

November 29, 1999

To: Senate Education Committee
From: Mark P. Flynn, District Administrator
Merton Community Schools
Re: Teacher Licensing



Thank you for the opportunity to offer some thoughts regarding the Licensing changes before you today. I consider this a vitally important issue and appreciate the time you are taking today and others to hear input on the subjects. This is the first time I have ever chosen to participate in a hearing. I am in my 20th year as an educator in Wisconsin public schools, and my 12th year as a District Administrator/Superintendent.

I am a member of WASDA and am represented by the SAA (School Administrators' Alliance). I am sure you have been told, to quote DPI, that we are "on board" along with the other educational organizations. To clarify up front to you, I am also "on board".

The purpose of my attending here is to clarify the meaning of being "on board". I support the 3-tiered system of licensure. I support the advancement of proposed rules. I also support the formation of an Implementation Committee to review/revise the rules to result in a process that enhances the quality of what occurs in classrooms in a feasible, workable, affordable manner.

The key is the Implementation Committee.

There are several parts of the rules that are not workable, and will not result in enhanced classroom quality. It will bog this important reform issue down in politics and token steps that don't enhance classroom quality. The Implementation Committee, with diverse representation, will sort these issues out. With the Implementation Committee, I strongly urge you to move this process forward.

In conclusion, I am thankful I work in the greatest schools in the nation and in the world, as borne out by standardized test scores, ACT/SAT scores, TIMMS scores, graduation rates, attendance rates, safety records, etc. This reform of educational licensure, utilizing what makes Wisconsin schools great to enhance learning in classrooms through the Implementation Committee, is needed for us to continue to improve and maintain our ranking as world class.

**Testimony in Support of the New Licensure Rules
Senate Education Committee Hearing, November 29, 1999**

by

Robert M. Nerad

Representing

The Milwaukee Teachers' Education Association

Current Position:

TEAM Teacher

MPS/MTEA TEAM Program

(Teacher Evaluation and Mentoring)

(For Experienced Teachers)

Previous Position:

Mentor Teacher

MPS/MTEA Joint Mentor Program

(For First Year Teachers)

Thank you for allowing me to speak on behalf of the MTEA in support of the new licensure rules. For many years the educators in Milwaukee have confronted the issues related to improving teaching and learning in a proactive manner. We have worked together with the Board and the Administration of Milwaukee Public Schools to provide better focus to professional development activities and to update the plan for teacher evaluations. We have established a very successful first year teacher mentor program and several years ago, we added a peer assistance program, the TEAM Program, to provide assistance to experienced teachers in need of professional improvements to enhance student learning.

We support the new licensure rules because they are performance-based and assessment-driven. The new rules require teachers to actively reflect on their practice and be innovative throughout their careers. We strongly support the new rules because, with proper funding, they provide for mentoring of all initially licensed teachers. Having served as a mentor teacher in our program, I know first hand that strong mentor support can enable first year teacher success. Mentoring is a two way professional growth experience for the new teacher and the mentor.

Our program in MPS at present can only serve a portion of the new teachers in our

district each year. The new rules will establish mentor teacher support for all new teachers. The benefits far outweigh the cost. We need to support and nurture teachers at the beginning of their careers. We need to retain quality professionals who establish careers as life-long, career-long learners who can drive their own professional practice by developing plans for their own growth through the developmental licensing levels. By providing significant mentor support during initial licensure, hopefully we can diminish the need for remediation programs like our TEAM peer assistance program.

We look forward to the legislature and the Department of Public Instruction working together to address the need to insure that proper funding is provided to successfully implement the mentoring aspect of the new rules.

Thank you for your consideration and attention.

