



WISCONSIN STATE SENATOR
RICHARD GROBSCHMIDT

7TH SENATE DISTRICT

November 3, 1999

Senator Chuck Chvala, Chairman
Senator Organization Committee
Room 211 South, State Capitol
Madison, WI 53707

Dear Senator Chvala:

As Chairman of the Senate Education Committee, I would like to request permission to hold a public hearing in Milwaukee on Monday, November 29, 1999. The Committee would be accepting public testimony on Clearinghouse Rule 99-030, an order to repeal and recreate chapters PI 3 and 4, relating to teacher education program appraisals and licenses. The hearing would be held at State Fair Park beginning at 3:00 p.m.

Thank you in advance for your consideration of this request.

Sincerely,

RICHARD GROBSCHMIDT, Chairman
Senate Education Committee



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State Senator
Chuck Chvala
SENATE MAJORITY LEADER

November 11, 1999

The Honorable Richard Grobschmidt
Wisconsin State Senator
Rm. No. 104 S., Capitol
Madison, WI 53703

Dear Senator Grobschmidt:

The Senate Committee on Organization has approved your request for the Members of the Senate Committee on Education to travel to Milwaukee, Wisconsin on November 29, 1999 for the purpose of conducting a Public Hearing on Clearinghouse Rule 99-030.

It is the Committee's understanding that you are seeking reimbursement for all actual and necessary expenses associated with the committee members' attendance at this hearing. It is further understood that you are seeking approval for additional staff support from the Senate Sergeant-at-Arms and the Legislative Council, as well as transportation as needed.

Your request has been approved contingent upon the Senate not being in session. Please let me know if you have any questions.

Sincerely,

CHUCK CHVALA
Chairman
Senate Committee on Organization

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

**WEAC Statement of Support for
Clearing House Rule 99-030 Relating to Teacher Education Program
Appraisal and Licenses**

**By
Stan Johnson, Vice President
Wisconsin Education Association Council**

**Testimony
Senate Education Committee
November 15, 1999**

Over the past 18 months, WEAC members and leaders have been discussing the Department of Public Instruction's (DPI) newly proposed licensure rules. In 1998, the WEAC Board of Directors (the elected representatives of WEAC's 88,000 members), spent a day discussing the potential impact the new rules might have on members and their students' learning. The WEAC Board chose to support the licensure rules.

The rules were then discussed and debated at WEAC's Representative Assembly in April, 1999 by 1,000 elected WEAC leaders. The RA sustained the Board's decision to support the licensure changes making it WEAC's official position.

WEAC's support for the proposed rule is centered on the fact that it creates the opportunity for teachers to assume responsibility for the quality of the profession. It also provides unprecedented opportunities and choices for teachers to direct their own professional development and strengthen the teaching profession through increased accountability.

For the first time, Wisconsin has clearly defined the characteristics of a good teacher through the 10 standards for teacher development and licensure. The standards will help the public understand what it takes to be a successful teacher.

WEAC believes the new rule will strengthen the teaching profession through a focus on demonstrated skills and increased accountability.

In the new system, teachers will demonstrate knowledge and teaching competencies. Each teacher will become actively involved in improving the profession and his or her own skills and career options, creating more public confidence in the teaching profession.

The new rule changes are based upon research about learning and professional development and create the opportunity for teachers to assume responsibility for the quality of the profession. These opportunities include recruiting and training mentor teachers, selecting and training local professional development councils, and bargaining

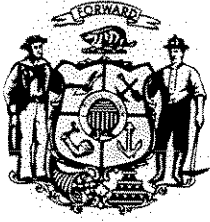
*Terry Craney, President
Michael A. Butera, Executive Director*

the financial recognition of licensure and the time needed for professional improvement. The new system will create a clear and objective picture of what teachers know, understand and can demonstrate.

The new system gives teachers the opportunity to design renewal paths appropriate to their students' needs and their own goals for professional development. This new commitment to restructuring is based upon what experience and research tell us: more highly skilled teachers create better learning for students, which is our ultimate goal.

In his State of American Education address earlier this year, United States Secretary of Education Richard Riley proposed that states implement licensure systems that include "initial," "professional," and "advanced" licenses. Wisconsin appears to be on the threshold of doing just that--provided the proposed rule is adopted. Adopting the rule would signify to Wisconsin's citizens that the state is committed to enhancing teacher quality and improving student learning.

WEAC strongly supports this concept and looks forward to the adoption of the rules. Thank you again chairperson Grobschmidt and members of the Senate Education Committee for this opportunity to speak to you today.



TOMMY G. THOMPSON

Governor
State of Wisconsin

November 16, 1999

John T. Benson, Ph.D.
Superintendent
Department of Public Instruction
125 South Webster Street
Madison, WI 53702

Dear Superintendent Benson:

I want to thank you again for taking the time to meet with me in January and more recently with my staff to discuss proposed changes to current teacher education and licensure requirements. As you know, in my last two State of the State addresses I have advocated reforms in the way we license and certify teachers in Wisconsin. I appreciate your willingness to provide leadership on this important effort to improve our educational system.

I understand you have completed a lengthy public engagement process and have submitted the PI 34 rules package to the Legislature for its concurrence. The proposed rules bring some very positive changes to the licensing and training of Wisconsin's teachers. Among the aspects of the licensure and training package I am pleased to support are the following:

- Three-tiered licensing structure (Initial, Professional, and Master) to provide our teachers a more defined career path.
- More measurable performance standards for licensure.
- Content testing of prospective teachers through a State-mandated exam.
- Public reporting of scores of prospective teachers, which should provide data to compare the performance of teacher training institutions.
- Clearer provisions for the creation of alternate licensure programs to allow professionals from other fields to make an easier transition into the classroom.
- Provisions for the inclusion of student performance in licensure reviews and renewals (required at the Master level).
- Allowance for the creation of experimental and innovative undergraduate teacher training programs within University of Wisconsin institutions or private colleges.
- Special, more flexible licenses for charter school teachers.

I understand you have agreed to establish a committee to study the implementation of this package. I support this effort, and I look forward to working with you as it progresses. As this committee moves forward, I urge you to include as many parents as possible in the deliberations so that families will have a sound understanding of how the training and licensure rules will affect and benefit student learning in the classroom. I also ask that we meet staff to discuss your conclusions before you announce any changes in the interpretation of these rules.

As Wisconsin continues to add to its many achievements in elementary and secondary education and increases the quality of teachers in this state, I am mindful legislative initiatives might be needed to expand the concepts embedded in these rules. The rules framework is a good first step in focusing teacher preparation and training on our goal of raising student achievement. I hope you will partner with me and other education groups to develop a pay-for-performance proposal in the next few months to build on the foundation of the rules.

I thank you for the effort you and your staff have put into producing these rules, and I look forward to continuing to work with you in the future.

Sincerely,



TOMMY G. THOMPSON
Governor

TGT/wrs

Senate Education Committee
Testimony of David J. Ward, Senior Vice President for Academic Affairs
November 17, 1999

The University of Wisconsin institutions have a long and proud history of preparing Wisconsin teachers. Teacher preparation programs have been and continue to be a central part of the missions of our UW institutions. We support progressive efforts to improve teacher preparation programs and we support a closer partnership between schools and universities in the preparation and continuing professional development of Wisconsin's educators.

Our education deans and faculty have been involved since 1993 in the process of creating these new rules. The UW chancellors and the Board of Regents have also discussed the rules. From those discussions, it is evident that there are many components of the proposed reforms in teacher education and licensing that have received the endorsement of the University of Wisconsin institutions and UW System Administration. We support most of the provisions of the draft of PI 34. Clearly provisions to ensure the success of new teachers is in the best interest of school districts, parents and children. Those specific components include:

1. The proposed system of graduated licensure--beginning, professional, and master educators--would enable teachers to advance within their professions throughout the course of their careers.
2. Teachers would not have to leave the classroom (and move into administrative positions) to advance in their careers, or to receive professional recognition. This license structure would also address the critical problem of retaining teachers, especially teachers new to the field, by providing them with career ladders. Both the universities and the school districts make substantial investments in training new teachers, yet many teachers leave the profession early in their careers.
3. A performance-based approach to teacher education program approval will improve accountability. We have a knowledge and experience base for performance-based assessments such as portfolios and observations that will enable us to develop flexible and meaningful program accountability.
4. These reforms to teacher education will provide greater compatibility of individual teacher goals and professional development with school district needs and priorities.

In spite of the UW System's strong support for the general reforms in PI 34, there are some areas of concern that we must note:

1. Our concern is that the draft rules may indicate a very costly, one-size-fits-all mentoring program for new teachers. The mentoring process for new teachers is a necessary goal, but we believe that any mentoring process needs to be affordable and workable. To that end, we support the Department of Public Instruction's idea of an implementation committee that, after adoption of the rules, will allow more efficient and flexible approaches to new teacher mentoring. As currently proposed, these changes would require additional funding for schools of education. Institutions and the Board of Regents are particularly concerned about the role of UW faculty in the teams that will advise new teachers concerning their individual

professional development plans. The approach to this team-based professional development planning must be flexible, and multiple. Alternative models must be permitted.

2. The most recent version of the draft rules contains provisions that will significantly expand alternate certification. We support innovative approaches to teacher preparation and believe that competition among providers of teacher preparation programs is healthy. However, we are concerned about the broad expansion of alternate certification. Our concerns are twofold:

(1) The rules contain many provisions concerning standards that certification programs would have to meet. Those standards include faculty credentials, facilities, technology, and other measures. It appears that these same standards would not be applicable to alternate programs. If quality standards for programs are deemed essential to ensuring the quality of teachers who are prepared in those programs, we have to question why they are not applicable to alternate certification programs.

(2) The current draft of the rules does not appear to contain accountability for alternate certification programs. While both public and private institutions of higher education will be held accountable for the success of their graduates in, for example, their pass rates on teacher tests, there is no provision in the rules that would hold alternate providers accountable. Let me reiterate that we support alternate and creative ways to meet high standards for teacher preparation; but we should not support lower standards and reduced accountability.

