

Approved: 1/26/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 19, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Sherman Jones (Excused)

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Jim McDavitt, Wichita
Larry Mitchell, Central Christian School, Hutchinson
Susan Losson, Troy
Barbara Walker, Arkansas City
Dr. Doug Friesen, Hutchinson
Marsha Strahm, Sabetha
Douglas Johnson, Olathe
Catherine Holthaus, Seneca
Anne Thornton, Lenexa
Steve Graber, Hutchinson
Sherry Holmes, Topeka
John Lindsey, Parker

Others attending: See attached list

Chairman Kerr called the meeting to order and introduced the 1993 Kansas Teacher of the Year, Carol Joyce Swinney (Hugoton), and the Teacher of the Year Finalists: Kay Parks Bushman (Ottawa), Donna Erpelding (Manhattan), Jamie Hofmeier (Salina), Carolyn Jeter (Shawnee Mission), Kathleen Murphy (Shawnee Mission), Linda Spencer (Independence) and Kay Wiley (Rose Hill) (Attachment 1).

The Committee heard comments on Quality Performance Accreditation (QPA) from the public.

Jim McDavitt, Wichita, expressed concern about a lack of academics in the program and said that the 10 outcomes are difficult to understand. He discussed reservations about the emphasis on higher level thinking skills to be achieved through integrated curriculum and discontinuance of assessment tests, such as Iowa Basic Skills, SAT and ACT.

Larry Mitchell, Central Christian School, Hutchinson, described his objections to QPA (Attachment 2): emphasis on higher level thinking skills to the detriment of lower level skills; expansion of the role of schools beyond their original purpose, and the determination of attitude standards.

Susan Losson, Troy, discussed her concerns about changing teaching methods, such as study groups, related to QPA and a lack of local flexibility (Attachment 3).

Barbara Walker, Arkansas City, said that new teaching methods are experimental and result in lower standardized test scores (Attachment 4). She voiced criticism of mastery learning methods.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on January 19, 1993.

Dr. Doug Friesen, Hutchinson, talked about escalating education costs related to QPA and outcome-based education ([Attachment 5](#)). He detailed concerns about the effectiveness of outcome-based education and said it has no proven academic record of excellence.

Marsha Strahm, Sabetha, said that outcome-based education should be both predictable and testable but it lacks meaningful forms of assessment and is basically experimental ([Attachment 6](#)). She questioned research promoting outcome-based education.

Mrs. Strahm provided testimony from: Randy Hall, Sabetha ([Attachment 7](#)); Jim Scoby ([Attachment 8](#)); Galen Ackerman, Sabetha ([Attachment 9](#)), and Louise Scoby, Morrill ([Attachment 10](#)).

Douglas Johnson, Olathe, talked about the loss of local control in academic concerns and financial concerns ([Attachment 11](#)). He said that educational systems similar to QPA have failed in other states and countries. Mr. Johnson urged that protest provisions in the school finance law be retained.

Catherine Holthaus, Seneca, discussed concerns about the QPA emphasis on higher order thinking skills ([Attachment 12](#)). She said decision-making and problem-solving skills do not work well for children who lack the ability and life experience to apply such skills. Mrs. Holthaus objects to children being expected to make the decision "which is best for them" and said children cannot be assessed on social skills.

Anne Thornton, Lenexa, expressed reservations relating to assessment testing with regard to outcome-based education and QPA ([Attachment 13](#)). She questioned the content and resulting measurement of the tests and said they lack academic assessment.

Steve Graber, Hutchinson, said that educational restructuring efforts make the primary mission of education social, rather than academic ([Attachment 14](#)). He described parental rights and control with regard to children. Mr. Graber talked about the "standardization factor" in QPA and said it is invasive of the home.

Sherry Holmes, Topeka, mentioned concerns about an emphasis on "affective" skills rather than "academic" ([Attachment 15](#)). She urged that graduation requirements be strengthened.

John Lindsey, Parker, said he opposes QPA because it is a social agenda and decreases the authority of the family ([Attachment 16](#)).

The Committee also received the following written testimony: Robert Runnels, Jr., Kansas Catholic Conference ([Attachment 17](#)); Landace Wayman, Emporia ([Attachment 18](#)); Andy Smith, Sabetha ([Attachment 19](#)); Marie Gfeller, Junction City ([Attachment 20](#)); Sara Hunt, Buhler ([Attachment 21](#)), and Dr. Steve Abrams ([Attachment 22](#)).

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Wednesday, January 20, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/19/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
<u>Denny Clements</u>	<u>Wichita</u>	<u>Eagle</u>
<u>JOHN MARSHALL</u>	<u>TOPEKA</u>	<u>HARRIS NEWS SERVICE</u>
<u>George Wyatt</u>	<u>Lawrence</u>	<u>Intern</u>
<u>Sharon Freden</u>	<u>Topeka</u>	<u>KSBE</u>
<u>Barbara Cole</u>	<u>Topeka</u>	<u>KNEA</u>
<u>Rodney VanLand</u>	<u>Topeka</u>	<u>KNEA</u>
<u>Shanny Holmes</u>	<u>Topeka</u>	<u>None</u>
<u>Bob Rannels</u>	<u>Mexican</u>	<u>SE Catholic Conf</u>
<u>Tim Nime</u>	<u>Topeka</u>	<u>ASK</u>
<u>Sen Carolyn Wilkerson</u>	<u>Lawrence</u>	
<u>Janelle Altherton</u>	<u>Topeka</u>	<u>KSBE</u>
<u>Mike Meyer</u>	<u>Olathe</u>	<u>C.E.E.</u>
<u>Gennette Butkus</u>	<u>Overland Park</u>	<u>C.E.E.</u>
<u>Pam Bettyshin</u>	<u>" "</u>	<u>C.E.E.</u>
<u>Ginger Douglas</u>	<u>Emporia</u>	<u>Anten Sm. Hershey</u>
<u>Sharon Speer</u>	<u>Overland Park</u>	<u>C.E.E.</u>
<u>Debbie Kirk</u>	<u>Olathe, KS.</u>	<u>Private Citizen</u>
<u>Kay Mattingly</u>	<u>Olathe, KS</u>	<u>Private Citizen</u>
<u>Anne Thornton</u>	<u>Olathe, KS</u>	<u>citizen</u>
<u>MICHAEL WELTON</u>	<u>LENEXA KS</u>	<u>FAMILY MEMBER/Parent</u>
<u>Jim Scoby</u>	<u>RI Morrill</u>	<u>Parent</u>
<u>Louise Scoby</u>	<u>Morrill</u>	<u>part citizen</u>
<u>Clete Renger</u>	<u>Sabelha</u>	<u>Parent</u>
<u>Kay Blythe</u>	<u>Sabelha</u>	<u>Parent</u>

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/19/93

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Linda J. Ackerman	Rt 4 Box 288 Salatha	parent/citizen
Carly Holtsaus	R13 Box 135 Seneca	parent/taxpayer
Wendell Swining	100 S Monroe	Hesperia KS Forten.
Scott Swining	100 S Monroe	Hesperia KS Celigant Sult
Frank & Berice Krob	1514 N. Belleville	Ks -
Frank Smith	22552 Honeycreek	Tonganoxie KS Parent/Citizen
David Van Dyke	1182 Delaware Dr	Tonganoxie KS Parent
JOHNNIE L. FERGUSON	1626 E. 3RD	TONGANOXIE, KS PARENT
Larry Maynard	1028 Parkview Rd	Lawrence KS - KU Student
Judy Praeger		Senator
MaryAnn Fildent	1446 Virginia	Salatha, KS Parent
Rodney Crowell	Rt. 1, Box 83,	Whitewater KS 67154 Parent
Larry Ellis	1022 West St,	Emporia, Ks. 67432 Parent/Educator
Thomx Sten	612 State	Emporia, KS 66801
Doug Friesen, (MI) and family	5905 Trail West	Hutchinson, KS 67501 Parent
Steven Graber (and family)	3818 E. Stroud Rd	Hutchinson, KS 67501 Parent
Jeff Kill	RR1 Box 75	Senison, KS 66649 Parent/Taxpayer
Thyllis Silmer	10365 W. 159th St.	Idaho 66062 Parent
Marsha Strachan	Rt. 3, Box 113	Salatha, Kansas 66534
Larry R. Mitchell	1910 E. 30th	Hutchinson, KS 67502
Eldon Manville	Rt 1 Box 25	Leoti. Ks 67861
Sue Lecobette	511 Aspen	Wichita, KS. 67217
Terri Lower	P.O. Box 354	Sublette, Kansas

67877
parent

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/19/93

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Sarah Baker	3818 E Stroud Rd.	
Kate Schmidt	1237 Cramer Spoke	USD #289
Jan Bloss	712 Locust Wellsville	
Ronda Martin	1859 Nevada Rd. Princeton, KS	
Peg Dunlap	Topeka	KNEA
Craig E Barber	1021 LINCOLN EMPORIA KS	KANSAS FAMILY LEGISLATIVE UPDATE
Connie Huerehl	Topeka	State Bd of Ed
Robert Nichols	Wichita	259
Candice Peters	Peck ⁶⁷¹²⁰ - 11502 S. Broadway	
Mark Tallman	Topeka	KASB
Rea Wilson	"	Sun Newspapers
Sandra Atkins	Garnett	
Leis Edgewood	Garnett	Concerned Parent
Laurie Steenerson	Richmond	Citizen/parent
Jackie Wollard	Parker	Pro Family Coalition
Cindy Foltz	Richmond	Parent
Rick Blum	TOPEKA	KSNT
Lois Bisig	Lane	
M. Harver	Topeka	Crag-Ins
Martin Greese	Garnett	
Ann Wiley	Garnett	Parent
John Lendary	Parker	Parent
Dorothy Kempner	Garnett	parent
Mary Mason	Garnett	Ele. Teacher/parent

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 4/19/93

GUEST LIST

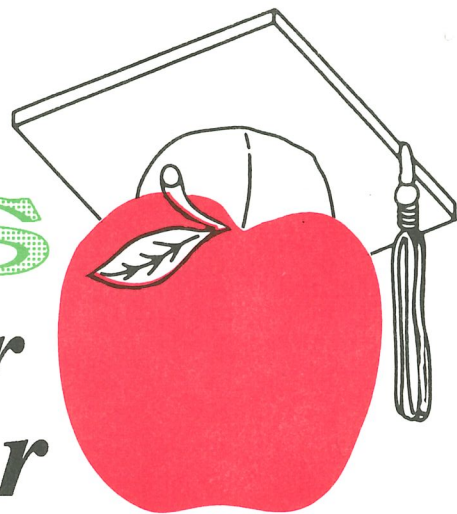
NAME ADDRESS

ORGANIZATION

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Tommy	Westphalia,	observer
ABOLYN JETER	OVERLAND PARK, KS	Observer - TOY
Jamie Hofmeier	Salina, KS	observer - TOY

KANSAS

*Teacher
of the Year*

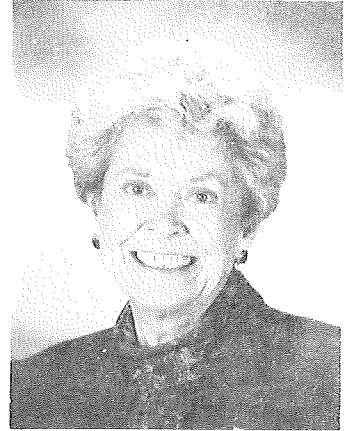


1993

Introduction

Kansans are blessed with teachers dedicated to making every single child in Kansas a productive citizen. It is this child who will pay our social security, serve in our military forces, and provide our police and fire protection; each child will contribute to our future workforce.

This publication honors those dedicated professionals who, by teaching our children, are creating tomorrow.



Joan Finney
Governor



Lee Droegemueller
Commissioner of Education

We are proud to recognize these 81 teachers. Their excellence in teaching represents the qualities of their 28,000 peers.

A well-educated citizenry directly influences the quality of life for Kansans. We thank the teachers of Kansas for giving us the opportunity to enrich our lives.

Kansas Teachers of the Year

1993
Mrs. Carol Joyce Swinney

1992
Mr. Norman Dale Conard

1991
Mrs. Frances J. Irelan

1990
Ms. Barbara Jane Firestone

1989
Mrs. Judy Beedles-Miller

1988
Mrs. Glenda Sue Watkins

1987
Mrs. Christine E. Chalender

1986
Miss Alice M. Wolf

1985
Mrs. Carol L. Reneau

1984
Mrs. Betty Amos

1983
Dr. Patricia Williams-Boyd

1982
Mrs. Shirley Palmer

1981
Mrs. Helen A. Wagner

1980
Mr. Loren Riblett

1979
Mrs. Carolyn D. Jones

1978
Mrs. Martha McReynolds

1977
Mrs. Nelda B. Ikenberry

1976
Mr. James Elliott Brown

1975
Mrs. Mildred Odom

1974
Mr. Don Everhart

1973
Ms. Janet Service

1972
Ms. Selma M. Maronde

1971
Mrs. Hope Shackelford

1970
Miss Hazel McClure

1969
Mr. James H. Hood

1968
Mrs. Jean E. Jones

1967
None

1966
Mrs. Evelyn Harper

1965
Mr. Bill D. Shipman

1964
Mrs. Neysa Eberhard

1963
Mrs. Etta Dahlgren

1962
Mrs. Marjorie French*

1961
None

1960
Miss Helen Case

* 1962 National Teacher of the Year



The National Teacher of the Year Program

The National Teacher of the Year program rewards excellence in teaching, and for 40 years it has been the most prestigious such program in the field of education in this country. The national winner is honored at a White House ceremony at which a crystal apple, the symbol of excellence in teaching, is awarded. The winner will have been selected from among this country's more than two and one-half million elementary and secondary school teachers.

The search for the National Teacher of the Year begins with the State Teacher of the Year program. Each school in the nation, elementary through high school, has the opportunity to nominate one of its teachers for the State Teacher of the Year award. Nominees exhibit a sound professional education, successful teaching experience, a love of children, and other qualities essential to good teaching. States use a variety of methods in selecting candidates, but frequently a committee of educators makes the final choice. It is from among these state teachers that the national teacher is chosen.

The Council of Chief State School Officers, one of the sponsors of the national program, appoints a committee to review extensive biographical and other background materials submitted on each of the state winners. Through an arduous and careful process, these candidates are reduced to four finalists by a blue-ribbon selection committee made up of officials of the nation's leading educational organizations. The members of this committee serve anonymously and without pay. The final selection also is made by this committee after it has had the opportunity to interview the finalists personally. Each spring the finalist chosen as the National Teacher of the Year is notified.

The Teacher of the Year program, which has both state and national competition, is sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc.

The Kansas Teacher of the Year Program

The Kansas Teacher of the Year program, sponsored by the Kansas State Board of Education, recognizes outstanding teachers from elementary and secondary classrooms across the state. Generous support and financial contributions from business and industry, organizations, Senator Nancy Landon Kassebaum's Kansas Foundation for Excellence in Education, and the Kansas Board of Regents have provided enhanced honor, recognition, and awards for these exemplary Kansas teachers.

The Kansas Teacher of the Year serves as an ambassador for education in Kansas, making public appearances across the state and nation. This teacher is nominated to represent Kansas in the National Teacher of the Year program sponsored by the Council of Chief State School Officers and Encyclopaedia Britannica, Inc.

The Kansas Teacher of the Year program seeks to:

- Encourage and recognize the professional and leadership excellence of Kansas educators essential for quality education.
- Increase awareness of the positive aspects of education in Kansas.
- Strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of human resources in Kansas.
- Promote pride in the schools and the community.
- Encourage the best and brightest students to pursue careers in teaching.



1993 Kansas Teacher of the Year Program Steering Committee

Pete Maxon
Bank IV Topeka

Jim Edwards
Kansas Chamber of Commerce
and Industry

Carla Deckert
Blue Cross-Blue Shield of Kansas

Jacque Kimbrough
Jody Teeter
Senator Nancy Landon Kassebaum's Office

Mitch Sexton
Jostens, Inc.

Sharon Cole
KSNT TV

Mike Laughon
Southwestern Bell Telephone

Judy Beedles-Miller
Christine Chalender
Frances J. Irelan
Glenda Watkins
Don Everhart
Barbara J. Firestone
Helen Wagner
Regional Co-Chairs

Robert L. Gast
Sherry Bukovatz
Kansas State Board of Education

1993 Kansas Teacher of the Year Selection Committee

Pete Maxon
Bank IV Topeka

Wanda Morrison
Kansas State Board of Education

Elaine Elliott
Teacher-at-Large

Carla Deckert
Blue Cross-Blue Shield of Kansas

Norman L. Reynolds
Kansas Association of School Boards

Flora R. Wyatt
Teacher Education Institutions

David Brubaker
Jostens, Inc.

Jerry Webster
United School Administrators
of Kansas

Bob Shipley
David DeMoss
Dayton Simmons
Regional Representatives

Jim Edwards
Kansas Chamber of Commerce
and Industry

Sr. Michelle Faltus
Kansas Association of
Nonpublic Schools

Angie Meyer
Teacher Education Student

Eunice Ellis
Pizza Hut, Inc.