**Testimony Supporting Mentoring Component
of New Licensure Rules
Senate Education Committee
November 29, 1999**

**Bob Lehmann
MTEA Vice-President
MPS TEAM Program Coordinator**

I'm Bob Lehmann, Vice-President of the Milwaukee Teachers' Education Association and coordinator of the MPS TEAM program - Wisconsin's only peer review program for experienced teachers. I would like to thank you for providing me the opportunity to come here today to speak in support of the new licensure rules for teachers, specifically the mentoring component for new teachers. I come here from a slightly different perspective since my experience for the past several years with Milwaukee Public Schools has been centered around providing assistance for experienced teachers who are in danger of termination unless there is significant improvement in their classroom performance.

Believing that great schools begin with great teachers and subscribing strongly to the belief that every child deserves the best teacher possible, the Milwaukee Public Schools and the Milwaukee Teachers' Education Association have developed two very successful mentoring programs - a new teacher program which provides assistance for individuals new to the profession, and the TEAM (Teacher Evaluation and Mentoring) program which provides direct intervention for experienced teachers in need of help.

I'm here to give you some background on the TEAM program, because it is our belief that by providing support for new teachers as they start out in the profession, a program like TEAM which is costly in terms of dollars and countless hours may hopefully become unnecessary.

The TEAM program was founded on the idea that veteran teachers are too precious to throw away, but our children are too precious to have anything less than the best teachers. It is a simple, straightforward, voluntary program. Teachers may self refer, be referred by an administrator, or by a colleague. The program is overseen by a board made up of teachers and administrators. Assistance is provided by some of the best teachers in the district, individuals who are well experienced in MPS. Through intensive support of at least two semesters the TEAM teacher and principal work closely with the participant to achieve their goal which is to help the teacher regain skills and confidence - to get instruction back on track.

For some teachers it doesn't work and they either exit the program unsuccessfully or realize during the process that teaching may not have been an appropriate career choice in the first place and they resign. The TEAM program also provides a first-rate career counseling component that allows these individuals to leave the profession with dignity.

Since its beginning in 1997, the TEAM program has worked with 56 experienced teachers in Milwaukee. To date, we have had 14 participants exit the program successfully, 2 have stayed through to the end and exited unsuccessfully, and 17 resigned prior to an unsuccessful exit. Twenty-three are currently involved with the program at some level. Already, between 3,500 and 4,000 students have been directly affected by the TEAM program. Between 3,500 and 4,000 students have had their classroom instruction significantly improved.

We recognize that teaching is a very challenging profession - not everyone can do it well. If we can do anything to help individuals who have had success in the past to recoup and regain skills, we need to do it. The TEAM program provides this opportunity for renewal.

Furthermore, I would maintain that, if there is anything we can do to help new teachers begin their careers with the greatest chance of success, it is through a well developed mentoring program. Knowing that, we need to provide every opportunity to make sure this extremely important component of teacher licensure is in place.

***Good teachers are costly, but
bad teachers cost more.***

Bob Talbert

Colleges and Universities work extremely hard to prepare new teachers for their careers in education, but education is constantly changing. Fieldwork and student teaching are helpful, but not much can prepare a new teacher for their first day of school. It can be quite frightening when the doors close and they realize that they are . . . THE TEACHER!

It was not so long ago that I faced the challenges of being an educator. I can remember that on my best days of teaching that first year, they were difficult at best. The challenges and responsibilities are overwhelming. Lesson planning, curriculum guides, committees and staff meetings, evaluating, report card, conferences, not to mention discipline; these are only a few of the skills a new teacher must learn to master in a short amount of time. I can attribute my teaching to career to one person, my mentor. Peggy, my mentor, helped me beyond words throughout my first year of teaching. She did not have a classroom and her job was to mentor new teachers. I can honestly tell you that she is the reason I will stay in education as a career.

Many schools buddy up new teachers with a teacher that is already in the building. This is a great idea, but teachers have limited time. It is often difficult to find a common meeting time to ask or receive assistance. Teachers do not have the same prep time and often they are busy before and after school. Teachers need incentives to be able to help new teachers. Mentors need release time from their classes so that they can go into the new teacher's classroom to review and help the new teacher evaluate their lessons. Experienced teachers can share their wisdom along with their materials, ideas and "tricks of the trade" that they have found to work.

