

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Senate Committee on
Education(SC-Ed)

Sample:

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- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
- 05hrAC-EdR_RCP_pt02

➤ Appointments ... Appt

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➤ Clearinghouse Rules ... CRule

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➤ Committee Hearings ... CH

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➤ Committee Reports ... CR

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➤ Executive Sessions ... ES

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➤ Hearing Records ... HR

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➤ Miscellaneous ... Misc

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

**Written Testimony in Support of SB 221 - Alternative Teacher Training
Senate Committee on Education
August 27, 1997**

Devon Turner
MMAC

Barbara Lorman
Former Legislator

Vicki Poole
Department of Workforce Development

Prof. Paul Williams
UW-Madison Dept. of Plant Pathology

Marlene Hoffmann
Germantown SD Board of Education



Metropolitan
Milwaukee
Association of
Commerce

*Council of Small
Business Executives*

August 25, 1997

I am writing to express MMAC's support of Senate Bill 221 which expands the list of subjects eligible for alternative certification; engineering, mathematics, biology, chemistry and physics to include music, art, foreign language and computer science. It also removes, we understand, the requirement that a candidate for certification pass the National Teacher Examination, but requires applicants to prove competency.

Other states have developed alternative programs leading to a teaching license and we as a state should remove barriers that make our program less than effective.

As MMAC promotes its educational agenda of school choice, better charter school legislation and increased higher educational opportunities for MPS students through our scholarship fund, we encourage you to strongly consider these alternative teaching training programs for the following reasons:

Increased opportunities for college students and professionals who could make significant contributions to public schools and the education of students.

Bring "real world of work" experience to the classroom from professionals that have worked in areas outside of education allowing for new creativity based on work place realities.

Allow school districts to access the best resources available in their communities.

Help address the projected shortage in the teaching profession.

For these reasons, MMAC urges you to follow the example of other states and support Senate Bill 221.

Thank you for your consideration.

Devon R. Turner
Executive Director
Education and Urban Affairs

DRT/lm

*Marlene E. Hoffmann, President
 Board of Education
 2726 Maple Road, Jackson, WI 53037
 414.677.2003; E-mail: burro@execpc.com
 August 26, 1997*

COPY

TO: Senate Education Members
 Senator Calvin Potter
 Senator Robert Jauch
 Senator Kevin Shibilski
 Senator Richard Grobschmidt
 Senator Alberta Darling
 Senator Joanne Huelsman
 Senator Carol Roessler

RE: To Register IN FAVOR of Senate Bill 221

As Wisconsin begins at long last to examine the process of teacher licensing, I am pleased to see Senate Bill 221--another process by which we can begin to ensure that high-quality individuals are before our children in the classroom. For much too long, the educational system alone has had a fierce grip on the preparation of teachers and has refused input not only from those who are hiring them, but refused input from the students who are attempting to learn from them and the parents who are making every effort to be included.

As our school district moves to standards-based education, it has become apparent that we MUST have teachers who are EXPERTS in the content areas at all levels. By creating a supply of teachers who have expertise in a particular content (a bachelor's degree in a specific subject area) we will at long last be able to ensure high-quality teaching for all children. Additionally, it will be these individuals who will be able to demonstrate for students the "how to's" of knowledge application to everyday life--something that is sorely lacking in today's classrooms.

I am convinced that efforts such as this will help us move from compulsory attendance to compulsory learning. If we truly believe that our schools exist for the purpose of high-quality teaching and learning, this legislation is a step in the right direction. I urge you to once more put our students first and secure passage of Senate Bill 221.

THANK YOU



Germantown School District

REGISTER IN FAVOR OF 1997 SENATE BILL 221.

My name is Vicki Poole and I am registering in favor of Senate Bill 221. I was a teacher for twelve years at Waunakee Community Schools, and I am currently an administrator at the Department of Workforce Development, Division of Connecting Education and Work. Our division coordinates the State's school-to-work initiative.

One of the purposes of school to work is to provide increased opportunities for youth to connect learning in school with the expectations and realities of the workplace. The advantage of increased opportunities for alternative teacher training programs is that we create a supply of teachers who have extensive content knowledge (a bachelor's degree in the subject area) and recent experience in the workforce (at least five years). These teachers will be able to integrate up-to-date knowledge and experiences into their classroom teaching, along with being able to provide students with information concerning recent career trends.

The requirements of the bill include that the applicant demonstrate competency in his or her subject area to the satisfaction of the Department of Public Instruction and that the person is supervised for the initial 2-year licensure period by a teacher who holds a regular teaching license. These requirements help to ensure that the person not only has superior content knowledge, but also demonstrates successful teaching practices and methodology.

I believe that passage of this bill will benefit students and provide expanded opportunities for school districts to hire highly qualified teachers who are capable of combining subject knowledge with real-world experiences. I urge the passage of Senate Bill 221.

Thank you for consideration of my request.

University of Wisconsin-Madison

Department of Plant Pathology
Russell Laboratories
1630 Linden Drive
Madison, WI 53706-1598

College of Agricultural and Life Sciences

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(608) 274-0267 (fax)

August 22, 1997

AUG 22 1997

Senator Margaret A. Farrow
State of Wisconsin
1997-1998 Legislature
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Farrow:

Thank you for bringing to my attention the public hearing being held by the Wisconsin Senate Committee on Education on Senate Bill 221 regarding alternative teacher training. In that I will not be able to appear in person to testify in support of SB 221, I am offering the following written information.

I have read 1997 Senate Bill 221 and thoroughly understand its content. The language of SB 221 as amended and extended will be of considerable value in strengthening pre-college education in Wisconsin. It will enable the schools and school districts to draw on a pool of well educated and well trained cohort of our citizens.

I testify strongly in favor of SB 221.

Sincerely,



Paul H. Williams
Professor Emeritus
Departments of Plant Pathology and
Curriculum and Instruction

PHW vk

August 26, 1997

Senator Margaret Farrow
P.O.Box 7882
Madison, WI 53707-7882

Dear Margaret;

Thanks for sending me a copy of SB 221. I am pleased to see that you are interested in expanding the alternative teacher licensure program, as it is something that I worked on during my tenure in the legislature. I hope you are successful.

Most of us are acquainted with talented, knowledgeable people, specialists in their field, who would make wonderful teachers but are not products of a teacher training program. There is every reason to make these experienced individuals available to our children while providing them support and encouragement to change careers. We in Wisconsin take pride in being education leaders, yet we are missing a golden opportunity to do better. I doubt there will be a rush of new teachers into the classroom, but we ought not deny our children the chance to learn from people with real-life experience. Current law is surely an obstacle.

I am reminded of a parent who hired a university science professor to tutor her children in order for them to get some needed extra help. Isn't it ironic to think that the professor could not teach in the school system while preparing the child to succeed there? This same professor also teaches teachers.

The Wisconsin Technical colleges offer highly respected apprenticeship programs. We seem to think it is valuable to learn at the elbow of those who have been in the field when addressing technical education. It is certainly logical to offer a similar advantage to children in the K-12 system.