We are asking the committee to review carefully the alternative certification provisions and ask the Department to make revisions to conform them to standards similar to those required of teacher education programs.

Thank you for your time and patience in hearing testimony on this important issue.

Senate Hearing on PI 34, Madison, November, 17, 1999

Testimony from Joan North, Dean of the College of Professional Studies, University of Wisconsin-Stevens Point

Thank you for your careful consideration of this important document which could make fundamental changes in teacher certification, teacher licenses, and teacher preparation. Many people have views about PI34 because a fundamental change in the preparation and development of teachers touches us all.

We want the best. We want the best for our state and we want the best for our children. And many who worked countless hours--or years--on PI34 hope that it will deliver the best. Many of us in public higher education were at those tables and on those councils, striving for the magical ideas which would really make a difference. And in the end or almost the end, we thought that we had a courageous, but do-able approach to teacher education which funneled right into a results-oriented teacher licensing program.

The new approach includes a common set of quality principles, capstone testing, and a focus on the results from all of our courses--how our senior or graduate really does on the job.

PI 34 also requires colleges and universities, as PI 4 did in the past, to assure quality of the operation itself--high grade point averages, qualified faculty, in-depth school experiences, technology and library support to name a

for admission into teacher education,

few. The state did not want fly-by-night store fronts with little resources preparing our teachers. These rules are in subchapter IV " Institutional and Program Standards," 8 pages of quality assurances that all colleges and universities must achieve in order to be in the teacher education business.

But suddenly a week or so ago, changes were made in PI 34 which abruptly reversed the engines on the quality train. A small paragraph was added--c under "license based on equivalency"--which states that the Department of Public Instruction will open the door to "alternative training" programs. Hmm, there's a thought. Every CESA or district or the School Boards Association or Uncle Wally's Filling Station and Teacher Certification Shop-- all could go into training teachers for initial certification. And you know what? According to this language, none of them would have to abide by the same 8 pages of assurances about quality operations. I kid you not. "Teachers R Us" outfits could put as little investment in their "training" as they choose as long as they can tutor their clients to pass the state tests.

Something is wrong here. If the eight-pages of institutional and program standards assure the public that colleges and universities invest in high quality teacher education, why wouldn't the public want those same assurances about any new entity that strolled into the certification arena? Makes no sense to me.

Theoretically all these entities will be able to factory-produce so many teachers that we will never have to

worry about any possible teacher shortages. But, I might point out that college and universities are capable of doubling their teacher education enrollments, with adequate support--we did it in the 1970's. Furthermore, there are already ample provisions in PI 34 for dealing with shortage areas without resorting to turning teacher education over to "training centers."

In summary, these new rules will challenge all of us in teacher education, and we are up to the challenge. Like you, we want the best in education, so let's leave the short cuts, the Teachers R Us, to states with less to lose.

My name is Eric Liljequist. This is my 29th year of teaching elementary school in Madison; I currently teach 4th grade at Falk School. Thank you, Sen. Grobschmidt and members of the Education Committee, for taking the time to listen to us today.

I have several concerns with some of the components of the new 3-tier licensing proposals as I understand them. I am quite bothered by the peer review or peer evaluation component of this proposal. I believe this could have a chilling effect on teachers collaborating with one another, sharing plans and materials. If I was going to be judged by my peers, would I want them using my excellent self-devised lesson plans? What if a passionate liberal is evaluating a passionate conservative - or vice-versa? Can we as humans always leave our personal opinions out of such decisions? I believe that the proposed peer evaluation component would also have a very negative effect on teacher solidarity, which for me, as a strong union supporter, is a very important issue.

Furthermore, I believe that Peer Review is in direct conflict with State Statute 111.70, which requires a license for supervision. 111.70 defines supervisors as any individual who has the authority to transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees. Colleagues by any interpretation of this statute are not supervisors. I also have large concerns over the expense of this initiative. It would be necessary to hire substitutes (of which there are not currently enough) for teachers who would be serving as mentors or evaluators. According to estimates, the State would pay about \$600,000, while the local districts would have to pay about \$3,450,000 per budget. Already strapped by the Revenue Caps and QEO, where will districts get this extra money and still fix those leaky roofs?

Another question I have is; will this work? Will this result in even

better teachers for Wisconsin? Will the ultimate result be even better student achievement in Wisconsin? Our kids have been #1 or #2 in the nation for the last 10 years. Will this untested change in the system make them even better? None of these proposals are, to my knowledge, research based. Where is the empirical evidence that if we do this, it will result in improvement? I think you, Senators, should demand some kind of compelling evidence that this is a good thing. We've all heard the old saying "If it ain't broke, don't fix it." Is this a kind of Red Green approach: "If it ain't broke, let's break it"? Senators, when the D.P.I. held hearings on these new licensing proposals around the State, two-thirds of those testified were against them, and yet the D.P.I. seems to be in favor of this. Please listen more carefully than the D.P.I. did.

Sen. Grobschmidt, I would like to quote something you said last year: "Within the last year UW-Milwaukee graduated only 10 teachers certified in science, ten in math, and only one in computer science - young people are going into other fields - fields other than education - because there's this cap on teacher salaries caused by the QEO". In addition, this a.m.'s D.P.I. Home Page tells us there are 2000 teachers who are teaching under emergency licensure ~ i.e., in any area for which they are not professionally prepared. Do you really believe these new proposals will improve teacher quality and therefore student learning?

Thank you for your consideration.

Sincerely,

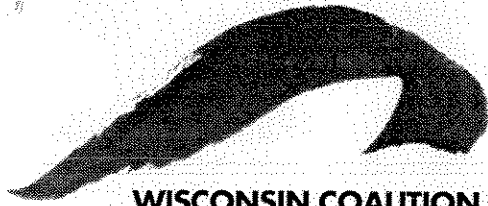
Eric Liljequist

Table 14.1
Number of Emergency Licenses Issued in Wisconsin for 1989-1998

	89-0	90-1	91-2	92-3	93-4	94-5	95-6	96-7	97-8
Elementary									
080 Elem. (Nursery)	1	3	3	18	16	Merged	Merged	Merged	Merged
100-166 Elem. (K-8)	61	97	99	86	79	109	123	110	110
Total Elementary	62	100	102	104	95	109	123	110	110
Secondary Education									
200 Agriculture	0	1	2	2	3	2	3	4	4
210-215 Fam./Con. Ed.	7	16	5	17	23	12	3	6	9
220 Tech. Educ.	7	9	10	11	11	23	27	42	55
250-251 Business Ed.	1	2	4	9	4	5	4	5	12
295 Marketing Educ.	1	3	1	2	4	1	2	2	3
300, 310, 320, 325 Eng. Jour., Speech & Theater	28	24	24	16	22	25	30	37	44
315-317 Reading	123	154	163	173	162	154	136	125	159
350-390 Foreign Lang.	35	51	47	64	61	52	44	58	78
395 Eng. as Sec. Lang.	90	88	78	79	59	64	63	60	72
23, 28, 33, 36, 44, 49									
Bilingual Education	No Data	55	87	91	No Data	86	85	85	91
400-430 Math	31	30	32	29	26	29	37	36	44
450-455 Driv./Saf. Ed.	12	20	19	21	22	12	31	36	41
500-515 Music (K-12)	20	30	29	23	21	30	16	30	34
530-536 Phy. Educ.	5	8	8	5	10	9	9	10	11
910 Health	25	29	23	23	15	23	18	19	21
550 Art (K-12)	8	11	11	14	7	7	11	11	12
600-637 Science	49	48	49	65	69	71	63	78	83
700-761 Social Stud.	50	56	48	57	41	38	31	38	42
900-905 Inst. Lib. Med.	23	30	37	32	26	24	28	39	52
Total Secondary/Middle	515	665	677	733	606	667	641	719	867
Special Education									
805 Hearing	4	1	2	4	3	4	6	3	2
806 Cog. Dis.	46	71	68	71	89	98	110	104	123
807 Severely Hand.	6	7	8	13	Merged	Merged	Merged	Merged	Merged
808 Early Childhood *	69	75	91	102	80	62	63	58	43
811 Learn. Disability	320	354	338	354	252	224	245	225	243
820 Speech/Language	37	41	39	30	27	37	53	56	58
825 Visual Disability	3	5	2	4	2	1	5	8	5
830 Emot. Disturbed	517	595	619	561	521	511	551	486	404
Total Special Education	1002	1149	1167	1139	974	937	1033	940	878
Related Services									
963-967 School Couns.	36	50	42	40	35	41	52	50	54
50 Social Worker	No Data	18	7	8	No Data	11	12	5	9
62 School Psychologist	No Data	0	0	2	No Data	12	10	2	2
Total Related Services	36	68	49	50	35	64	74	62	65
Grand Total	1615	1962	1995	2026	1710	1777	1871	1831	1920

* Early Childhood EEN numbers have increased because they include "birth to 3" teachers who are not in public school programs.

Source: Bureau for Licensing, Wisconsin Department of Public Instruction, 1998.



WISCONSIN COALITION FOR ADVOCACY

THE PROTECTION AND ADVOCACY SYSTEM FOR PEOPLE WITH DISABILITIES

TESTIMONY REGARDING CLEARINGHOUSE RULE 99-030 (PROPOSED PI 34)

by

Jeffrey Spitzer-Resnick

Managing Attorney

November 17, 1999

As many of you probably know, the Wisconsin Coalition for Advocacy (WCA) is Wisconsin's designated protection and advocacy (P & A) agency which advocates for people with disabilities. As a Managing Attorney at WCA, one of my principle responsibilities is to advocate for the right to a free appropriate public education (FAPE) for children with disabilities in Wisconsin schools. Needless to say, a critical component to providing FAPE for children with disabilities, involves providing them with access to quality educational professionals. We believe that although the proposed PI 34 takes important strides in improving such access, it does not go far enough.