Our schools already have to struggle with teacher shortages. We need the experienced teachers to help new teachers build a solid foundation to build their careers on. So, many teachers find the first year or two so difficult that they leave the profession. We need to target new teachers and help them along. High teacher turn over hurts schools. Once we create confident and capable teachers, we will be able to fill the vacancies in our schools.

Mentoring is a valuable resource. It is something that every school district can implement. Every school district has experienced teachers and teachers that are struggling. It is important that we help people, who go into education, stay in education.

*Carey VanDer Busch
MPS, Forest Home Ave. Elementary*

My name is Lynda Palecek. I work as a school psychologist in the Racine Unified School District. Currently I am the chairperson of the Legislative Committee. I want to thank the members of the Education Committee and Senator Richard Grobschmidt for the opportunity to have interested professionals comment on the licensure proposal. I would also like to commend the task force and committee members for their work and commitment to this project. The proposed revision of the restructured licensure process presents many points that strengthen the quality of Wisconsin's educational professionals. My testimony this evening addresses an addition that the committee needs to consider to further strengthen the quality of school psychologists in Wisconsin's schools.

In January 1999, State Superintendent John Benson met with members of the Executive Board during our annually scheduled meeting in Madison. At that time, he updated us on some important issues that would have an impact on our profession. One of the most important issues was the rule changes at it relates to licensure. Our meeting with Superintendent Benson gave us the opportunity to share with him information about the national certification offered by our national association and held by more than half of the school psychologists in Wisconsin. Superintendent Benson seemed interested and wanted to acquire more information about this type of certification.

Shortly there after, I had the opportunity to meet briefly with Peter Burke of the DPI and discussed with him the advantages of adopting the National Certification of School Psychologist certification as an additional avenue for professional license renewal.

As our board members shared with the State Superintendent, similar to the certification established by the national board for professional teaching standards, the National

Association of School Psychologists offers the National Certification of School Psychologists program to the professionals. This program sets the standard for professionalism and continuing education development in the profession of school psychology nationwide. I believe the program needs to be accepted as an additional avenue for certification and allow school psychologists to obtain a Masters level license equivalent to their professional training upon successful completion of the certification program.

To qualify for the National Certification of School Psychology (NCSP) program from the National Association of School Psychologists, professionals must successfully complete the following:

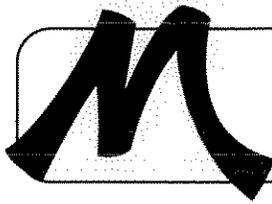
1. An accredited school psychology program meeting the NCSP requirements by the association. All five school psychology training programs in Wisconsin have acquired NCSP approval.
2. A standardized examination and achieves a passing score. The examination assesses the professional's knowledge in all areas of their training and coursework. The Educational Testing Service administers the examination.
3. The professional develops a organized plan of professional development that includes coursework and training in an effort to maintain, expand and extend their professional skills and training.
4. Professionals in the field at the collegiate and practitioner level across the United States review the plan to ensure that the plan reflects current practices and future trends in the field of school psychology.
5. Renewal of the certification is completed every five years through the National Association of School Psychologists.

School psychologists who seek and achieve NCSP certification obtain national recognition and verification of their training and experience. They hold a symbol of their commitment to the highest level of professionalism, ethics and service delivery that is extended to their work in Wisconsin's schools.

Once again thank you for this opportunity. Either members of the Wisconsin School Psychologist Association or I would be pleased to discuss these issues further with the

committee or with members individually.

