## MAINE STATE LEGISLATURE

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	(EMERGE) FIRST REGULA		
ONE	HUNDRED AND TWE	LFTH LEGISLATURE	
Legislative Docur	nent		No. 9
H.P. 644	Ног	use of Representatives, N	March 5, 19
Reference to the	ne Committee on Educ	cation suggested and ord	ered printe
		EDWIN H.	PERT, Cle
Cosponsored b	ssentative Bost of Oror by Representative Crou epresentative Matthews	ise of Caribou, Senator I	Brown of
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Whereas, the 111th Legislature enacted numerous education reform measures during the Third Special Session designed to improve elementary and secondary education in Maine; and

Whereas, many of those reforms are to be implemented in the classroom and their success is largely dependent on the quality of the teacher in the classroom; and

Whereas, it is necessary to begin implementation of those reforms immediately to address deficiencies in the educational system; and

Whereas, one-third of the teacher workforce in Maine is trained at the University of Maine and those teachers have a significant impact on the quality of education provided to Maine students; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Special commission created. Resolved: The Senate concurring, that a Special Commission to Study Teacher Training in the University of Maine System, referred to as the commission, be established to review teacher preparation programs at the campuses of the University of Maine, report its findings to the people of the State and make recommendations to the Second Regular Session of the 112th Legislature; and be it further

Membership. Resolved: That the commission shall consist of 15 members. Five of the members shall be Legislators and shall be members of the Joint Standing Committee on Education. The President of the Senate shall appoint 2 of the legislative members and the Speaker of the House of Representatives shall appoint 3 of the legislative members. The commission shall also consist of one member of the State Board of Education, one representative of the University of Maine system and one representative of elementary or secondary school management, all appointed by the

- 1 President of the Senate, and one representative 2 Department of Educational and Cultural Services, 3 one representative of vocational-technical institutes and one representative of teachers, all appointed by 4 5 Speaker of the House of Representatives. the 6 members shall represent colleges of education or departments, divisions or offices of education at dif-7 8 ferent campuses of the University of Maine. 9 the university education members shall be appointed by the President of the Senate and 2 10 shall be 11 pointed by the Speaker of the House of Representa-12 One additional member shall tives. represent 13 public and shall be appointed by the Speaker of the 14 House of Representatives. All appointments shall 15 made within 30 days of passage of this resolve; and 16 be it further
- Reimbursement. Resolved: That members of the commission shall not be paid per diem, but shall be reimbursed for their reasonable expenses incurred in the performance of their duties; and be it further
- Issues to be considered. Resolved: That the commission examine the status of teacher preparation at the University of Maine, including the following:
- 1. Admission requirements for prospective teachers, including test scores, grade point average and other criteria;
- 27 2. Profile of incoming teachers as compared to other students based on test scores, grade point average and other criteria;
- 30 3. Motivation of incoming teachers determined by 31 a survey conducted by the commission or other appropriate means;
- 33 4. Graduation requirements, including practicum 34 experience;
- 35 5. Career counseling provided to prospective 36 teachers;
- 6. Placement of graduates of teacher preparationprograms;

- 7. Assessment of student and graduate opinions of the teacher preparation programs determined by a survey of recent graduates conducted by the commission:
- 5 8. Teacher preparation methods employed in un-6 dergraduate and graduate programs;
- 7 9. Professional staff -- qualifications and rate
  8 of turnover;
- 9 10. Materials and resources available for teach-10 er preparation programs;
- 13 12. Impact of the new certification law on teacher preparation programs; and
- 13. Comparison of programs' offerings between campuses; and be if further

Legislative conference on teacher training. Resolved: That following consideration of the issues listed in this resolve, the commission shall schedule a series of public meetings to be known as the Legislative Conference on Teacher Training. The purpose of the conference shall be to present the commission's findings on the status of teacher training in Maine and to receive public comments on that status and ways in which it may be improved. The meetings shall be scheduled at a convenient place and time in the evening and shall be widely advertised to encourage attendance by interested persons; and be it further

Report to the Legislature. Resolved: That the commission shall report its recommendations, including recommendations for changes, if any, to the First Regular Session of the 113th Legislature. The report shall include any necessary implementing legislation, estimates of the cost of implementation and possible funding options; and be it further

Funding. Resolved: That the Legislative Council shall allocate, from the Legislative Account, money

t to achieve the purposes of this resolve; and be it
further;

Staff. Resolved: That the commission may request staff assistance from the Legislative Council.

Emergency clause. In view of the emergency cited in the preamble, this resolve shall take effect when approved.

## STATEMENT OF FACT

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As a result of numerous studies, both nationally and at the state level, several educational reforms have been enacted in Maine which are designed to increase the effectiveness of elementary and secondary school programs. Because the importance of classroom teacher is recognized as critical to the implementation of change, many of the reforms have been directed at teachers. For example, a new professional certification process has been established, new teachers will be required to take and pass competency tests, grants will be available for teachers who wish to implement innovative programs in their classrooms and teacher compensation will be increased over the next few years. One very important subject has not been addressed. That is the way we prepare our teachers in the first place. Roughly 1/3 of the State's school teachers are trained in the University Maine system. It is important that those young people be well prepared in order for the recently enacted educational reform measures to have their intended effect.

This resolve establishes a special commission of Legislators, administrators, teachers and the public to study teacher preparation at the various University of Maine campuses. The commission will study the issue, solicit public input and report to the First Regular Session of the 113th Legislature.

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