While there has been significant media attention to the purported consensus reached regarding proposed PI 34, it is important to note that, as I understand it, the consensus was reached between the Department of Public Instruction (DPI), the state's largest teachers' union (WEAC), and the school boards' association (WASB). At no point, other than through the public hearings in March of this year, did DPI engage WCA, the Quality Education Coalition (QEC—a statewide coalition of individuals and organizations advocating for quality special education), or any other disability organization, in the discussions surrounding the significant modifications to the proposed rules as presented publicly about 8 months ago, which lead to the purported consensus reached, and published by DPI on November 1, 1999.

Needless to say, DPI's exclusion of those of us interested in special education from a parents and children's perspective, leaves us in an awkward position at this point in time. This mammoth rule, which represents a sea change in the licensure of all education professionals, certainly sets forth significant improvements in the potential to deliver FAPE to children with disabilities. However, because the rule also omits other potential improvements which could have been easily made, WCA supports certain provisions of this rule, and does not support other provisions, as the following testimony sets forth.

We are pleased that from the outset of the rule, the definitions section recognizes the need for teachers to understand, "curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures." See proposed PI 34.01(39). This theme is amplified under proposed PI 34.02, which sets teacher standards, and includes a requirement that, "The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development." See proposed PI

34.02(2). These standards also require teachers to understand, “how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.” See proposed PI 34.02(3). We are similarly pleased that these standards are replicated in the proposed rules on Administrator standards and Pupil Services standards. See proposed PI 34.03(1) and 34.04(1).

Regarding the education of teachers, we are puzzled about the glaring hole in understanding minority group relations, which does not refer to people with disabilities in any way. See proposed PI 34.15(4)(c). Yet, we are pleased that all new teachers will be trained in: “Procedures used for assessing and providing education for children with disabilities, including roles and responsibilities of regular and special education providers,” and “Modifying the regular education curriculum when instructing pupils with disabilities. See proposed PI 34.15(4)(g) and (h).

Teacher training will also be improved by requiring that, “Student teaching experiences shall provide candidates opportunities to interact with and adapt instruction for children with disabilities and other exceptionalities.” See proposed PI 34.15(5)(b). This same theme is repeated in the requirements to advance up the teaching ladder, with the proposed requirement that the teacher document, “curriculum adaptations for children with disabilities or other exceptionalities with related outcome measures.” See proposed PI 34.17(4)(b) and 34.18(2)(b).

While we realize that there is a need for more special education teachers and that allowing comprehensive licensure under SUBCHAPTER VII will allow school districts to flexibly assign special education teachers to the area of greatest need within their districts, the fundamental flaw in this aspect of the proposed rule is the assumption that a teacher with a concentration in, for example, cognitive disabilities, will have any reasonable basis to instruct children with emotional disturbances. In proposed rules PI 34.27(3), 34.28(3), and 34.29(3), special education teachers will only need to have a concentration in one of the three major areas of disabilities. Leaving aside the fact that numerous other major disabilities, such as autism (which is not a cognitive disability, learning disability, or emotional disturbance), are left completely out of the required training for these teachers, we are very concerned that the comprehensive license will allow school districts to assign teachers who are simply untrained and unprepared to instruct the students to whom they are assigned. A far better approach would allow comprehensive licensure, but require that school districts demonstrate through either training, apprenticeship (i.e., student teaching, or team teaching) that when they assign a special education teacher to a certain category of disabled students, that teacher has actual knowledge in that category of students. This is necessary as the Individuals with Disabilities Education Act (IDEA) requires the child’s special education teacher to have specific expertise in each child’s disability. Unfortunately, due to both state and federal under funding of special education, many school districts have refused to provide disability specific training to special educators, even when they request it.

We are pleased that DPI apparently recognizes the need for the approach which we have suggested above for certain disabilities, such as in the areas of Deaf and Hard of Hearing and

Visual Impairment. (See proposed PI 34.30(2)(e) and (o)). Yet, we are puzzled that the Physical education license does not require knowledge of adaptive physical education for children with physical disabilities, and the Technology license does not require knowledge of assistive technology for children with disabilities. (See proposed PI 34.30(2)(k) and (m)). Although we are pleased that teachers may receive licenses in Adaptive education, Adaptive physical education, and assistive technology, this should not excuse regular education teachers from having some knowledge base in those areas, since as the proposed rules generally recognize, most children with special education needs are educated by regular educators. See proposed PI 34.33(1).

Similarly, we are puzzled that the supplemental categories of Alternative Education Programs, Bilingual-Bicultural Education, and Vocational Education, do not have requirements to have knowledge of the way to use those areas of expertise with children with disabilities or other exceptionalities. See proposed PI 34.33(2), (3) and (8). Vocational education is particularly important to children with disabilities in middle and high school, as the IDEA requires transition programming beginning at age 14. Sadly, many school districts do not have qualified staff to provide appropriate vocational education to children with disabilities, despite this requirement, which is mirrored in state law under Ch. 115.

As you can see, WCA views this proposed rule in a generally positive light, but we believe it could be improved. We would be glad to answer any questions which you may have either during this hearing, or at a later date.

Thank you for this opportunity to testify about the Teacher Licensure Rule. My name is Mary Ellen Havel-Lang. As a bit of background, I am Vice-President of the Sun Prairie School Board. I have been involved with the Board's Personnel Committee since 1989 and have served as Chair for the passed 4 years. I have also been a parent concerned about education for over 20 years.

I first became aware of the draft rules in April of this year and have followed their progress since that time.

There are several portions of the rules that I want to comment on during my testimony. They are:

- the standards
- implementation – including needed resources
- categorical special education licensure

Before I begin, I want to state that the rules as presented are a vast improvement over the July draft. However if adopted as currently proposed, the onus of implementation is placed on local districts, rather than the State agency that has the authority to administer of these rules.

Given that background, my comments today are based on the premise that the impact of the implementation of these rules in the Sun Prairie District is unknown. I am basing my comments on the rules as written. We have not contractually negotiated with our local union, therefore, that variable is unknown and will not be addressed today.

The Standards:

Using the definition of "teaching" at PI 34.01(59), it is not clear how the standards are measurable. The main concept missing in these standards is student achievement.

Recently, I had an opportunity to do a presentation for other school board members on these rules. In preparation for this presentation, I showed a co-worker the slides that I had put together. He was an instructor at a state technical college before joining our office. His first comment when he saw the standards was: "How are these standards going to be measured?" This illustrates that the general public has no understanding of how this rule will impact the educational achievement of their children.

Words, that are used in the standards, like "understands", "creates", "reflective practitioner" and "support" are not measurable, and therefore, do not assure that student progress is achieved in the classroom. Standard 8, that states "[t]he teacher understands and uses formal and informal assessment strategies to evaluate and **ensure the continuous intellectual, social and physical development of the pupil**", is the exception and the model on which the remaining standards should be written.

As with any administrative rule, these are the **minimum standards** teachers must meet to progress to the next level of licensure or to retain licensure. They must be strengthened to ensure documented student progress is the main focus.

Implementation – Needed Resources

Annette Baker, the Human Resource Director for our District, will testify more specifically about how implementation of these rules will affect us, but I do want to point out a couple of items.

In our District, each teacher has a 180-day contract. Of those 180 days, 10 are not face-to-face days – but paid vacation, teacher in-service, early release, etc. Using the fiscal estimate prepared by the DPI, mentors for initial educators will spend an additional 10 days out of their classrooms.

I do not want you to get the impression that I am against mentors. They are a vital element to the success of new teachers in our District and we have taken steps to implement a meaningful mentoring program. My concern centers around the impact implementation of the mentoring program, as outlined in the rule, will have on our students' achievement.

For initial educators moving to the next level and professional educators' licensure renewal, we will be required to provide a 3 to 1 staff ratio to review each teacher's professional development plan when it is put together and to evaluate successful achievement of the plan. Again, according to DPI estimates, evaluators will be out of the classroom an additional 3 days.

Based on our District's history, some of the same staff will be a mentor for an initial educator and a reviewer for another. In that scenario, that teacher is now out of the classroom for 13 of the 170 face-to-face days. That's approximately 8% of the time students will be without their regularly assigned teachers. Who is teaching our kids?

Other implementation questions come to mind, including:

- Where are the substitute teachers coming from?
- Who is paying for training for the mentors and teacher reviewers?
- Logistically, scheduling mentors, teacher reviewers and administrator time will be a monumental task. With our emphasis being student achievement, should Districts be expected to dedicate time and resources to this task or should the DPI pay for these requirements?

Categorical Special Education Licensure

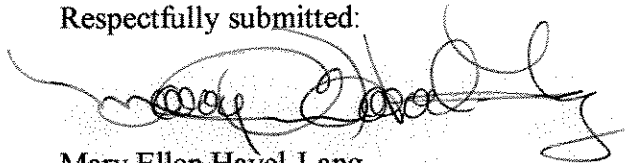
The IDEA law specifies that special education should be a service for children rather than a place where they are sent. Further, special education and related services and aids and

supports should be done in the regular classroom, whenever appropriate. Why, then, is Wisconsin taking the position that categorical special ed licenses should still exist?

In our District we are working toward special education teachers – learning disabled, emotional disturbed and cognitively disabled – becoming resources and supports for the regular ed classroom teacher. We need the flexibility in the licensure rule in order to assist in this endeavor.

This concludes my testimony, subject to your questions. Again, I appreciate the opportunity to testify on the teacher licensure rule.

Respectfully submitted:



Mary Ellen Havel-Lang
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Charles Read, Dean
School of Education
UW - Madison

November 17, 1999

Testimony to:
Wisconsin State Senate Committee on Education
Concerning:
Proposed New Rules: PI 34

Chairman Grobschmidt and members of the Senate Committee on Education:

Thank you for giving me an opportunity to speak concerning the proposed new rules for preparing teachers, administrators, and pupil service personnel in Wisconsin. I am Charles Read, Dean of the School of Education at UW - Madison, a school of education that ranks, by almost any measure, as one of the best in the nation. We prepare approximately 500 new teachers each year; 15% of Wisconsin teachers are our alumni.

Along with many others, we have worked for more than four years with DPI to develop fundamentally new rules for educating, licensing, and supporting new teachers, administrators, and other educators in Wisconsin. That broad-based collaboration has enhanced the proposal that is before you today. I would like to mention several features of the proposal that we support, two about which we have some concern, and one that we do not feel is in the best interests of Wisconsin students.