Lynda Thompson Palecek NCSP
School Psychologist



MARIAN
COLLEGE

45 S. NATIONAL AVE. • FOND DU LAC, WI 54935-4699 • (920) 923-7600 • FAX (920) 923-7154

Testimony at State Senate Hearing

Regarding PI 34

Specific concerns center on Subchapter V-Licenses and Stages PI 34.17.6.c

Initial Educator License -- license based on equivalency

I come to offer testimony from Marian College of Fond du Lac. Marian College has prepared educators for 63 years and has been accredited by NCATE, the professional accreditation body for educators, for over 40 years. During that time, the college has provided an exemplary program to prepare individuals to embark on one of the most important vocations in our society. Along with a liberal arts education, future teachers in the Marian education program are imbued with the theory, skills, experiences, and philosophies which create persons dedicated to serve the whole person, not simply purveyors of facts to a school age audience. To prepare future master educators, Marian College has worked in a diligent manner to address, meet and support the standards designed by the legislature.

Marian College of Fond du Lac expresses deep concern over the addition of Subchapter V section 6 c to Chapter PI 34.

The faculty of the education department has been working for several years with the staff at DPI as the three new levels of licensure have been developed and there has been general support for the version of PI 34 as it was presented to the colleges during the summer. However, the newly added section (34.17.6c) indicates that any group, agency, or enterprise can offer alternative training for initial licensure of educators with approval of the state superintendent of schools.

Subchapter IV identifies standards that colleges (SCD's) must meet.

However, the quality of education provided for educators licensed by other organizations and agencies is not well spelled out and appears to be very nebulous. Provision (34.17.6.c) speaks only in terms of assessment based on a standardized examination that presently does not exist and performance measured against standards.

youth of our state needs to be identified for the legislators as well as the general public.

If we as a state truly treasure our youth as is so often stated by leaders at all levels, we must insist that they be educated by persons who themselves have a full understanding of human development, group processes, learning styles, and content materials. These high standards for teacher preparation can not be produced with programs and their attendant personnel such as those proposed in section 17. 6c of PI 34 legislation.

Another issue of concern is the change in the role of the Professional Standards Council and the additional power given to the state superintendent. If the state superintendent can freely override recommendations by the Professional Standards Council, then quality control for licensure lies in the hands of one person, rather than in a board of experts as is true presently. What is to insure that this one individual is fully cognizant of the many facets of good teaching?

The members of our education faculty have discussed these changes, and we urgently request that you reconsider the addition of paragraph V6c.

Teacher education in Wisconsin must not be allowed to diminish in quality.

Donna Linnis

Wisconsin School Social Worker's Association

Kimberly Kleine, President

November 29, 1999

Senate Committee on Education
Senator Rick Grobschmidt
Committee Chair

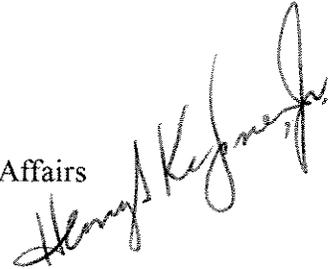
The Wisconsin School Social Worker's Association would like to voice its support for PI 34. We support legislation that mandates professional standards and accountability. We are depending upon open dialogue with our organization, and other representatives of our profession, to implement professional standards that are directly applicable to Social Workers; we object to modified teacher evaluations.

We feel that on-going discussion with professional groups, who are not teachers, is critical to success. Pupil Services personnel deal with special services and client needs that are unique to social workers, and other supportive services. Social Work staffing patterns in Wisconsin districts are varied. We would like some consideration given to professional time that may be required to fulfill mandates. We would like Social Workers to be able to implement such mandates with the spirit of the legislation in mind.

We support DPI's views and are interested in an on going dialogue regarding our professional standards and ethics. Furthermore, we welcome the peer review process; as our peers would be well suited to understand the professional ethics that drive our activities.

Testimony to:
Wisconsin State Senate Committee on Education
concerning
Proposed New Rules: PI 34
November 29, 1999

Appearance for Information Only
Henry S. Kepner, Jr., Associate Dean for Academic Affairs
School of Education
University of Wisconsin-Milwaukee



Chairman Grobschmidt and members of the Senate Committee on Education:

Thank you for the opportunity to comment concerning the proposed new rules for preparing teachers, administrators and other school personnel in Wisconsin. I am Henry Kepner, Associate Dean for Academic Affairs of the School of Education at UW-Milwaukee. UW-Milwaukee annually certifies approximately 400 teachers along with another 70 individuals obtaining certification in school administration and other school personnel areas such as counseling, speech pathology, and school psychology. UW-Milwaukee provides about 30% of the new teacher workforce for the Milwaukee Public Schools as well as teachers for public and private schools throughout Wisconsin.