I'll be interested in following the progress of this issue. I'd be happy to help in any way I can.

Sincerely,


Barbara Lorman

TESTIMONY ON SENATE BILL 221

August 27, 1997

This testimony is in opposition to SB 221.

My name is Mel Pontious. I have been the music education consultant for the Department of Public Instruction for the past 12 years. During the previous 27 years I taught music at all levels - elementary through university. This paper does not necessarily constitute DPI's position. I am writing as a concerned citizen.

Because of my experience both as a teacher in the public schools and as a teacher educator, I am deeply concerned at what seems, in SB 221, to be a trivialization of teacher education and of the best interests of students in the public schools. The authors of this bill, with all good intentions, seek to solve certain problems that are either non-existent, have functioning remedies already in place, or that can be solved in more direct ways. Worse, this bill will have a degrading effect on the educational enterprise in Wisconsin.

1. This bill assumes a shortage of teachers in Wisconsin. In fact, there is no such shortage. A recent supply and demand study commissioned by the DPI showed that in the areas named in SB 221 the percentage of Wisconsin graduates who found jobs in Wisconsin during the last two years ranged from 33% to 58%. The others found work out of state or in other areas. Over the year I personally receive phone inquiries from around the country from teachers (the most recent from Massachusetts) who want to relocate in Wisconsin. The quality of Wisconsin's educational programs is highly regarded throughout the country and is an important factor in our nationally noted quality of life.

2. Another assumption accepted by the authors of this bill is that the answer to a teacher shortage is to lower the standards for certification. This is exactly the wrong response. Firms in the private sector respond to personnel shortages by improving wages, benefits, and working conditions. Further, in those areas of critical national interest, governments often subsidize training. The federal government has done this for the last 25 years to solve a shortage of physicians in some geographic areas. Instead of the proposed solution in this bill, why not apply the capitalistic response and make teaching more attractive to the "brightest and best" by improving teaching conditions and raising teachers' salaries, which typically average 25% less than the average of all college graduates?

It should be noted that presently there is a procedure in place through DPI for hiring non-certified personnel as teachers if districts are unable to find teachers certified in a given field.

3. The bill also seems based on the belief that anyone in the professional world can teach, perhaps (usually?) even better than a certified teacher, and that any necessary knowledge about the learners they will encounter - their learning patterns, learning problems, the legal boundaries for teacher-student interaction, the wide array of teaching strategies needed to reach today's students, etc. - can be acquired in only 100 clock hours. This is equivalent to between 3 to 6 college credits, in contrast to the usual undergraduate program of 30-40. Further, the continuing research on the brain reveals new insights on learning which is presently causing many changes in curriculum and instruction/assessment. The world of education has changed markedly since I began my own career. No one can be expected to assimilate the many necessary understandings and skills in the short time suggested in this bill.

One result of such an alternative certification program will be an increase in the gap in educational quality between the more affluent and poorer districts. Someone who chose a career in the private sector instead of education and is now downsized will be less likely to continue in teaching when a better offer appears. And the bulk of such teachers will be placed in the poorer and more disadvantaged areas, working with children who have been subjected to a series of substitute teachers. Based on the history of

the Teach for America program, many of these teachers will not survive even the first year, and most will not continue. The resulting high turnover rate of teachers will have a further negative effect on student achievement. In the short term this may help local boards of education to maintain a smaller budget, but at an unconscionable cost to their students' futures.

4. A corollary of the above assumption is that college teacher education programs are useless at best and out of touch with reality at worst. "Learning on the job" is preferable to taking the "make-work" methods courses. However, the bulk of research indicates that fully prepared graduates of college programs are more effective in enhancing student learning than teachers without this training. Presently teacher education programs in Wisconsin are strong and are getting better as education departments in Wisconsin develop more authentic instruction/assessments. These initiatives are proceeding in spite of the fact that teacher education programs receive less money than other programs at the college/university level. In fact, a study by John Goodlad indicates that the only other enterprise in America with lower status than education is teacher education.

Those in favor of this bill have stated that people with "real-world" experience can enrich the school milieu, and this is certainly the case. Many teachers presently involve community members such as resident artists and business executives in their classes to good effect in order to bring a fresh perspective to their students. But this does not mean they are conversant with important educational factors (learning readiness, curriculum sequence, assessment strategies, etc.) or could plan and teach a curriculum focused on goals and standards. No doubt many could be excellent teachers, given sufficient training, but the 100 hours included in this bill is not sufficient for that.

Other supporters seem to look at this bill as a jobs program for service veterans that would give students the benefit of veterans' "myriad of life experiences." Again, using veterans in appropriate ways as an enhancement of the educational experience could be a valuable addition to a student's education. However, effective teaching requires not only content knowledge and a well-planned curriculum, but also knowledge of the learning process and how best to effect student learning. As a military veteran myself, I would not want a regular teacher with the military mind set of control and rigid thinking for my children or grandchildren. Again, no doubt many would be excellent teachers with sufficient training.

For 200 years our educational system has been an adaptation of the Prussian military and the factory models. In educational reform we are developing models more consistent with current brain research and with the projected needs of the future. While this bill could benefit school boards in the form of lower teacher salaries, one is hard pressed to see how this would result in enhanced education. To bring the market place approach, with its focus on the bottom line, extrinsic motivation, and assembly line thinking; or the military emphasis on control and conformity into the classroom is not in the best interest of our future - the children of Wisconsin.

SB 221 Testimony

Members of the committee . . .

My name is Peter Burke and I am the Director of Teacher Education and Licensing for the DPI. I have registered the official DPI position on Senate Bill 221 which is in opposition. The State Superintendent has worked hard to improve teacher education and to raise the standards for becoming a teacher. This legislation lowers the standard at a time when even higher levels of performance are needed. One is left to wonder if attempts to lower the standards for admission to other professions like engineering, accounting, nursing, medicine or law are similarly being considered. The effect of this bill is to trivialize education as a profession.

SB 221 is intended to amend the statute authorizing math and science permits to be issued to people with degrees and five years of experience in engineering, mathematics, biology, chemistry or physics. The intent of the original legislation was to offer an opportunity to retired engineers to promote careers in engineering. Marilyn Levine of Information Express, a consulting firm working with the Milwaukee School of Engineering on the implementation of this concept wrote in 1992 (and I quote) "The intent of this subdivision is to create a **team** approach that will allow the applicant's experience to be used **to enhance** existing curricular offerings." It was never intended to give 27 year old unemployed engineers a license to teach science, as this bill could do.

The key part of the administrative rule written to implement s. 118.192 is PI 3.3.03(6)(b) 3.c. This rule states "A permit holder under this subdivision may not be assigned sole responsibility for classroom instruction and may not be hired to fulfill the responsibility of a fully-licensed teacher."