We support the principle of this revision: to license teachers based primarily on their ability to demonstrate effective teaching in the classroom, while also ensuring the quality of teacher-education programs with the standards in subchapter IV. These proposed rules would replace detailed requirements for teacher-education programs with higher standards for what prospective teachers actually know and are able to do.

Among the specific provisions that we support are these:

- the requirement that prospective teachers demonstrate their understanding of the content that they will teach.
- the proposed sequence of licenses, advancing from an initial license to a professional license, and in selected cases, to a master-teacher license. Such a system will allow teachers to achieve recognition for increasing proficiency without giving up teaching.
- the proposed mentoring program for new teachers during their first three years, including a role for colleges and universities to support the development of their graduates as they begin their careers.

We have some concerns in this last area: the plans for the mentoring are not worked out, and the costs may be substantial, depending on the implementation. The same is true of assessing the professional development that leads from one level of license to the next – from an initial to a professional license, for example. Here again, there is a role for colleges and universities, but the costs will depend entirely on just what we do. We look forward to participating in the planning that is needed.

(over)

We UW deans of education have consistently supported the new proposal on all of these points. In fact, the chancellors of our universities wrote to convey their support for the version of the proposal that preceded the one that you received. However, there is one change in this latest version that we feel is inconsistent with the rest and is not in the best interests of Wisconsin students, namely the new language on alternative certification [PI 34.17 (6) (b) and (c)].

Under these sections, the DPI could license initial teachers, school administrators, school psychologists, and school counselors on the basis of minimal requirements. Under (6)(c), all that is required of a preparation program is that it be "based on the standards in subchapter II," which are brief, general principles, not standards. All that is required of the candidates is that they complete "an assessment process ... including any standardized examinations prescribed by the state superintendent." The nature of this assessment process is unspecified, and the superintendent need not require any examinations. These provisions do not provide the quality assurance that Wisconsin parents have a right to expect. Surely it would be better to identify potential assessments, find out how well they predict effective teaching, and then write rules for alternative certification. The revised rules for regular programs set standards for both the programs and the candidates; the rules for alternative certification do neither.

There are basically two approaches to improving teacher education today: to raise the professional standards or to deregulate. At least twenty states are raising the standards, based on the proposal of the National Commission on Teaching and America's Future. In the last version of these rules that colleges and universities commented on, Wisconsin was on its way to joining those states. What we have now, however, is a strange hybrid: the original, carefully thought-out structure of higher standards, joined abruptly to a small section which essentially deregulates the education of teachers, administrators, and school counselors.

We support alternatives; in fact, we have created and adopted alternatives of our own, as have other UW-System universities. Wisconsin deserves innovative programs and high standards.

Thank you.

WISCONSIN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

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TESTIMONY
on
CLEARING HOUSE RULE 99-030

*Proposed Administrative Rules for
Teacher Education Program Approval and Licenses*

by

Dr. Rolf Wegenke, President
Wisconsin Association of Independent
Colleges and Universities

November 17, 1999

Good morning. Senator Grobschmidt and members of the Committee, thank you for the opportunity to testify today. My name is Rolf Wegenke, and I am the President of the Wisconsin Association of Independent Colleges and Universities (WAICU). Our organization represents the 50,000 students attending one of the 21 private (or independent) colleges and universities in the state.

The twenty-one institutions of higher learning which make up the Wisconsin Association of Independent Colleges and Universities (WAICU) are proud of their graduates who become teachers and of their many programs that make a difference in elementary and secondary education in the state. Recently, three Wisconsin teachers with ties to WAICU schools have been nominated for Presidential Teaching Awards. Ms. Diana Kasbaum of Eastside Elementary School in Sun Prairie and Ms. Susan Inkmann of Parkview Elementary School in Cedarburg are alumnae of Cardinal Stritch University, and Ms. Hazel Lockett studied at Alverno College. In

ALVERNO COLLEGE *Milwaukee* BELOIT COLLEGE *Beloit* CARDINAL STRITCH UNIVERSITY *Milwaukee* CARROLL COLLEGE *Waukesha*
CARTHAGE COLLEGE *Kenosha* CONCORDIA UNIVERSITY *Mequon* EDGEWOOD COLLEGE *Madison* LAKELAND
COLLEGE *Sheboygan* LAWRENCE UNIVERSITY *Appleton* MARIAN COLLEGE *Fond du Lac* MARQUETTE UNIVERSITY *Milwaukee*
MILWAUKEE INSTITUTE OF ART & DESIGN *Milwaukee* MILWAUKEE SCHOOL OF ENGINEERING *Milwaukee* MOUNT MARY
COLLEGE *Milwaukee* MOUNT SENARIO COLLEGE *Ladysmith* NORTHLAND COLLEGE *Ashland* RIPON COLLEGE *Ripon* ST. NORBERT
COLLEGE *DePete* SILVER LAKE COLLEGE *Manitowoc* VITERBO COLLEGE *La Crosse* WISCONSIN LUTHERAN COLLEGE *Milwaukee*

addition, Ms. Ellen Hurtgen, a graduate of Cardinal Stritch University, won a 1999 Milken Family Foundation National Educator Award. Ms. Hurtgen is an eighth-grade science teacher at Lake Country Elementary School in Hartland. These teachers demonstrate our commitment to the highest standards and to quality.

Because the private colleges and universities produce more than 25 percent of the new teachers in Wisconsin, we are particularly interested in the changes being proposed by the Department of Public Instruction. In general, WAICU supports the conceptual basis of the rules which are before the committee. However, we are concerned that the issues of some stakeholders remain unresolved. Last week, the Department's Professional Standards Council took action to formally oppose the rules. The concerns raised by the Council are legitimate ones which must be addressed.

There are two specific issues that I would like to raise for the committee's consideration.

First, we strongly believe that increased mentoring of new teachers will enhance the quality of teaching and learning. At the same time, as private colleges and universities, we do not receive operating subsidies from the state. This new requirement amounts to a multimillion-dollar unfunded mandate imposed by the state on private sector institutions. We believe that, in general, there has been little sensitivity to the impact of governmental policies on nongovernmental organizations. We highlight this issue to help educate the general public.

Second, while we are supportive of alternative licensure arrangements, as we are of all elements of the rules which promote competition and creativity in education, we are disturbed by the

absence of quality standards in the proposed rules as they relate to alternative teacher licensure. The very rules that are intended to raise standards in all areas are silent on the standards that school districts, CESAs, consortia, technical colleges, and for-profit enterprises would need to meet.

PI 34.14 (6)(c) An initial educator license may be issued to an applicant who has completed an alternative training program approved by the state superintendent that is provided by, but not limited to, a college or university, school, school district, CESA, consortia, technical college, private enterprise or agency.

I think it is ironic that the state would have standards for the purchase, for example, of correctional services from a for-profit source, but would take a “trust us” approach in an area that affects our children and the future of our state.

Again, thank you for your time. I would be happy to answer any questions you may have.

Teacher Preparation and Licensing

Thank you for the opportunity to speak to this important issue. My name is Virgilyn Driscoll. I am a retired secondary art education teacher having served 34 years in the field. I am now the executive director of Wisconsin Alliance for Arts Education, a non-profit organization dedicated to advancing quality arts education for all children in all schools. The Alliance is affiliated with the John F. Kennedy Arts Education Network, Washington, DC.

I wish to speak in support of the proposed administrative rules for teacher preparation and licensure developed by the Department of Public Instruction. The licensure changes which are based upon competencies versus credit hours places the teacher in the position of taking responsibility for maintaining the highest standards possible for the profession. Teachers working in collaboration - interactive professionalism - developing a career long growth plan can only enhance and improve the quality of teaching in our schools and ultimately the education for all students.

The present model of acquiring credits in one's field or related field will be seen as only part of the professional development process as emphasis is placed upon what actually occurs in the classroom. The focus will be on how the professional development changed the practice in the classroom. Teachers will be challenged to continually improve professionally by reflecting upon their teaching methodologies and identifying those areas necessary for improvement based upon the evaluative team process.

The three levels of certification will encourage more teachers to become their own monitors of success in the field. Substantive education reform focuses on helping students take charge of their learning, to study the concepts, the criteria for learning, and to reflect upon all this to truly understand in their subject area. This new approach to licensure gives the same opportunity, challenge, and sense of trust to teachers. It also provides them with a vehicle to advance their professionalism in a challenging manner - with the support and guidance of their peers - from the Initial Teacher, to the Professional Teacher, and ultimately to the Master Teacher.

Initial teachers will be given the support and guidance they so badly need to meet the complexities of teaching effectively. The mentoring program will provide a way to overcome the anxieties and fears associated with new teaching experiences and guide the new teacher to successful teaching processes. Students will benefit by having a teacher who feels more confident and delivers new content in a professional manner. The portfolio that the teacher develops over these first years will provide evidence of teaching - a process that places the teacher in a position to reflect on the growth/progress of his teaching experiences - just as we ask students to do through this process. For those who are not effective teachers, they will know after a few years whether this is indeed the profession in which they should stay.

Perhaps one of the strongest parts of this certification approach is the fact that it encourages teachers to develop a professional plan to become stronger in the field - to grow, to work collaboratively to improve - throughout their career. This includes inquiry into one's field of practice - teacher designed classroom research, on-going curriculum development, reviewing and learning new studies in the field, taking advanced courses of study, involvement in professional

organizations - all to provide students with the best instruction possible. It opens doorways for teachers to collaborate, to share ideas, resources, and expertise, to the benefit of the students. These are the kinds of activities the Alliance has been advancing through workshops and conferences and we are prepared to support similar professional development activities for teachers under this new licensure.



Virgilyn Driscoll
Executive Director
Wisconsin Alliance for Arts Education

1999-2000

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To: Senator R. Grobschmidt
and Senate Education Committee
From: Wisconsin State Reading Association
Date: November 17, 1999
Re: Statement in support of the revised teacher licensing rules

The Wisconsin State Reading Association, representing almost 4,000 educators, whose mission is to "promote excellence in reading throughout the state," stands in support of the revised teacher licensing rules.