Oceana Warren-Wright
Elementary School Principal
and Minority Populations

Brenda Sloop
High School Honor Student

Mike Laughon
Southwestern Bell Telephone

Chuck Tilman
Kansas-National Education
Association

Jacqueline Boos
Kansas Congress of
Parents and Teachers

Senator Joseph Harder
Senate Education Committee

Frances J. Irelan
1991 Kansas Teacher
of the Year

Barbara Long
Kansas School Public
Relations Association

Selection

The Kansas Teacher of the Year program consists of both regional and state competition. There are four regions which correspond to the state's U. S. congressional districts.

The regional selection committees review the applications and select one elementary and one secondary teacher as regional finalists. Each finalist receives a \$2,000 cash award as a recipient of the *Nancy Landon Kassebaum Annual Award for Excellence in Teaching*. These eight teachers become finalists for the Kansas Teacher of the Year.

The Kansas State Board of Education appoints a state selection committee to select the Kansas Teacher of the Year. This selection is based on independent evaluation of the finalists' written applications and videotaped interviews.

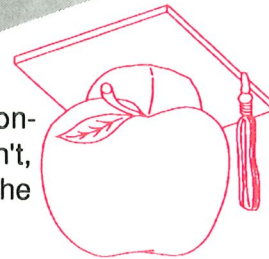
The committees look for skilled and dedicated nominees who teach prekindergarten through twelfth grade in state-approved or accredited schools. They must inspire students of all backgrounds and abilities to learn. Candidates must also have the respect and admiration of students, parents, and colleagues. They must be active in their schools and communities.

Both the regional and state selection committees consist of individuals representing business and industry, legislators, boards of education, education administrators, teachers, parents, students, and minority populations.

Kansas Teacher of the Year 1993



Twenty years ago when I entered the teaching profession, I was confronted with the disparaging maxim, "Those who can, do; those who can't, teach." I have discovered that the multitude of skills required in the teaching profession makes this statement ludicrous.



As educators, our place in society has never been more important. We are charged with modeling for students the skills required for the 21st century. We must demonstrate that the educated adult assumes responsibility for himself and his role in society. He is a risk-taker who is not afraid of his ability to confront new challenges. He is flexible and willingly embraces growth and change. He is a problem-solver who welcomes conflict as a means of solving personal and social problems.

As teachers, we assume the leadership for modeling these qualities. As citizens, we strive to devise an educational process that will expand into meeting the demands of the 21st century. Teachers have an awesome task before them, and only the truly adventurous and skilled can accomplish this feat of teaching tomorrow's leaders. Perhaps some day the maxim will be: "Those who can teach do a great service for all mankind."

Carol Joyce Swinney
USD 210 - Hugoton

My attitude of teaching students, whoever those students are, rather than simply covering curriculum, has been one of the keys to my success. Although I am personally challenged by high-ability students "keeping me on my toes" with in-depth questions, I personally challenge myself to connect with my at-risk students. I take pride in connecting to these students, and I usually find it easy to do so because I sincerely like all kinds of people, regardless of their backgrounds and reputations.

Kay Parks Bushman
USD 290 - Ottawa

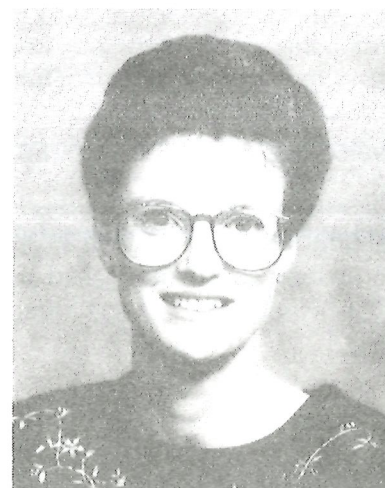


At the foundation of my teaching style is the belief that I am in the "learning success" business, not the "materials coverage" business. It is important to me to continually strive for the development of a classroom where student needs are understood and met. In my effort to be an effective teacher and to enhance student learning, I seek ways to draw from children their uniqueness and talents. I then try to capture those talents and build on them by using a variety of methods and strategies.

Donna Erpelding
USD 383 - Manhattan

Outstanding teachers must hear these words, "Children don't care how much you know, until they know how much you care," and find some way of letting students know every day that they do care about them and their futures. No matter what other grief or strife has occurred, for that day, the students need to know that "today my teacher cared about me."

Jamie Hofmeier
USD 305 - Salina





Having taught English from seventh grade to twelfth since 1960, I feel that my biggest contributions to and accomplishments in education have been creating a classroom atmosphere where both teaching and learning *can* take place. I like finding new ways of presenting material in a creative way. I focus on the positive, pointing out to my students whenever I can what they are doing **right** rather than always focusing on the opposite.

Carolyn Jeter
USD 512 - Shawnee Mission Public Schools

I have observed a common characteristic in the outstanding teachers I have known. The excellence of their teaching comes more from who they are than from what they teach. They involve the *total* self in the teaching. One must bring *oneself* to the profession if students are to experience the best.

Kathleen Murphy
USD 512 - Shawnee Mission Public Schools



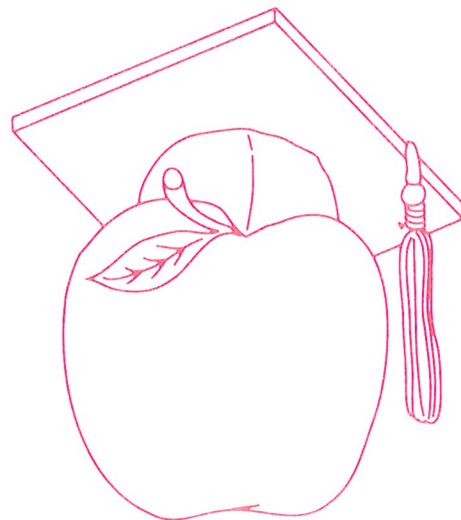
Renaissance! This word, indeed, describes what makes me the teacher I am. My profession acts as a way to actually give me a sense of rebirth each year. As a new group of students arrives in the fall, I approach my vocation with an attitude that I have the chance to give my students a "shot in the arm." When I begin that mission, I recharge myself with the energy I receive from their eagerness.

Mrs. Larry G. (Linda) Spencer
USD 446 - Independence

Finalists

When you love what you do, you can put all your energy and intensity into it. I truly love what I do. If being a success, as Gloria Steinem defines it, is "doing what you love and having a positive impact on peoples' lives without starving to death," then I guess I would consider my career a success. Teachers touch lives. Teachers make a difference.

Kay E. Wiley
USD 394 - Rose Hill Public Schools



The ideal teacher would have the patience of Job, the zaniness of Lucille Ball, the compassion of Mother Theresa, the intelligence of an Einstein, the altruism of Schweitzer, the insight of Freud, the acting ability of Hoffman, the quick wit of Robin Williams, the physical endurance of Arnold Schwarzenegger, the creativity of Picasso, and the friendliness of any good salesman. I don't profess to have all these qualities; but, sometimes, on a good day, I have some.

H. Esther Abbey
USD 443 - Dodge City

I truly believe teaching is an awesome responsibility and definitely not a profession suited to the faint-hearted. Teaching is a challenge, but meeting that challenge and truly being successful in molding the lives of young people is a reward that is unmatched.

Kathleen A. Adams
USD 361 - Anthony-Harper

I was influenced to become a teacher by the wonderful teachers who taught me. Each one contributed to my knowing from an early age that this was what I wanted to do. As a child, I played "school" with my friends. I was always the teacher! From the caring teachers in our small high school to my wonderful role models at college, I always knew I would love teaching. My greatest contribution would be to instill that same love of teaching in students.

Emma Louise Ales
USD 246 - Northeast

I believe my greatest contribution has been to recognize the worth of each individual and to make each student in my class feel important. The rewards in teaching often come unexpectedly such as meeting students years later and having them tell you how much your class meant to them.

Betty Diane Allen
USD 443 - Dodge City

Education is the most important part of our society. Our country has grown because education has always been important. As people learn academics, they learn about themselves and others. School also provides the opportunity for students to learn how to work and get along with others. Teachers are one of the most important elements in educating children. As individual teachers, we can make a difference.

Barbara Alonzi
USD 469 - Lansing

Outstanding teachers are people with vision. They are not happy to do the minimum, but go further to accomplish more with their lives and become models for others. We as educators need to discuss visions with our students, our parents, and our colleagues. It is when these visions lead to realistic goals that we can have a truly successful, active generation.

Sandra L. Skare Ames
USD 233 - Olathe

In the past, you had a good education if you could read, write, and cipher. Today, education is so much more. We live in a global society and as such must teach our children to live and act in this type of world. I feel education and responsibility are the keys to our educational system and to our society.

Yvonne Beck
USD 234 - Fort Scott

Teaching is rewarding in many ways. Having students smile and show they care on a day to day basis is wonderful; but, seeing students become independent learners is best. Seeing former students and having them share how they have used what they learned from me and other educators makes me feel proud. I had a small part in making them productive citizens.

Beth Bergsten
USD 475 - Junction City

As their teacher, I try to make my students' education relevant to their real world. By focusing upon the many different learning styles students possess, I try to provide many varied opportunities to help my students meet their needs and find satisfaction in their work and education. Each day I try to have my students feel they are indeed winners.

Larry Berning
USD 215 - Lakin

The rewards I find in teaching are what help keep me focused. They are why I am content to be a classroom teacher. I get written notes and pictures drawn by students telling me they love school. I get notes from parents at the end of the year telling me that I've made a difference. Selfishly, I could never give up these rewards. School is where I belong, and being a classroom teacher is where I will proudly stay!

Marilyn Graham Bishop
USD 250 - Pittsburg

In thinking back over the most memorable contributions made for my students, I hope the number one goal gained by them would be to overcome the fear of asking questions—especially “Why?” That feeling of confidence, the desire to know more, is an integral part of their growth. I try to structure my classroom to give all children the ability to develop that feeling of confidence.

Ro Ann M. Blauer
USD 489 - Hays

I realize that no two students are alike. I never use the same lesson plans from year to year. I may use some of the same materials, but always find new techniques and strategies to enhance our studies and mold the material to the needs and characteristics of each class.

Susan Boeh
USD 429 - Troy Public Schools

I have always had a deep commitment to lifelong learning, and being a teacher has provided me the excitement and challenge of preparing students for tomorrow’s information-rich environment. My greatest contributions and accomplishments in education would be realized if most of my students would learn to be caring, productive, and happy life-learners.

Sandra Jane Brown
USD 501 - Topeka Public Schools

It is important for all students to belong to the classroom community. Students must accept their strengths and limitations before they can freely accept others. It’s my responsibility to develop confidence, instill love of learning, enhance self-concept, and build on each child’s uniqueness. This creates a motivating and challenging atmosphere where all children are free to work cooperatively, learn from mistakes, take risks, and rejoice in their accomplishments. I care intensely about teaching and find rewards in seeing young people learn and grow.

Pamela Sue Bullock
USD 259 - Wichita

Teachers must not only have a thorough knowledge of their subject area, but they must enjoy and be excited about what they teach. It has always been important for teachers to encourage parental involvement in their children’s education; and in today’s diverse society, it is even more important. I measure my success as a teacher by the success of my students, and my greatest reward is seeing my students demonstrate success.

Lynn M. Bunnell
USD 260 - Derby

The rewards I find in teaching are hard to describe in words because they often go unnoticed until I sit back and evaluate my day. I love to see a small smile, a hidden compliment, or a "light switch" turn on in a student's brain. Those are the rewards I enjoy.

Deanna Burton
USD 487 - Herington

I believe I have made a difference in the lives of many children. I have made school a pleasant place for children and have shown my students that learning is fun and ongoing. I have made my students aware that we each have special talents and that it is okay if we can't all do the same things well.

Rebecca S. Carson
USD 259 - Wichita

I regard teaching as an extremely demanding profession. High levels of dedication and energy are needed to prepare, facilitate, nurture, and complete lessons. No two years of teaching the same subject, no two days of teaching the same class, no two hours of presenting the same lesson, and no two students' reactions are the same. The diversity is challenging and keeps my job exciting!

Donna S. Cooper
USD 489 - Hays

Everyone needs support and encouragement, and I do not believe the value of this in impacting lives can be overstated. I am grateful that I have retained something of the idealistic approach I began with many years ago, making each new day an adventure of challenges and opportunities to anticipate with an open and learning mind.

Mary Etta Copeland
USD 232 - De Soto

A teacher must create relationships with students that make learning possible. I have high expectations for my students and the optimism to believe they can meet those expectations. I am in the classroom to help students learn to help themselves. When they do this, doors to learning begin to open for them.

Betty Crawford
USD 273 - Beloit

I feel like a launch commander—carefully building, meeting objectives, polishing performances, and providing the tools and confidence necessary for a successful launch. Then the children take over! Ignited with confidence in themselves, ready to take over the controls, their hearts touch mine one more time, their eyes light up, and we share a smile...“READY FOR LIFT-OFF!!!”

Jane L. Dickerson
USD 229 - Blue Valley

I encourage my students to strive to reach goals and to push themselves to the limit of their capabilities. I want them to enjoy learning and experience pride in their accomplishments. I work to provide a positive learning environment where students engage in a wide variety of activities designed to appeal to different learning styles, stimulate their imaginations, and encourage student interaction.

Ann L. Dorrah
USD 259 - Wichita

To be a teacher, one must first love to teach. Teachers provide hope and make students want to learn. I believe all children can learn, and I am happy about my students' successes as they are ultimately my own. Education is the ticket to success.

Bonnie Duryea
USD 490 - El Dorado

As a teacher, I believe I must recognize my accomplishments in education day-by-day rather than on a long-range basis. Each day I can see the result of my efforts through a student who finally can understand a concept, another who transfers a learned principle from something known to something unknown, another who overcomes a problem using a learned analytical approach, or yet another who makes a successful social adjustment due in part to skills learned in class or in private conference.

Terry D. Fanning
USD 330 - Wabaunsee East

I believe teachers have a responsibility to uncover concepts rather than teaching them strictly from the textbook. I would like my students to say, “My teacher taught me to happily learn,” rather than “My teacher taught me.”

Albert V. Frisby II
USD 512 - Shawnee Mission Public Schools

For me, being an educator is more than teaching out of books. It is the ability to teach children to like themselves and to offer self-empowerment skills that will help them survive life's challenges. I must be a positive role model to the children in my community, in and out of the classroom.

Gwendolyn Fuller-Mukes
USD 259 - Wichita

I believe what makes me a great teacher is that I know how to translate information into a form that students find interesting. That's it, nothing more and nothing less. I have found that if students find my class fun, they will want to be in that class. That's when I nail them with what they need to know.

Douglas V. Gerig
USD 259 - Wichita

Education is an extremely important component of life. There is nothing more valuable for a person to possess than a solid education. Many times a town prospers due to the strength of its schools. Educators have the self-satisfying task of preparing their students to create and seize the opportunities in life.

James E. Gillett
USD 268 - Cheney

A strong society of go-getters is an educated society. We as teachers are the leaders that can provide the guidance needed to better our world. Youth learn by example, not by lectures. Honesty, fairness, and standing up for what is right are extremely important.

Nancy Lee Hahn
USD 506 - Labette County

My greatest contribution in education is a new generation of musicians. The obvious ones are those students who are themselves becoming music teachers and the young man who is beginning a performing career as a baritone soloist. Equally important are those students for whom music becomes a hobby. My goal is to see music alive and well in the next generation.

Patricia Lee Sellen Harry
USD 234 - Fort Scott

My accomplishments in education are more than seeing students' academic progress. I see the fruits of education produced when youth graduate from high school understanding that continual education lies ahead. As a teacher, I contribute to education by inspiring learning.

Brenda K. Heller
USD 260 - Derby

My greatest contributions and accomplishments in education have been in seeing my students reach their full potential. During my teaching assignments, I have had students dream about their futures and research potential careers. In every teaching experience, career-oriented units have enhanced the curriculum. My heart fills with pride at the thought of helping students dream dreams of the future and watching them acquire the education to realize those dreams.

Martha "Marty" B. Hilley
USD 349 - Stafford

If I am an outstanding teacher, it is because I don't rest well unless I feel I am reaching every student. This means designing materials and curricula, observing and thinking about my students, talking to their parents, watching other professionals, and avidly reading journals and textbooks. When trying to obtain information to help students, I am relentless in my pursuit of strategies and answers.

Dr. Jennifer Holvoet
Institute of Logopedics - Wichita

Every school day, I try to touch each one of my children. I try to give each of my children at least one self-esteem building message each day. I do this as an outward sign to my children that I care about them. I believe that only when my children know I care about them will I truly be teaching them.

Paula L. Hruska
USD 443 - Dodge City

The greatest reward I find in teaching is the opportunities I have to observe students achieve success and feel good about themselves. In my first year of teaching, I received a card from a student who wrote inside, "Thanks for making me believe in myself." That has made a lasting impression on me and certainly reinforces the impact teachers can have on students.

Janelle Suellen Johnson
USD 345 - Seaman

I believe that to be an effective teacher, one must really like to work and be with students in and out of the classroom. An effective teacher must listen, encourage, and counsel as well as communicate subject matter in a way that learning becomes challenging, yet fun.