I would like to take just a few minutes to describe the reasons why the department feels that this bill is inappropriate at this time. First, it circumvents legislative requirements for teachers to have coursework related to topics such as phonics, conflict resolution, consumer cooperatives, conservation of natural resources or minority group relations including American Indian history, culture and tribal sovereignty, all of which are required under s. 118.19 of the statutes.

Second, the supply of teachers in the fields listed in SB 221 is more than adequate in this state. The data from the 1996 and 1997 supply and demand studies commissioned by the DPI are as follows:

1996

FIELD	PREPARED	HIRE	%
music	153	50	33
art	85	41	48
foreign language	120	49	41
math/computer science	183	79	43
science	153	88	58

1997

FIELD	PREPARED	HIRE	%
music	131	47	36
art	119	39	48
foreign language	153	60	41
math/computer science	175	68	43
science	181	79	44

Right now we have a desperate need for technical education (formerly Industrial Arts) teachers, and if there are retired or unemployed engineers out there who want to teach we have the ability to authorize that immediately under current rule without this legislation.

Third, 100 clock hours of preparation to be a teacher is inadequate. This is roughly the equivalent of two courses, or using the DPI equivalency clock hour conversion it is 3 and 1/3 credits. A minimum program to qualify for a license at most institutions is between 30 and 40 credits. One-hundred hours would be less than 10% of what teacher education graduates now have when entering teaching. One could not cover the legal requirements of teaching alone in 100 clock hours.

Fourth, with minimal training and no previous experience (state statute requires a full semester of student teaching) these candidates would be left in essence to experiment with the students in the classroom as the subjects of that experiment. The reverberations of failure of individuals in this experiment could be felt by the students throughout their school career. If given the choice by the school of a classroom staffed by a non-trained person or a fully licensed teacher which would you choose for your child?

Fifth, the 100 clock-hour program could be very expensive to the applicants. This bill requires that the expense be transferred to the candidates. The cost of the program done in the summer of 1992 was over \$11,000. If two people sign up for the training as happened in the first experience with this law their individual cost would be over \$5,000.00.

In summary, this is a piece of legislation that is not needed at this time. It is unfair to college graduates who have invested their time and money in completing an approved program for teaching; it is unfair to the parents of these graduates who have supported their children in their college studies; and it is unfair to the children and youth in the classrooms not to have the best trained individual as their teacher.

In the end, as I said earlier, individuals with degrees in art or music or engineering can get a permit to teach under the current rules. However, the district must first search for a fully qualified teacher before requesting a permit be granted and in the end we expect the permit holder to meet the same high standards as all of their colleagues. We feel strongly that this existing alternative is sufficient to serve the needs of the schools in the case of an emergency.

I would be happy to respond to any questions.

August 25, 1997

I am writing to express MMAC's support of Senate Bill 221 which expands the list of subjects eligible for alternative certification; engineering, mathematics, biology, chemistry and physics to include music, art, foreign language and computer science. It also removes, we understand, the requirement that a candidate for certification pass the National Teacher Examination, but requires applicants to prove competency.

Other states have developed alternative programs leading to a teaching license and we as a state should remove barriers that make our program less than effective.

As MMAC promotes its educational agenda of school choice, better charter school legislation and increased higher educational opportunities for MPS students through our scholarship fund, we encourage you to strongly consider these alternative teaching training programs for the following reasons:

Increased opportunities for college students and professionals who could make significant contributions to public schools and the education of students.

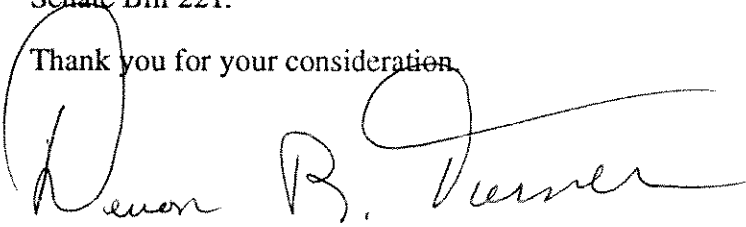
Bring "real world of work" experience to the classroom from professionals that have worked in areas outside of education allowing for new creativity based on work place realities.

Allow school districts to access the best resources available in their communities.

Help address the projected shortage in the teaching profession.

For these reasons, MMAC urges you to follow the example of other states and support Senate Bill 221.

Thank you for your consideration.



Devon R. Turner
Executive Director
Education and Urban Affairs

DRT/lm

221

Vitae, Jack Reynoldson

(for Senate Education Committee—27 Aug 97)

Jack Reynoldson, a recently retired teacher from the Madison Public schools, has spent 41 years in public education after leaving the regular army to become a teacher.

Jack was a teacher of American history, social studies and English. For a decade he was Administrative Assistant to Madison's superintendent of schools and personnel officer for the schools where he hired more than 1500 teachers of all subjects and grade levels.

Twice he was a national officer of the American Association of School Personnel Administrators—an organization that represents personnel officers that are responsible for more than half of the teachers in the United States.

His civilian awards include:

- Distinguished Teacher of Teachers Award from University of Wisconsin
- Elected to Who's Who Among American Teachers
- Appeared on the Oprah Winfrey show when she honored four Americans for her "Tribute to Teachers' Day".
- Described in a whole chapter in a recent book by Charles S. Sykes
- Featured in Madison Newspapers as a teacher with high standards, good discipline and admiration from his pupils.
- He is a mountain climber and has been on both K-2 and Mount Everest.

His military awards include:

- Cadet Colonel of the University of Wisconsin ROTC cadet corps of 3000 cadets.
- Distinguished Military Graduate, University of Wisconsin
- Regular Army commission—as given to West Point Graduates
- Paratrooper
- Combat Infantryman's Badge
- Purple Heart
- Silver Star

Mr. Reynoldson, then First Lieutenant Reynoldson, was a rifle platoon leader in Korea north of the 38th parallel where he was wounded and then returned to civilian life to pursue a career in teaching.

Memorandum

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION



DATE: August 27, 1997

TO: Senate Education Committee

FROM: Paul Sandrock, Consultant
Foreign Language Education

SUBJECT: Senate Bill 221

Senate Bill 221 (SB221) raises several issues that will affect foreign language education for students in kindergarten through twelfth grade in Wisconsin's public schools. SB221 does not provide more flexibility than is currently possible under the regulations of certification and licensure, raises several logistical questions, and removes several measures for quality control already in place.

