

**MINUTES OF THE
EDUCATION INTERIM COMMITTEE**

Wednesday, May 17, 2000 - 2:00 p.m. - Room 303 State Capitol

Members Present:

Sen. David H. Steele, Senate Chair
Rep. Lloyd Frandsen, House Chair
Sen. Ron Allen
Sen. Karen Hale
Sen. Lyle W. Hillyard
Rep. Ron Bigelow
Rep. Duane Bourdeaux
Rep. Judy Ann Buffmire
Rep. Fred J. Fife III
Rep. James R. Gowans
Rep. David L. Hogue
Rep. Bradley T. Johnson
Rep. Keele Johnson
Rep. Evan L. Olsen
Rep. Tammy J. Rowan
Rep. LaWanna "Lou" Shurtliff
Rep. Nora B. Stephens
Rep. Matt Throckmorton

Members Absent:

Sen. Howard A. Stephenson
Rep. Jeff Alexander
Rep. Bill Wright

Staff Present:

Mr. J. Wayne Lewis,
Research Analyst
Mr. James L. Wilson,
Associate General Counsel
Ms. Wendy L. Bangerter,
Legislative Secretary

Note: A list of others present and a copy of materials distributed in the meeting are on file in the Office of Legislative Research and General Counsel.

1. Call To Order - Chair Frandsen called the meeting to order at 2:10 p.m.

Sen. Steele explained that a joint meeting would not be held this year with the Education Interim Committee, the State Board of Education, and the Board of Regents.

MOTION: Rep. Bigelow moved to approve the minutes of the April 19, 2000 meeting. The motion passed unanimously.

Mr. James Wilson, Associate General Counsel, reported that official notice has been made of the membership and meeting schedules of the two new education task forces. He said the State Office of Education received funding for a summit on educational funding. The meeting will be held June 5, 2000 in Salt Lake City and will be presented by WestEd, coordinator of the Regional Education Laboratory Programs. Additional information about the meeting time and place will be sent to each member.

2. Quality Teaching and Leadership - Best Practices in School Change - Ms. Teddi Safman, Academic Affairs, Office of Commissioner of Higher Education, and Mr. Gary Carlston, Deputy Superintendent, State Office of Education, discussed quality teaching in Utah. They

emphasized that the inservice discussion of teacher preservice also applies to administrators and other positions requiring licenses to work within the school system. This presentation reflects the professional life cycle of a teacher and is based on research of best practices and models in teacher recruitment, preservice preparation, licensure, induction and program support, and on-going professional development.

Ms. Safman reviewed current teacher preparation programs in Utah. She discussed the need for recruitment of the best and brightest students. As part of the state's recruitment effort in attracting talented high school students into teaching, she explained the Terrell H. Bell teaching incentive loan program created in 1984, that received a \$600,000 appropriation last session. She said research of preservice programs shows that effective teachers are well versed in course content knowledge, student development and learning and are skillful with methods and pedagogy. Research also shows the greatest improvement in student learning is associated with quality teacher skills and knowledge and, to a lesser extent, with smaller schools and classroom sizes. She explained that studies show that the level of teacher expertise accounted for 40 percent of the variance in student achievement in both reading and math. Teachers who receive at least 30 weeks of classroom experience in a clinical setting, a well-grounded curriculum, and extensive use of case studies problem solving integrated with actual problems were strong factors in increased student achievement. She explained that teacher preparation programs that integrate technology into their curriculum and operate through strong school and university partnerships, typically see improvement in student learning. She spoke favorably of the Professional Development Schools (PDS) model that offers intensive teacher training and mentoring.

Mr. Carlston discussed research findings regarding licensure. He explained that across the nation, more than 50,000 teachers annually enter the teaching profession with emergency or substandard licenses. This practice often creates a situation where teachers who are least prepared are assigned to work with students who have the greatest needs. He said that studies show student test scores are higher when teachers are properly licensed and fully prepared to teach. He noted that the National Council for the Accreditation of Teacher Education (NCATE) has revised its standards to be more teacher performance oriented. He explained that public and higher education are working together to reconsider preservice preparation standards and make recommendations for improvement. An advisory committee of the Joint Liaison Committee has been appointed to research teacher standards and will report back to the committee by the end of summer.

Mr. Carlston said the Educational Development Committee from the Utah education community is unanimously recommending the adoption of NCATE preservice standards to the State Board of Education. He explained that adoption of those standards will make changes in teacher preparation programs and also require changes in licensure. If adopted by the State Board of Education, teacher preparation institutions that are not NCATE accredited will have to conform to the NCATE standards. He reviewed six basic NCATE standards: knowledge and

skills, program assessment, field and clinical support, diversity to help all students learn, faculty performance, governance, and resources. He said NCATE relies on local professional education organizations to produce the details of those standards in each field. He emphasized that Utah's current standards for teacher preparation are broad and not performance based. He said once NCATE standards are adopted, they will be used by the colleges of education to train teachers and by the State Office of Education for program admission or licensure.