We have reviewed the rules extensively and suggested changes that have been made to enhance the descriptions of both the reading teacher and reading specialist licenses. We believe that the new rules present great opportunities for teachers and schools, which will, in turn, have a positive impact on children in classrooms. The professional development plan in the new package respects educators as decision-makers responsible for their continuing growth.

Research over the past fifteen years has shown that even the best teachers need professional development. Research studies have demonstrated that every additional dollar spent on more highly qualified teachers netted greater improvements in student achievement than did any other use of school resources (Ferguson, 1991). Teachers need to be aware of new information in a variety of fields that affect student learning. They need time and support to integrate changes into their instruction. The most effective professional development programs are those planned by teachers themselves, based on their assessments of their needs as educators and their students' needs as learners.

We must, however, express a strong concern regarding the rules that allow alternative licensing/certification. By permitting this latitude in licensing, persons with limited knowledge of methods and materials will be allowed to teach. We believe that they will not be equipped to support individual learners across a wide variety of backgrounds and abilities. There are many reasons why children struggle to learn to read and write. Teachers need to be equipped with the skills to identify these reasons and the ways that individual students learn best. They must then use a variety of approaches so that they can base instruction on what children need and can do. This delicate balancing act is not easily accomplished, especially without a strong background in learning theory, teaching approaches and effective materials.

We realize that such a major undertaking as the revision of these rules cannot occur without ongoing monitoring and problem solving during implementation. We trust that the Wisconsin Department of Public Instruction, in concert with educators from around the state, will lead that process. We also trust that the legislative bodies of the state of Wisconsin will support these licensing rules with the requested funds necessary for every school district and university in the state to implement these new rules. Without this type of support, both institutions will experience the type of financial stress that may prevent these new rules from being properly implemented.

Reference:
Ferguson, R. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation*, 28, 465-468.

WCATY Wisconsin Center for Academically Talented Youth

Statement by Dr. Ellie Schatz, Executive Director, Wisconsin Center for Academically Talented Youth, Inc. (WCATY)

November 17, 1999

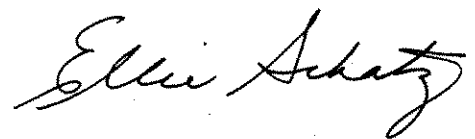
On behalf of the Wisconsin Center for Academically Talented Youth, Inc. (WCATY), a private non-profit whose mission is to provide programs and services that support, motivate, and challenge academically talented students in the state, I support the proposed licensing rules, PI 34.

I support the regular licensing rules and the 10 standards upon which they are based. Although all of the standards are meant to tighten the competencies of teachers and all are important, some of these standards are particularly important to the education of gifted and talented children in the state of Wisconsin. For example, the third standard – **“Teachers understand that children learn differently. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners, including students with disabilities.”** This standard, as a measure upon which teachers would be evaluated and licensed, implies that all teachers will be required to show that they differentiate the curriculum for all children, who come into the classroom with different abilities, learning styles, and aptitudes for learning. In speaking to diverse learners the rule could be strengthened by adding students with exceptional abilities as well as those with disabilities, but even as worded it is an improvement upon what now exists. It implies that a “one-size-fits-all” curriculum is clearly not acceptable, and I believe parents could hold teachers to this expectation under this rule. The eighth standard – **teachers know how to test for student progress** – is very important. It states: **“The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.”** Under this standard, it would be impossible for a teacher to ignore data that demonstrates a student has already mastered specific knowledge and skills by making that student repeat the material. More schools, in fact, may want to become involved with WCATY and the Talent Search process that provides out-of-level assessment scores for children who are already at the top of their classes on standardized test scores. WCATY can help teachers to meet this standard.

Just as every school should have a mandate to meet the continuous learning needs of all children, including the most academically talented children, every teacher should be required to teach every child continuously new material. I support PI 34 in hopes that these licensing rules will require our state’s teachers to do just this.

I also support the specific licensing for teachers working in Gifted and Talented programs under section 34.33.

I strongly support the levels of licensing. Requiring a professional development plan by all teachers before they can have their licenses renewed, can only help our children. Teachers who cannot meet the 10 standards should not have their licenses renewed. I hope that some teachers will choose to specifically get their professional licenses and master educator licenses by completing the requirements for certification in gifted education.



I feel that a move to the complicated, *unfounded*, *costly*, and *unnecessary* teacher licensing change as proposed by DPI would be a terrible mistake. It would not only have chilling effects on the recruitment and retention of teachers, but also it's newest proposal, to license anyone with a four-year degree who says, "Gee, I want to be a teacher because I can't find employment elsewhere," will degrade our cutting edge public school system.

Our current system of licensing teachers is objective, simple, promotes on-going teacher improvement, and *works* for Wisconsin. The proposal, as delineated by the Department of Public Instruction, is complicated and convoluted. Not only does the 3-tier system imply management woes, it also screams of subjectivity and gross variability. With each school district having a licensing committee, there is no way to assure clean, objective, assessment of fulfilling licensing requirements. Some boards will treat licensing lightly, some will be grueling even though they may be following the same state guidelines for licensing. To ask peers to evaluate another peer's fulfillment of professional objectives is ludicrous and against state statutes (111.70 -- Role of the Supervisor). The process is difficult to explain to even the professionals in the field.

The new licensing system as proposed by DPI is unfounded in any research or data. The mentoring piece is meant to respond to, "teachers feeling lonely and isolated in their classrooms." Might I suggest that in times of spending caps, shrinking budgets, and painful program cuts, that radical, unfounded, untested changes in our licensing system may not be in the best interest of education in this state. Where is the guarantee that these changes will make a dramatic improvement in already great teacher competency and student achievement? You can't get much better in national ranking than we are now.

The cost of this program to local districts is over \$3,400,000! What reading programs are districts supposed to cut so that they can pay for substitutes to cover the classrooms of teacher mentors and licensing board members? Please talk to teachers and school board members. Don't let large associations represent them. The school board members in large and small districts are not in favor of this proposed, costly licensing system. They don't even ~~pay~~ have funds to get their buildings repaired. One school member from a small district told me that they are being faced with million dollar deficits in their little districts. *School districts cannot afford these changes!* Especially changes that are being proposed on a pedological whim.

Which brings me to my next point. *The proposed changes are unnecessary.* We rank first in the nation for our public school system and its students' achievement. Upon leaving university, our teacher graduates are some of the most sought after teachers in the country. Our current licensing system, in conjunction with the university system, encourages teachers to remain current in their field, and to work toward self-improvement. When parents were asked to rank their schools, 88% of Wisconsin parents of school-age children, grades K-12, gave their child's teacher a rating of excellent/very good (63%) or good (25%). When parents with children in grades K-5 were polled, 94% of them gave an excellent/very good (74%) or good (20%) rating. *It is a political myth* that the public has lost confidence in our teachers. *It is a political myth* that our schools and teachers need extensive watchdogging in order to remain professional. *It is a political myth* that teacher licensing in Wisconsin needs an extensive overhaul. *It is a political myth* that licensing, not funding, will solve any educational woes school districts might be suffering.

To support the proposed 3-tier licensing, is not sound logic in fact, it's *CUCU* (pronounced coo-coo). It's:

Complicated
Unfounded and untested in fact or research
Costly to districts in a financial crunch time
Unnecessary -- If it's not broken, don't break it

Please feel free to call or write. I would be happy to discuss this further. Thank-you.

Paula Ferrara-Parrish
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November 17, 1999

Dear Senators,

My name is Michelle Marking and I would like to speak to you today about licensing for School Library Media Specialists otherwise known as school librarians.

Briefly, I would like to tell you about myself. I have a bachelor degree and a Master's degree in social work from the University of Wisconsin - Madison. I have been a school social worker for the past 15 years. I was nominated in 1987 by the Stevens Point School District and again in 1999 by the Madison Metropolitan School District as Wisconsin school social worker of the year. Each and every day, I provide instruction to students in classrooms, support teachers in meeting the challenges of teaching, and assist students and families in finding the resources they need to help them be successful. I share this with you not to boast about myself but to make a point that I am seen as a competent, dedicated and professional public school employee.

For the past several years I have been interested in becoming a school librarian. Currently, school librarians are required to have a teacher license as a prerequisite to obtaining a school librarian license. I was elated to hear that the Department of Public Instruction proposed to remove the teacher license requirement for school librarians, which would allow other DPI certified public school employees, like me, to become school librarians. DPI officials told me that there was a strong likelihood that the teacher license requirement would be modified or eliminated all together. Although nothing had officially changed, I decided to begin the process of applying for graduate school. I have been accepted in the library and informational studies graduate program at the University of Wisconsin - Madison and have begun taking course work to become a school librarian.

In the spring, the professional standard's committee reversed its position and reverted back to requiring a teacher license for school librarians. The committee based their decision on receiving ten letters and from six persons who attended public hearings state wide. The Wisconsin Library Association was in favor of removing the teacher license requirement.

Recently, I talked with several people who wrote letters of opposition. When I spoke with them it became quite apparent that they never gave any thought that other public school employees, such as school social workers, psychologists, and guidance counselors have the necessary knowledge and experience to become school librarians. Several of them seemed willing to have the language modified to include other public school employees.

I have conversed several times in writing with John Benson about this issue. He continues to support the elimination or modification of the teacher license requirement for school librarians. He was hesitant to make the necessary modifications without further support.

I would ask that you take the following into consideration:

- 1) There is a significant statewide shortage of school librarians. School districts are hiring people with a bachelor's degree in library sciences or the positions are left vacant.
- 2) The teacher license requirement for school librarians was instituted as recently as 1986.
- 3) A teaching license is not required of principals. Currently principals must have three years of experience as a teacher, school social worker, psychologist, or guidance counselor and 540 hours of classroom teaching.
- 4) A teaching license is not required of substitute teachers. Currently any person with a four-year college degree with no teaching experience can be hired as a substitute teacher.
- 5) Lastly, when I complete my masters in Library and Informational Studies, I will not be able to work as a school librarian in the public schools where I will have worked for the past 17 years. However, I can walk down the block and be hired by the public library, a college library, or corporate library. In fact, I will be able to pursue ANY library position in ANY setting EXCEPT in the public schools.