Flexibility already possible under existing regulations:

1. Currently, a prospective foreign language teacher shows competency in six areas of direct preparation for the teaching of a second language, in addition to the general teaching requirements. The six competencies are knowledge and skill in the language, an understanding of the culture of the people who speak the language, knowledge of the nature of languages and an understanding of how students acquire a second language, knowledge and skills in teaching a language, a measure of oral proficiency, and an experience of language and culture immersion. As an example of how these competencies are assessed, Beloit College "credits" native speakers with the competencies of language, culture, oral proficiency, and immersion, so such a candidate concentrates on the areas of the nature of language and second language acquisition and the methods of teaching a second language. The flexibility sought in SB221 already exists.
2. If a district cannot locate a licensed foreign language teacher, a teacher can be hired through an emergency license. In this case, the school district verifies the qualifications of the prospective teacher and a one-year license is issued. For renewal, the prospective teacher must earn six credits toward completion of a teacher certification program each year. A Japanese teacher in Milwaukee was hired based on his knowledge of the language and culture, strengthened by several years of working in Japan. Through the emergency licensing procedure, this teacher was able to serve students in Milwaukee Public Schools while completing training in general skills and knowledge about teaching and in particular in the methods and theory of teaching languages. The flexibility sought in SB221 already exists.

Logistical Questions:

1. One of the criteria for admission to the alternative teacher training program is "at least 5 years of experience as a professional in the subject area." What would constitute this type of experience in the area of foreign language? Is five years of work as a translator or using a foreign language in a business setting what is envisioned? While this is excellent experience to share with students considering future careers involving languages, how does that qualify one to work with young students or to understand how to teach proficient usage of the language?

Under the current competencies required for teacher licensure in a foreign language, a teacher must show knowledge of the second language and the culture of the people who speak it. This may come through work experience, but is not sufficient to guarantee a high level of proficiency in language and culture. An assessment of the level of proficiency is required, beyond just counting years spent abroad.

2. The alternative teacher training program is to consist of 100 hours of formal instruction. 100 hours of instruction is far less than the existing requirement to show appropriate course work or credited experiences equivalent to at least 21 credits in the subject area for a teaching minor and 34 credits for a teaching major. In addition, the prospective teacher currently puts in additional hours of preparation in skills and knowledge for teaching and in working directly with students. Difficult decisions would have to be made as to what to leave out of a streamlined 100 hour course that would still adequately prepare someone to teach.

Quality Control Issues:

1. Native speakers certainly possess the required competencies of knowing the language and the culture of the language to be taught; however, just as native speakers of English are not considered sufficiently prepared to teach English, native speakers are not prepared to teach their language simply by virtue of their knowledge of the language and culture. Parents would not expect native speakers of English to teach English speaking, reading, and writing skills without further specialized training. Native speakers do have an excellent background to teach their language, but need additional focused training in the methods of teaching a second language and of adapting that instruction to various age groups. 100 hours of instruction is not sufficient training to understand students and how to teach them.

An example of an alternative format for training in teaching languages to younger students was offered this summer in the Milwaukee area. Sponsored by DPI and run through Cardinal Stritch University, current secondary teachers, a native speaker, and prospective teachers enrolled in a five-week combination of foreign language methods and practice teaching with students in the Milwaukee Public Schools' summer recreation program. The course offered an intensive study of methods appropriate for

teaching languages in elementary schools plus practice with real students for three weeks.

2. Approving teachers under this program for a K-12 license also removes the quality control of verifying that the prospective teacher is trained to understand students across the K-12 spectrum. Foreign language teachers are licensed only for the grade levels in which they have specific training. It is essential that teachers know how to adapt methods to be appropriate for elementary, middle school, and/or senior high students. A blanket K-12 certification with insufficient training can lead to inappropriate experiences for students that will forever affect their attitude toward learning languages. The way that one teaches students in second grade is not the same way to teach eighth graders or twelfth graders.

For the issues raised here, SB221 is not needed and will create holes in the high standards for teaching foreign languages currently in place in Wisconsin. Over 100 foreign language teachers are prepared in Wisconsin's colleges and universities each year. Data shows that less than 50% are hired to teach languages in Wisconsin's public school districts. Creative ways of bringing teacher training to those seeking licensure (including distance learning options, coursework scheduled for evenings and weekends, and special summer programs), not lower standards, would do much more to improve the teaching of languages in Wisconsin.



STATE OF WISCONSIN, DEPARTMENT OF VETERANS AFFAIRS

30 West Mifflin Street, P.O. Box 7843, Madison, WI 53707-7843
Tommy G. Thompson, Governor
Raymond G. Boland, Secretary

August 27, 1997

Wisconsin State Senate
Committee on Education
Madison, Wisconsin

RE: Senate Bill 221, Relating to the issuance of alternative teaching permits and teaching licenses.

The Wisconsin Department of Veterans Affairs (WDVA) strongly supports Senate Bill 221 regarding alternative teacher training for the following reasons.

- (1) Our state possesses a largely untapped pool of high quality teacher candidates in the recently separated military veterans population.
- (2) State government can and should do more to encourage and assist these men and women to transition into a second career in education through the expansion of the alternative teacher licensure program.

Approximately, 2500 veterans return to Wisconsin each year. Many hold at least a bachelor's degree, and a significant number of those are interested in becoming classroom teachers.

Veterans make particularly good teacher candidates due to their varied military background.

- (1) Teaching and training small groups of soldiers, sailors and airmen
- (2) Role modeling, often in very demanding conditions
- (3) Proven leadership over a ten-, twenty- or thirty-year career

The peacetime military focuses on teaching and training junior officers and enlisted servicemembers in a variety of disciplines. Careerists have often filled teaching positions on bases and ships around the world -- they come '*ready to teach.*' Yet in Wisconsin, unlike other states, they are excluded from the hiring process until they have completed a traditional licensure program.

Most of these 30-50 year olds are licensed within the military in curriculum development and methods of classroom instruction. They have led, trained and counseled the same at-risk teenagers that have the greatest needs in our schools. These veterans have experienced the diversity of many

cultures around the world and are not easily flustered by daily crisis management in the classroom. Rather than compete with the recent graduate of a traditional licensure program who lacks the life-experiences of a military career, they complement them.

In 1994, the Department of Defense recognized the unique value of veterans as teachers through the implementation of the Troops To Teachers (TTT) Placement Assistance Program.

As originally designed, TTT was a transition program to encourage public schools to hire veterans as teachers and teacher's aides. It offered an incentive grant of up to \$50,000 to school districts that hired eligible veterans as teachers or teacher's aides. Although the grant is still available on a limited basis, TTT now focuses on a new Internet data base that matches veterans with teacher openings.

Since the WDVA opened a Troops To Teachers Placement Assistance Office in July 1995, the office has received over 500 inquiries regarding a second career in Wisconsin education. Of the 30 veterans that have been placed, about 15% are minorities and 90% are male, both shortages in our state's teacher population. An additional 30 veterans are studying for their teacher licenses in special education, math, physics, technology education and other subjects in traditional education programs. However, since most veterans' degrees are not in education, a non-traditional, alternative certification route to full licensure would be very important. It would greatly expand the pool of qualified candidates from which school districts may select to meet specific shortages. It would not only not compete with current unionized teachers, future veteran-teachers would increase the union labor force.

Our state educational system needs a flexible alternative certification program that will take into account the myriad life experiences gained over a typical military or civilian career.