Mr. Carlston addressed teacher supply and future demand within the state, observing that national statistics do not clearly translate into Utah's needs. He said the State Office of Education is undertaking a study on future teacher demand so policy makers and the institutions of higher education can anticipate future teacher demand over the next five to ten years. The State Office plans to gather its data before the next legislative session. He explained that the State Board of Education has identified five major priorities for consideration by the legislature, and that retaining quality teachers and principals is one of their major priorities.

Ms. Safman said the State Board of Regents is committed to collaborate with public education through the Joint Liaison Committee to strengthen teacher preparation programs. She said the legislature needs to be included in helping to recruit qualified personnel into public education. She explained the need for greater investment in preservice and inservice development and its effect on student achievement.

Mr. Carlston and Ms. Safman were joined by Mr. David Sperry, Dean of the University of Utah College of Education, Ms. Nancy McCormick, Principal of Washington Elementary School in Salt Lake, and Ms. Emily Child, a teacher at Boulton Elementary in the Davis school district, in a panel discussion.

Mr. Sperry distributed copies of his introductory comments. He said the overall academic quality of students at the College of Education is high, and the college is attempting to follow high national standards in preparing teachers. He suggested improvements in six areas:

- C The legislature and the State Office of Education need to be consistent with policies on the application of standards in order to avoid sending mixed messages about teacher preparation standards;
- C Use caution in making decisions about the projected nationwide shortage of teachers as those numbers may not be true for Utah;
 - Continue and increase support in applying technology to teaching;
- C Give greater attention and recognition to changing demographics, especially in urbanized school districts;
- C The Legislature should not impose more specific courses for teacher preparation programs; and
- C The Legislature should consider examining, developing, and ultimately funding a

serious program of teacher induction.

Ms. McCormick noted that a large number of minority students and students of a single parent are enrolled at Washington Elementary School. She reviewed six areas she considers when interviewing teachers for employment: expertise in literacy, theory content class work based on national standards, the ability to put theory into practice through sufficient student teaching experience, the ability to think and plan through a unit of curriculum, reflective enough to review his or her own teaching skills to continue to improve and learn on his or her own, and a dedicated heart and high awareness of student needs.

Ms. Child felt that she was not adequately prepared by the College of Education at the University of Utah for her first year of teaching. She received educational theory, but not enough practice. She explained she welcomes accountability and has sought new learning and research experiences by attending educational conferences. She felt that all universities should do more in teacher preparation, not with more programs, but more practice with teaching basics.

The panel responded to concerns and questions from the committee regarding:

- C NCATE preservice standards based on a recent Fordham Foundation report;
- C Principals as instructional leaders in schools;
- C Inadequate salaries for teachers;
- C Balanced literacy training;
- C Stronger induction programs;
- C Market-driven demands for teachers;
- C International teacher applicant screening; and
- C School budget reevaluation.

3. Sunset Review - State Textbook Commission - Mr. Steve Laing, Superintendent of Public Instruction, assisted by Mr. Jerry Peterson, discussed the purpose for the State Textbook Commission. They said it is more efficient for the commission to make a content review of individual textbooks and determine if that content matches Utah standards and the objectives of the core curriculum than requiring each school district to go through a similar procedure on its own. They noted that new technology, such as disposable workbooks, the Internet, and other electronic materials are slowly replacing the standard textbook.

Mr. Peterson explained the commission's efforts to review all textbooks for appropriate instruction in the classroom. He said there are four criteria used for textbook review. Additional books are reviewed that do not meet the fundamental criteria of a textbook, but are support to the central text and may be used by the teacher. He explained that the commission meets twice a year to review recommendations from various subcommittees. Mr. Peterson stated that the majority of books submitted by subcommittees were adopted in one degree or another.

Mr. Laing suggested the name of the State Textbook Commission should be changed to reflect its expanded role. Rep. Buffmire recommended that some textbooks should be owned by student if those specific books could enhance his or her educational experience.

MOTION: Sen. Steele moved to reauthorize the State Textbook Commission for a period of ten years. The motion passed unanimously, with Sen. Hillyard and Reps. Olsen and Throckmorton absent for the vote.

MOTION: Sen. Steele moved to have staff prepare draft legislation to amend the name of the State Textbook Commission to more closely reflect its expanding responsibilities. The motion passed unanimously, with Sen. Hillyard and Reps. Olsen and Throckmorton absent for the vote.

4. Interim Study Issues and Calendar - Sen. Steele noted that Legislative Management received the letter sent by the chairs and approved an additional meeting and the study items for the Education Interim Committee.

5. MOTION: Rep. Gowans moved to adjourn the meeting. The motion passed unanimously. The meeting was adjourned at 4:45 p.m.

