

SENATE BILL REPORT

SB 5254

AS REPORTED BY COMMITTEE ON EDUCATION, FEBRUARY 27, 1991

Brief Description: Creating the teachers for the twenty-first century program.

SPONSORS: Senators Murray, Rasmussen, Rinehart, Gaspard, Bauer, Skratek, Pelz, Sutherland and A. Smith.

SENATE COMMITTEE ON EDUCATION

Majority Report: That Substitute Senate Bill No. 5254 be substituted therefor, and the substitute bill do pass and be referred to Committee on Ways & Means.

Signed by Senators Erwin, Vice Chairman; Murray, Pelz, Rinehart, A. Smith, and Talmadge.

Staff: Susan Mosborg (786-7439)

Hearing Dates: February 20, 1991; February 27, 1991

BACKGROUND:

Recent research suggests that improving the quality and relevance of teacher preparation programs is important to the long-term success of educational reform.

Under current law, the State Board of Education establishes approval standards for professional educator preparation programs. Standards require the higher education institution to have a professional education advisory board, separate administrative unit, and adequate resources for the preparation program. There are also standards regarding candidate admission and retention, knowledge and skills to be taught, field experience, and program development. Nineteen higher education institutions in Washington have State Board of Education approved educator preparation programs. Over two-thirds of the recipients of initial teacher certificates are graduates of public institution teacher preparation programs.

All candidates for initial teacher certification must have completed a teacher preparation program. Due to legislation enacted in 1987, all candidates for continuing professional-level certification will also be required to have a masters degree in teaching, or the arts, sciences or humanities, beginning September 1, 1992.

SUMMARY:

The Teachers for the Twenty-First Century pilot program is created to foster change in the state educator preparation system. The State Board of Education awards grants to public

higher education institutions in the state for projects to restructure the scope, sequence and content of an educator preparation program. Each project must be a collaboration among the teacher preparation program of the higher education institution, two or more local school districts, and the arts and sciences department of the college or university.

Up to six grants may be awarded in each biennium: two in teacher preparation, two in educational staff associate preparation, and two in school administrator preparation. Projects are selected to reflect a balance among geographical areas and school workforce needs.

The program is administered by the Superintendent of Public Instruction (SPI). Initial grants are awarded by July 1, 1991, and may be renewed for up to six years, subject to positive project evaluation by the State Board.

Grant recipients may apply to receive waivers from state statutes and administrative rules as necessary to implement the projects. The waivers may be granted by the State Board of Education, the Higher Education Coordinating Board, or the Superintendent of Public Instruction, as appropriate.

Applications for the initial grants are due May 31, 1991. Each application must contain a plan for: (1) establishing a project governing board; (2) involving additional interested parties and sources of expertise; (3) implementing specific activities with the collaboration of all parties involved; and shall also contain (4) budget plans; (5) evaluation plans; (6) requests for any waivers; and (7) written statements of support from the institutions involved.

The Project Governing Board must include the Dean of the Educator Preparation Program, a representative of the Professional Education Advisory Board of the preparation program, the Dean of the College of Arts and Sciences at the college or university, the superintendent of each participating school district or educational service district, or their designees. It must also include two faculty members of the educator preparation program, two educators-in-training, and one teacher, educational staff associate, or school administrator, as appropriate, from each of the participating school districts.

Projects selected in the area of teacher preparation shall include replacing student teaching with a clinical experience component lasting full time for one year and located in public schools of the state. Guidelines for the clinical experience component include development by a local advisory board including teachers and teachers-in-training.

Certificated staff who participate in the delivery of a clinical experience component developed under the Teachers for the Twenty-First Century program shall receive credit toward the continuing education requirements for certificated staff adopted by the State Board of Education.

Each project shall report annually to the State Board of Education. The State Board reports to the Legislature and the Governor on the progress of the teachers for the program by January 15, 1993, and at subsequent two-year intervals.

The State Board must also conduct an external evaluation of the project models developed under the program. Results of the evaluation must be included in the 1995 program report, along with specific recommendations about the state educator preparation program approval standards, the state educator certification system, and the payment of teachers-in-training during the clinical experience year.

The grant program expires June 30, 1988.

The masters degree requirement for continuing teacher certification is repealed.

EFFECT OF PROPOSED SUBSTITUTE:

Internal dates are adjusted.

Appropriation: \$1,000,000 to the Superintendent of Public Instruction. \$400,000 is provided solely for the clinical experience component of the teacher preparation program restructuring projects; \$100,000 is provided solely for the program evaluation.

Revenue: none

Fiscal Note: available

TESTIMONY FOR:

This is the type of program that can make people better teachers. It brings K-12 education and higher education together and builds a collegial arrangement for preparing teachers. It creates a close association between the school site and the college or university, and ties theory to practice.

John Goodlad's recent study on the state of teacher preparation in the U.S. included site visits to 29 teacher preparation institutions. Only one, a small private institution, had a coherent teacher preparation program. This reform is clearly needed.

TESTIMONY AGAINST: None

TESTIFIED: FOR: Judy Hartmann, Washington Education Association; Ted Andrews, Office of the Superintendent of Public Instruction; Kris Van Gorkom, Washington Association of School Administrators