Wisconsin, as do most midwestern states, does not suffer from critical teacher shortages. However, an alternative licensure program can provide needed minority candidates for our school districts. It can also assist other adults, and not just veterans, who already have a non-education bachelor's degree, become licensed teachers. A traditional preparation program, be it undergraduate or postgraduate, is not very practical for individuals who shift careers in mid-life.

There are two states that have led the way on this issue -- New Jersey and Texas.

- (1) New Jersey was a pioneer in alternative certification methods when in 1984 legislation was enacted for an alternative route for licensing teachers. They sought a better solution for bringing non-traditional candidates into teaching than issuing emergency permits. The New Jersey program recruits liberal arts graduates and licenses them through a school-based program. Local universities provide the formal instruction that is coupled with the supervision of a mentor teacher.
- (2) Texas first implemented an alternative teacher certification program in 1985 in the Houston Independent School District, justifying the program on teacher shortage projections. State legislation passed in 1989 no longer demanded teacher shortages as a prerequisite for the program's existence because of the success of the program's participants. Texas now has almost 30 alternative programs.

Today, alternative certification programs exist in almost 40 states. Each has a number of different characteristics that match the states' needs or philosophies, but also share many of the same attributes. These programs grant academic credit for a student's educational and life experiences. Some permit internships that, when coupled with the candidate's solid, specific subject knowledge, allow veterans to quickly enter the classroom as fully-licensed, fully-qualified teachers.

Senate Bill 221 is a balanced alternative route to teacher licensure.

- It encourages veterans to seek a second career in education and will thus expand the pool of teacher candidates.
- It recognizes mature individuals with years of experience germane to the classroom and allows them to enter the teaching profession much more quickly.
- It avoids duplication of prior military and educational training.
- As the bill requires up to two years of supervision from a mentor teacher, it ensures that the candidate will benefit from the practical experience of today's best teachers.
- While the successful candidate will be granted a regular teacher's license at the culmination of the training, the local education agency still has full control of the hiring procedure. This alternative route will not guarantee a job for its graduates, but it will open the door to many who otherwise are already choosing to not enter education -- at a tremendous loss to our schools and children.

To advocate an alternative method of teacher preparation does not denigrate the current standard. It recognizes that there are alternate routes that produce the same product -- a well-qualified, professional teacher who can effectively transfer that knowledge to his or her students.



Memo

TO: Members of the Senate Committee on Education

FROM: Joan Hansen, Director, Tax & Corporate Policy

DATE: August 27, 1997

RE: 1997 Senate Bill 221

Wisconsin Manufacturers & Commerce (WMC) supports Senate Bill 221 (SB 221). It expands the current alternative teacher training program to include professionals holding a bachelor degree in music, art, foreign language or computer science. Current law already allows individuals holding a bachelor degree in certain fields of math and science to participate in the alternative teaching program.

WMC applauds efforts that give school districts and parents new opportunities in the education of children. Senate Bill 221 furthers the opportunity for children to learn from highly educated individuals with real life work experience.

Making the connection between the classroom and real life applications in the workforce is an invaluable tool for students, particularly when so many kids ask teachers "when will I ever use this in the real world?"

This legislation has the potential to create a classroom environment where this question can be easily and convincingly answered.

For example:

A French/finance major working for an American corporation in France for the last ten years could be permitted to teach French in the public schools. As a result, not only could students learn the language, but also the culture and value of applying a foreign language in a real work situation;

or

Consider how valuable a computer scientist from a paper corporation would be in the teaching arena. Whether it be a paper making machine or a water treatment facility, in the twentieth century and in the future, this equipment is operated by computers with computer scientists and

engineers running them. Again, the connection with the real world is invaluable for students.

The examples are endless. More importantly, these individuals bring not only their education and experience to the classroom, but in many cases the most up to date technologies and applications being utilized.

Professionals such as these should be allowed to teach without the burden of returning to college to learn what they have been practicing for years. And students should be afforded the opportunity to learn from these resources.

Some may be concerned about high standards being maintained. WMC believes current law and the additional alternative teaching requirements contained in Senate Bill 221 ensure that high standards will continue to be maintained.

Again, we encourage your support of SB 221 so that school districts will be empowered to access the best resources available in their communities.

8/27/97

To: Senate Education Committee

Re: SB 221

I am here to voice my support for Senate Bill 221 - Alternative Teacher Training. As an active, second-career teacher who went back to school to become certified, I can speak from experience to this issue.

After becoming a medical technologist in 1967 and working in various hospitals and clinics for 20 years, I decided to pursue a second career. Many options were open to me, including acceptance into the health care finance program at the UW-Madison. So, my choice was between that and teaching.

My community involvement told me that kids were not going into science careers, as was the case when I went to school. I had presented many programs on science for high interest days at local elementary schools and even taught at the UW-Whitewater College for Kids program. What I observed was that kids had that natural curiosity as youngsters but were losing it as they entered junior high and high school.

I suppose because I am an idealist at heart, I wanted to make a difference in the lives of kids and improve the quality of life for society as a whole. Helping a high school student understand science so they can be confident going on to college to major in chemistry, engineering, medicine or the like, benefits all of us, now and in the future. Therefore, I became a high school biology and chemistry teacher, by "jumping through all the hoops" necessary to do that.

I don't say that with disregard for the colleges of education who have the massive job of educating teachers. But for adults with many life experiences going back to school, it's like repeating 8th grade after graduating from college. For example, I had been a 4-H leader for 10 years, a foster parent for 5 years, a school board member, president of the home and school and community volunteer. Once a detective remarked that "we were foster parents to every juvenile delinquent in Jefferson County." So, you can see that many of the classes contained redundant information for me. **What I think many don't realize is that there are many professionals out there like me who would love to be in the schools helping kids learn.**

Why then did only FOUR take advantage of the legislation that exists now for alternative certification? Believe me, I have tried to convince professional friends and colleagues to take that certification route when they say teaching is something they would like to do. The answer I invariably received was that this certification makes them a 'second class citizen in the teaching ranks.' Why should they go through all of this for only a two year permit? Additionally, why do they have to take a national teacher's test, when no other teaching professional does?

The one thing from my certification experience that was of value was my student teaching experience. I had an excellent cooperating teacher, Mr. Michael Olander of Oconomowoc High School, who loved kids, was an excellent teaching example and respected me and my prior experience. I often thought that what was needed was a teaching internship program, similar to one that existed in the late 1960's for persons with a degree. With a mentor like I had, more professionals would become educators, strengthening the teaching force by bring workplace reality into the schools. Legislation was necessary that provided a route for certification that was on-the-job experience, treated the entering professionals with respect for their 'real life' experience and not a dead end.

Enter Senate Bill 221! It does many of the things I think are needed and that is why I took the time to come here today. Passage of this bill will help bring professionals into the classroom, especially in areas so desperately in need like math and physics. As I speak, there are education companies springing up all over the country specializing in foreign language (Berlitz & Language Odyssey), computers (FuttrueKids & TechnoKids), and science (Little Scientist) who offer summer classes and after school programs using those same professionals. It must work because these businesses are growing by leaps and bounds.