Robert Dale Keefer
USD 260 - Derby

Our students are the most important people in our profession. They were a definite influencing factor in my desire to become a teacher. I have a need to feel needed, and my students allow me to show them I care about learning. All children, regardless of their backgrounds, have the potential for learning. It is my goal to help them be the best they can be.

Lynn C. Lang
USD 253 - Emporia

Teachers must reach students on individual instructional levels, then challenge all to interpret those important facts and to catapult those minds beyond themselves by questions rather than maintaining old answers. Every discipline offers elements of surprise if we open our eyes to them.

Cynthia R. Lee
USD 449 - Easton

Teachers view problems as questions that need to be answered. Teachers are motivated to spread the good news of others' accomplishments as they are their own. They celebrate successes along with identifying problems. Teachers are the eternal learners that they want others to be.

Carol A. Mallicoat
USD 289 - Wellsville

My greatest accomplishment while in the classroom has been having students "turn on" to economics. Granted, the first few days they dreaded this required class; but after I told them a few jokes and showed them how the subject related to them, economics was no longer a hurricane, but a breeze.

Sharon L. Mangels
USD 490 - El Dorado

Do not expect my kindergarten students to fit into a special mold. I feel that I need to develop each special personality. The kindergarten teacher's rewards are perhaps greater than teachers of any other age level. The children are so loving and trusting, and it is so exciting to see the growth and change that is so apparent in each child as the year progresses.

Rhoda McAllister
USD 407 - Russell County

I have always wanted to make a difference in the lives of others—especially children. As a teacher, I have the chance to impart knowledge. By imparting knowledge, I can in turn inspire hope. When you have hope, you can never be held down.

Shirley Ann (Small) McGilbray
USD 259 - Wichita

The rewards of teaching far outweigh the demands. It's a challenge to be a teacher who's remembered for helping students be successful, but this challenge becomes a great source of personal satisfaction. Some of my most rewarding moments in teaching have been watching students learn and grow throughout the school year.

Sallie L. McGlinn
USD 450 - Shawnee Heights

Two things motivate me intrinsically to foster the self-esteem and self-image of each student. First, I aspire to replicate the patience, kindness, and words of encouragement I received as a student. Secondly, I know, although it is difficult to measure, that at some point in a student's life something I said or did will have a positive impact.

Michael Jordan Monaghan
Interlocal 609 - Southeast Kansas Education Service Center

My philosophy of teaching is an extension of my philosophy of life. I love life, and I plan to make the most of it by enjoying every day. My philosophy can be summed up in a few words: I TEACH FOR LIFE. I want my students to be responsible, educated young adults capable of living life to its fullest.

Cleion L. Morton
USD 320 - Wamego

Teachers possess power—the power to mold, nurture, praise, love, hug, and yet point out paths. Teachers can become part of another's well-being. Teachers pass on a torch of literacy, one which can be carried, used, improved, and passed on. Teachers teach those who will one day make real contributions to America and the world.

Jeanine Mott
USD 345 - Seaman

I feel my greatest contribution has been to share my own joy of learning and energy with those around me, whether it be with students or with colleagues. I do this with students by creating a classroom climate in which they become excited about and responsible for their own learning.

Chelsea J. Naugle
USD 437 - Auburn-Washburn

Education provides the foundation for every individual to participate and compete in all aspects of society including the economic, cultural, and political systems. Today's constantly changing global society places different expectations and demands upon individuals than ever before. To meet the needs of the future, we must realize the importance of preparing youngsters with more than basic skills.

Gail A. Nelson
USD 233 - Olathe

Teaching is not telling people things. It is arranging things and motivating students so they can discover on their own. It is looking for those moments when learning ignites and fuels those fires.

Susan C. Ohse
Interlocal 609 - Southeast Kansas Education Service Center

Teachers are responsible for challenging all students to reach their potential. A variety of methods should be used toward this end, keeping in mind that all students need a feeling of success in some area. Children's self-esteem will rise each time they believe they have accomplished something worthwhile.

Edith M. Oliver
USD 260 - Derby

Quality teaching is essential as we are faced with a decade of advanced technology that will saturate our education and bog us down unless we remove our "blindness" and work to develop all of our students. Staying consistent with the times, taking on new challenges (like our forefathers did), and communicating within the whole spectrum of education is vital for survival.

Sandra J. Overman
USD 250 - Pittsburg

I teach by asking questions, often using humor and enthusiasm. This allows students to become confident in their own ability and resourcefulness. They learn that they are never permanently "stuck" on a problem. In my class is posted the slogan, "Intelligence is not what you know; it's what you do when you don't know."

Sandra K. Peer
USD 259 - Wichita

I know of no other profession in which one has the opportunity to serve as an advocate for more people. Like money in the bank, what we put in our children's minds while in our home and schools is what we will get back in the future, with interest. We must work to enable our children to reach their potential in a better world.

Marie Lucille Hunziger Pennel
USD 415 - Hiawatha

Teaching has been a rewarding and satisfying experience for me. Like a carpenter who uses the materials he has to create a beautiful house or a painter who takes a canvas and paints a beautiful painting, a teacher can take a human mind and produce beautiful results.

Kent Eugene Peterson
USD 506 - Labette County

I believe education is the most important profession in the world. Without education, no other jobs can exist. Teachers should be proud of the work they do daily in the classrooms.

Mary M. Porterfield
USD 352 - Goodland

The rewards I find in teaching are many—seeing a child's smile when he's figured something out on his own, having a child feel confident to question in my classroom, listening to a child's problems and knowing that having someone to tell them to will help, coming to work each day knowing that the day will hold all new experiences. These are just a few of the rewards of teaching.

Connie D. Pracht
USD 457 - Garden City

Children who believe they can't learn, won't learn. Meeting this challenge has meant providing students with meaningful and successful learning opportunities. I have always believed that students learn from my teaching, whether or not it is demonstrated. I believe students can and will succeed given their own time and determination.

Rosemary D. Redford
USD 469 - Lansing

Teaching is not just a job. It is a way of living your life. Many people feel a desire to be of service to others and look for that niche where life can be fulfilling through the work they do. For me, teaching was the answer.

Marion Renner
USD 261 - Haysville

I think of myself as a Lapidary Specialist; that is, one who polishes stones. Some become brilliant and priceless gems, while others struggle to make the grade as landscape pebbles. However, each has a real purpose and definite place in the world. It is my job to make all my students realize their potential. It is my vow to polish actions, language, and thoughts of my students daily and endlessly.

Kathryn R. Reynolds
USD 260 - Derby

I believe my greatest contribution to education is my enthusiasm for school and my joy of learning. I want to learn all I can so I can become a better teacher and a better person. I know if my students can see this quality in me, they may be "turned on" to the joys of learning.

Julie E. Samuels
USD 367 - Osawatomie

As a preschool teacher, I get excited when I share in an experience of a deaf child tapping a peer on the shoulder and signing, "Come play house." My excitement continues when the peer signs, "Thank you for picking me." These children understand the value of individual skills and abilities, and they are developing the social skills to be resources to each other. These are the rewards of teaching.

Janie M. Shelden
USD 489 - Hays

My students publish their own newspaper and learn how to communicate responsibly in both the informative and persuasive formats. These individuals become better citizens because they can communicate effectively. If democracy is a government of the people, then the people had better be able to communicate in order to preserve the freedom that democracy provides.

Janice Suzanne Smith
USD 263 - Mulvane

All students can learn and will learn in school if the opportunities are provided to them and they are accepted. All students should be treated with respect and offered the skills to prepare them for the world that awaits them. Learning should begin at birth and continue throughout life. All citizens must learn to be flexible and gain the skills to gather information from the available sources.

Anitta Staats
USD 329 - Mill Creek Valley

As an effective teacher, I extend myself to the parents of my students, helping them develop and use good parenting skills. In giving of myself to students, I enable them to believe in themselves, help them develop skills to carry them through difficult times, and show them the fun of sharing knowledge with others.

Marjorie Lee Stevens
USD 290 - Ottawa

I am a person who enjoys challenges. I knew the teaching profession could provide me with these challenges. There are no two days alike. I enjoy the unpredictability. I want to make a difference in the world and in people's lives. Education provides me with this opportunity.

Pamela S. Sumner
USD 321 - Kaw Valley

My greatest accomplishments have been the students who have gone on to be successful lifelong learners. This does not always mean they went to college. I consider my students successful when they have developed that same appetite for learning and the skills to satisfy that appetite; when they become readers for enjoyment as well as for knowledge; and when they possess the critical thinking skills to help them make the right moral, ethical, and social decisions.

Germaine L. Taggart
USD 489 - Hays

My accomplishments lie directly in valuable relationships with students. If I can have a positive influence on a good portion of the children I encounter, then my profession is well chosen. In other words, if my students display evidence that they can make sensible life decisions, I feel that I have been one cog in their wheels of success.

Charlotte Tobias
USD 261 - Haysville

I needed a career that could make a difference in people's lives. Teaching is so much more than a paycheck. It allows me to grow as a person while helping others. Every child has so much potential if only given the opportunity to use it.

Tamara Lyn Venning
USD 259 - Wichita

Both the cognitive and affective needs of my students must be addressed daily. These two areas are equally essential to the success of the individual learner. Education is not simply a matter of instruction in reading, writing, and arithmetic. Teachers do not produce robots who mindlessly accept commands and perform on demand.

Kathryn Dodd Lewis vonEnde
USD 497 - Lawrence

Teaching is very challenging. It takes a special ability to work with students. It takes creative powers to design innovative methods of instruction. Teachers help determine the future of a society with the inspiration and knowledge given to those who will be our leaders and workforce of tomorrow.

Robert Warrender
USD 286 - Chautauqua County Community

After 25 years, I am still as excited about teaching as I was my first year. My goal is to love as I was loved, to inspire as I was inspired, and to encourage as I was encouraged. As a risk taker, my children are taught to be risk takers. As a lifelong learner, my children are taught problem solving skills for global living.

Patricia E. "Patty" Whitmore
USD 512 - Shawnee Mission Public Schools

Teachers are the professionals who every day practice the art of reinforcing children's positive behavior. They apply their capabilities of teaching children life skills and seize opportunities to encourage children to be and do their best. Teachers every day model for children kindness, consideration, and the love of learning.

Nancy Wilson
USD 512 - Shawnee Mission Public Schools

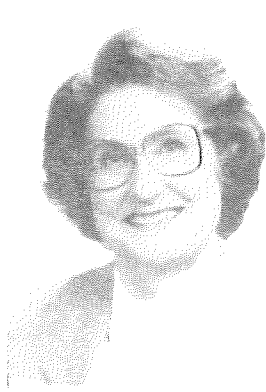
If I am successful in what I do, I believe it is because I strive daily to be respectful, honest, and fair and to maintain a sense of humor. It is often said, "One has to be crazy to teach middle school," and that may be true. I have enjoyed 15 crazy, fun-filled years. I am rewarded every time a student hugs me and tells me, "You're the best there is!"

Ruth Ann Young
USD 503 - Parsons

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January 19, 1993

Quality Performance Accreditation:

Concerns for the Future

State Accreditation of

Central Christian School

Presented to the Kansas Senate Education Committee

by

Larry R. Mitchell, Administrator

Central Christian School

Hutchinson, Kansas

Sen. Education
Attachment 2
1/19/93

Concerns

Central Christian is a traditional school in Hutchinson, Kansas with a total enrollment of 252 students in kindergarten through twelfth grades. Central has existed as a state accredited school since it's inception over forty years ago. Because of the autonomy granted to both public and private schools in Kansas, Central Christian School has to this point been able embrace state accreditation without compromising the Biblical or educational standards expected by our parents and our students. Unfortunately I fear that, because of the Kansas State Board of Education's decision to adopt the experimental outcomes based model as the basis for it's untried and controversial Quality Performance Accreditation (QPA) plan, the long association between Central Christian and the state of Kansas may soon be coming to an end.

It is because of the long association that Central has had with the state of Kansas and my concern for the future of education in Kansas that I have felt compelled to come and speak to you today. My concerns about QPA are many. However, I will try to keep my statement as brief as possible.

First, I believe the mission of QPA is flawed from the beginning. The emphasis has been drawn away from the basics and placed on the so called higher level thinking skills of creativity and problem solving. While I agree theses skills need to be developed, first we must have students who are able to accurately read, write, add, subtract, multiply, and divide. These so called lower level skills must not be sacrificed on the erroneous assumption that if the higher level skills are developed the lower level skills will somehow magically appear.

Second, schools are expected to do things schools were never meant or designed to do. The teaching of attitudes and the expectation that schools will somehow become a center for human resource development from birth to death is not what makes for good education. Our elementary and secondary educational system is already overloaded. It was designed to teach students how to do math, how to read, write, and learn about the world around them. Then once the basics are learned to help them to begin to hone those skills. The more distractions there are from this basic purpose the more likely it becomes that students will not learn. Teachers and students do not need more school days to get the job done. What they need is for the state to remove the distractions so they can do their job.

Third, if the schools are going to focus a major portion of their efforts at teaching attitudes, whose attitude are they going to teach. Since QPA requires all outcomes to be measured, will the state determine what the best attitudes are. Who will set the standard that attitudes are measured by. It is impossible to have it both ways. On the one hand the hierarchy of education has been telling us students must be given the freedom to develop their own attitudes (values). Now we will be expected to quantitatively measure those attitudes to meet select outcomes. I say again, who will set the standard.

I believe for Kansas schools and students to be successful the state must return both financial and curricular control of its school to the communities. Teachers and administrators must be held accountable to their board of education and boards held accountable

Concerns

to their constituents for the quality of education their students are receiving. Communities must determine the expectations for their schools and if they don't perform up to those expectations, the local community must see to it those positions are filled with competent professionals who can get the job done.

For Central Christian School and many other private state accredited schools, QPA has created a philosophical gap that can not be bridged without significant changes. That is why I urge this committee to reconsider the path of education in Kansas.

Thank you for allowing me this opportunity today. My prayers are with you.

Chairman Kerr and members of the Education Committee, I would like to thank you for the opportunity to express my concerns with QPA. My name is Susan Losson, I am a housewife with 3 children. Two of my children are in public school. My school district is in it's 2nd year of QPA. The concern I would like to address is with my older daughter in the 6th grade. She has been an A-B student throughout her school years and I would call her an average student. There are times that a new lesson has to be worked on to be understood. She is weak in math and science and this year has dropped dramatically in these two subjects. One of the new ideas in teaching that is being used is study groups. A teacher told me that in business you have to work in teams and children need to learn this early. Whenever a new idea is presented by the teacher they are to work the problems together and help one another understand, no teacher instruction, students helping students. Her study group wants to work independently so she is left out on understanding how you get to the answers because she needs more instruction time. If she complains, she is marked down for attitude. My daughter has learned to work alone, bring home what she doesn't understand rather than try to work with the group and her dad and I work with her. We do not mind this, it just seems instruction time is not sufficient, and this is the case with other students as well.

I find it ironic when math and science are skills that we are highlighting in Outcomes #5 & #6 and my daughter is doing so poorly with a new teaching method. I also have noted throughout the QPA document parent involvement being a goal. As a parent who wants to be involved, I have found that because I have questioned QPA and am not falling in line, I have been labeled and my input is resented. Outcome #7 speaks to a tolerance of individual differences and to work together without prejudice, bias or discrimination. How can you teach them that if you are labeling their parents? My school district is very small and everyone knows everyone so I hesitate to go to the school because of this. As a parent I'm very frustrated and concerned that this will reflect on my children.

I realize that you as legislators cannot micro-manage every school. I applaud your intent of accountability and to turn out productive educated students. When I have talked with my school board and superintendent, one reply I have heard is we have no choice, it is a mandate. Perhaps this needs to be narrowed so that a local school can have the freedom to do what will work with their students and parents. I do not see how my children will be able to live, learn and work in a global society if they do not have the academic knowledge necessary to perform in the work place. Grading them on attitude and feelings will not show if they have the knowledge they need. We need to get back to basics.

EXECUTIVE SUMMARY

After being dismissed by the board last spring and employed by the WSH & TC, I began to recognize certain parallel strategies in both fields. These parallels were instrumental in influencing my decision to begin seriously researching the mastery concept in learning, which has been mandated by the Kansas legislature.

Educational researchers who have critically analyzed mastery learning express a trade-off of coverage, which enhances the education of faster students, and achievement, which addresses the needs of the slower students. The trade-off is accomplished through the altering of time-on-task per unit taught in a group-based setting. Studies show a lack of retention after utilizing the reteach/retest loop. Course preparation demands substantial increase in time for the instructor, and finally, the increased cost factor must be carefully weighed.

TESTIMONY: Given to the Education Committee
January 19, 1993
State Capitol Building, Rm. 120
1:30 p.m.