Over the past five years, faculty members from UW-Milwaukee have been participants in the Wisconsin DPI study and development of the performance-based principles for teacher preparation and licensure exemplified by the major tenants represented in PI 34.

UW-Milwaukee faculty support the revision to license teachers based primarily on their ability to demonstrate effective teaching in the classroom, while at the same time ensuring the quality and accountability of teacher-education programs detailed in SUBCHAPTER IV - INSTITUTIONAL AND PROGRAM STANDARDS and SUBCHAPTER III - PROGRAM APPROVAL AND APPEALS.

UW-Milwaukee teacher preparation programs have taken a leadership position in establishing performance-based teacher preparation in regular and special education in anticipation of the new standards advanced in PI 34.

However, we have major concerns about the lack of clarity surrounding the proposed mentoring program for teachers with an initial license during their first three years of teaching. It is not clear what the role for colleges and universities will be to support substantive mentoring of their graduates as they begin their careers. The detail of the necessary level of financial support to provide such mentoring has not been clarified for institutions of higher education or school districts. In stating this concern, we accept the

DPI intent of continuing to define this process through an implementation committee and continued review by the Senate appointed Professional Standards Council for Teachers.

All previous versions of the PI 34 document had significant revisions of the standards and accountability for regular programs of teacher preparation institutions in connection with the performance-based expectations for teacher candidates in SUBCHAPTER III and SUBCHAPTER IV of PI 34. There was wide-spread support for those changes expressed by the UW deans and chancellors based on the circulated late summer version of PI 34. However, the last version, which was forwarded to you earlier this month, included distributing new language on alternative education, SUBCHAPTER V – LICENSES AND STAGES, PI 34.17 (6)(b) and (c), pages 23-24. We are extremely concerned about the establishment of alternative certification programs which do not meet institutional program requirements and accountability expectations presented in Subchapters III and IV.

The UW-Milwaukee School of Education supports and, in fact, participates in innovative alternative certification programs, such as the Milwaukee Teacher Education Center (MTEC), the Metropolitan Multicultural Teacher Education Program (MMTEP), Exceptional Education Teacher Internship Program for Teacher Preparation, and the Pathways to Teaching Careers Program. However, we are concerned that the recent change in Subsection (6)(b) and (c) does not state that alternative certification programs be held to high institutional and program standards and accountability required of public and private institutions of higher education.

This language allows the DPI to license new teachers, school administrators, school psychologists, and school counselors on the basis of minimal requirements. In (6)(c), all that is required of a teacher preparation program is that it be “based on the standards in subchapter II.” The standards listed there are brief statements of principle. Under this section, all that is required of candidates is that they complete “an assessment process... including any standardized examinations prescribed by the state superintendent.” The nature of this assessment process is not delineated, and, as is currently the case, the superintendent need not require any exit examinations. The revisions in PI 34 present an extensive process in the revision of program and candidate expectations from regular teacher preparation programs. The same approach to demonstrated outcomes for programs and their candidates should be expected of alternative certification programs. As submitted, the newly added subsection (6) (c) does not require either.

Thank you for the opportunity to comment on the proposed PI 34 and to raise issues about initial license mentoring and the newly inserted alternative certification rules.