Give public schools and public school students this opportunity – to benefit from real life experience in the workplace. Let a graphic artist who uses a Macintosh to design video presentations share that expertise with students. Bring an environmental engineer into the teaching ranks who works in sewage treatment. Let a foreign language major who's lived abroad for several years come and teach not only the language but the culture of the country familiar to them – so important in our global society. A civil engineer can relate the physics of building structures with the aesthetic concerns of the architectural community – some real life problem solving can occur here!

Whether from kids in college-bound chemistry or those kids with black rock concert shirts and six earrings (not always in their ears) in my basic biology class, my course evaluations always say how interesting the course was because of all the hospital experiences I can relate about the subject matter. On a bad day for a student, I tell him/her that even if they have nothing else to be thankful for in their lives, at least they don't have worms (two thirds of the world's people do!). This brings a smile to their lips and puts the problem in a perspective.

As a health professional who worked every other Christmas, every other weekend, second and third shift, all summer and took overnight call in hospitals for many years, I am thankful to be a teacher. Although the schedule was not a factor in my choice of a second career, I cannot help reflect on it when others complain about the job. The satisfaction is reward enough when my students come back to me and say:

- Will you write a recommendation for an x-ray tech program?
- I was so well grounded in chemistry that in college is understood it well enough to help others who were struggling.
- I saw a program about the space shuttle on TV and thought of you when I actually understood what they were saying.
- I am going to go on for my Ph.D. in chemistry.

I hope you will pass this bill and give others this same opportunity . Thank you.

Christine Yelich
N7425 Switzke Road
Watertown, WI 53094
(920) 699-3280

August 25, 1997

I am writing to express MMAC's support of Senate Bill 221 which expands the list of subjects eligible for alternative certification; engineering, mathematics, biology, chemistry and physics to include music, art, foreign language and computer science. It also removes, we understand, the requirement that a candidate for certification pass the National Teacher Examination, but requires applicants to prove competency.

Other states have developed alternative programs leading to a teaching license and we as a state should remove barriers that make our program less than effective.

As MMAC promotes its educational agenda of school choice, better charter school legislation and increased higher educational opportunities for MPS students through our scholarship fund, we encourage you to strongly consider these alternative teaching training programs for the following reasons:

Increased opportunities for college students and professionals who could make significant contributions to public schools and the education of students.

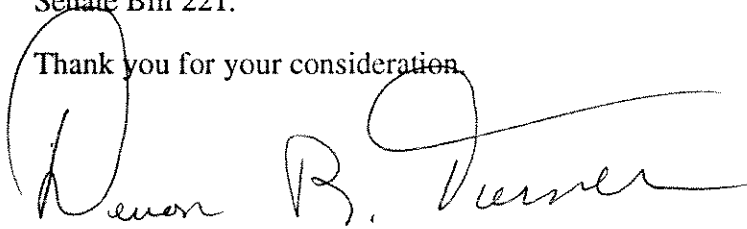
Bring "real world of work" experience to the classroom from professionals that have worked in areas outside of education allowing for new creativity based on work place realities.

Allow school districts to access the best resources available in their communities.

Help address the projected shortage in the teaching profession.

For these reasons, MMAC urges you to follow the example of other states and support Senate Bill 221.

Thank you for your consideration.



Devon R. Turner
Executive Director
Education and Urban Affairs


DRT/lm

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

MEMO

To: Senate Education Committee, Calvin Potter, Chair


From: Ken Kickbusch, Consultant for Instruction and Professional Development
Wisconsin Education Association Council

Date: August 27, 1997

Re: SB 221

I have several observations with respect to the extension of the category of special mathematics and science permits to art, music, foreign language and computer science.

* This proposal comes at a time when we are about to launch content standards for Wisconsin students as way to leverage higher student achievement. There is some considerable irony in the fact that we would consider a further erosion of teacher preparation standards as we press for higher levels of student achievement. Further irony is evidenced by the demonstrated competence of Wisconsin's college-bound youth on the 1997 ACT exam. This is not to suggest that teacher preparation standards and student achievement levels cannot and should not be elevated. However, there is no evidence that eroding the integrity of teacher preparation is the way to achieve these goals. All research points to the growing knowledge base in both instruction and learning, particularly in the area of brain-based research and its application in classrooms. Reducing attention paid to the educational research base is not in the interest of Wisconsin students or teachers.

* This proposal comes at a time when Wisconsin will consider more rigorous standards for teacher preparation as described in **Restructuring Teacher**

Terry Craney, President

Charles N. Lentz, Executive Secretary

Education and Licensing in Wisconsin (DPI). The proposed standards are performance-based which will require that students demonstrate a range of professional competencies, knowledge, and dispositions prior to entering the classroom as teachers. The proposed standards also address the assessment and movement of career-changers through alternative preparation programs.

* Finally, there is little evidence that the current alternative mathematics and science route serves an educational need or that the proposed additional subjects are areas where there is a need for teachers who are less well prepared than the those who meet the current standards.

Educational standards policy ought not be created with potential career-changers in mind, but with the purpose of maintaining or elevating teacher preparation standards.

* The Wisconsin Education Association Council opposes SB 221.

August 27, 1997

Senate Sergeant-at-Arms
Room 109
Lower Level
1 East Main Street
PO Box 7882
Madison, WI 53707-7882

Dear Sir:

A first rough draft of my testimony for Senate Bill 221 was inadvertently faxed by this office and taken to the hearing today. Please discard that version and replace it with this final letter.

Your attention to this request is greatly appreciated. Thank you!

Sincerely,



Virgilyn Driscoll
Executive Director
Wisconsin Alliance for Arts Education

DATE: August 27, 1997
TO: Senate Education Committee
FROM: Virgilyn Driscoll
Executive Director
Wisconsin Alliance for Arts Education
SUBJECT: Senate Bill 221 Testimony

Members of the Committee:

My name is Virgilyn Driscoll and I am the Executive Director of Wisconsin Alliance for Arts Education. I am testifying in opposition to Senate Bill 221 relating to the issuance of alternative teaching permits and teaching licenses.

Wisconsin has worked diligently to provide the best training possible for all of its arts teachers to deliver the best education possible. When I heard of this Senate Bill, I wondered just what the issue behind all of this really was. We in Wisconsin have worked hard to write standards in our subject areas, the arts included, and I believe they are excellent. The arts standards are high, challenging, and yet attainable. When we are writing standards to provide the best education possible for Wisconsin's children, this bill appears to be written to lower standards of the teaching profession. This puzzles me. Are we lowering standards for other professional areas also? Is it that jobs are at the bottom of all this? We are training students for jobs? I have a very different view of the purpose of education. I believe education is to develop MINDS. What ever happened to that view? Children come to us with brains, and as educators we guide the child through many rich experiences and learnings so that their minds are developed to the fullest. Am I out of touch? Is there something else that is more important? If a child's mind is developed, won't he be prepared for life, not just a job?