OUTLINE:

A. Personal Background

1. Single parent of 4 children
2. Grandparent of 4 children with a baby on the way
3. 20 year classroom teacher of English for USD 253,
at Emporia High School - Top Evaluations
4. 4 year Assistant Principal at Arkansas City High
School
5. Politically removed last spring
 - a. Recommended for contract renewal by
Mr. Gilstrap, my principal
 - b. Recommended by contract renewal by
Dr. Steinle, my superintendent
 - c. Supported by an overwhelming number of
staff

B. Major Concern: The Legislature of Kansas has adopted the
QPA Restructuring Model without
researching the findings of the critics
of the mastery concept of learning

C. Initiation of Research

D. Critical Comments

1. Wall Street Journal: September 11, 1992
2. Quotations from Process Module: State Document
 - a. Pg. 5
 - b. Pg. 12
 - c. Pg. 16
3. Literacy Hoax by Paul Copperman

E. Summarization of Findings

1. Pg. 6, Last ¶
2. Pg. 3, Last ¶
3. Pg. 7, ¶'s 3-5
4. Pg. 8

F. Concluding Remarks

Paul Copperman states in The Literacy Hoax that American Education history has been characterized by increasing percentages of the appropriate age groups in enrolling in and graduating from progressively higher levels of our education system, that the most significant educational trend from the early 1900's to the mid-1950's was the tremendous increase in the percentage of students graduating from high school, and that between 1957 and the early 1960's, the post-Sputnik era, a sharp rise in the academic achievement of American youth took place. Then, in 1964, a sharp and massive decline took place nationwide.

Concerns:

1. Decreasing Test Scores
2. Increasing Costs
3. Increased Time-on-Task for Faculty
 - a. IEP's for Regular Ed. Students
 - b. Increased Planning Time
 - c. Increased Grading Time
4. Social Adjustment Among Multi-Age Groups
5. Penalty/Reward for Noncompliance/Compliance of State/Local Indicators
6. Increased Regulations Placed on School Districts
7. Preferential Treatment Inappropriately Given to Special Student Groups (i.e. Time-on-Task, Funding, etc.)

One of the articles included in the September 11, 1992, Wall Street Journal was, "A Special Report, Education," (Section D). In this report the following excerpt was printed:

"Across the curriculum, up and down the grade ladder, a new wave of teachers is casting out textbooks, cursing standardized tests, killing drills, and preaching a new creed of student "engagement."

They are mathematics teachers who make students write their own problems; English teachers who demand drafts, revisions and redrafts of a single writing assignment; and teams of teachers who supervise students as they toil--not to ace the final test, but to create a portfolio or exhibition of the best work they can do.

It is not yet a movement of the majority in U.S. education. But it is rewriting the terms of the debate. Educators talk of quality work as America's salvation. They stress process before product, active learning, and constructing meaning rather than developing skills. Taking their inspiration from learning theorists such as Jean Piaget and John Dewey, they seek to develop the whole child, morals and all.

But are they correct? Critics warn that extremes of the new teaching methods will lose in reading comprehension, lose in basic math skills, and lose most of all on standardized tests, which remain the main marker of educational progress.

It is a grand and risky experiment. (underline my emphasis) And for now, the ripples of the wave are spreading to more classrooms' shores."

The article continued by sharing the direction which one school system took. Croton-Harmon High School of Croton-on-Hudson, New York is a 320 pupil school in the riverside village in Westchester County, north of New York City. Croton-Harmon High School elected to join the Coalition of Essential Schools, a nationwide network of middle schools and high schools committed to restructuring secondary education. There are many vehicles which are being utilized in accomplishing the ends which have been addressed by President Bush in his educational reform program, America 2000. In this area, the Effective Schools program, spearheaded by Dr. Larry Lazotte, is being incorporated into many Kansas schools. The Quality Performance Accreditation mandate by the State legislature at the recommendation of the State Board of Education will insure that every school district in the State of Kansas will eventually function under the new educational philosophy.

The Wall Street Journal did not express in the same issue the findings and action taken by such school districts as the Chicago School District, which was a strong proponent of Benjamin Bloom's Mastery Learning program. Chicago enthusiastically initiated the program into its district in 1981, and after experiencing a

substantial decrease in English and math scores, terminated the program in 1985, at a cost to the district of \$7.5 million. The August 21, 1985, article from Educational Research contained the following statements:

"The city's shift away from the C.M.L.R. program is forcing the board to consider revising a number of other school policies, including those for grade promotion. In recent years, promotion has been based primarily on whether a student accomplishes a certain proportion of the mastery-learning skills for his or her grade.

"Mastery learning presumes that all students can learn given the right amount of time and instruction. It emphasizes students' mastery of small units of study in sequence and detailed testing on the material taught.

"The Chicago board's vote to discard the C.M.L.R. program--as well as a similar program in mathematics--follows more than six months of mounting criticism.

"In February, a report by Designs for Change, a local education-research and advocacy organization, said 75 percent of Chicago's 9th graders were reading below grade level. The report blamed the school system's over-reliance on the C.M.I.R. program as contributing to the low test scores and recommended that an independent panel be established to review the program.

"Early proponents of the C.M.L.R. program had hailed it as a way to reduce climbing illiteracy rates and as a particularly effective program for teaching low-income children. But today, opponents claim that the program dampens children's enthusiasm and ability to read by presenting reading as a set of fragmented tasks.

"The committee also found that the program placed an overwhelming record-keeping burden on teachers and principals.

"Ironically, it is the low achievers who have been most detrimentally affected" by the C.M.L.R. program, said Sharon Weitzman, a member of the review committee and research coordinator for Designs for Change. 'In some classrooms, low achievers are required to spend double the time on C.M.L.R. materials--leaving them virtually no time to engage in the reading or discussion of stories that experts agree is essential to the learning process. The result is that low achievers fall ever further behind their average or above-average counterparts.'"

As I have studied both the positive and negative aspects of mastery learning, several questions concerning these aspects come to mind. Further consideration of the following questions is recommended:

1. Are there differences in learning rate between mastery and nonmastery groups?
2. Are there differences across lessons in the amount of remedial time used by mastery students?
3. Will individual differences in learning rate (i.e., rate variances) change across time?
4. Will retention maintain after remediation?
5. What will the initial and constant dollar cost be to a district?
6. Will the achievement outcome offset the dollar cost?

The following studies reveal pertinent information which each school district as well as the Kansas State Department of Education and the State Legislature should consider. A 1983, study, "Time Cost of Mastery Learning," by Marshall Arlin and Janet Webster conclude that "it is possible to raise the achievement level of students dramatically through mastery learning procedures. But the time needed for the increased achievement was considerable. Mastery students required almost twice as much time as nonmastery students. It is difficult to see a vanishing point of extra time in the data. Approximately 15% of the group were incapable of keeping up and had to be transferred out of a mastery condition. Undoubtedly, these students could have achieved mastery, but only after a considerable investment of time. Even after excluding the slowest seven students from the mastery group, a comparison of the fastest five with the slowest five of those remaining is revealing. The slowest five took about 2.5 times as long as the fastest five students. Furthermore, this ratio remained relatively constant across the four chapters. On the average the faster students finished each chapter in 24 minutes and had to spend an additional 37 minutes per chapter waiting for the slower students. Had the faster students progressed through further similar material instead of waiting for the slower students, they would likely have been able to master 10 chapters in the allocated time instead of 4 chapters.

"The time necessary to acquire increased immediate achievement (as distinct from retained achievement) was substantial, but in comparison to the additional amount learned, there was a net positive balance. In other words, there was more time but even more learning, as reflected in increased learning rate. Unfortunately, this net positive balance became a net deficit with retention.

"Although mastery students retained 32% more than nonmastery students, they studied 97% longer. As we have hinted in the Limitations section, there may be a point of diminishing returns for long-term memory. Perhaps the more salient and more memorable items are learned first and retained longest. Additional time spent in reviewing may involve time-consuming effort on items that are less easily integrated into a student's long-term memory. This possibility runs counter to our own rationale, in which we argued that mastery learning would presumably lead to more solidified, retainable learning.

"Tentative answers can now be posed to the three time-related questions that were addressed at the beginning of the study. First, mastery learning did help students learn new material more rapidly than nonmastery students. Unfortunately, this finding is reversed when rate to retention is considered. Considering amount of knowledge retained on the retention test to amount of time studied, the nonmastery students were more time efficient. Second, the amount of remedial time across lessons appeared to remain relatively stable and high (approximately 40% of the original lesson time). Third, the individual differences in learning rate, as indicated by a comparison of the slowest five to the fastest five students, remained relatively stable at approximately 2.5:1.

"Admittedly the study was short, and considerable caution should be taken if these results were to be generalized in isolation from other results. Two longer studies have subsequently been undertaken. (Arlin, in press), one of 10 days and one of 4 years. Preliminary examination of these data indicate that the results are in agreement with the present short-term results.

"When a metric of items retained per hour spent learning was computed, it was found that nonmastery students performed at a significantly higher rate than mastery students. Contrary to claims of mastery theorists, individual differences in time and learning rate remained stable across the experiment, and faster students had to wait for slower students to catch up. The price of increased achievement benefits of group-based mastery learning seems to be increased time costs of (a) extra remedial time and (b) wasted time for faster students.

"We suggest that mastery theorists may need to revise the time aspects of their theory to account for these and related results. Mastery theorists' claim of a 'vanishing point' in individual differences in learning time have to be replaced with positions of modestly decreasing differences or time difference stability. The costs of additional achievement appear to be additional, rather than decreasing, time."

The following is a quote from the Review of Educational Research, Spring, 1983, pages 74-75, article entitled, "Time, Equality, and Mastery Learning.":

"In the last study Arlin (1984) examined time variability among students in two mastery learning studies. In the first study, four classes of elementary school pupils learned 10 unit sequences of typical school material under mastery learning conditions. The second study was a post hoc longitudinal evaluation of pupils who learned arithmetic in a mastery procedure from grades 1 to 4. In the first study the differences between the fast and slow learners remained stable across time. Also the extra time needed to bring all students to mastery remained stable. Those needing remedial time used almost as much remedial time as original teaching time. Moreover, many of these needing extra time were the same students across the course of the study. It also was necessary for teachers to hold back their faster students with alternate activities. In the 4-year study, between-student time variability remained stable across the course of the study. Indeed there was some suggestion of variability increase; the ratio of time-to-mastery for the slowest 25% to the fastest 25% per chapter was approximately 2.5:1 in the first grade, increasing to 4.2:1 in fourth grade. Likewise, the coefficient of variation (SD/mean) remained relatively constant at about .50 across the 4 years. Finally, the intercorrelations of time-to-mastery for each student across the 4 years indicated that many of the children who needed more time to achieve mastery in the first two grades also needed relatively more time in the latter two grades.

"On the basis of the studies reviewed and the studies I conducted, I conclude that a time-achievement trade-off does exist under mastery learning conditions. Increased achievement appears to require the continual provision of remedial time to slower learners. Thus the price of equal achievement outcomes is unequal learning time. It appears necessary to provide extra time, on a long-term basis, to slower students. Time is traded for achievement, and time variability for achievement homogeneity. The time-achievement equality dilemma is unresolved and to some extent, may be inherently unresolvable. If this conclusion is correct, what are the implications for implementation of mastery learning programs?"

In the 1987, educational study, Mastery Learning Reconsidered, by John R. Slavin of John Hopkins University, there were several findings which supported the Arlin/Webster results. Slavin stated, "a total of six comparisons in five studies assessed retention of achievement effects over periods of 4-12 weeks. All six used experimenter-made measures. The median effect size overall is essentially zero, with the largest retention effect ($ES = +.49$) appearing in the Anderson et al. (1976) study, which found no differences on standardized measures.

"The best evidence from evaluations of practical applications of grouped-based mastery learning indicates that effects of these methods are moderately positive on experimenter-made achievement measures closely tied to the objectives taught in the mastery learning classes and are essentially nil on standardized achievement measures. These findings may be interpreted as supporting the weak claim that mastery learning can be an effective means of holding teachers and students to a specified set of instructional objectives, but do not support the strong claim that mastery learning is more effective than traditional instruction given equal time and achievement measures that assess coverage as well as mastery.

"The most striking conclusion of the present review is that, other than perhaps focusing teachers and students on a narrow set of objectives, group-based mastery learning has modest to nonexistent effects on student achievement in studies of at least 4 weeks' duration. Given the compelling nature of the theory on which mastery learning is based, it is interesting to speculate on reasons for this.

"Another possible explanation for the disappointing findings of studies of group-based mastery learning is that it is not only that the quality of corrective instruction is lacking, but also that the amount of corrective instruction is simply not enough to remediate the learning deficits of low achievers.

"Studies of students' pace through individualized materials routinely find that the slowest students require 200-600% more time than the fastest students to complete the same amount of material (Arlin & Westbury, 1976; Carroll, 1963; Suppes, 1964) far more than what schools using mastery learning are likely to be able to provide for corrective instruction.

"Several critics of mastery learning (e.g., Arlin, 1984a; Resnick, 1977) have wondered whether mastery learning simply shifts a constant amount of learning from high to low achievers. The evidence from the present review is not inconsistent with that view; in several studies positive effects were found for low achievers only. In fact, given that overall achievement means are not greatly improved by group-based mastery learning, the reductions in standard deviations routinely seen in studies of these methods and corresponding decreases in correlations between pretests and posttests are simply statistical indicators of a shift in achievement from high to low achievers. However, it is probably more accurate to say that group-based mastery learning trades coverage for mastery. Because rapid coverage is likely to be of greatest benefit to high achievers, whereas high mastery is of greatest benefit to low achievers, resolving the coverage-mastery dilemma as recommended by mastery learning theorists is likely to produce a 'Robinhood' effect as a by-product.

"Looking across other studies, the pattern is complicated by the fact that most that held testing frequency constant also held the control group to a slower pace than they might otherwise have attained.

"Clearly, much more research is needed to explore the issues raised in this review. More studies of practical, long-term applications of mastery learning assessing the effects of these programs on broadly-based measures of achievement that register coverage as well as mastery are especially needed. In addition, studies carefully examining instructional pace in mastery and nonmastery models are needed to shed light on the coverage-mastery dilemma discussed here."

Rather than present details from major studies, conclusions drawn by educational researchers from related studies indicate a need for caution when deciding the course of action to be taken in the restructuring of education. Marshall's work, "Time, Equality, and Mastery Learning," D. J. Mueller's 1973 study, "The mastery model and some alternative models of classroom instruction and evaluation: an analysis," and his 1976, study, "Mastery learning: partly boon, partly boondoggle," state that a disproportionate amount of resources would be funneled to slower students in the form of corrective and remedial efforts.

C. J. Hurn (1978) states in his study, "The limits and possibilities of schooling," that given limited resources, we must choose between the two objectives, maximizing potential or equality of outcomes rather than assuming that all good things can be maximized at the same time (page 252).

Arlin states, "If a society were to adopt mastery procedures on a large scale and there is a time-achievement trade-off, then rate of learning might become the new criterion by which individuals are sorted or by which merit is determined for the allocation of scarce resources (page 76). Chall (1977) and Spady (1974) concur with this conclusion."

Chall (1977), Resnick (1977), and Mueller (1976) agree concerning possible consequence of a time-achievement trade-off that mastery learning might be nonegalitarian, with stratification based on time or learning rate being substituted for the present stratification based on achievement.

Johnson and Henning (1979) found the mastery learning method to be powerful for equalizing achievement at high levels. But they note that although the lower ability student maximizes his learning, the higher ability student has wasted time in waiting (page 39). Because of the failure to maximize the achievement of

the faster learners, they ask if the power of the method is worth the price of the method and imply that the answer is no.

Frederick and Walberg (1980) and Aldridge (1983) argue that there is a nonlinear, logarithmic relationship between time and achievement. That is there is a diminishing return for extra time invested, so that it requires much more time to go from 80% to 90% than from 50% to 60%...pushing the slower learner closer to the limits of his ability might require increasingly greater amounts of time with the consequence that the time differences between learners would become greater the more one insisted on mastery.

Barr and Dreeben (1977) suggest that waiting students are a perennial problem to classroom teachers.

ESCALATING EDUCATIONAL COSTS IN KANSAS

Douglas A. Friesen, MD
Hutchinson, Kansas

In Gov. Finney's budget address to the 1993 Kansas Legislature, she proposed considerable increases in state spending with the majority of funds dedicated to meet the soaring costs of local public schools -- 10% increase with the majority for aid to most of the 304 school districts

--338.6 million in general aid to school districts, this would boost the current allocation of 576.3 million to 914.9 million, with total expenditure of 970.8 million for school funding.

-- proposed increases to 1.3 billion next year. (All school funding is contained in the budget of the State Board Of Education which would increase from 1.2 billion to more than 1.5 billion (projected cost of \$4,300/student).

Wichita Business Journal, Volume 8, Number 3, 1/15/93

Agency Summary - DA 402, Division of Budget, State Board of Education.

	FY92 actual	FY93 est.	FY94 level A	FY94 level B	FY94 level C
Total Expenditures (Billion)	1.137	1.383	1.650	1.727	1.835
Dollar increase from 1992	-----	0.246	0.513	0.590	0.698
Percent increase from 1992	-----	21%	45%	52%	61%

Average increase in 1994 for levels A, B and C - 53%

The funding bill HB 2891 for HB 2892, passed on March 11, 1992 includes:

- Statewide mill levy of 29 mills
- Raised sales tax rate
- Increase in Income Tax rate.