MARQUETTE
UNIVERSITY

Testimony to:

Wisconsin State Senate Committee on Education
on Proposed New Rules: PI 34
November 29, 1999

Dr. Mary P. Hoy, Dean
School of Education
Marquette University, Milwaukee

Chairman Grobschmidt and members of the Senate Committee on Education:

Thank you for the opportunity to speak both on behalf of the proposed rules and against several of their components. I am Mary Hoy, Dean of the School of Education, Marquette University, Milwaukee. Our School of Education is nationally accredited by NCATE, the National Council for Accreditation of Teacher Education. I serve as a representative of the American Association of Colleges of Teacher Education (AACTE) on NCATE's Unit Accreditation Board and its subcommittee on Standards. We have almost completed a similar task for the redesign of standards for the accreditation of colleges and departments of education. Our design is predicated on the concept of "performance based standards". The proposed PI 34 regulations bring our Wisconsin standards into national alignment. This is their strength. Wisconsin is a "partnership" state with NCATE. That means that as we as institutions undergo NCATE accreditation, NCATE accepts the program approvals given by our Department of Public Instruction (DPI) as consistent with the national standards. This is an important quality assurance.

At the hearing on November 17th you heard from a number of my colleagues about concerns. Let me describe Marquette's concerns for you:

* While the requirement in PI 34.17 (3) of the Initial Educator Team for the beginning teachers is admirable, the implementation of that rule is unclear. We agree that representatives from higher education should be participants on these teams, however, this creates anxiety among those of us responsible for administering budgets that are all ready too tight.

* An associated issue is *who* will be responsible for doing the above with the 800-1000 new teachers hired each and every year by Milwaukee Public Schools? This could become an overwhelming burden for the IHE's.

* Finally, we rise to object to the 34.17(6) LICENSURE BASED ON EQUIVALENCY. The entire objective of PI 34 is to raise the "bar" for teachers. We all can agree that today's and

tomorrow's teachers must know more specific content, must teach *all* children; and work in an environment that is full of challenges. We want the best and brightest. Yet, PI 34.17(6) opens the door for lowering standards. That is not your goal, nor is it mine.

I believe in alternative programs. We are partners in a great collaboration which has designed an innovative program based upon the very standards we are discussing. We are proud of our contribution to the teaching cadre for MPS. However, our teachers meet standards that were approved by the DPI. However, we do not wish to have the excellent work of our Wisconsin teacher education programs compromised by alternative programs that do not meet the same rigorous standards. We urge your consideration of this concern.

In summary Marquette supports:

- * The performance based standards which assure that all teachers will know the content they teach, that they can perform professionally with learners and that they possess the vision and desire to meet the needs of all children.

- * The stages or tiers of licensure which differentiate among skills, knowledge and experience of teachers.

- * The categories of licenses which assure that teachers are prepared to teach learners of specific developmental levels.

We are extremely concerned about the fiscal implications of the requirement of the support of the IHE's on the Initial Educator Team.

We oppose the LICENSE BASED EQUIVALENCY (PI 34.17(6)) based upon lack of specificity of process.

Wisconsin citizens enjoy the benefits of schools in this state that are staffed by quality, dedicated teachers. We in higher education are proud of our record of responding to the emerging needs of the state and regions to produce more and better teachers. Performance based standards are essential. With modifications suggested by others and me, we can continue to achieve our goal. Thank you.

Marlene Ott, English teacher
South Milwaukee High School
414-768-6322

November 29, 1999

Thank you, Senator Grobschmidt and members of the Senate Education Committee for giving us the opportunity to express our views on the proposed rules for new teacher education and licensing.

My name is Marlene Ott and I have been teaching English for 37 years, the last 33 in South Milwaukee High School. I was recently nominated as a member of the Professional Standards Council for Teachers which is working on the development of these rules – although my confirmation has not yet taken place. The proposed plan for new teacher licensing is one of the most exciting and hopeful developments to occur in K-12 education during my entire career. Finally, we will have a licensing process that emphasizes performance in addition to academic preparation. Finally, a process that formalizes mentoring, mentoring which will be more than telling new teachers where to get paperclips and the location of the nearest bathroom. At last, a process that includes feedback from peers and encourages teachers to give time and thought to creating career development plans.

These rules will recognize the work that our best teachers do to prepare for their task of educating the children of our state and clarify the path toward teaching excellence for new educators. I believe these new rules will strengthen the teaching profession and increase public confidence in it. Research clearly shows that improving teacher performance improves student performance.

