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2003 HOUSE EDUCATION

HB 1181

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2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. HB 1181

House Education Committee

Conference Committee

Hearing Date January 15, 2003

Tape Number	Side A	Side B	Meter #
1		x	1820- 2035
2	x		0-2426
Committee Clerk Signature <i>Linda Fiechtner</i>			

Minutes:

Chairman Kelsch opened the hearing on HB1181

(2035-2400) Greg Gallagher, Director of Education Improvement within the Department of Public Instruction. See Attached Testimony.

Rep. Solberg: Please define endorsements?

Gallagher: Janet Welk made reference to the technical components of that, endorsement is just an option for how take additional course work for building a portfolio.

Janet Welk, Educational Standards and Practices Board.

Rep. Solberg Please define endorsement?

Welk: Endorsement is defined differently depending upon the levels of that they are getting the endorsement. It actually a number of semester hours toward a reeducation plan.

Rep. Solberg That would be combined with NCLB rules and regulations.

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Welk: As the ESPB is looking at the drafting legislation to meet highly qualified. We are also looking at each one of those endorsements so that they will comply, They may not today but they will by the end of the session.

Gallagher: Janet will be available for the technical things to save you time.

reviewed template on Appendix C. See Attached Testimony attached.

Rep. Herbel: Bachelors degree and test. They have to have both.

Gallagher: The and/or. As you move forward on this it is a deliberation point, it is different between NCLB and 1181.

Rep. Haas : On the state portfolio evaluation, would that be administered through ESPB?

Gallagher: Yes. In the drafting of it, the state portfolio evaluation established by ESPB.

Rep. Hawkens: Major in each content area for the grade level you are teaching in?

Gallagher: Three outline principals to 1181, they are Parity, finding a means to set across for all. The second is to have it so the standard of preparation is at a level that does justice for the profession. for the requirement of teaching. The third is critical. If you go down that road, then you need to offer as much time and latitude in terms of how the teacher acquires that and can demonstrate that for example through a portfolio. If you don't, then I think we have a real problem, that will only have one way to show competence.

The question before the committee is that as you take a look at a state system, how do you address the issue of parity. How do you address expression. No one ever said this would be fun or easy.

Rep. Haas Does the major in each content area, is actually what is happening now that is the departmentalized program at those grade levels?

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Welk: The ESPB believes the old language in the law, course or field. Leaves it open for the use of composites. If we use the word "just in their major" we will not be able to use composites.

Rep. Haas In a school that is configured so that grade 5-6-7-8- together and a group of teachers that are departmentalize, does the statement in the far right column, "major in each content area" can you assume that means major in each content area being taught/ offered?

Welk: It is taught. I can read the law to you. (read the law)

Rep. Herbel :if a teacher doesn't have a major in area , they take the test and pass the test, do they become qualified?

Gallagher: required to have is the license that major and test for a new teacher. For an old teacher it is the portfolio.

Rep. Herbel Do you statistics on how well the states will fit in terms of teachers that are not currently teaching in their majors. Do your know the numbers?

(5434) Gallagher: What we did is put in terms of the courses that are being taught. That is how we came 28% of the courses not being taught by someone in their major.

Rep. Sitte: If this system would come into place, we are saying in essence that university will grant the education certificate, and that we need to add a whole new level of bureaucracy at the state level that would reaffirm that the university are doing there job. As a committee we need to look at the cost of that on the long term implication. Once you pass this test are you passed for life, or do you have to keep retaking it?

Gallagher: We always bend our knee to the university system. They go through accreditation and standards. And when a degree is issued for an individual that individual has meet the

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requirements for that institution. So in terms of content, it is clear that they have a major, they have meet the standard of the institution.

Two important parts of education: knowledge and skill and how they put it together. You may have one who is high in knowledge but low in skill, and vise versa.

Rep. Sitte : Does this have a wide bearing on home schools .

Gallagher: It should have no bearing on home education because the certification is still granted to those in home education regardless of degree or not. Only on monitoring.

Rep. Sitte How we can consider a highly respective portfolio as compared to a highly subjective portfolio. And say that these are equal options?

end of tape(6260)

Gallagher: Are we in a position where we say that perfectly happy under the current situation on the licenser and review of teachers. That we have a sense of content competence, instructional competence, to say the systems great. That is a question everyone has to ask themselves. And the brings up an issue of where do you draw the lines in terms of qualifications. 1881 no doubt puts forth a series of things that go beyond NCLB and it does so because we believe the issue of parity must be addressed. Also the fact that we believe with assurances that latitude on scheduling can be expressed through portfolio, is doable and is desirable and in fact will be exercise by many teachers.

When it comes to a roll out, one of the amendments, the last amendment that is put in, that any new or renewing teacher seeking license after 2006, that time for the provisions of their qualifications would kick in.

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Rep. Hanson : Have the college/universities started to gear up to drop these minor for education degrees?

Gallagher: declined to answer.

Rep. Hunsakor: There is a host of teachers who have a minor in the field of study that they are teaching, who are able to motivate kids and they are evaluated by the principal/school on a regular basis. How do we say your not qualified to teach in the major any more?

Gallagher: They may have an academic degree by the fact that they have a minor in that area, but not in that area. They have sufficient credit to have a minor. But a minor is not a major. We deal with this all the time under accreditation. The best way of addressing this is to put it forth for all in terms of a standard. Is it sufficient in the state to accept the minor. A minor has been in place for a number of years. There has also been a debate that has been ongoing over the years, is it time to move beyond the minor to something equal to the major. How much content is required? Is the content sufficient. What should those standards be. The portfolio should be easier to complete.

Rep. Jon Nelson Under NCLB don't we get to the same place?

Gallagher: NCLB applies only to core, 1181 we apply to all. Now test or demonstrate the skill. This kicks it up a notch.

Rep. Haas Can we assume that under the NCLB column and 1181 column that state evaluation under NCLB is the same as state portfolio evaluation.

Gallagher: That would be very true. I think it is the intent of ESPB development of a whole guide in the system is what would be applicable under NCLB would applicable under 1181.

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