Sen. Education
Attachment 5
1/19/93

Chicago Independent School District Board unanimously agreed to stop Outcome Based Education when they found that, after investing 7.5 million over 5 years, their students were falling behind on standardization tests.

Hudson, Kathi. "Outcome-Based Education." Reinvesting America's Schools, 1992

Schmidt, George. "Chicago Mastery Reading: A Case Against a Skills-Based Reading Curriculum." Learning, November 1982

Currently Alaska spends one-third of its operating budget on education, \$7000 per pupil. To implement **Alaska 2000** (OBE), there will be a need to levy a new school tax on gross income to cover expenses -- instituting for the first time a State Income Tax.

Alaska Department of Education, Alaska 2000, 1992

"Nor does throwing money at the problem do the trick. The U.S. spends 7.5% of its gross national product on education - second highest of 20 countries in the recent assessment - but scored near the bottom in three of four tests."

Business Week September 14, 1992

PURSUIT OF ACADEMIC EXCELLENCE --
THE OUTCOME-BASED EDUCATION PARADOX

Douglas A. Friesen, MD
Hutchinson

The United States has been on an academic sinking ship for decades. Since the publication, Why Johnny Can't Read, more than 30 years ago and the release of A Nation At Risk in 1983, in spite of much effort and research, the performance of American students remain mediocre at best.

With the United States poor student performance to other industrialized nations, there is urgent need for educational reform.

Will "Quality Performance Education" (Outcome-Based Education) provide the necessary learning process to provide academic excellence? The educational literature has many research documents regarding Outcome-Based Education, however there is no documented prospective or retrospective research analysis that documents OBE with superior academics when compared to the traditional educational model. Even OBE theorist, William G. Spady concedes that Transformational OBE is experimental.

"Transformational OBE takes nothing about schooling today as a given; no existing features are considered untouchable in carrying out a curriculum design. But because these districts have few examples of mature OBE designs on which to model their efforts, these pioneers are building a new legacy of work whose designs and results are NOT YET CERTAIN."

Spady & Marshall, "Beyond Traditional Outcome-Based Education." Educational Leadership, October 1991

OBE does not work. In a 1987 study, "Mastery Learning Reconsidered," at John Hopkins University, Robert Slavin discovered that Mastery Learning (OBE) did not increase student scores on standardized tests.

"But there is no guarantee that OBE will transform American Education."

King and Evans. "Can We Achieve Outcome-Based Education?" Educational Leadership, October 1991

"The Mastery model is not useful (in fact is probably dysfunctional) in training students to learn independently. And finally, grades resultant from mastery learning have minimal usefulness in decision making and prediction."

Mueller, Daniel. "Mastery Learning: Partly Boon, Partly Boondoggle. Teachers College Record, September 1976

"It is troubling to us that so many school districts and entire state departments of education and their policy makers, have uncritically embraced OBE as the educational panacea for all students in the public education. It is even more troubling when OBE is labeled as transformational when in fact, it can reproduce and exacerbate educational and societal inequities."

Capper and Jamison. "Outcome-Based Education Re-examined: From Structural Functionalism to Poststructuralism." Paper presented at the American Educational Research Association, San Francisco, CA, April 20-24, 1992

Because OBE spends so much time on repetitive teaching until every child **masters** each goal, and because so many of the goals are affective, less time allows fewer areas covered, especially in the academics. Standardization test scores suffer. Perhaps that explains the move toward assessment methods that have no prior results available for comparison. Academic testing will become obsolete under OBE and be replaced with inaccurate, subjective measurements.

"What works in American Education and why -- There is probably no field in which the statement of the obvious, of simple truths, is more necessary than in education. It is the bias of the intellectual to value the complex over the simple. The important thing to keep in mind about American Education is that **we know what works.**"

Former Secretary of Education, William J. Bennett, The Devaluing of America -- The Fight For Our Culture and Our Children. 1992, Summit Books: New York

"In spite of educational failures, there are successful schools. Studies of successful schools revealed a "sense of purpose, relative quiet and pleasure in learning". To train successful students does not entail vast new expenditures, rather, educators need to eliminate their faculty training methods and implement those that have been proved successful. What transpires in schools has repercussions far beyond classrooms; it affects every aspect of our national life.

The way to remedy the appalling inadequacies of students are extremely simple, and their implementation will revolutionize the entire educational system. For school to succeed they must put an end to the last 50 years of progressive ideas, which have undermined the foundations of education. The simple solutions for the educational crisis are as follows:

1. Eliminate automatic promotion by establishing basic standards for each grade.
 2. Provide graduation requirements for junior high and high school
 3. Provide competent teachers and administrators who will properly supervise and train the children.
 4. Implement fundamental educational procedures of directional teaching that endeavors to develop both bright and slow children's full potential by expecting and encouraging all children to learn and study.
- It is inexcusable for schools not to produce students with a basic knowledge in reading, writing, arithmetic, science, history and the functions of the government."

Sommer, Carl. Schools in Crisis: Training For Success or Failure? (1984) Cahil Publishing: Houston

How does one tiny district in Ohio maintain academic excellence in being the highest-scoring district in Montgomery County? "Yet Ilg, its 48-year-old superintendent, doesn't rush to spend money on all of the gadgets and gimmicks that poorer school districts claim to require." He remains wary of current educational fads, "instead his high school students read from 24-year-old anthologies ... but that doesn't seem to prevent them from scoring above the 90th percentile on standardized national tests."

Novack, Janet. "What do we get for our school dollars?" Forbes, October 12, 1992

Benno Schmidt and Chris Whittle in the "Edison Project" plan to "design an ambitious core curriculum which will assume that today's high school education will be completed by a Whittle pupil by the age of 12."

Ellis, David. "Knowledge - For Sale" Time June 8, 1992

"After decades of aimless experimentation, England and Wales recently developed a curriculum emphasizing English, math and science.

Business Week, September 14, 1992

"The Swedish school system has major flaws. It is not working as it should despite being the most expensive in the world (\$7000/pupil) said School Minister Goran Persson. Government officials say they overestimated the ability of education to change social patterns. Critics blame school policies that stress the virtues of critical thinking methodology and cooperation among pupils rather than old-fashioned facts and figures."

Foyen, Lars. "Education trouble teaches Sweden a tough lesson" The Buffalo News December 31, 1989

"To train successful students does not entail vast new expenditures, rather, educators need to eliminate their faulty training methods and implement those that have been proven successful. What transpires in schools has repercussions far beyond classrooms; it affects every aspect of our national life. America, and particularly the schools, have seriously departed from its historical past and embraced an alien philosophy. Today we have abandoned our historical past, our society and schools are facing a grave crisis."

Sommer, Carl. Schools in Crisis: Training For Success or Failure? 1984, Cahill: Houston

January 19, 1993

Dear Senate Education Committee:

I consider the privilege of guiding my children toward a productive and fulfilling adult life one of profound responsibility. It was in this sense that I determined to examine the many facets of education restructuring.

Contained in a recent report given by Commissioner Droegemueller to the House Education Committee are the following words: Quality Performance Accreditation is a unique experiment in that it imposes standards and procedures to be used to declare whether a school or district has met program specifications in terms of identified outcomes.

I believe we all see the interrelatedness between Outcome Based Education and QPA. For this reason, I will direct my thoughts toward OBE.

For this experiment in OBE to be legitimate, it must meet certain conditions. It must be predictable and testable. In theory OBE would seem to meet the first condition. It predicts many wonderful outcomes for our students --- among them, that they will be self-directed learners with high self esteem, collaborative workers who are also effective leaders, complex thinkers who reason and solve problems, community contributors who share their talents and improve the quality of life for others.

However, this theory falls short in the domain of testing. It is a "self-sealing" theory which undermines in advance any and all evidence which might be brought against it. For example, evidence against OBE might involve a decline in academic performance as measured by standardized tests. Such has been the case in Colorado, Texas, Arkansas, Wisconsin, Minnesota and Kentucky to name a few. OBE has been tried on an experimental basis in a number of school districts around the country. In every case, student achievement went down. Interestingly enough, failure to improve substantially on such tests would also be evidence against the OBE theory, since great gains in performance are promised. However, built into this framework is an attempt to undermine measurable forms of assessment and replace them with what has been called "authentic

Sen. Education
Attachment 6
1/19/93

assessment," an open-ended form of assessment which is quite subjective in nature.

The research driving OBE must also be questioned. Most of us realize all research contains bias to some degree. If funding is pushing research, there will most often be a bias. Seldom will research contradict the beliefs of its donors, or the current paradigm of thought.

Frequently cited stories of effective schools (including Glendale Union and Johnson City) have attempted to quite the evidence of those less than successful. In April of 1991 after two years of mounting chaos in the schools, Outcome Based Education was repealed in Canada. In Sweden's experiment, critics blamed school policies that stressed the virtues of critical thinking, methodology, and cooperative learning for their failed school system.

As a parent of five children enrolled in a Kansas public school, I find the concept of experimentation with a child's education less than acceptable. I am also confident there are many, many parents and teachers across this state who would echo my sentiments.

School reform as sweeping as that envisioned in these proposals deserves a full and spirited debate, not just technical adherence to the law requiring some form of public input. Failure to do so will only serve to further the decline of the public confidence in schools.

QPA calls for a new way of thinking, a "New Paradigm." Paradigm shifts are a dime a dozen these days, but it is wise to remember that not everything that glitters is gold.

Sincerely,



Marsha Strahm
Sabetha, Kansas

Senate Education Committee Hearing--QPA

Randy Hall, Teacher, Sabetha High School, USD#441

QPA needs to be dropped entirely or dramatically changed because the State Board of Education is doing a poor job of implementing the program, because teachers as a whole in Kansas do not believe in the program, because it is costing teachers valuable time, and because it is costing Kansas way more than what it will benefit.

During the last several years, I have attended various meetings held by the State Department of Education as they attempted to explain QPA. At nearly all of these meetings, I left knowing only a little more than when the meetings started. Often, the presenter could not answer questions by attendees. Never could the presenter answer how the problems caused in the future by QPA could be solved. Furthermore, state outcomes are continually changing. The State Department is changing the document before they even have a handle on what they've got. This is frustrating for administrators, teachers, and students.

Teachers do not believe in QPA. If you go to most any school--especially a rural school--and get a consensus of the teachers, they don't believe in QPA. Many teachers won't come testify at a hearing for fear of losing their jobs. Some have lost their jobs. But the simple fact remains that the grassroots teacher simply does not believe in QPA. How wise is it to force soldiers into a battle plan that they do not believe? Worse, what about asking soldiers to fight for a philosophy for which they do not believe?

On your level, you see the administrators who believe in QPA and some of the teacher/lobbyists who support QPA. I feel they are a small minority who are continually patting themselves on each other's backs. QPA is their program. I challenge you to do some real background work on how the average teacher--the grassroots of our state's educational system--feels about QPA. As I talk with colleagues around the state, they are perplexed and at a low state of moral because of what you--the legislature--has forced upon them. As a legislature, did you even know what QPA was when it was "added on" to the school finance bill? Now you owe it to the students and teachers of Kansas to do your homework on QPA.

As a taxpayer, I am angered by the wasted man-hours and cost in additional staff that QPA will require. It is not cost-effective. Much data is collected that is either already obvious, too difficult to interpret, or unnecessary. Many reports are generated that will never be used.

As a teacher, I can see the money wasted on meetings and additional staff. The money spent will never be cost effective in greater student output. The money could be put to much better use. After all of the meetings I have attended and considering all of the money spent only on myself, I consider the money and time spent to be a great waste since still I am not even close to being adequately trained in what needs to be done. This is the fault of the State Department of Education and not my school district.

As a parent I will make the strongest statement against QPA. I doubt whether my children will be in a school that is fully given over to the QPA philosophy. This is because of the philosophy of QPA and, in part, because of the values aspect of QPA. I will not be alone. I can predict many families not sending their children to QPA schools. Without question you will be losing some of your best students and best families in your communities. You will be losing them in large numbers.

Finally, as a math teacher, I have great philosophical differences with QPA and the State Department of Education in regard to the proposed math curriculum. I could go into great detail in regard to these aspects. Suffice it to say that my own children will never be in a school where this type of mathematical system is implemented. Without question, they will be getting jobs that will be of a higher position than their state educated counterparts.

The State Department of Education needs to stop begging for us to do things their way. They need to show us why. When they can do that, then they need to train us properly. Until then, they need to stay in Topeka.

Thank you for the opportunity to give testimony. I encourage you to reject QPA or greatly reduce the amount of unnecessary work and the cost. I would ask that you return total control of the school to the community--the place where control belongs. Otherwise, we have going for us an expensive and dangerous experiment on my kids!

Randy Wall

January 18, 1993

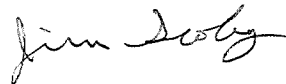
Dear Senators:

Last year the Legislature passed a school reform bill, which has raised many questions. The changes proposed strive to prepare students to live and work in a global society. Assessment of these students is ongoing; however, the instruction in school appears to have become teaching to the assessment tests. Most educators will agree that teaching to tests is not good education.

If we are concerned about graduating students that are able to live and work in a global society, shouldn't we equip them with the necessary tools? Students not only need to learn how to learn; they need to learn. While process is important, in the end students will be judged on what they know and how well they can apply that knowledge, not necessarily how they learned it. For this reason, time is well spent in the academic areas, and time taken away from academic pursuits for nonacademic activities shortchanges the students.

I strongly encourage the Legislature to rethink the school restructuring bill. I support quality education for my children and refuse to settle for less.

Sincerely,

A handwritten signature in cursive script that reads "Jim Scoby".

Jim Scoby

Sen. Education
Attachment 8
1/18/93

Triple C Manufacturing, Inc.
RR 4 Box 4a
Sabetha, KS 66534
913-284-3674
FAX-284-3931

January 18, 1993

State of Kansas
Senate Education Committee

Committee Members:

Due to other commitments, I am unable to attend your hearings this week. As an alternative, I respectfully submit the enclosed copies of my letter to the members of the State Board of Education concerning the QPA program in Kansas.

If the report referred to in paragraph #6 is of interest to you, please contact me for copies.

Thank-you for your time as you consider this program and the impact it will have on Kansas schools, communities and students.

Sincerely,


Galen R. Ackerman

Sens. Education
Attachment 9
1/19/93

Galen R. Ackerman, President
Triple C Manufacturing, Inc.
RR 4 Box 4A
Sabetha, KS 66534

August 24, 1992

Mr. Timothy R. Emert
3131 Terra Vista
Independence, KS 67301

Dear State Board of Education Member:

I would like to thank you for taking the time to listen to the concerns that were voiced during the Citizens' Open Forum on August 12th. As you may recall, my comments were directed from the perspective of a small businessman. Therefore, I have the greatest respect for your responsibilities as a board member, and realize that time is a scarce commodity for all busy people. I have given much consideration to these issues prior to taking your valuable time with them. All other members of your board will be receiving their personal copy of this letter.

As I mentioned on the 12th, I would like a comprehensive definition of the terms "basic", "higher level", and "mastery". My personal experience (and that of many of my peers in the small business world) has been that a majority of job applicants have an exaggerated opinion of their abilities and skills. It seems that they feel that having studied the theory of a technique or skill equips them for mid to upper level positions in that field. I am sure you did not advance to the top of your chosen field in the first months or even years on the job. I certainly didn't! Our best employees are those who started out with a good basic education, no grandiose ideas about their talents, good work habits and integrity. Of these traits, only the basic elements of reading, writing, spelling, grammar and mathematics fall directly under the list of responsibilities of our educational system.

Work habits, attitudes and integrity are character traits that result from home values and emulation of adult role models. Those role models may well be parents, teachers and administrators, and some of the development in these areas may well take place inside the school walls, but my point is this: *These most important issues cannot be the focus of education.* Wise parents and teachers know that the lifetime lessons of values and personal integrity are taught by example, incidence and experience, not from a text book or curriculum.

In the following paragraphs, I have attempted to discuss some of my specific concerns with the QPA program. This is not meant to be critical of any individual person or persons, but is presented only in the best interest of the people of Kansas, both students and the taxpaying adults who provide the funds for Kansas education.

Outcome #1 is essential to every successful school. It must, therefore, already exist in every successful school. Any effort to mandate something that is currently functioning properly will result in disruption of the end goal. Would the level of excellence in our good schools be pulled down to allow the poorer schools to achieve this outcome? The basic principle of business relating to motivation of employees is this: *Set an example of excellence. Expect all to strive towards that example.* Lowering the mark produces nothing except mediocre employees, or in this case, I fear, mediocre schools and students.

Outcome #2 seems only to rephrase the basic reason for education in the first place: *To prepare students for a productive life in the real world.* Why is it necessary for the State of Kansas to spend tax dollars to implement such an outcome, when no school can justify its existence without already subscribing to the basic principle of this outcome? Is it possible to enforce a mandate that a school produce citizens able to function in our world? If so, how? My fear is that so much time may be taken attempting to meet the indicators that our good teachers will have no time left to equip our students in tangible areas of study.

Outcome #3 again is an admirable goal, but one that must surely be the mission of any school. How many teachers or

administrators want an *increase* in the number of expulsions, suspensions or incidences of violent acts? I respectfully submit that a school must self-regulate such matters just as surely as our bodies self-regulate our breathing and heart beats. Life sustaining activities need not be mandated! Our tax dollars surely can be put to better use.