Implementing these new rules will not be easy; it will cost money and it will take precious time from people who have precious little time now. But the potential for making an already good teaching force even better justifies the effort this is going to require.

My only concern, but it is a significant one, is the lack of specificity in the section on alternative training programs. Recently, our daily paper carried a

-MORE-

Marlene Ott, English teacher
South Milwaukee High School
414-768-6322

-continued-

front page story on a new Kelly Services program designed to train substitute teachers. Does this brief section of the rules open the door for groups like Kelly Services to license teachers? Where are the state guidelines for quality? A fuller development of this portion of the document would strengthen the state's commitment to improvement of the profession.

Despite this problem, I wish to add my enthusiastic endorsement to PI 34 and urge your support.

November 29, 1999

To: Senate Education Committee
From: Mark P. Flynn, District Administrator
Merton Community Schools
Re: Teacher Licensing



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I am a member of WASDA and am represented by the SAA (School Administrators' Alliance). I am sure you have been told, to quote DPI, that we are "on board" along with the other educational organizations. To clarify up front to you, I am also "on board".

The purpose of my attending here is to clarify the meaning of being "on board". I support the 3-tiered system of licensure. I support the advancement of proposed rules. I also support the formation of an Implementation Committee to review/revise the rules to result in a process that enhances the quality of what occurs in classrooms in a feasible, workable, affordable manner.

The key is the Implementation Committee.

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In conclusion, I am thankful I work in the greatest schools in the nation and in the world, as borne out by standardized test scores, ACT/SAT scores, TIMMS scores, graduation rates, attendance rates, safety records, etc. This reform of educational licensure, utilizing what makes Wisconsin schools great to enhance learning in classrooms through the Implementation Committee, is needed for us to continue to improve and maintain our ranking as world class.

SENATE HEARING ON PI 34, Milwaukee, November 30, 1999

Testimony from Mary Diez, Graduate Dean, Alverno College, Milwaukee

Thank you for the opportunity to speak regarding the proposed changes in teacher preparation and certification. As one of the many who worked on the State Superintendent's Task Force and the working groups that led up to it and followed it, I have been a supporter of the ideas that undergird PI 34. If quality teachers are critical to America's future, it follows that quality teacher education—both preservice and as part of lifelong professional development—is also critical. PI 34 must stand for quality, focusing on principles to guide the process, and assessment to ensure accountability.

With relationship to teacher preparation, I want to make two points. First, along with most of my colleagues in teacher education in Wisconsin who led the early efforts that resulted in PI 34, I support the move to a performance based approach to teacher education. As you know, Alverno's programs in all disciplines and professional areas, including teacher education, have been performance-based for over 20 years. That means not only that we have some assurance that our teacher candidates can do the job but also that we can work with each individual student, tailoring programs to acknowledge strengths already attained and to provide intervention to address weaknesses in performance along the way.

Second, it seems reasonable that the same level of demonstrated performance ought to be required *for all of the routes of entry to the profession*. It does not make sense to require high levels of performance for one route and to have few or no assurances for another. I'm also convinced that PI34 must provide some way of providing assurance that alternative routes can provide the necessary learning opportunities and

formative assessment required so that candidates will be successful—not only in required performance assessments but also in their work with students in our schools. It seems to me that we need to develop credible alternatives that acknowledge the varying backgrounds and needs of potential teachers, while assuring quality. I am concerned that the current version of PI 34, as good as it is in other respects, makes a serious mistake in not applying any quality assurance processes to a certain class of alternative training programs, i.e., those not linked to institutions of higher education. That aspect of PI 34 must be addressed if the whole of the document is to have integrity.

I also want to address the aspects of PI 34 that deal with ongoing professional development of teachers. I think it's important that the proposed system of graduated licensure—beginning, professional, and master educators—provides a way for teachers to find career advancement over the course of the professional lifespan—without having to leave the classroom for administrative positions. Moreover, the proposed link between ongoing professional development and the needs, goals and priorities of school districts is a clearly sensible move.

