, there is not always a sufficient candidate pool of certified teachers who are also fluent in the necessary language.

Immersion schools have proven to produce positive academic results for students. HB 102 would benefit school districts by giving them the flexibility needed to hire the best possible instructors for immersion schools.

Sincerely,

Gene Stone  
Superintendent

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## HB 102 – Comparison to Current Law

Topic	Current Law	HB 102
Limited certificates valid for:	Limited certificates can be issued for teaching: <ul style="list-style-type: none"> <li>● Alaska Native culture</li> <li>● Alaska Native language</li> <li>● military science</li> <li>● vocational or technical education</li> </ul>	Limited certificates can be issued for teaching: <ul style="list-style-type: none"> <li>● Alaska Native culture</li> <li>● military science</li> <li>● vocational or technical education</li> <li>● courses taught in an indigenous or foreign language</li> </ul>
Limited certificates can only be issued if requested by:	A school board	<ol style="list-style-type: none"> <li>1. A school board or</li> <li>2. A charter school's academic policy committee (APC)</li> </ol>
Limited certificates valid in:	School district whose board requested it	<ol style="list-style-type: none"> <li>1. If requested by a school board: the district the board governs</li> <li>2. If requested by an APC: charter school the APC oversees</li> </ol>
Requirements for limited certificate holder:	Must demonstrate instructional skills and subject matter expertise sufficient to ensure the person is competent as a teacher	Must demonstrate instructional skills and subject matter expertise sufficient to ensure the person is competent as a teacher
Term for limited certificates:	Set in regulation	One year initially; renewal period will be set in regulation

Testing limitations:	None	State board of education may not require a person to pass an English-language exam if person is requesting a certificate for teaching in a foreign or indigenous language. School districts are not subject to this limitation.
Additional training:	The state board of education may require additional academic training	The state board of education may require additional academic training