Outcome #4 is an excellent thought. In my own school experience, my teachers seemed to be implementing this idea twenty years ago. When teachers and other staff members get together, they do discuss their methods and plans to reach students, individually and collectively. They develop tools and techniques that work and build on those. Do teachers really need "Big Brother" looking over their shoulders? Again, why should the State of Kansas become involved (at taxpayer expense) in a system that is functioning properly?

I agree with the basic thoughts of Outcome #5. The basic skills of reading (with comprehension) will be the most used, most valued skill any person may ever possess. Simple testing based on essays, stories or articles can give an excellent evaluation of the mastery of these skills. Every employer gets more job applicants than he has positions available. In evaluating a potential employee, most employers look for these things:

- 1) Can this person read accurately and retain the key points of what they read?
- 2) Are they able to define words in context?
- 3) Can they convey the idea to another person, even if that person is unfamiliar with the concept being discussed?
- 4) Could they write a grammatically correct paragraph pertaining to the issue?
- 5) Are the basic rules and formulas of mathematics in mind when needed?
- 6) Is the importance of accuracy understood?
- 7) Is the concept of "acceptable margin of error" understood as being unique only to certain circumstances, not to life in general?

Mastery of all of these areas can be readily achieved by students in elementary and middle school. High school can then be reserved for refinement in specific areas and focus on potential areas of career interest. Our local district already is doing an excellent job in this area. I realize that this may not be true of all districts, but please allow our schools to continue on, unhampered by additional regulations and rules.

The stated concept of Outcome #6, (That students must be able to solve problems and think.), is certainly true and desirable. My problem with such a directive for a mandated program such as QPA is this: Who will determine which students solve the problems correctly? As for "creative thinking", please define the term. Creativity is something all persons possess to some degree. In my own experience, when outsiders attempt to assess, measure or otherwise quantify creativity, it tends to be stifled or frightened away completely. All thinking is somewhat creative by nature. If you allow a student to think as he or she works their way through challenges in Math, Science, History, Reading or English will the result not be "new" (read that "creative") thinking? Would not the best way to encourage students to solve problems be to give them **solvable** problems? The level of difficulty can be increased relative to their level of accomplishment. All students will be effectively challenged in this manner and can experience the satisfaction of knowing that they have correctly solved a difficult problem. Teachers will be encouraged by the definable progress made and will be able to identify those students who need additional assistance.

I make my living by designing and marketing agricultural equipment. My biggest influences in this field were a father and an employer who were not afraid to try something new. Also, they were objective enough to decide when to press on with a new idea or when to stick to the old proven methods. If our schools can motivate students to attempt new things while processing the feedback and being realistic about the results, then they have accomplished a worthwhile goal.

Outcome #7, dealing with students working effectively as individuals and in groups is an important concept. Again, though, I feel that the State should have no involvement in this area. Our schools and communities offer many opportunities for students to become involved in projects and activities with groups of other students. The standards listed are going to be the natural result of such involvement. Short of forcing every student to be involved in some group, how are schools going to implement this item? Has the constitutionality of this possible application (Mandatory participation in organizations or activities) of Outcome #7 been investigated?

Outcome #8 is one that I must respond to as the father of three school age daughters. Indicators 1, 3 and 4 seem to attempt to legislate morality which history has proven to be impossible. Individual principles and beliefs will always prevail. There is no such thing as group morality, only the individual morality of a group. Each of us are responsible for our own actions. Many attempts have been made to blame society for personal mistakes. We all make choices daily and are accountable for those choices. Our children have that same responsibility and it is our duty and right as parents to provide guidance to them in this most important of areas.

Indicator #2 seems to already be addressed by the availability of Physical Education and team sports. Will an overweight or otherwise physically unfit child be forced to conform to a certain set of criteria? In light of #1, should not Indicator #3 contain the words "sexual contact" along with the other items for which abstinence is desirable?

As for Indicator #4, exactly how will our local school evaluate this decrease? Is this information not private? Does it not need to remain a family matter? If your child or grandchild were pregnant or suffering from an STD, would you want them to be surveyed statistically about the matter?

Outcome #9 looks terribly expensive. In listening to your board's own discussion on August 12, 1992, concerning the budget implications of this outcome, it became apparent that the actual costs of this entire project are unknown. If I am in error, I extend my apologies, and would appreciate a comprehensive review of all costs, broken down by Outcome.

In our manufacturing business, all proposed projects must pass a stringent examination to assure that the benefits will outweigh the costs. If you as a board are actually in doubt as to the total expenditure for these areas, how have the cost/benefit decisions been made up to this point? Are the local districts aware of the costs? Are the members of our State Legislature really aware of what increases their constituents will be seeing in their tax load? Most importantly, are the farmers, small businessmen and all other citizens of Kansas aware of the total costs of the QPA program and how those anticipated costs will impact the students? If not, I can assure you that they must become aware at some point.

Outcome #10 also concerns me from a financial standpoint. With the Federal government so involved (albeit ineffectively) in social issues, must our schools now become the community center for health, societal, emotional, family involvement, drug abuse, child abuse and cultural diversity issues? Why is it the responsibility of the school to serve this function? Aren't other entities providing these services now? How much duplication of services do you project in each area mentioned in the Outcome? What will be the cost of this Outcome in Sabetha?

Please read the enclosed copy of a report by Mr. Gregg L. Cunningham. The report was prepared for the Denver office of the U.S. Department of Education. As the cover sheet states, the paper was prepared to answer some internal questions in the Denver office. Many of the concepts in the Kansas QPA Outcomes parallel these concerns. Of most concern are those dealing with a "global" education and total acceptance of all other political views and cultural practices. Granted, we must prepare our children to interact with people of other cultures and political views, but the United States of America was founded on the right of individual citizens to hold their own views. Watering down American history by saying that a democracy is not necessarily the best form of government goes totally against the very roots of our heritage. Awareness of other beliefs is important, but awareness should not imply abandonment of preexisting values. (See Page 13, "Ideological Misunderstanding")

For your convenience, I have included a separate sheet requesting specific answers to the issues brought forward in this letter.

In conclusion, I am deeply concerned about the QPA program from many aspects. From the board comments about the QPA document being "dynamic" and "ever changing", I realized that the Kansas State Board of Education has the authority and responsibility to shape and direct the program, even though it has already been legislated. I believe that the citizens of Kansas do not want their tax dollars spent to *increase* state involvement in local schools. Please re-write the Outcomes to address only academic issues which can be measured and will benefit the students and truly make them able to function effectively in this dramatically changing world of ours.

Sincerely,

Galen R. Ackerman

cc: USD 441 Board of Education Members; USD 441 Superintendent, Mr. Von Lauer; USD 441 QPA Director,
Mr. Timothy Foist

State Board of Education Questions

I respectfully request your written responses to the following concerns:

1. What definitions of the terms "basic", "higher level", and "mastery", are used in all Kansas State Board of Education correspondence and documentation.
2. Would the level of excellence in our good schools be pulled down to allow the poorer schools to achieve the standards of Outcome #1?
3. Why is it necessary for the State of Kansas to spend tax dollars to implement such an outcome (#2), when no school can justify its existence without already subscribing to the basic principle of this outcome?
4. Is it possible to enforce a mandate that a school produce citizens able to function in our world? If so, how?
5. How many teachers or administrators want an *increase* in the number of expulsions, suspensions or incidences of violent acts?
6. Do teachers really need a "Big Brother" looking over their shoulders?
7. Why should the State of Kansas become involved (at taxpayer expense) in a system (teacher peer to peer interaction and sharing of ideas) that is functioning properly?
8. In Outcome # 6, who will determine which students solve the problems correctly?
9. If you allow a student to think as he or she works their way through challenges in Math, Science, History, Reading or English will the result not be "new" (read that "creative") thinking?
10. Would not the best way to encourage students to solve problems be to give them **solvable** problems?
11. (Relating to Outcome #7) Short of forcing every student to be involved in some group, how are schools going to implement this item?
12. Has the constitutionality of this possible application (Mandatory participation in organizations or activities) of Outcome #7 been investigated?
13. (Relating to Outcome #8) Will an overweight or otherwise physically unfit child be forced to conform to a certain set of criteria?
14. In light of Indicator #1, should not Indicator #3 contain the words "sexual contact" along with the other items for which abstinence is desirable?
15. As for Indicator #4, exactly how will our local school evaluate this decrease? Is this information not private? Does it not need to remain a family matter?
16. If your child or grandchild were pregnant or suffering from an STD, would you want them to be surveyed statistically about the matter?
17. (Relating to Outcome #9) If you as a board are actually in doubt as to the total expenditure for these areas, how have the cost/benefit decisions been made up to this point?
18. Are the local districts aware of the costs?
19. Are the members of our State Legislature really aware of what increases their constituents will be seeing in their tax load?
20. Are the farmers, small businessmen and all other citizens of Kansas aware of the total costs of the QPA program and

how those anticipated costs will impact the students?

21. (Relating to Outcome #10) With the Federal government so involved (albeit ineffectively) in social issues, must our schools now become the community center for health, societal, emotional, family involvement, drug abuse, child abuse and cultural diversity issues?

22. Why is it the responsibility of the school to serve this function? Aren't other entities serving these areas now?

23. How much duplication of services do you project in each area mentioned in the Outcome?

24. What will be the cost of this particular Outcome (#10) in Sabetha?

Your response will be appreciated and can be mailed to:

Triple C Manufacturing, Inc.
Attn: Galen R. Ackerman
RR 4 Box 4A
Sabetha, KS 66534

If electronic transfer would be more convenient, our FAX number is 913-284-3931.

Thank you again for responding to this very important matter prior to your September meeting.

January 18, 1993

Dear Members of the Senate Education Committee:

One of the purposes of the school finance bill was to provide tax relief. All the tax monies are pooled and the funds are distributed equally among all the school districts. However, with the addition of the local option budget, our taxes could soon match or exceed our former tax rates. Many school districts are passing a local option budget as a "just-in-case" levy. We all know how preposterous that idea is; the money will be spent, regardless.

Because the state controls the purse strings, our school districts face the loss of local control. When communities lose their rights to the state, will apathy toward wise expenditures of state monies creep in? Will we hear more of the line, "If you don't spend it, you don't get it?"

Furthermore, in the efforts to establish equality across the state, are we sacrificing excellence for the sake of "same-ness?" Will districts lose reasons to capitalize on their unique characteristics, ingenuity, and resourcefulness? Why bother when they can depend on the state? Wouldn't this increasing dependence put an undue burden on the state?

Please don't deprive our school districts of the right to control their own funds. Local school boards are so much more responsive to school needs than the state can be. I urge the Legislature to re-examine all facets of the school restructuring plan. We all welcome improvement, but let's make sure it's done according to careful and thorough planning and foresight.

Sincerely,

Louise Scoby

Louise Scoby
Morrill, KS

Sen. Education
Attachment 10
1/19/93

LOCAL CONTROL

LAST SPRING WHILE HOUSE BILL 2892 WAS BEING DEBATED THE PUBLIC WAS REPEATEDLY TOLD THAT THE NEW SCHOOL LAW WOULD NOT TAKE AWAY OUR LOCAL CONTROL.

Before the ink was dry on the new law we all realized we had been deceived.

Local control over our school districts had been relegated to the history books.

ACADEMIC CONCERNS

The new school finance law takes away our local control over the curriculum taught in our schools. The new state mandated "OUTCOMES" are exactly that "STATE MANDATED". We are told not to worry because we will have a say in the indicators which support these mandated outcomes. This is like telling us the state is going to put an eight lane elevated highway through our neighborhood but we should not concern ourselves with which houses the new highway will go over because we are going to be allowed to paint the bridge supports any color we desire.

When we go to commission hearings on restructuring and accountability and we hear Mr. Hornbeck, the expert from Kentucky, tell our state officials that they need to develop a system of rewards and punishments to be sure that we locals go along with this new program, are we supposed to feel trusting and unafraid? When we hear talk about consolidating our district with another district because we fail to achieve the "Mandated Outcomes" or when we are told that the state school board might step in and take over our school district because we are not complying with their program are we not supposed to feel worried and intimidated?

We know that educational systems similiar to the one Kansas is rushing into have failed and have been rejected in places like Sweden and Chicago. We know that states like Kentucky and Arkansas are having trouble with falling test scores since they have implemented this system.

In the past we could go to our local boards and administrators with our concerns about curriculum. Now when we go to our local officials we are told there is nothing they can do for us because "These things are mandated by the state".

FINANCIAL CONCERNS

It is obvious we have lost local control over our school finances. The problems caused by this loss of local control are frequently on the front page of our newspapers. We read about districts giving their employees extravagant double digit pay raises while other districts are strapped for money. We read about turkeys and hams and one hundred dollar Christmas bonuses as districts try to get rid of extra money while the patrons in other districts face record mill rates in an attempt to just stay even. The needs of every district

Gen. Education
Attachment 11
1/19/93

are different. This is why school districts were formed in the first place. Our forefathers knew that the best way to run schools was to let each community take care of its own requirements. If centralization of finances would have worked our forefathers would have adopted that system. A lot of Kansans question why our legislators allowed one judge to tell them what to do and threw out decades of successful school management.

Now we hear that the one vestige of local control you gave us is on the way out. If you are not going to throw out the new school law and start over then Kansans want and desperately need the opportunity to petition and vote on all general fund money over the thirty-six hundred dollar base. Many of our school districts are superintendent driven. These men and women are often more concerned about their bureaucratic empires than they are about cost effective education. Kansans are demanding that you leave the protest petition alone. I can assure you this is the politically expedient course of action.

While in Nebraska a few weeks back I had dinner with my cousin who recently ended a long term on the local school board in his home town. He made the comment that years ago Nebraskans had been so impressed with our school aid bill that Nebraska used our law to model their own school aid plan. But then he said with horror in his voice, "you Kansans gave up your local control when you created your new school law". "We want no part of that, we're going to keep our local control" he said.

Our neighbors looking in from the outside can see what a horrible mistake we have made. It is time that we open our own eyes and give ourselves back our local control.

Thank you for this chance to speak.

Douglas A. Johnson
507 Meadowbrook
Olathe, Kansas 66062

January 19, 1993

PRESENTATION TO SENATE EDUCATION COMMITTEE

BY

CATHERINE L. HOLTHAUS LBSW

JANUARY 19, 1993

I am a Social Worker. I also am a parent. I have spent my adult life working with children in all types of situations. My desire has always been to help children have the best life possible. I've even taught the "higher order thinking skills" in schools and to adults. The higher order thinking skills are defined in the "Introduction to Quality Performance Accreditation" as "problem solving, decision making, communication, negotiation, etc." I am very concerned when this information states that these skills are the "major focus" of QPA.

I believe in having skills that help one make a decision or solve a problem. I do not believe this should be the emphasis of education. These skills work for adults who have the ability and life experience to apply the skills. They do not work well for children, because children do not have the ability or knowledge to complete the steps of Problem Solving. The final step is: After looking at all the alternatives, you make the decision that is "best for you". What a child decides is best for him may be harmful to himself or others.

Problem Solving and Decision Making come from a type of therapy called Non-directive Therapy. It was developed

Drs. Carl Rogers, Abraham Maslow, and William Coulson for use with adults in specific cases. It requires a teacher to facilitate--not teach. It requires a teacher to be accepting of all possibilities of all answers. It requires teachers to be therapists in the classroom.

I do not want my child to attend a system whose "major focus" is teaching my child that anything is ok--"whatever is best for him\her." That idea turns the child away from the parent because a child has learned in school " that some people may disagree with him\her decision, but he\she still needs to do "what is best for him\her."

Then, the QPA manual says children will be assessed on these skills. Children cannot be assessed on social skills. Every child is different, and comes from different backgrounds. My job as a social worker is to help every child and their parents to be the best family they can be. To have the schools take over the social education a family traditional provides is frightening.

Please consider what has happened in Sweden. After many years of having Social Services as the emphasis in education, the student's academic scores are continually falling, and taxes are increasing. Sweden threw this system out last year.

Please don't make the same mistake. Many children do need help, but schools can never ever replace the parent, and shouldn't try.

January 19, 1993

FOR: Public testimony for the Kansas Senate Education
Committee

SUBMITTED BY: Anne Thornton
P.O. Box 15945-352
Lenexa, KS 66285
(913) 782-3227

Members of the committee:

My name is Anne Thornton. I am the mother of two children. I am here today out of deepest concern for children, families, and for the direction of education in Kansas and across this nation. I am disturbed by what I see in public education, and astounded at the lack of respect for the rights of parents shown by the education bureaucracy. Regardless of what they tell you, the vast majority of parents still love and care for their children, and strongly desire a **credible** education for them.

Today, I specifically want to address the assessment testing being done for outcome-based education and Quality Performance Accreditation. I want to **make sure you are aware** of the **true content** of these assessments, and ask you to find answers to the questions that I raise.

In the spring of 1992, state-mandated assessment tests were given across the state for the purpose of establishing "base-line data" in the areas of **reading, math, and writing** at three grade levels.