In relationship to both of these aspects of PI 34, I strongly support the change because I believe the current practice is flawed. Requiring 6 credits every 5 years is not an effective policy for ensuring the ongoing professional development. Currently, unless school districts put limits on what will count toward salary increments, teachers can take courses that may have little or no impact on improving their practice with learners. In fact, I believe that the “6 credits every 5 years” encourages an economy in which some institutions (many from out of state) advertise not what a course will help a teacher to do,

but rather how quickly and cheaply teachers can amass the credits needed to retain a license or advance on a salary schedule.

PI 34 would, instead, focus on continuous improvement, linked to the teacher's own areas of needed growth, as well as a district or building's focus areas. It supports the professionalization of teaching, in which teachers support one another's development—whether as mentors to new teachers or as colleagues. And, because it provides recognition of outstanding teacher performance, teachers have a route to advancement that does not take them out of the classroom. All of these components are important to the assurance of quality.

Therefore, with many of my colleagues in teacher education, I support PI 34, provided a change is made to make all routes to licensure give evidence of quality assurance processes and hold potential teachers to the same high standards.

MOTION by Senator Grobschmidt,

That the Department of Public Instruction modify Clearinghouse Rule 99-030, relating to teacher licensing. These modifications may include, but not be limited to, issues raised at the public hearings and technical changes to improve implementation and operation of the rule. The Department must respond to this request by December 8, 1999, to allow the Committee to maintain jurisdiction over this rule.

AYE

NO

Signature

Margaret A. Farrow

**PLEASE RETURN THIS TO LISA IN SENATOR GROBSCHMIDT'S OFFICE
NO LATER THAN 3:00 P.M. FRIDAY, DECEMBER 3, 1999.**

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AYE X

NO

Signature

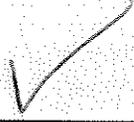
James A. Baumgardner

**PLEASE RETURN THIS TO LISA IN SENATOR GROBSCHMIDT'S OFFICE
NO LATER THAN 3:00 P.M. FRIDAY, DECEMBER 3, 1999.**

MOTION by Senator Grobschmidt,

That the Department of Public Instruction modify Clearinghouse Rule 99-030, relating to teacher licensing. These modifications may include, but not be limited to, issues raised at the public hearings and technical changes to improve implementation and operation of the rule. The Department must respond to this request by December 8, 1999, to allow the Committee to maintain jurisdiction over this rule.

AYE



NO

Signature

A handwritten signature is written over the line following the word 'Signature'.

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Richard D Grobschmidt

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Mary A. Lazick

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Curt Roemer

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AYE X

NO _____

Signature

Jessane B. Huelsman jjc
per instructions

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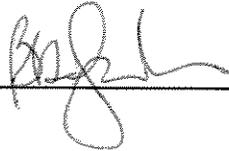
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Signature

Judy Rolson

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AYE X NO

Signature Albert Darling

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December 6, 1999

State Superintendent John Benson
Wisconsin Department of Public Instruction
125 South Webster Street
GEF 3
Madison, WI 53702

Dear Superintendent Benson:

The purpose of this letter is to request that the DPI agree to consider modifications in CHR 99-030, relating to teacher certification. Under s.227.19(4)(b)2., stats., if the agency agrees to consider modifications, the review period for the Senate Education Committee is extended to either the 10th working day following receipt of the modified proposed rule or to the expiration of the review period under subd.1., whichever is later.

The Committee would like the modifications considered by the agency to include, but not be limited to, the issues raised at the public hearings on the proposed rule, and technical changes to improve the implementation and operation of the rule. Your agreement, if received by December 8, 1999, will allow the Committee to retain its review jurisdiction during the rule making process.

If you have any questions regarding this request please do not hesitate to contact me. The Committee looks forward to your reply.

Sincerely,

RICHARD GROBSCHMIDT, Chairman
Senate Education Committee