As a retired art educator, K-12, I have had many opportunities to see education in action, not just art education but education as a whole. I know that it takes more than knowledge in a content area to teach. One has to have a holistic background of courses to understand and teach a child. A good teacher has to analyze, interpret, and convert psychological principles, stages of development, learning styles, intellectual, emotional, economic, and social understandings of each child into classroom practice. A teaching theorist and practitioner are blended into one. One has to carry out decisions with confidence and decision to ensure the course of action taken in the classroom is the correct one for the child. One has to first of all know the child - the many gifts, previous experiences as well as problems, he or she brings to the classroom in order to teach effectively. Knowing the content area just is not enough.

Flexibility exists in arts education. We do bring in artists and musicians as artists in residence as well as artists in the community to enrich and enhance arts instructional areas. These artists and musicians are specialist in one area - their one arts form. They serve a purpose and a need. They are important. However, they do not have the backgrounds to understand fully the education of a child. The arts teacher is competent not only in understanding the child, but understanding many areas of the content area, not just one.

The arts educators are being asked to integrate their arts form with the other curricular areas, to make deeper connections and understand how, why, and when to do

this. Arts education is very complex and very demanding. Arts teachers focus not only the production or performance area of their discipline, but the historical/cultural backgrounds and influences, criticism and analysis, aesthetic understandings, communication, technology and media, and new ways of teaching and learning. No longer can teachers teach just the traditional fine arts approach - playing an instrument or painting a picture. This period as we approach the next millenium is a mirlad of complexities as well as knowledges. Brain research is showing us just how very complex the child is and we need to understand and apply this information. We need more thoroughly trained arts educators and educators than just allowing anyone who happens to think they can teach - teach.

There is not an arts education certified teacher shortage in our state. Many arts educators are moving to other states to find work. Still others are taking other positions. We are not looking for others uncertified to teach in our field. We are proud of Wisconsin's arts educators. We are constantly helping and encouraging them to improve and take additional schooling. We want the best in our field.

I ask you, are you willing to have your child or grandchild taught by someone who is not thoroughly prepared to understand and guide the child through the intellectual, social, and emotional development years of schooling? Are you willing to have someone teach your child or grandchild who does not understand the psychological aspect of that child? Do you want your child just to learn a skill rather than develop his whole being?

This is the risk of this bill. It is not well thought out. It does not realize the potential damage it can do to a child. I implore you to let educational certification as a basis for teacher employment. Let's keep education professional.

Marlene E. Hoffmann, President
Board of Education
2726 Maple Road, Jackson, WI 53037
414.677.2003; E-mail: burro@execpc.com
August 26, 1997

TO: Senate Education Members

Senator Calvin Potter
Senator Robert Jauch
Senator Kevin Shibilski
Senator Richard Grobschmidt

Senator Alberta Darling
Senator Joanne Huelsman
Senator Carol Roessler

RE: To Register IN FAVOR of Senate Bill 221

As Wisconsin begins at long last to examine the process of teacher licensing, I am pleased to see Senate Bill 221--another process by which we can begin to ensure that high-quality individuals are before our children in the classroom. For much too long, the educational system alone has had a fierce grip on the preparation of teachers and has refused input not only from those who are hiring them, but refused input from the students who are attempting to learn from them and the parents who are making every effort to be included.

As our school district moves to standards-based education, it has become apparent that we **MUST** have teachers who are **EXPERTS** in the content areas at all levels. By creating a supply of teachers who have expertise in a particular content (a bachelor's degree in a specific subject area) we will at long last be able to ensure high-quality teaching for all children. Additionally, it will be these individuals who will be able to demonstrate for students the "how to's" of knowledge application to everyday life--something that is sorely lacking in today's classrooms.

I am convinced that efforts such as this will help us move from compulsory attendance to compulsory learning. If we truly believe that our schools exist for the purpose of high-quality teaching and learning, this legislation is a step in the right direction. I urge you to once more put our students first and secure passage of Senate Bill 221.

THANK YOU



Germantown School District

41 States, D.C. Have Alternative Teacher Licensing

By Ann Bradley

Forty-one states and the District of Columbia have developed alternatives to the traditional education school route to licensing teachers during the past decade, according to a new report.

Most of the licensing programs launched by states in the 1990's have been designed specifically to bring talented people with bachelor's degrees into teaching, the study says, rather than to alleviate teacher shortages.

The report, "Alternative Teacher Certification: A State-by-State Analysis 1993-94," was written by C. Emily Feistritzer, the president of the National Center for Education Information, and David T.

Chester. The center has been tracking such programs since 1983.

Fourteen states now offer what the researchers consider to be "true" alternative programs, which are not restricted to short-age subject areas or particular grade levels. All such programs offer formal instruction and support from experienced mentor teachers.

Two years ago, the report notes, only six states offered "true" alternatives to the traditional route to licensure: graduation from a state-approved teacher education program.

An additional seven states offer programs that include mentoring and formal instruction but are restricted to secondary teaching or

to subject areas with teacher shortages, the study found.

Higher Education Involved

One of the biggest changes in the movement toward alternative licensure, the study suggests, is the increasing involvement of higher-education institutions in developing programs for nontraditional teaching candidates.

In this year's survey, 29 states reported that higher-education institutions had developed alternative programs leading to a teaching license.

Although many higher-education institutions initially were negative about such approaches, Ms. Feistritzer said, they have been forced to respond to public demand.

"I think they realized they might be left in the dust if they didn't jump on this," she said in an interview.

The states reported that they had licensed 25,000 people through alternative programs in the past two years. Since 1984, the center estimates, 50,000 people have become licensed to teach through such programs.

States also reported continuing interest in alternative licensure over the past five years. Only North Dakota, which does not offer an alternative route into the classroom, said that interest had decreased.

Copies of the report are available for \$58.95 each from the National Center for Education Information, 4401A Connecticut Ave., N.W., Suite 212, Washington, D.C. 20008.

EDUCATION WEEK

1/12/94

Marlene E. Hoffmann, President
Board of Education
2726 Maple Road, Jackson, WI 53037
414.677.2003; E-mail: burro@execpc.com
August 26, 1997

TO: Senate Education Members
Senator Calvin Potter
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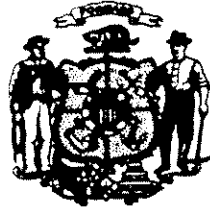
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THANK YOU



Germantown School District



David J. Stute
Director

Suite 401
One East Main Street
P.O. Box 2536
Madison, WI 53701-2536
(608) 266-1304
FAX (608) 266-3830

1947-1997

*Our 50th Anniversary
of Service to the Legislature*

January 28, 1997

The Honorable Tommy G. Thompson
Governor of Wisconsin
Room 115 East, State Capitol
Madison, WI 53702

Dear Governor Thompson;

At its January 24, 1997 meeting, the Joint Legislative Council's Special Committee on Teacher Preparation, Licensure and Regulation asked that I write to you, as Chairperson of the Committee, regarding teacher preparation initiatives which could be made part of your biennial budget request. Specifically, the Special Committee asks that you consider inclusion of programs and incentives which would have the effect of increasing the number and quality of teachers who could teach in public schools in areas of the state which are experiencing either shortages in qualified teachers or in specific subject areas.