I personally reviewed the third-grade reading assessment*. This test was **not** a reading assessment. The theme of the assessment was **disobedience**. Every story was about a child disobeying a parent or authority figure. While the story content was bad enough, the questions and answers were even more unsettling. They were not questions about the characters in the story, the sequence of events, or word definitions. They were questions **requiring the child to judge** what the parent might **do** about the disobedience -- inferences or conclusions the child drew. Disobedience is handled in different ways depending on philosophies of discipline, the temperament of the child, the seriousness of the infraction, or the number of times it had occurred. Since discipline is a matter of opinion, there were no clear right or wrong answers in the choices given, only opinions.

However, **these answers were scored**. Someone at the state level had to determine what the **preferred answers** were -- **what** were the preferred answers?

The last third of the assessment was simply a **survey**. Questions like:

Did you like the story?

Sen. Education
Attachment 13
1/19/93

How much did you learn from the story?

- A) Many things*
- B) Some things*
- C) A few things*
- D) Hardly anything*

Does this really measure anything? Then there was a self-esteem question:

How good a reader are you compared to others your own age?

How do we know that the child's answer accurately reflects his reading ability?

How do you feel about getting a book as a present?

How often does your family get a newspaper?

How many magazines come into your house each week?

Even if the child chose the answer "More than 5" magazines, it **measures nothing about the quality, the reading level, or if the child even reads the magazines.**

In case you are thinking this was simply a case of one poorly written test, let me tell you about the **themes for the 10th-grade reading assessment.** Themes of **discrimination, racism, rights of Americans, equal pay for women, AIDS, whether the legal system still works in the United States, and patriotism** ran throughout the stories and questions. It also included a section that was a **survey.**

Reviews of the **10th grade math assessment** also revealed absurdity. Questions like:

How much time is spent on breakfast?

How many quarters are needed to buy pop, candy, and chips from a vending machine?

What is the cost of a paper back novel?

- A) \$2*
- B) \$3*
- C) \$4*
- D) \$5*

Is this really the information needed for world class students in math for the 21st Century? I don't know any business person interested in hiring someone with this kind of "expertise!"

Since this **can't really be measuring reading and math, what is the educational system really measuring in our children? How have these been scored? Where are the academics?**

Kansas students were judged to be "substandard" in math and reading based on these tests, and since these assessments were to establish "base-line data," these levels will be used for comparison for future years. But compared to what? Whose standards are we really using?

And since these are non-academic tests, who asked parents' permission if their childrens' opinions could be assessed and scored by the state?

If the state wants to mandate what the educational system must do, let them mandate that an "academics only" class be provided in every school for every grade level. Then sit back and watch teachers flock to teach academics; watch parents be supportive of the system; and watch Kansas students excel to real levels of excellence!

Thank you.

Anne Thornton

* Kansas Reading Assessment; 1992 Elementary; Form B5

VOLUME I. FUNDAMENTAL RIGHTS: PARENTS AND THEIR CHILDREN

I. AN OVERVIEW: PARENTS HAVE THE PRIMARY CONTROL OVER THE EDUCATION AND UPBRINGING OF THEIR CHILDREN.

A. This is a FUNDAMENTAL RIGHT. FUNDAMENTAL RIGHT means those rights that are basic in the tradition and fabric of our society. Rights which are so related to individual liberty that they are the very essence of liberty.

B. Tradition is not just 'the preferential way we do things'. It is far more. In a stare decisis system it means those legal truths that have stood the test of time. The way we do things because this legal truth is part of our foundations. It is the essence of the law. Take it away and freedom is lost. It is part of the fabric of our society. Remove it and the society begins to unravel.

II. CHILDREN ARE NOT THE MERE CREATURE OF THE STATE. THE RIGHTS OF PARENTHOOD HAVE BEEN ACKNOWLEDGED AND SECURED TO PARENTS "BEYOND DEBATE".

The Constitutional cases that acknowledge these principles have long been decided. Over sixty (60) years ago, the U.S. Supreme Court acknowledged the basic common law truth that parents and guardians are the primary directors in the "upbringing and education of children under their control." Pierce v. Society of Sisters, 268 U.S. 510, 534-5, (1925). The Court goes on to say:

The fundamental theory of liberty ...excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. THE CHILD IS NOT THE MERE CREATURE OF THE STATE; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations. Emphasis supplied. Id.

Citing Meyer v. Nebraska, 262 U.S. 390, (1923), with favor, the Pierce Court reinforced the doctrine in Meyer which says:

[The 14th Amendment] denotes not merely freedom from bodily restraint, but also the right of the individual to contract,

to engage in any of the common occupations of life, to acquire useful knowledge, to marry, establish a home and bring up children, to worship God according to the dictates of his own conscience, and generally to enjoy those privileges long recognized at common law as essential to the orderly pursuit of happiness. Meyer, at page 399.

Further, the Court expounded that,

The established doctrine is that this liberty may not be interfered with under the guise of protecting the public interest,...by action which is arbitrary or without reasonable relation to some purpose within the competency of the state to effect. Determination by the legislature of what constitutes proper exercise of police power is not final or conclusive, but is subject to supervision by the courts. Id.

The issue decided in Meyer was whether the state could forbid the teaching of the German language to a student before that student had passed the eighth grade. The Court said the state does not have the right to control the substance of the curriculum where there is not a reasonable relation to some overriding state purpose.

The Meyer doctrine was given full blessing by the Court in Board of Education v. Barnette, 319 U.S. 624, (1943), when it considered whether a statute mandating students participate in the flag salute was constitutional. In deciding that such coercion could not be sustained, the Court said:

If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by work or act their faith therein.... the action of the local authorities in compelling the flag salute and pledge transcends constitutional limitations on their power and invades the sphere of intellect and spirit which is the purpose of the First Amendment to our Constitution to reserve from all official control. Id. page 642.

Barnette, was not decided on religious grounds. It was the invasion of the conscious that the Court addressed. In Wisconsin v. Yoder, 406 U.S. 205 (1972), the Court closed the door on this issue when it said, "...[the] primary role of parents in the upbringing of their children is now established beyond debate as an enduring American tradition." Id. page 232.

LAW OFFICES
STEVEN W. GRABER
100 N. MAIN, WILEY BLDG. SUITE 711
HUTCHINSON, KS 67501
(316) 665-0077

Dear Committee members,

My name is Sherry Holmes. I'm a mother of 2 and a member of the QPA steering committee for Rochester grade school in the Seaman district.

I have enclosed a copy of our first draft of desired outcomes. This has not been finalized, but may give you a better understanding of why I and so many others are concerned about QPA. As you can see from the list, there is a lot of emphasis on "affective" skills rather than basic or "academic" skills. While we all want our children to feel good about themselves and be happy, I am concerned with trying to assess this on paper. I also see a danger in someone else deciding whether or not my child respects someone or tolerates differences. If my daughter is just going to be taught to be polite, that's one thing, but if she's going to be expected to (and graded on) tolerating and condoning behaviors that my family believes are destructive and immoral, that's quite another. I've been told this will never happen, but as anyone can see, our society is much more permissive than it was even 10 years ago, and the QPA document is open ended. I'm not so much concerned about this year, as 5 or 10 years down the road. I'm concerned with the direction that is being taken and also with the possibility that more class time will be used by school counselors & less for academic studies. I believe that our schools are academic centers for learning, not group therapy.

I've also been told in my QPA steering committee that upon graduation our students do not have the skills required to enter the job market. Not that they aren't trainable, but that they haven't got the problem solving, communication

Sen. Education
Attachment 15
1/19/03

or listening skills necessary, and that they are unable to work as a team. To me the answer seems obvious ... quit giving so many options in classes and start requiring more of our students to graduate. Require speech, higher math and science, basic english + even some debate exposure, in other words --- Toughen Up. Given the choice most people will choose an easier path if it's available and time has proven that just doesn't work in education.

Not all of QPA is bad. Implementing tougher requirement academically from the students and tying that to accreditation may indeed be a step in the right direction. However, all the time and money it's going to take to write assessments and keep individual profiles is unnecessary. We do not need to expand our school missions to social service, we need to fine tune them. We also need to encourage parents to take more responsibility, instead of encouraging them to let the schools handle more + more of the problems that go along with children. There are many more areas I could go into because there are so many nuances to this issue, but because of times restrictions I will decline to do so.

Thank you for your time +
consideration.

Sherry Holmes
3421 W Kendall
Topeka KS

66618

286-2366

SCHOOL SITE COUNCIL

November 19, 1992

Thoughts on Desired Student Outcomes

(The responses seemed to fall under three groupings)

Affective Skills

Socially relate to a variety of people

Students should have a better understanding of friendship and learning to get along with people

★ Respect for themselves and others

Students should be able to work better with larger classes

Be able to think for themselves and have the confidence to express their ideas

Students should demonstrate an ability to work cooperatively in groups toward a goal

To be happy and feel good about themselves. To respect self and others

To be able to get along with a wide variety of people, both young and old, and respect their differences

Get along with others

Learn to work with others

Be prepared for Junior High School. J.H. seems much more grown-up crowd, exposed to more different environments.

Good self concept

Work in a group

Communicate with adults

Basic Skills

Good basic education in all curriculum areas

Students should have basic knowledge

Understand basic math, science, language skills

Read and comprehend appropriate materials

To be able to have a good well rounded education, academically, physically,, culturally, and socially.

Prepared for jr. high in basic subjects

Extended Learning

To challenge themselves and to want more challenges

Students should have the desire to learn more

Students should have skills basic to acquiring new knowledge and solving problems.

Students should apply and demonstrate higher level thinking skills

The basic skills to be able to succeed in whatever dreams or desires they have - no matter how changing

The desire to learn, the ability to learn, the goals to want to learn.

Able to work alone

Have introduction to the arts

awful lot of emphasis here

no more ?

Is this going take up classroom time

7

Honorable Congress Person,

I oppose the present Q.P.A. program because it decreases the authority of the family instead of supporting it as it says it is to do. In truth, it takes much of the traditional family responsibilities upon itself by placing the school system in judgement of the family. Even in its preamble, the Q.P.A. document assumes a superior position to the family in the child's life. The very first sentence of the introduction of the Kansas Q.P.A. document adopted by the Kansas Board of Education, March, 1991 and revised August of 1992, states, "The Education system is the foundation of our society and economy." The School Board seems to have an elevated concept of its own importance and if this is their concept of the educational institution my fears are founded. For if they see themselves as being the foundation of the society and economy, they will take charge of our children to form the society in the image they perceive as being correct. It is truthfully the family that is the foundation of society and eventually the economy.

The Q.P.A. program as it is currently presented is a social agenda. Considering themselves to be the foundation of the society, the educational structure would become the means for social change by teaching, so called, higher thinking skills. These thinking skills are based upon what is politically correct, not morally correct for they are not allowed to teach morality. This same introduction to the Q.P.A. document states on page 1, paragraph 3, "traditional basic skills, although no longer sufficient by themselves, are still essential elements for success"... "The system's major focus, however, is upon the higher level thinking skills needed for the 21st century." These higher level thinking skills must be built upon basic knowledge, concepts, ideals and beliefs. The school system should concentrate upon the traditional basic skills, leaving the family to develop the child's concepts, ideals, and beliefs. The public education system is for the purpose of education, not indoctrination.

This present Q.P.A. program reminds me of historical socialism. The communists controlled their people by educational indoctrination; Nazi Germany took control of their schools and raised the children by the state's concept of higher thinking.

You may claim that this couldn't happen here--"the State Board of Education answers to the Congress", but isn't that in itself a socialist view? The state would become the authority and take the control from the local school board.

Let's keep the control of schools local, and maintain the family as the basic unit in society. To support Q.P.A. in its present form is to support the destruction of the family's purpose and authority.

Lahn Lindsey
Packer, KS.

Sen. Education
Attachment 16
1/12/93

TESTIMONY

Senate Education Committee

Tuesday, January 19, 1993, 1:30 p.m./Rm. 123-S

Public testimony on Quality Performance Accreditation

By Robert Runnels, Jr., Executive Director
Kansas Catholic Conference

Thank you Chairperson Kerr and members of the
Senate Education Committee.

My name is Bob Runnels, Executive Director of the
Kansas Catholic Conference. I speak under the authority
of the Roman Catholic Bishops of Kansas.

We find a concern in outcome #7 and #8 of the
Kansas Quality Performance Accreditation document.

There is an indication of an endorsement of
lifestyles that could be interpreted by local school
administrators as contrary to the teachings of our church.

We stand in opposition to the endorsement of any
immoral activity as a preferred lifestyle.

Values consistent to those taught by parents in
the home should be reinforced in our schools.

Sen. Education
Attachment 17
4/17/93

Landace Wayman
2032 Huntington Road
Emporia, KS 66801
January 19, 1993

Senator Dave Kerr, Chairman
Education Committee
Kansas Senate
State House 120-S
Topeka, KS 66612

Dear Senator Kerr and Members of the Education Committee:

As a parent of young children, former elementary teacher in Kansas, and former professor in the Teachers College at Emporia State University, I have questions and concerns about the Kansas Quality Performance Accreditation document. I will primarily focus this letter of my reservations dealing with learner outcomes.

First of all, I want you to know that I believe outcomes based education is an excellent approach to monitoring academic achievement. However, I have some questions and concerns dealing with the ambiguity and the minimal listing of definitions of terms within the document. I am also curious about the "indicators" which are to be measured in a "statistically reliable and valid" manner, that are behavioral in nature, rather than academic.

My first concern deals with the mission statement on page zero of the August, 1992 revision of the document. Words like "values", "caring" and "fulfilling" give me little guidance as to the true mission of Kansas education. On page one, third paragraph, third sentence, I find that the QPA system intends to assess "attitudes". I am puzzled by that since on page four there is a list of areas QPA has identified for accreditation, none of which mention "attitudes", only "academics" (statement #2). I strongly believe that academic achievement is what QPA should address.

I am pleased to find a listing of definitions on page four. However, I believe the listing is incomplete and vague if it is to be understood by a "broad audience" (page four). Since the document claims that outcomes based education is to "emphasize clearly defined outcomes" (page four), I find it difficult to deal with the vague qualifiers such as "high level of mastery", "high percentage", "will increase", "demonstrating mastery", etc. which are scattered throughout. I am especially baffled by the definition of "standard" on page four. It leads me to believe that the only level of performance acceptable is "excellent", and that there are various levels of "excellence", which, by the way, are not defined. For a document presented by educators touting "clearly defined outcomes", an exhaustive listing of definitions should be included. For example, what are the "basic skills" mentioned in outcome 1, standard 1, page nine? and, what constitutes "multiple assessment techniques"

Sen. Education
Attachment 18
1/19/93

first mentioned on page 12? These particular terms have potentially far-reaching impact if they deal with attitudes/opinions on the part of the learner and/or teacher.

In a document guiding public education by "standards" which are measurable, and "indicators" which are to be "statistically reliable and valid" (page four), I am amazed that the following "skills" and/or "attitudes" are to be taught and/or assessed as a basis for school accreditation:

Page 12 -- Standard 3: "...adaptability/flexibility" (also mentioned in other standards/indicators)

Page 14 -- Standard 1; indicator 2: "...self concept ... will improve"

Page 15 -- Outcome 8; standard : "...attitudes essential to live a healthy and productive life"

Page 15 -- Outcome 8; indicator 4: "...demonstrate a decrease in at-risk behavior"

How can educators "set learner exit outcomes" (page six) dealing with "attitudes" when all concerned are admonished to "promote positive approaches to cultural diversity" (page 17) and to be "tolerant of individual differences" (page 14)? Cultural diversity obviously carries with it an abundance of conflicting attitudes and values. If some are to be set as "learner outcomes", the QPA system is not being very "tolerant of individual differences".

As I stated earlier, I believe that outcomes based education is an excellent method for monitoring academic achievement. However, as I have pointed out, the Kansas QPA system is ambiguous and purports the idea that attitudes/values can and should be measured. I believe these are serious flaws. Also, as I mentioned before, this letter does not contain an exhaustive listing of perceived weaknesses within the document. For example, I did not begin to address the concerns I would have if I were a teacher or principal trying to accomplish and measure outcomes one through four. I trust that you will receive those concerns via other letters and testimony.

Thank you for your thoughtful consideration of the public's view of QPA.

Respectfully,

Landace Wayman

Landace Wayman

cc: Senator Gerald Karr
Representative James Lowther

Jan. 18, 1993

To the members of the Kansas State Senate Education Committee,

My name is Andy Smith. I am a resident of Sabetha, Kansas and a father of three. I have a daughter and a son enrolled in USD # 441. In the past year I have become increasingly involved in the investigation of the changes being made in our schools under the guise of QPA. I am also currently serving on the Site Council for Sabetha Elementary School.

To put it mildly, I have a number of concerns regarding Educational Restructuring and QPA in Kansas. I would like to briefly share those concerns with you.

1. I am concerned with the lack of evidence in support of the effectiveness of Outcomes Based Education. In fact I am aware of more evidence that demonstrates that OBE, Mastery Learning, etc. actually causes test scores to lower overall. I cite examples of Chicago, Arkansas, Texas, and Kentucky and the entire nation of Sweden where the results of OBE were lower test scores. I encourage you to read an article in the Jan, 5, 1993 Wall Street Journal relating the effects of OBE in schools in Kentucky. Tests scores were going down for entire age groups. The teachers and administrators responses were, "the test scores are irrelevant."

