

**MINUTES OF THE
EDUCATION INTERIM COMMITTEE**

Wednesday, June 14, 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
Rep. Ron Bigelow
Rep. Duane Bourdeaux
Rep. Fred J. Fife III
Rep. James R. Gowans
Rep. David L. Hogue
Rep. Keele Johnson
Rep. Evan L. Olsen
Rep. Tammy J. Rowan
Rep. LaWanna "Lou" Shurtliff
Rep. Nora B. Stephens
Rep. Bill Wright

Members Excused:

Sen. Lyle W. Hillyard
Rep. Judy Ann Buffmire
Rep. Bradley T. Johnson

Members Absent:

Sen. Howard A. Stephenson
Rep. Jeff Alexander
Rep. Matt Throckmorton

Staff Present:

Mr. J. Wayne Lewis,
Research Analyst
Mr. James L. Wilson,
Associate General Counsel
Ms. Wendy L. Bangarter,
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 - Rep. Lloyd Frandsen called the meeting to order at 2:15 p.m.

Mr. James Wilson, Associate General Counsel announced that binders containing information from the Utah Public Education Funding Summit are available for committee members who were unable to attend the summit meeting. He reviewed the meeting schedules for the Funding of Public Education Task Force, the Learning Standards and Accountability Task Force, and the Applied Technology Education Task Force.

MOTION: Rep. Hogue moved to approve the minutes of May 17, 2000. The motion passed unanimously.

2. Quality Teaching and Leadership - Teacher Induction and Inservice - Sen. David Steele introduced the topics of teacher induction and staff development as two critical areas in professional development. Mr. Gary Carlston, Deputy Superintendent of Public Instruction, and Ms. Teddi Safman, Academic Affairs, Office of the Commissioner of Higher Education, made a presentation on induction into the teaching profession and ongoing professional development. Ms. Safman reviewed results of an international study of problems perceived by new teachers in managing classrooms, motivating students, and dealing with student differences. Without a strong induction program, 30 percent of the teachers

leave within the first three years. She said when teacher performance improves, student performance and teachers' personal and professional well-being also improves.

Ms. Safman reviewed strategies to reach the goals of a good induction program, including: (a) orientation; (b) adjusting working conditions; (c) matching beginning and veteran teachers; (d) providing teacher support; (e) collaboration between teachers; (f) providing courses that address common challenges for teachers; and (g) time for critical reflection. She said good induction programs promote: (a) increased teacher salaries; (b) strengthened licensing requirements; (c) substantial investment in preservice and inservice programs; (d) rewards; (e) increased entry standards; (f) enhanced mentoring of beginning teachers; and (g) fully funded professional development. She stated that each part of a successful induction program is tied to student outcomes. Together they provide a holistic approach to teaching that contributes to increased student achievement.

Mr. Carlston said a professional development program is critical to and is expected in every profession. He reported that Utah has adopted a career ladder program that offers induction and mentoring facilities, and provides opportunities for teachers to improve their teaching skills. A survey of outstanding teachers reported that continuing professional development is essential to technology training, multiple teaching and learning styles, special need students, and student assessment. Mr. Carlston emphasized that one-time workshops are usually not helpful because they lack follow-through. Finding time for teachers to attend professional development sessions is a problem. He reviewed some of the recommendations from the National Commission on Teaching and America's Future (1997), which concluded that successful teachers result in successful students. Mr. Carlston said principals should also be included in ongoing professional development, since they are considered the school's institutional leader.

Mr. Carlston and Ms. Safman recommended the legislature adopt a comprehensive policy on teacher quality that: (a) attracts highly capable people; (b) supports preservice and inservice programs; (c) provides continued resources for successful induction into the profession; (d) adopts a continuing licensure program; (e) supports data collection for teacher supply and demand; and (f) develops a spirit of partnership between the legislature and those who work to benefit all facets of education.

Rep. Hogue requested that Mr. Carlston and Ms. Safman prepare a comparative chart which shows their recommendations and teacher development policies already implemented in Utah.

Ms. Claire Glade, a teacher at Riverton High School in the Jordan District, serves as a consulting educator, as well as a coach and mentor for teachers who require remediation before continuation of their contracts. She explained she has found mentors that need time to effectively work with teachers, and noted that it is difficult for teachers to schedule time to meet with a mentor.