There is particularly strong support for a program or programs which would allow local school district flexibility coupled with a partial loan forgiveness program for public school teachers who agree to work in high-need areas.

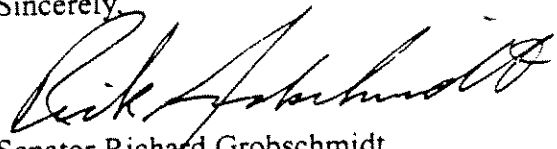
The Committee, though not yet finished with its study, has had an opportunity to review several of these programs which we are aware have been forwarded to you for consideration. The Committee feels strongly that there needs to be increased attention paid to both the preparation of teachers and support for those teachers once employed in the field. In a time when we are considering setting higher standards for Wisconsin students to meet, it seems particularly appropriate to invest in the preparation of teachers who are prepared to assist students to achieve those goals. We will be working on a number of initiatives as a Committee for consideration during the next legislative session; however, because of the fact that several alternative teacher preparation programs are currently under consideration for inclusion in the biennial budget, we felt it was timely to indicate our support and seek your inclusion of such programs in the biennial budget.

The Honorable Tommy G. Thompson
January 28, 1997
Page 2

If you have any questions regarding the work of our Committee or the basis for our recommendation, please feel free to contact me at my legislative office. I have enclosed a copy of the Committee membership and the charge of the Committee for your reference.

Thank you again for your consideration of this important matter.

Sincerely,



Senator Richard Grobschmidt
Chairperson, Joint Legislative Council
Special Committee on Teacher
Preparation, Licensure and Regulation

RG:kjf;kja

Enclosure

cc: Special Committee on Teacher Preparation,
Licensure and Regulation

Engineers in the Classroom

BY

State Sen. Barbara Ulichny

Attracting more students to science careers is the aim of Sen. Ulichny's proposal to create an alternative certification program for math and science teachers.

■ *Ulichny represents the 4th Senate District, which includes downtown Milwaukee and the North Shore suburbs. She chairs the Senate Committee on Education.*

Sen.
Barbara Ulichny



In his 1990 State of the Union Address, President Bush challenged us to make US students first in the world in math and science by the year 2000.

Unfortunately, we have a long way to go before we accomplish this feat.

A 1987 study by the National Science Foundation reported that US students ranked 11th in the world in aptitude scores for science achievement.

And in Wisconsin, despite the state's well-deserved reputation as an education leader, students appear to be lagging behind in science and math achievement. A recent NSF report ranked Wisconsin 34th among 36 states in the proportion of high-school students taking algebra 2, a bench mark in

determining whether graduates will be ready for college mathematics, science, or engineering.

Our failure to attract the best and brightest students to science careers will lead to a shortage of qualified professionals in technical fields and handicap the state and nation in competing in the global economy.

It is estimated that by the next century there will be a nationwide shortage of 400,000 engineers. Shortfalls will be

especially acute among women and non-Asian minority engineers. Currently, only 14 percent of persons entering engineering schools are women, and 8 to 9 percent are non-Asian minority students.

As the current generation of senior engineers — many trained after World War II under the GI Bill — reaches retirement age, there are simply not enough aspiring engineers to take their places in industry.

Why aren't more students attracted to math, engineering and the other sciences? Experts believe the seeds of dislike for the sciences are planted in the middle-school years. And a key reason may be a lack of training and specialization by teachers.

Most educators in Wisconsin are expected to teach multiple subjects, and many say they feel uncomfortable teaching the sciences. That uncertainty or fear is then translated to students. In addition, these general-subject teachers, no matter how dedicated, may find it impossible to keep up with the rapid changes in the sciences.

The problem of deficient teacher training in this area was highlighted in a recent report by the Carnegie Commission on Science, Technology and Government. More than two-thirds of elementary-school science teachers lack adequate preparation in science, the report said, and more than 80 percent of math instructors are deficient in mathematics.

Dr. Frank Cannon, chancellor of the Milwaukee School of Engineering, and I believe we can improve the quality of science and math instruction and combat the looming shortage of trained engineers by

“Our failure to attract the best and brightest students to science careers will lead to a shortage of qualified professionals in technical fields and handicap the state and nation in competing in the global economy.”

placing professional scientists in the classroom. My proposal, Senate Bill 221, focuses efforts on the middle schools, where important attitudes about careers are formed.

The bill creates an alternative procedure for the licensing of mathematics and science professionals to teach in grades 6 through 12. To be eligible for a professional teaching permit, a person would have to hold a bachelor's degree in engineering mathematics, biology, chemistry, or physics, have five years experience as an engineer, mathematician or scientist, and pass the National Teachers Exam.

In addition, the aspiring teacher would have to undergo 100 hours of training (which could be offered in the summer) and a full semester of classroom teaching. Persons certified under the new program would be teamed with a veteran teacher.

I believe SB 221 will vastly improve the teaching and learning of science and math because it will bring dedicated professionals into the classroom to share their expertise and real-world experiences with students. These men and women will also serve as

role models and mentors for future scientists and mathematicians. The training provided for in the bill ensures that they will have the necessary teaching skills, as well as the patience and understanding to teach younger students.

SB 221 has the support of many individuals and educational groups, including the Wisconsin Association of School Boards. Also, great strides have been made with the teachers union, which originally opposed the bill. Because of compromise and cooperation between those affected by the bill, the Wisconsin Education Association Council now supports SB 221.

Due to efforts by the Milwaukee School of Engineering, the business community has also expressed its support of the proposal.

Earlier this year the Senate Committee on Education held two hearings on SB 221, and I am hopeful the bill will be debated on the Senate floor during the fall floorperiod. For more information about the bill, please feel free to contact me at 33 South, State Capitol, PO Box 7882, Madison, WI 53707-7882; telephone: 608-266-5830. @

CALVIN J. POTTER
State Senator



Wisconsin State Senate

MEMO---*IMMEDIATE RESPONSE NEEDED*

TO: All Legislators
FROM: Senator Cal Potter
RE: LRB-3734/2—School Board Truancy Plan Review
DATE: August 8, 1997

On Wednesday, August 13, I will be introducing the attached LRB draft so that the Senate Education Committee can have a hearing on the bill August 27. *If you are interested in co-sponsoring the bill, please call my office by close of business on Tuesday, August 12.*

Thank you for your very timely review of the analysis.

Rep Murat

CALVIN J. POTTER
State Senator



Wisconsin State Senate

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Bonnie Ladwig

Kruside
Lead

3734 / 2 - Prunancy Plan

Sen.

Ressler
Hobackmidt

Rep.