I would like to submit to you several letters of support from John Benson, the Wisconsin Library Association, Dr. Dianne Hopkins from the U.W. Madison Library and Informational Studies program, and others for the modification of the current school librarian license requirements. In addition, I have the signatures of 109 public school employees who believe that other public school employees, such as school social workers, psychologists, and guidance counselors should be given consideration for school librarian positions.

In closing, I support a modification of the current license requirement for school librarians to include a teacher license or another Department of Public Instruction license. I believe that school social workers, psychologists and guidance counselors have the knowledge of curriculum, understand child development, and have significant teaching experience in the public schools which should allow them to be considered for the position of school librarians.

I thank you for your time and consideration on this important matter.

Michelle Marking
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Petition Regarding Licensing of School Media Library Specialists

Since 1986 the Department of Public Instruction (DPI) has required a Wisconsin teacher license as a prerequisite to obtaining a School Library Media Specialist license. Currently there is a state wide shortage of school librarians. The DPI recently proposed removing the Wisconsin teacher license as a prerequisite but this was eliminated in the final draft which will be given the legislative education committee in the next few weeks. School Library Media Specialists were opposed to removing the teacher requirement because they believe that the position requires the person to have experience working in the public school setting, knowledge of child development and curriculum, and teaching experience in large and small groups.

We the undersign believe that the current license requirement for School Library Media Specialist should be modified to include those who hold a Wisconsin teaching license and other public education employees who currently hold a DPI license and have a minimum of three years experience in the public school setting and 540 hours of classroom teacher and have a master's in Library Sciences from an accredited program. This modification would allow other support staff such as, school social workers, school psychologists, and guidance counselors who hold a DPI license should be considered for the Library Media Specialist. We believe that these professionals have the knowledge of curriculum and child development, have the experience of teaching in classrooms and small groups and understand the unique role of supporting teachers. The above wording is the requirement for school principals. No teaching license is required to be a principal.

Name:	Address:	Phone:	Position:	Date:
Joanna Nant	3610 Nekome Rd	231-1675	teacher	8-14-99
AL B L	2029 E. Mifflin St	241-3448	teacher	8/14/99
Bonnie Wash	2029 E Mifflin	241-3448	Teacher	8/14/99
Shelly Gilroy	2012 E. Mifflin	246-4037	teacher	8/14/99
Sue Baed	2012 E. Mifflin	246-4037	teacher	8-14-99
Koelen Dyrda	409 S. Stevensville	882-5255	Counselor	8-14-99
Angie Jean Kott	2577 Linden Rd	652-3701	teacher	8-14-99
Carol L. Steibel	3122 Todd Dr.	271-6730	teacher	8/20/99
Melba Swan	2719 Center Ave	249-0027	teacher	8/23/99
Maura F. Ellsworth	6518 Offshore Dr.	833-4144	Library Media Specialist	8/23/99
Mary Kesson	2037 Dunn Pl.	255-2164	Pharmacy	8/23/99
Nancy Shimmers	946 Vahlen St.	241-1848	OT	8/24/99
Caroline Anne Giles	830 Woodrow	238-8309	Psychologist	8/24/99
K. Giles	830 Woodrow St	238-8309	teacher	8/24/99

Any questions? ASK Michelle Marzling

Petition Regarding Licensing of School Media Library Specialists

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Name:	Address:	Phone:	Position:	Date:
Nancy Alwitt	2712 Victoria	244-6937	Nurse An	8-24-99
Dea Dretsch	640 Sumter Cr.	825-3388	Principal	8-24-99
Catharine H. Bluch	5021 Risser Rd.	236-0247	Teacher	8-26-99
Maymie M. Kutsche	5613 Bjelde Lane	224-1080	Teacher	8-27-99
Thom Evans	5703 Midwood Rd	224-0241	School Social Worker	8-27-99
Deborah King	211 S. Carroll	246-2582	Police Off	8-27-99
Reena Sheenler	1009 Edgemoor Pl	238-0408	School Social Worker	8-27-99
RAFAEL Gomez	4310-4 Nakoma	277-83-42	Guidance	8-27-99
Kathleen Gallagher	5006 ^{McFarland} Marsh Rd	838-2030		8-27-99
Spanada Cady	429 Sidney St. ⁵³⁷⁰³ Madison	255-5409	Social worker	8-27-99
Katrice J Smith	509 N Sherman Madison	608-241-1991 53704	Social Worker	8-27-99
Carol Jesman	2689 Maple	608 838-3875	Social work	8-27-99
Carol Kuzman	707 Panther Tr	⁶⁰⁵ 222-0951	3 rd teacher	9-1-99
Ruth Sloan	180 S. VanBuren	⁶⁰⁸ 823-5997	K-teacher	9-1-99

Petition Regarding Licensing of School Media Library Specialists

Since 1986 the Department of Public Instruction (DPI) has required a Wisconsin teacher license as a prerequisite to obtaining a School Library Media Specialist license. Currently there is a state wide shortage of school librarians. The DPI recently proposed removing the Wisconsin teacher license as a prerequisite but this was eliminated in the final draft which will be given the legislative education committee in the next few weeks. School Library Media Specialists were opposed to removing the teacher requirement because they believe that the position requires the person to have experience working in the public school setting, knowledge of child development and curriculum, and teaching experience in large and small groups.

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* = e-mail

Name:	Address:	Phone:	Position:	Date:
* Diana Kabat			S.W.	9-1-99
* Dennis Whitish			S.W.	9-1-99
* Diane Asplen			Psych	9-3-99
* Betsy Shirah			S.W.	9-1-99
* Jean Duml			School S.W.	9-8
* Conla Karkin			Psychologist	9-8
* Catherine Kacine-Gillis			Psych	9-8
Joy R. Erickson	3609 Gregory St.	231-3617	Library Science	9-22-99
Faith H. [Signature]	Prin. Edu. Sec. WI 58049 Maple Row	608-643-0633	J. (Teacher) Library Science	9-22-99
B. Suttan	5337 Oak Crest Pl. Madison, WI 53705	238-7676	title tech	9-29-99
Annie Johnson	10 W. Gilman St. #1 Madison, WI 53703	294-7434	School S.W.	9-29-99
Backy Scherer	146 W. Main #205 Madison WI 53715	257-9034	Library Science	9/29/99
Kem B Kincaid	1028 Cummings Ave Eau Claire	831-1013	Library Science grad. student	9-29-99
Barbara Karl	1502 Wheeler Rd Madison, WI	266-6277	Staff Development Specialist	9-30-99

Petition Regarding Licensing of School Media Library Specialists

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Name:	Address:	Phone:	Position:	Date:
Charmaine Drake	22 Sturbridge Ln	836-5677	School Social Worker	10/26/99
Susan Raze	2120 E MAIN ST	245-9945	School Social Worker	10/26/99
Julie Allin	808 Glenview	221-9406	" "	" "
Colleen Row	411 Sidne St	257-4932	School Psychologist	" "
Laine Smith	2618 STEVENS ST.	233-4344	School Psych.	10/26/99
Julie Susan Ryan	2716 Kendall Ave Madison	238-6635	School Psych	10/26/99
Nancy Johnson-Carroll	6903 South Ave	831-3617	School Psych	10/26/99
SUSAN CURTIS	2425 Center Ave	249-0678	School Nurse	10-26-99
Kathy Halley	8578 Mack Rd	643-0464	Psychologist	10-26-99
Mary Phoades	518 Dunning	241-0896	" "	" "
Kim Hegstrom	2802 Wilford	249-0365	Psychologist	10-26-99
Peg Murray	917 Pebble Beach	836-1531	Social Worker	" "
Elyse Johnson-Chapman	6 Pebble Beach Cir	836-9616	Nurse	10/26/99
Julie McQueen	1025 W. Johnson	262-3848	uw-Madison	10/26/99

Return to Michelle Marking

Petition Regarding Licensing of School Media Library Specialists

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Name:	Address:	Phone:	Position:	Date:
Celeste A. Robins	53704 406 Elmwood Blvd.	608-249-5933	School Social Worker	10-26-99
Anna Accardi	53711 5733 Thrush Ln	608-277-0060	School Psychologist	10-26-99
Lee Kopka	W1243 Morse Rd Brooklyn WI 53511	608-455-1613	Teacher	10/26/99
Jamie McCal	5450 Lk. Mendota Dr. Madison WI 53705	608-231-1270	School Psychologist	10/26/99
Patty Hoppe	4207 Bainbridge St. Madison 53716	222-1988	School Psychologist	10/26/99
Mike Hartz	6334 Concord Ave Madison WI 53706	246-4569	Social Worker	10/26/99
Kathryn Bush	472 Hilton Dr. Madison WI 53711	233-8108	School Psych	10-26-99
Nancy M. Johnson	2905 Grandview Blvd	288-8949	Program Support Teacher	10-26-99
Julie A. Quant	3210 Manchester Way Madison 53719	274-3108	School Psych.	10/26/99
James Roth Mohony	4102 Manitowish Madison WI 53711	233-9750	psychologist	10-26-99
John Rummel	1 Sturbridge Circle Madison, WI 53717	827-5116	psychologist	10-26-99
Margot Fischer	502 Virginia Ter Madison, WI	608-238-2754	psychologist	10-26-99
Diane Asnien	15 Blackhawk Ave Madison WI 53705	608-233-8656	psychologist	10-26-99
Jacqueline Tome	6322 Landfall Dr. Madison, WI 53705	236-0272	school ψ	10-26-99