Mr. Darrell White, Superintendent at Davis School District, reviewed four areas of professional development in the Davis School District: 1) a mentor program for all licensed employees; 2) an evaluation program for all beginning teachers that uses a research-based professional development

program tied to student achievement, with special emphasis given to those standards they are required to meet; 3) general staff development; and 4) a teaching and learning standards program developed from the core curriculum. He said this program is based upon expectations for teachers and students in teaching and learning. He emphasized the need for legislative support of up-to-date staff development and a strong collaborative partnership between higher and public education.

Ms. Rose Mary Baron, Director of the Utah Principals Academy, described the academy as a professional development opportunity for principals in Utah. She explained that any outstanding principal in the state can apply to attend; and that, in approximately 10 sessions, members of the academy discuss subjects critical to principals in the state. They reflect on past experiences and discuss ways to improve the future of education. She felt the academy uses an effective professional development working model. Each session is evaluated and rated on how well the topic discussed can help principals on a day-to-day basis.

Ms. Baron referred the committee to a web site where topics are listed for discussion during the 2000 year. (www.USOE.principals) She said the academy can annually accommodate only 40 of the 700 principals in the state. She explained that principals attending the academy want to continue professional development with their colleagues and the academy is searching for a way to increase the number of principals it can include each year. She said College of Education representatives from USU, BYU, and the U of U serve on the academy board.

Ms. Jolene Miller, a teacher at Cottonwood Elementary in the Granite School District and Utah Teacher of the Year with 21 years of teaching experience in K-6, said faculty members need to identify school needs, bring in training materials, and follow up with their colleagues. She explained that in her district, new teacher support groups consisting of all teachers meet for 3 hours each month to provide professional development assistance. Outstanding teachers in the district are mentors to new teachers. However, she expressed concern that mentor teachers are being asked to give more time without additional compensation and new teachers are requesting more consistent mentoring. She recommended increasing the FTE so each mentor could work with five teachers for an entire day each week.

Mr. Barry Hansen, Principal at Mountain Shadows Elementary in the Jordan School District, was concerned that so little time is available for professional development. He said professional development topics are included in faculty meetings, but an ongoing program would be more effective. He spoke favorably of a balanced literacy program in Jordan School District and the professional development program that has been built around that project. The program was developed by the State Office of Education. Now, he said, the district is trying to implement it in each school. He explained that the difficulty is in finding enough time and teacher planning days to effectively implement the program.

Mr. Bruce Barker, Dean of the Southern Utah University College of Education, distributed a copy of his prepared comments to the committee. He said good professional development is site- based and meets the needs of both local schools, and the district. He felt that professional development

discussions should match teacher interests and needs and be implemented upon principals of good teaching and learner participation. He agreed that providing sufficient time for professionals to practice what they are taught is essential. Mr. Barker also felt program success is dependent upon increased collaboration between colleges of education and the public schools, and that teachers work well as researchers and consultants with higher education faculty. He noted that professional development programs work well for preservice training.

Mr. Barker spoke favorably of teacher networks where instructors can access web pages with lesson plans tied to the state's core curriculum. He said teachers can access and enhance their own professional development through networks and that the National Board Certification program is a professional development opportunity that could be enhanced by incentives. He suggested that time for reflection, interaction with colleagues, and discussing ways to improve teaching can provide opportunities for professional development. Mr. Barker felt that professional development should be readily assessable, since teachers of high risk students often have limited opportunities. He recommended aligning professional development with state and national standards and allowing more time for teachers to grow within their jobs.

3. Review of Proposed Legislation on Textbook Commission - Sen. Steele reviewed the State Textbook Commission Amendments legislation requested by the committee at its last meeting.

MOTION: Rep. Frandsen moved to approve the proposed legislation and recommend it be approved as a committee bill to the legislature in the 2001 General Session. He suggested the draft be returned to the committee agenda in the future for continued discussion. The motion passed unanimously with Sen. Stephenson and Reps. Gowans, Rowan, and Wright being absent for the vote.

4. Other Business - Sen. Steele recognized the passing of Mr. Doug Bates, who worked closely with the Education Interim Committee as legal counsel to the State Office of Education. He reported that Senate President Lane Beattie has resigned from the legislature effective today.

MOTION: Sen. Hale moved to recognize with appreciation the example and impact Mr. Doug Bates has had on the State of Utah in public education. The motion passed unanimously with Sen. Stephenson and Reps. Gowans, Rowan, and Wright being absent for the vote.

5. Adjournment

MOTION: Rep. Hogue moved to adjourn the meeting. The motion passed unanimously. The meeting was adjourned at 4:34 p.m.