While OBE may have some effect on previously underachieving students the general effect on average and overachieving students is to lower their learning ability since the target is the lowest common denominator. By their own admission proponents of QPA, OBE reveal this is nothing but a great experiment. That is fine, except they are experimenting on my children. What guarantee is there that after my children complete their years in school under QPA that they will be better for it.

Concerning accreditation under QPA, what is going to happen to Kansas students who graduate and then intend to go on to national colleges where the Carnegie Unit is still used?

2. I am concerned at QPA's apparent emphasis on attitudes, values and beliefs. In the Kansas State School Boards list of Outcomes, the introduction clearly states that QPA is a

Sen. Education
Attachment 19
1/19/93

"system based on assessment of the skills, attitudes, and knowledge that students need to live, learn and work in a global society." What is the proper attitudes needed to live in a global society? Who determines them? Who determines what skills are needed in a global society, since we have yet to live in one?

Outcome Seven speaks to the development of the proper self-concept, and the absence of prejudice, bias and discrimination. These are concepts based on an individuals own values and beliefs. Does this mean that the state will begin to indoctrinate students with it's value system? Who determines the states value system? What happens when the state's values and the values and beliefs conflict with a student's or parent's. Does the child flunk or are they sent back for more indoctrination?

Outcome Eight deals with having the right emotional and attitudinal positions in regard to physically living in a global society. The previous questions apply here also. Who determines the right emotional and attitudinal well-being? By what and whose standards?

Outcome Ten treats the concept of life long learning. I agree we must continue to learn and grow as we live, but it appears the school system is trying to take on the role of overseeing society. If our education system is having that much trouble teaching students the basic skills how is it expected to adequately become our nations social engineers as well. With the schools efforts to enter into the realms of psychiatry, sociology, and health what guarantee is there that they will doing any of it well let alone educate.

3. As a taxpayer I am also concerned about the cost of this new Education system. How will the state finance school run pre-schools and daycares, extended school days and years, school based health clinics, developing all the new state assessments and the teacher training then required, the added burden of data collection and analyzing, and the On Site Inspections by state QPA Teams required for each school?

4. I am also concerned with what I perceive as the removal of local control from our schools. Already, the state has taken away the control of finances. What is next? With the mandate that each student must show improvement in the state assessments is control of curriculum next? What happens if the local indicators do not meet the states requirements ~~does the state~~ step in and force their own?

These are just an overview of my basic concerns. They are shared by a number of people nation wide concerning OBE and Educational Reconstruction. I appreciate the opportunity to present them to you. Thank You.

Andy Smith

Andy Smith, 605 Oregon, Sabetha, KS 66534

284-2377

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520 NORTH JEFFERSON
JUNCTION CITY, KANSAS 66441
TELEPHONE (913) 762-3100
January 18, 1993

Senator Lana Oleen
State Senate
Topeka, Kansas

In re: Educational Committee
QPA

Dear Senator Oleen:

I read where there was a Senate Committee hearing Tuesday, January, 19, concerning the Educational Department and the QPA proposed for the State of Kansas. I am sorry I am not able to attend. I became interested in the educational system due to the fact that too many young people cannot read, write or add when they graduate from the school systems now. In my profession, all of the "basics" are very important.

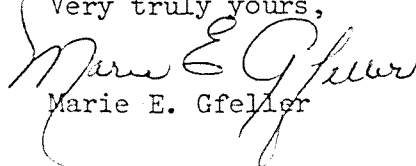
The Effective Schools method is nothing more than gearing into the lowest common denominator, lowering the standards so all children may pass. This is a disservice to the students and to the public. The QPA needs to be analyzed very thoroughly. I feel it is a mistake for the State of Kansas. It is also a cover up for Outcome Based Education. Many states are not pleased with OBE and I am sure that a lot of research will need to be done before your committee would want to put the children of the State of Kansas in a no-win situation. Numerous radio and television shows also are revealing the failure of OBE and the new trendy educational advocates.

Until children have learned the basics, it is ridiculous to assume they can accomplish some of the outcomes so designed in QPA. Some of the terminology makes the program appear to be the ideal solution but the educational change agents are such masters at semantic deception that some of the legislators could easily be mislead. According to the Kansas QPA, the schools will set up their own standards, evaluate themselves and keep track of themselves. It is almost like "the fox guarding the hen house".

I would hope that your committee studies the QPA very carefully. I have been researching quite a bit in the last few years and have attached to this letter a number of references which are only a few of the books that refer to the fact that the changes made after the "fifties" are failing the children. Some of the so-called educational "elite" who are advising the educational department should be scrutinized very closely. Resumes and rhetoric do not always reflect the true person or persons or their motives.

If I can be of any help to you, please advise.

Very truly yours,


Marie E. Gfeller

MEG:h

Sen. Education
Attachment 20
1/19/93

List of reference books:

1. Begin Here. Jacques Barzun. University Professor Emeritus, Columbia University.
2. Failing Grades by Philip Bigler and Karen Lockhard. Bigler-teacher, lecturer, education consultant for National Geographic. Lockhard-Review Board of the United States Department of Education, National Center for Student Writing and Literacy.
3. Dumbing us Down by John Gatto. New York State teacher of the year.
4. Organizing an Anarchy. Lee Sproull, Stephan Weiner and David Wolf. All three associate or assistant professors and deans.
5. The Decline and Fall of American Education. Carl Salzer and Fred West. Salzer has taught high school and college and workshops all over. He was on the National Council of Educational Research. Fred West's specialties include English language, linguist and world literature. He taught at a number of universities.
6. Devaluating of America by William Bennett
7. Our Children and Our Country by William Bennett.
8. We must Take Charge. Chester Finn, nationally known.
9. Preventing Reading Failure. Patrick Groff, Phd., San Diego State University.
10. Why Johnny Can't Tell Right from Wrong. William Kilpatrick, Professor at Boston College.
11. Why People Fail in Reading by Helen Mansfield Robinson. References-Specialist from the Department of Education and Universities.
12. The Last Angry Principal. Nationally known educator Howard L. Hurwitz.
13. The Great American Con Game by Barbara M. Morse.
14. How Public Educators Cheat on Standarized Achievement Tests. John Jacob Cannell.
15. War Against the Schools' Academic Child Abuse. Siegfried Engelmann, Professor, University of Oregon.
16. Beyond Freedom and Dignity. B. F. Skinner.
17. Control Therapy in the Classroom. William Glasser, M.D.
18. Education in the Human Quest by Herbert A. Thelen, University of Chicago.
19. The Future of Public Education. Myron Lieberman, Teacher, author and consultant.
20. The School and Society and The Child and the Curriculum. John Dewey, deceased. Psychologist and education. Founder of the philosophical School of Pragmatism.

21. Educating for the New World Order. B. K. Eakman.
22. The Politics of School Reform 1870 to 1940 by Paul E. Peterson, director of governmental studies at Brookins Institution.

and the list goes on and on.

January 18, 1993

To: Senate Committee on Education

From: Sara Hunt
8608 N. Victory Road
Buhler, KS 67522

Anyone who thinks the Quality Performance Accreditation mandate is a step in the right direction for Kansas schools, or any school, should take a look at other state models, at the present trend in education doctrine, and at the outcomes that Kansas families want for their children.

Pennsylvania parents have resisted out-comes based education reform for several years, but it keeps popping up under new labels, as it has again in 1993.

According to David Hornbeck, former Maryland Commissioner of Education, and key planner for Kentucky's educational program, education reform in Kentucky has cost \$1.3 billion in tax increases.

A Michigan Senate Select Committee to Study the "Michigan Model for Comprehensive School Health Education" found that 40% of the health curriculum "learning objectives" deal with emotional and mental health. Outcomes 7 and 8 in Kansas QPA also deal with emotional and mental health. The Michigan Senate Committee labeled their report "It's Not Kid-Friendly", stating in the preface, "From the 12 hearings we held around the state, it became clear that the social engineers stepped in to make the local school the surrogate parent. Their attitude was that the school was the venue where children should be equipped to deal with life's situations, including such intimate areas as sexuality and social decision-making. Teachers were put in the unenviable role of having to cross these boundaries that were previously dominated by the family."

Modern education's tendency to emphasize feelings is revealed in Rita Kramer's book, "Ed School Follies." Her survey of teacher education contrasts the positive goals of equality, community, and treating poor children and outsiders with respect. But those goals are unbalanced by the new idea of "equity". QPA insists that all student groups demonstrate increases in levels of achievement and that achievement be measured through "multiple assessment techniques".

If our goal is to increase scores up to an inclusive level of proficiency, there is a danger of lowering standards. Kramer reports that teacher education discourages low marks or negative comments for fear that a child would drop out or become a druggie. Competition, grades, and marks are bad, since they would embarrass and divide students. In the name of social equality good students should not be elevated at the expense of others. Kansas QPA points in the socially destructive direction of equality of outcome, not equality of opportunity. If the QPA document does not stress individual

Sen. Education
Attachment 21
1/19/93

achievement and excellence in education, they will receive only lip service while we scurry around measuring "interpersonal skills" and "divergent thinking".

School personnel readily admit that many of the assessment techniques must be subjective, because the outcomes and standards are subjective. How do you measure Outcome #6, creative thinking? Or Outcome #7, interpersonal communication skills, flexibility, self-concept, prejudice and tolerance? Or Outcome #8, physical and emotional well-being, and attitudes? How do we decide what is a healthy and productive life?

And when did families tell the state that schools should be a resource for "...health, societal, emotional, and intellectual development for the family"?

What Kansas families want, and Kansas children need, are schools that stress academic excellence, provide a safe environment, are staffed by competent and caring teachers and personnel.

Kansas families reserve for themselves the responsibility for their children's health and social and emotional development. We don't need enrichment programs which take class hours away from math, spelling, science and grammar. We don't want group sessions which encourage politically correct attitudes.

QPA appears to be a big, black hole, swallowing unknown sums of tax money for teacher training, testing programs, curriculum development, and monitoring systems, all in search of better education. Kansas families want motivated, well-paid teachers in small-group classes. That's where learning takes place. That's where children receive better education.

January 18, 1993

State Committee of Education

As a 28 year veteran elementary teacher, I have witnessed many changes and trends in education--some effective and some not. I am always seeking innovative ways to enhance student motivation and learning. Therefore, I joined my local QPA team. I do see some creative and workable ideas in the QPA document but I also have some major concerns.

During the first semester of the current school year, I spent thirty hours absent from my classroom attending QPA meetings. This has cost the district fees for the workshops plus substitute teacher pay. I am only one member of the team. Multiply this times five schools in my district alone with 2-4 team members each. Then multiply this times the number of districts in the state and one begins to see the monetary side of QPA.

In the QPA meetings we have been told that groups and teams of teachers, parents, community members, etc., will need to come together many times to brainstorm ideas and reach consensus on how to meet the state requirements. QPA workshop leaders have suggested that teachers meet in two-hour planning teams at least once a week. In my district, teachers average 2-4 hours of school related work each day in addition to the regular school day. I am concerned with both the extra demand in time suggested as well as the cost to the state monetarily for the additional work time.

Outcome 1; Standard 1; Indicator 4, states that teachers are to use technology to monitor student learning which requires additional teacher time. Standard 2: Indicator 6, states that students will be provided technological resources to self-monitor achievement. One or two computers per classroom of 25 students, as is the present average, will not be sufficient. This will also be a high cost factor for the state.

Outcome 2; Standard 1; Indicator 5, states that teachers and

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principals will conduct a one and six year follow up of all graduates to check effectiveness of the school mission. Again calling for additional man hours and money.

State Outcome 5, disregards the special student of EMH and LD and yet these students are possibly to be placed back into the regular classroom. This is going back 25 years when no special classrooms were available. I remember a 6th grade student I had that was at pre-primer level in both math and reading. I could give him only 1/25 of my time and be fair to the other students. He was lost. State Outcome 5 was not feasible for this student and will not work for similar students today. The specialized teacher will not be able to spread him or herself thin enough to be in the regular classroom for all special students placed in separate rooms. Our present special education program has given these exceptional children a place to learn survival skills that the regular student already knows, a place where they feel they can achieve and have success, a place where they feel accepted. Also Outcome 5 implies measurement that is very open-ended and thus could be judgemental and biased.

Outcome 7; Standard 3, stating that all students will be tolerant without prejudice, bias, or discrimination and Outcome 8, with all its indicators eliminating tobacco, alcohol, drug useage, decrease in pregnancy and sexually transmitted diseases, places an unfair burden on the schools and ignores home, community, peer, and media influences. Even with community and schools working together, there are still those who will not participate.

Outcome 7; Standard 2; Indicator 2, does not state what self-concept is acceptable, what sets the standard, nor how much flexibility one is to have. How are these to be measured accurately, consistantly, and without bias across the state?

Outcome 10 dealing with community and school collaboration sounds good but with all the man hours already demanded for effective teaching and considering parents' working day schedule, this seems unreasonable. According to this outcome the schools are to also educate the pre-schooler, the parents, the elderly, and all other community members. Again this takes many, many

(3)

hours of planning which in turn takes lots and lots of state money.

In addition, student outcomes are to be based on knowledge, skills, and attitudes. How are these attitudes to be measured? Whose attitudes are the norm? Whose are acceptable?

Again, I feel that a change is needed in education to enable our students to be more prepared for the working world in coming years but I am concerned that as the QPA document now stands, it has too many open-ended evaluations and measurements plus demands too much time and money to actually be a benefit. I also feel that in actuality there will be no local control because the local indicators must meet the State Outcome or they will have to be rewritten until acceptable.

Velera Adams

Hutchinson, Kansas

Outline of Testimony by Steve E. Abrams

I Intro

II Problems: higher costs & lower scores

A Kentucky example

B Michigan example

C Robert Slavin research

D Kansas example - Hiawatha

III Conclusion - no further funding until QPA is more completely studied

Bibliography

- 1) Rothman, Robert; Ky. Referees Await Results of New Test; Education Week; 9-23-92; pg 1
- 2) Alexander, Suzanne; Schoolroom Shuffle; Wall Street Journal; 1-5-93; pg 1
- 3) Michigan Senate Blasts Michigan Model; Education Reporter; Oct 92, pg 1

4) Olson, Lynn; Chicago Scuttles Master
Reading Program; Education Week;
8-21-85; pg 1

5) Robert E. Slavin; Mastery Learning
Reconsidered; Review of Educational Research;
Summer 1987, Vol 57, No 2, pp 175-213

6) Pippenger, Milt; QPA; KASB
presentation; December 1992

① My name is Steve Abram & have written this testimony to be read by Barbara Walker.
~~My name is Steve Abram &~~

Let me start by saying "thank you" for allowing someone else to read my testimony. Unfortunately a cow ran over me and injured my back and I am unable to get out of bed.

As a school board member who remembers the dog fights of last year's school financing legislation, I believe we should study the examples of other schools who have already been down the QPA/Mastery Learning Road. And further, it would behoove us to do this prior to becoming more embroiled in QPA/Mastery than we already

(2)

have done.

There are many school systems that have adopted the QPA/Mastery Learning System of learning, and they have two major common denominators: ~~decreased~~ ^{lower} scores & higher costs.

As Kentucky has gone down the QPA/Mastery Road; they have raised taxes for education by more than 115% in 5 yr. This has occurred at the same time that ^{student} scores have gone down to the point that fewer

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than 10% of the student are "proficient" or better on the Kentucky State Assessment test.

I don't believe that the state of Kansas or our students can afford either one of these outcomes.

When Michigan implemented QPA/Mastery; several million dollars were needed right out of the gate to (quote) "train teachers, to impose the curriculum, and in circumventing parental opposition." (unquote)

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Robert E. Slavin, from Johns Hopkins University, published research ~~from~~ that he gathered from Ohio, Illinois, Georgia, Minnesota, Texas & Delaware*. To quote the Review of Educational Research, "The review found essentially no evidence to support the effectiveness of group-based mastery learning on standardized achievement measures. . . . Not one of the seven studies found effects of mastery learning that reached even conventional levels of statistical significance. . . If group based mastery learning

(5)

had strong effects in such basic skills as reading + math, these studies would surely have detected them." (unquote)

In fact the Chicago school system has scuttled the Mastery system after 5 years and several million dollars, (above the regular education budget).

But lets bring this closer to home. Kansas has had several pilot districts for QPA for the last few years, and one of these districts is Hrawatha.

According to Mitt Pippenger,

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the Superintendent of Hiawatha, the additional cost of QPA for the 1200 students of Hiawatha has been \$252,074. This cost is above & beyond the regular general fund budget. Further, Mr Pippenger says that for the most part, these are direct costs; which means that they will continue as long as QPA is used.

What is worse, Mr Pippenger said that he has had teachers come to him to complain about

⑦

the fact that test scores have gone down.

Mr Chairman, and members of the committee; we can not afford the higher ~~costs~~ financial costs or the lower test scores that ensue from usage of QPA/Mastery

I would encourage you to vote against further funding of QPA until QPA + the Mastery Learning system can be studied more completely.