Return to Michelle Marking

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Name:	Address:	Phone:	Position:	Date:
Lynn Schmidt	3323 Vally Creek Cir	831-5767	School Psychologist	10/26/99
Kara McElroy	5158 Arden Dr #110	274-4969	University lecturer	10/26/99
Megan E. Gisch	2313 Muir Field Rd.	274-7933	School Social Worker	10-26-99
Brian McFist	1025 W Johnson St.	263-4292	Grad Student (School Psych)	10/26/99
David E Hill	3292 Stonecreek	848-4948	School Psychologist	10/26/99
Pendelope Mory	5413 Comanche Way	241-6630	Social Work	10-26-99
Jalal Haj Hussien	6225 Countryside Lane Madison	231-0447	psychologist	10-26-99
Ann Yehle	4638 Oregon Rd Madison WI	232-1556	PST	10-26-99
Colleen Duffie	5305 South Hill Dr MADISON WI 53705	233-8618	School Nurse	10-26-99
Justin [unclear]	1750 Camelot Dr Madison WI 53705	231-1250	School Social worker	10-26-99
Ken Belmer	2820 W. Oaklea Ave Madison WI 53711	222-7711	School P.S.T.	11/02/99
Umay Samsamchanna	6905 South Ave MIDDEMAN WI 53562	831-3012	School P.S.T.	11/00/99
Fredericka Schilling	2261 Keyes Ave MADISON 53711	250-8905	School nurse	11/02/99
Jahiri Tomberlin	1232 Rutledge MADISON 53703	251-1032	School Nurse	11/2/99

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Petition Regarding Licensing of School Media Library Specialists

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Name:	Address:	Phone:	Position:	Date:
Carol McQuade	1813 Rutledge St	241-8254	School Nurse	11-2-99
Bob Byne	2322 Elyssa	244-0312	Nurse	11-2-99
Kris Chambers	4032 Mauden Cir	238-4074	Nurse	11-2-99
Stephane Abraham	1938 Warner St	274-7639	School Nurse	11-2-99
Kyma Armstrong	6411 Keelson Dr	231-3907	School Nurse	11-2-99
Lynn Hackbart	5870 Woods Edge	273-1132	"	11-2-99
Mr. Grogan	3655 Sycamore	833-8861	Soc Work	11/2/99
Ann A. Karalash	3817 Crown Quarry	935-3007	Soc. Work	11/2/99
Carol Zieser	2687 Maple	838-3875	Soc. Work	11/2/99
Jan Donkelt	921 Davian Dr	829-3794	School Nurse	11/2/99
Ann Rothchild	2320 Rowley	228-6624	School Nurse	11-02-99
Sally Z. Dovich	1534 Selby St	831-4340	School Nurse	11-2-99
Carolyn Chubb	2502 Gregory St	233-0065	School Nurse	11-2-99
Nancy F. Young	5005 Tokywood	221-4030	Psychologist	11-2-99

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Name:	Address:	Phone:	Position:	Date:
Kris Wyzdal	4703 Grandview Ct	838-6778	S. Social Worker	11/2/99
Cynthia Terral	6605 Harvest Hill Rd	836-6050	S. Social Worker	11-2-99
Janice A. Goff	903 W. Wisconsin #2	255-7180	School Nurse	11-2-99
Cynthia Rose	1453 Zritz Rd	845-602	Sch. Social Worker	11/2/99
Debbie Kolman	2262 West Lawn Ave	256-5643	School Nurse	11-2-99
Rachel A. Przystowski	554 W. Doty #2	256-7351	School Nursing Student	11-2-99
Rustin Nelson	2710 Mill St #3	251-3694	School Nursing Student	11-2-99
Carrie V. Olson	2110 University Ave #205	238-0181	School Nursing Student	11-2-99
Margaret M. Myron	4610 Jacob Rd	920-478-3851	Teacher	11-2-99
Pete Smith			LMC	11-3-99



State of Wisconsin
Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.dpi.state.wi.us

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

May 7, 1999

Michelle Marking
3022 Greenway Trail
Madison, WI 53719

Dear Ms. Marking:

While your argument regarding school-based experience as a prerequisite to other professional licenses is a good one, the professional associations and university faculty have argued otherwise in reaction to our proposed rules. The complete testimony regarding the library media specialist license was reviewed by the Professional Standards Council. The recommendation of the council was to return to the requirement of a teaching license. The current draft of the rule includes the requirement of a teaching license prior to qualifying for a library media specialist license.

Your comment regarding the access to administrative licenses is accurate with one exception. As part of the three years of experience as a counselor, social worker, or psychologist, an individual must give evidence of 540 hours of classroom teaching. Thus, there is a license and teaching requirement for administrators that is different from what we heard from the profession regarding library media.

Since your letter was directed to the Professional Standards Council, the council will take it up as a correspondence item. Any recommendations they make will be considered very seriously, so it is through this vehicle that change may be initiated.

In closing, let me say that I was aware of and in agreement with the original draft language. Therefore, I would be very willing to entertain compromise language that would bring us to the desired end - competent and professional people in all licensed positions.

Sincerely,

John T. Benson/JS
John T. Benson
State Superintendent

JTB:kkn
cc: Professional Standards Council

August 23, 1999

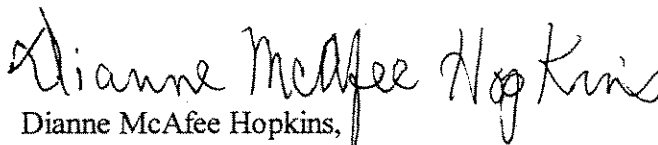
Michelle M. Marking
3022 Greenway Trail
Madison, WI 53719

Dear Ms. Marking:

I have received your August 12, 1999 letter about the certification requirements for school library media specialists in which you express an interest in expanding the pool of possible candidates to include school psychologists, guidance counselors, and school social workers. As your letter suggests, I did not have any of these individuals in mind at the time I wrote a March, 1999 letter to the Department of Public Instruction commenting on the certification proposal. In that letter, I indicated my belief that the primary source for obtaining school library media specialists should be through classroom teachers. However, I expressed an interest in having some additional avenues to enable others, under certain circumstances, to be eligible to become school library media specialists.

My own knowledge of certification requirements does not include a knowledge of the areas that you address, so I cannot speak directly to the appropriateness of entry to certification for these areas specifically. However, you raise points that I believe should be studied. I would, therefore, favor the study of the certification requirements for school library media specialists, looking in particular at those areas including school psychologists, guidance counselors, and school social workers.

Sincerely,


Dianne McAfee Hopkins,
Professor

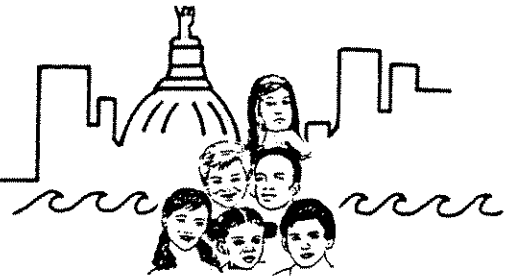
cc. Louise Robbins, Director
SLIS

Madison Metropolitan School District

Cheryl H. Wilhoite, Ph.D., Superintendent

BEATRIZ BONET-LUECK, Principal

HERBERT SCHENK ELEMENTARY SCHOOL



230 SCHENK STREET
MADISON, WISCONSIN 53714-2398
TELEPHONE: (608) 246-4463
FAX: (608) 246-4914

November 23, 1998

To Whom It May Concern:

It is my pleasure to highly recommend Michelle Marking for graduate study at the University of Wisconsin--Madison's Library and Information Studies Program.

I have worked with Michelle at Schenk Elementary School in Madison for seven years. In her capacity as Social Worker, I have observed her many skills in dealing with the families and staff of Schenk. Michelle is highly respected as a professional in our building assuming administrative duties in the absence of the principal. She has successfully worked with three diverse principals and a staff of 50. Her involvement with student council, orienting new students, counseling students, families, staff and acting as liaison between RSVP (Retired Senior Volunteer Program) and our school demonstrate her incredible level of energy, her commitment, and her professional expertise.

I feel very confident predicting Michelle's success at graduate school. I find her to be a highly organized, intelligent, and determined individual. She will be a diligent returning student who will have much in her background to enhance any course of study in the field of education.

I enthusiastically look forward to Michelle joining our school library media specialist ranks. She has demonstrated her teaching skills both with students and peers. Her love of libraries and literature is evident. Our field will benefit from someone who consistently sets the highest standards for herself.

Sincerely,

Maureen Ellsworth
Library Media Specialist
Schenk Elementary School



5250 East Terrace Drive • Madison, WI 53718-8345
(608) 245-3640 • Fax (608) 245-3646

March 6, 1999

Peter Burke
Administrative Rules Coordinator
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707

Dear Mr. Burke:

The Wisconsin Association of School Librarians (WASL), a division of the Wisconsin Library Association, applauds the considerable efforts of the three work groups assigned the task of updating Wisconsin's teacher licensing procedures. The introduction of license and career stages, license categories reflecting the developmental levels of students, and the use of mentoring for new educators are all progressive and valuable improvements over the current system. The proposal also offers new paths leading to certification of school library media specialists and, if all goes as intended, the alleviation of the current shortage of qualified school library media specialists. We do, however, have concerns on several fundamental features of the proposal. We believe that further analysis on the issues of training, the highly individualized approach required, and the composition of the review team needs to be done and reflected in the proposal before we can give our support. Our specific concerns and recommendations regarding these issues follow.

We believe that the potential implications of using a team to assess the professional development plan have not been considered carefully nor addressed adequately. Take the example of a school library media specialist (SLMS). A logical administrator to serve on the three-member review team for the SLMS would be the District School Library Media Supervisor. To serve in that capacity for a district the size of Milwaukee or Madison with fifty or more SLMS, and only one district level staff member would require a time commitment that would void other job responsibilities. Are school districts prepared to accommodate this change in job priorities?

In lieu of the District School Library Media Supervisor sitting on the review team, the school administrator or principal may choose to be part of the review team. This scenario raises new concerns. Again, in the case of the SLMS, school administrators' academic preparation, as well as professional experiences do not include instruction on the roles of the SLMS within the school. Will they understand whether the professional plan is valuable or even valid? A professional plan, we believe, will be written in an optimistic manner with hopes for the best of circumstances. In the school library program, there are many complicated factors that impact upon it and many are beyond the SLMS' control. Will failure to meet the professional development plan's goals result in denial of advancement in the licensing stages? Will the SLMS/teacher be able to appeal a negative review and how will that be done? In short, the building administrators are not prepared to understand nor recognize the challenges SLMS confront.

