

Approved 1-19-93  
Date

## MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Duane Goossen at 3:30 pm on January 14, 1993 in room 519-S of the Capitol.

All members were present except:

Representative Pottorff (excused)  
Representative Reinhardt (excused)  
Representative Samuelson (excused)

Committee staff present:

Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
Dale Dennis, Assistant Commissioner State Department of Education  
Joyce Harralson, Committee Secretary

Conferees appearing before the committee:

Dale Dennis, Deputy Commissioner, Kansas Department of Education  
Dr. Lee Droegemueller, Kansas Commissioner of Education

Others attending: see attached list.

Chairman Goossen announced an information meeting will be held Wednesday, January 20 in one of the lounges. Ben Barrett and Dale Dennis will be on hand to answer any questions committee members may have. Although the meeting is geared towards freshman legislators, all committee members are welcome to attend. Notices will be distributed early next week regarding location, date and time.

Dale Dennis requested, on behalf of the State Board of Education, that the committee introduce the following bills:

- HB 2066 1. Parent Education, also know as Parents as Teachers  
The bill would change the age of the children involved in this program from 0 - 2 to 0 - 3. This is a part of the Early Childhood Education Plan.
- HB 2057 2. Bond debt limitation and corrupt law as the result of classification reappraisal  
This needs clarification by going to a straight percentage formula.
- HB 2059 3. Clean up on Proprietary School Tuition Protection Fund  
This provides protection for schools that close.
- HB 2058 4. A change in Federal law dealing with due process in Special Education
- HB 2056 5. Teacher Due Process clean up  
A result of a bill introduced in the 1992 Legislative Session regarding the School for the Visually Handicapped and the School for the Deaf.

Representative McKechnie made a motion for the committee to introduce the 5 bills as requested by the State Board of Education. Representative Empson Seconded the motion. The motion carried.

Chairman Goossen encouraged members to read all handout materials. He stated the main task of the committee this year is to improve the quality of Kansas schools and make recommendations on restructuring and reform proposals and, by definition, QPA.

Dr. Droegemueller appeared before the committee to discuss why education needs to be restructured (Attachment #1). He also discussed the similarities and differences between the recommendations of the Kansas Commission on Restructuring and Accountability, and the Kansas Quality Performance Accreditation (Attachment #2).

The meeting was adjourned at 4:55 p.m. The next meeting is scheduled for Tuesday, January 18 at 3:30 p.m. in 519-S.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

## GUEST LIST

COMMITTEE: House Education

DATE: 1/14/93

[illegible]

# WHY EDUCATION NEEDS TO BE RESTRUCTURE

## Because the workplace is changing,

### PAST

1. Routine mass production
2. Narrowly defined jobs
3. Large inventories to make up for poor quality
4. Pyramid hierarchy
5. Centralized responsibility for organization
6. End-of-line quality control system
7. Low skill jobs
8. Little competition for products
9. Acquired skill lasted life of worker
10. Capital is land, buildings, and inventories.

### PRESENT AND FUTURE

1. Customized, fast response products
2. Integrated job functions (design, engineering, marketing)
3. Quality products customized for consumer
4. Flattened organizational hierarchy
5. Decentralized responsibility with more employee involvement at all levels
6. Worker input for quality as product is being developed
7. Knowledge and high skill jobs
8. Intensified international competition
9. Limited long-term value of any knowledge or skill
10. Capital is human resources and information

## the school must change

### FROM

### TO

- |   |  |
|---|--|
| 1. Learners are passive receivers of knowledge  | 1. Learners are actively engaged in learning   |
| 2. What is learned is broken into separate pieces   | 2. The curriculum is (academically and vocationally [applied]) integrated  |
| 3. Teacher is in control of learning  | 3. Teacher is a role model, guide, and coach (accountable)   |
| 4. The purpose of learning is to get the right answer   | 4. The emphasis of learning is on acquiring the processes through which responses are generated (right solutions)                                  |
| 5. Student's knowledge and skills need not be transferred effectively to new situations       | 5. Students learn in context from ongoing activities that give them immediate feedback   |
| 6. Acquiring education occurred from five years to eighteen or twenty-two years in some cases | 6. Everyone must be a lifelong learner   |
| 7. Traditional skills acquired in schools are reading, writing, and arithmetic                | 7. Required skills are creative thinking, reasoning, decision making, and problem solving as well as basic skills in communication and mathematics |
| 8. Many students are bored and not motivated  | 8. When students are engaged in interesting learning activities, intrinsic motivation arises   |
| 9. Education is left to the educators   | 9. Parents and community must be involved in the schools   |
| 10. School atmosphere requires quiet, individual work   | 10. School encourages discussion and group work  |
| 11. Students compete only with U.S. students  | 11. Students' skills and knowledge are competing with those in other countries   |

Lee Droegemueller  
Commissioner of Education  
1/14/93

# Comparison of Recommendations of the Kansas Commission on Restructuring and Accountability and Kansas Quality Performance Accreditation

## Recommendations of the Kansas Commission on Education Restructuring and Accountability

## Quality Performance Accreditation

### Similarities

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|---|--|
| 1. Outcome-based education/state prescribed core knowledge base   | 1. State expected student outcomes in mathematics, science, communication, and social studies are being revised or developed.  |
| 2. State-imposed student assessment program   | 2. State-imposed assessment program testing skills in mathematics, reading, and writing is in place. Science, social studies, and remaining communication areas are under development. |
| 3. School improvement incentives  | 3. As part of QPA school improvement incentive is for accreditation.   |
| 4. Site-based decision making   | 4. QPA standard requires a site-based decision-making team.  |
| 5. Preparation of school personnel, board members, and parents, and retraining of current personnel to function in restructured schools | 5. a) School improvement part of QPA calls for educating and orienting total community.<br>b) QPA Outcome #9 requires staff development that results in student success.               |
| 6. Pre-kindergarten program   | 6. Under QPA, schools are required to show that community supports early childhood.  |
| 7. School linked education, health, and social services   | 7. QPA Outcome #10 requires that schools show resources for health, societal, emotional, and intellectual development for the family are available through the school.                 |
| 10. Parental/mentor involvement   | 10. a) School improvement requires involvement of parents.<br>b) Outcomes #2 and 10 address parent and community involvement.  |
| 11. Linkage of accountability and responsibility  | 11. QPA is a building-based program with the responsibilities primarily at the building level.   |
| 12. Adult and vocational education programs   | 12. QPA Outcome #10 addresses programs for adults and speaks specifically to workplace skills.   |
| 15. Provision of time and consistency to support restructuring  | 15. QPA is dynamic and changing, thus providing flexibility for schools to have adequate time to implement the program. However, there is a timeline for implementation.               |

### Differences

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|---|---|
| 8. Enhanced use of technology                   | 8. Although technology is spoken to only as a tool in QPA indicators, the State Board does have a technology plan which is being implemented.   |
| 9. Ungraded or continuous progress programs K-3 | 9. QPA does not specify how schools are to reach the outcomes.  |
| 13. Partnership for restructuring               | 13. QPA does not speak to such a statewide group.   |
| 14. Higher education/workforce training         | 14. a) Although not a part of QPA, workforce training is a plan currently being implemented.<br>b) State Board has required that teacher/administrator programs become outcome-based. |

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Attachment #2  
1-14-93