Consider the second member of the review team, a representative from an Institute of Higher Education. Only a handful of state universities have programs leading to SLMS certification. Where they do, the faculty numbers one or two. Will this be adequate staffing to respond to this new directive? How will schools in areas of the state that do not have departments offering this specialized training fill this role? Will the state finance additional university staff to serve on the certification renewal team?

If we look at the third member of the review team, the peer, we feel this choice will also be problematic to all teaching areas, not only in the SLMS scenario. A peer, according to our definition, is someone who has

SUPPORT

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the same background and training as the person being reviewed. In many cases, such a peer will not be available, either within the school or within the district. Small districts will have particular difficulty with this problematic situation. Large ones may as well. School administrators are reluctant to have their library media specialist gone during the school day because of the unique role they play within the school. Library media specialists are also reluctant to leave their schools because they know it takes a presence to cultivate teacher trust and support, and to build and implement the information literacy curriculum so necessary to the children of the 21st century. If peers are neither available nor willing to take on this new task, there is no indication that alternative plans are in place. The DPI, or CESAs would be a possible alternative but they too lack the staff to handle this new challenge. But then, we ask, who within a CESA is qualified to review the library media specialist? Many CESAs do not employ certified library media specialists. It seems that in attempting to remedy our current shortage, the proposal is requiring more of what we don't have, certified and competent library media specialists.

Next is the question of training. Most professional educators are not trained nor comfortable in the role of peer review. Training could help alleviate this problem, but a training plan was not mentioned within the proposal. Even with training, will peers feel comfortable reviewing the professional plan of their friend in the next room or the next building? Will honesty prevail, or will the good buddy system override? Peers from different districts may solve this problem, but that brings another and overriding problem to mind: time and money. Bringing people into a district from another district will require compensation and time. Will the state provide compensation beyond the current revenue caps?

To almost every problem we have identified, there is a possible solution: money or remuneration. Neither however, was alluded to in the licensure changes. We feel that this is a serious oversight. To expect these additional responsibilities from school districts, institutes of higher education, and possibly the DPI and CESAs, without any plan for underwriting the increased work load is truly a step towards failure. In the past, licensing fees have covered all the state's licensure expenses. With the broad changes proposed, is a licensing fee increase on the horizon? Can it cover the mounting costs? Has a cost analysis been done? The state budget, which is now funding individual teacher's efforts to receive National Teacher Certification, surely can fund a state initiative that takes teachers along a similar path. Without a hard look at expenses, we question the success of the proposal's restructure of professional licensure.

In conclusion, by putting the cart before the horse, we believe that this proposal is missing critical ingredients:

- Time needs to be spent establishing the framework for the success of these changes. We cannot trust vague descriptions of "who" will certify or evaluate.
- Those expected to serve in the review capacity must be provided with expectations and an avenue to gain the knowledge they lack.
- A statewide appeal process needs to be in place to allow for appeals of the review team's decision.
- A system to ensure statewide consistency needs to be included along with a plan for oversight of districts' policies and procedures.
- Funds need to be delineated to finance the numerous impacts upon local districts.
- Education departments in the institutions of higher learning, and these exist at all our state universities, must be compelled to provide school administrative candidates preparation for this new role. Included in their coursework should be descriptions of the true nature of the SLMS role within the school.
- Library certification programs need to be encouraged and nurtured at more state universities. Distance learning and other technology-based options for providing coursework must be promoted and encouraged.
- The CESAs need to prepare to support this type of licensure. They will need at least one person with the library media specialist background to spearhead efforts. Adding a plan for gradual installation of the proposed changes along with training prior to full implementation would allow time to fine-tune and revamp plans. Possibly using a pilot program similar to the welfare plan implemented by the state in the past two years would be one possibility. Using a phase-in process would provide a clearer view of the ramifications of these major changes proposed by the DPI. It would allow time to make corrections and adjustments prior to statewide adoption.

Including these additional measures will help to assure a sustainable process as well as accountability and more equitable review of all library media specialists, as well as all educators in Wisconsin. With these in place, along with the innovations already included in the DPI's proposal, WASL/WLA would feel confident of a workable licensing process to take all of Wisconsin's educators into the next century.

Sincerely yours,

Carol S. Surges

Carol S. Surges
1999 WASL Chair

(414) 371-6724

October 1999

To whom it may concern,

I am in support of a modification to the current language, which requires a teacher license as a prerequisite for school library media specialists. I have attached an article that recently was published on this subject.



Pete Smith
Library Media Specialist
Lowell Elementary, Madison

Michelle,
Good luck at the hearing!
Lete

By Dr. Keith Swigger

Make Your Point

Librarian, Teach Thyself

It's time for school librarians to focus on librarianship—not teaching

Does anybody want to be a librarian? The statistics say hardly any college students aspire to join the field. Librarianship is a "discovery career" to which people turn when Plan A in their lives doesn't work out.

At the same time, some librarians use rhetoric and promote strategies that say they don't really want to be librarians, but, rather, want to do some other profession's work. Corporate librarians want to be knowledge asset managers. Public librarians want to be bookstore managers. Academic librarians want to be university faculty. And school librarians want to be teachers—just not in the classroom, thank you.

Rather than focus on providing service—which some find demeaning—many librarians in the "information literacy" movement would train those who should be our clients to serve themselves. That way librarians can do something else: teach classes, design curricula, or sit in the seats of educational power and control.

Why doesn't anyone want to be a librarian? A fundamental reason may be that we have never treated school librarianship as a profession in its own right. It's been a hybrid of teaching and librarianship, with, in many cases, a more modest length and level of preparation than other branches of the profession. We act as if school librarianship had no separate identity, no unique contribution to make, little knowledge to master. Eighty years ago it may have been desirable that school librarians be prepared primarily as teachers. But in our time, students' needs call for a differentiation of roles.

A PROFESSION'S LEGITIMACY RESTS ON THREE BASIC ELEMENTS: its practitioners' unique mastery of useful skills; its effective delivery of services; and society's recognition that the profession has both the authority and competence to solve important problems. A profession focuses on its own expertise. It is responsive to its clients' needs. And it differentiates itself from other professions.

I think it's time we professionalize school librarianship. Why? Because children would be better served. Knowledge and information systems, from books to computers to networks, are demanding. But they are only tools, they change frequently, and understanding how to use them should not be the goal or end in itself. If librar-

ians would focus on serving their clients instead of trying to help them master information systems, we would conserve our users' time and attention, both of which are irreplaceable resources. We err if we claim that what librarians do is what everyone should learn.

~~How can we professionalize school librarianship? Here's what we should do:~~

~~Separate the certification of librarians from that of teachers, and directly credential school librarianship. In most states, the primary certification for school librarians is based on qualification as a teacher, not a librarian.~~

~~Revise the professional preparation system to include longer programs of study—a few introductory courses won't suffice. Abandon the old model of stacked-on, post-baccalaureate courses available only to teachers.~~

~~Stop denigrating school librarians' work, stop opo-~~

Rather than focus on providing service, many librarians would rather train our clients to serve themselves.

~~guing for it, and stop clamoring for the right to do someone else's work instead. Librarians are librarians, teachers are teachers—different names, different work. School librarians now need more expertise to cope with changes in the infrastructure of knowledge and information systems and with the variety of pressures a diverse society generates.~~

~~Develop a stronger service orientation. Service is the to- whetone of all professions, and librarians should provide library services: setting up and maintaining complex collections and electronic knowledge systems, answering reference questions, delivering resources to students and teachers, and knowing the collection to advise readers.~~

~~Finally, abandon zealotry and hyperbole. Information isn't life. It isn't even power. The library isn't the center of the school—it's an integral part of a system. Relax. Librarians won't save the world. Librarianship does offer opportunities to engage in decent work, to be helpful, and to participate in intellectually challenging experiences. That's a lot.~~

Dr. Keith Swigger is dean of the School of Library and Information Studies at Texas Woman's University in Denton, TX.

Michelle I'm sending this
to DPI Pete Smith, LMC

WFT Statement of Support for
Clearing House Rule 99-030 Relating to Teacher Education Program
Appraisal and Licenses

By
Bob Beglinger, President
Wisconsin Federation of Teachers

Testimony
Senate Education Committee
November 17, 1999

Maintaining high standards for Wisconsin teachers has long been a concern of the Wisconsin Federation of Teachers. As a result, beginning in 1995 the WFT joined the Wisconsin Task Force for Restructuring Teacher Education and Licensing. The end result of this collaborative effort was the proposed administrative rules, "Teacher Certification and Program Approval Requirements." The WFT Executive Board deliberated on the proposed changes in May of 1999 and supports the concept of restructuring teacher licensure in Wisconsin.

Support for the proposed rule is predicated on the knowledge that teacher preparation will now focus on demonstrated mastery of what makes a good teacher, and the ability of teachers to be directly involved in shaping their unique professional development plan. Increased accountability resulting from measuring professional growth against clearly defined standards insures that Wisconsin teachers will continue to be among the best in the nation.

The Wisconsin Federation of Teachers supports the concept of mentoring. Many new teachers leave the profession within the first 5 years. The transition from student teaching to professional teaching is often difficult for new teachers, especially when they are often assigned some of the most difficult teaching situations. The guidance of an experienced and qualified mentor can be crucial in helping new teachers to bridge this gap and become skilled master teachers.

The adoption of a three-tiered licensure system, not only signifies to the citizens of Wisconsin that this state is committed to enhancing student learning, but it also sends a clear message to Wisconsin teachers that their efforts at mastery of their profession will be recognized.

In summary, the WFT supports the concept of a performance-based teacher licensure system, supports the expansion of teacher mentoring programs, and supports the concept of a multi-tiered licensure system which recognizes the advanced competencies of those teachers who commit themselves to a program of lifelong learning as they strive to provide the greatest educational opportunities possible for Wisconsin's youth.

WFT looks forward to your support and adoption of the rules. Thank you again chairperson Grobschmidt and members of the Senate Education Committee for this opportunity to speak to you today.