

Approved: 2/3/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

All members were present except: Senator Sheila Frahm (Excused)

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

Conferees appearing before the committee:

Jack Skillett, Dean, The Teachers College, Emporia State University
Maurine Fry, Dean, College of Education, Emporia State University
Dr. Sheila Drake, Chair, Education Department, Kansas Wesleyan

Others attending: See attached list

Senator Tiahrt made a motion that the minutes of the January 27 and 28, 1993 meetings be approved. Senator Hensley seconded the motion, and the motion carried.

Jack Skillett, Dean, The Teachers College, Emporia State University, described higher education initiatives relating to restructured public schools (Attachment 1). He listed the recommendations of the Kansas Commission on Education Restructuring and Accountability report and cited various initiatives and activities in preservice education and for practicing professionals relating to each recommendation. Dr. Skillett said there is a major movement in outcomes based education and mentioned that there are a number of pilot projects underway in outcome-based education, particularly in the special education area. He pointed out that in-service activities for practicing professionals are driven by the school districts and there is no domain for all practicing professionals at the regents' institutions level.

Responding to questions, Dr. Skillett stated that there is no absolute set of outcome standards in place in Kansas and the universities are responding through their programs as such standards emerge.

Dr. Skillett made reference to the site-based decision making strategy and advised that there is a greater emphasis on group processing and a great deal of focus on revamping curricula. He discussed the pre-kindergarten program strategy and remarked that programs are being revised downward with greater emphasis on developmental activities of young children.

Maurine Fry, Dean, College of Education, Emporia State University, said that the ability to do more in enhanced use of technology is limited only by lab space and qualified instructors. Dr. Skillett noted that, in the past 12 months, all the major universities have updated their lab equipment.

In answer to questions, Dr. Fry said that a requirement that preservice education include computer literacy has been fulfilled in the last year with the new and updated labs. A basic knowledge of computers was provided during the previous five or six years. Relating to integration of computer technology into teacher training curricula, Dr. Skillett said lack of resources and the pent-up demand to update technology at universities has hampered efforts.

Dr. Skillett provided the Principles and Standards for Admissions to Teacher Education Programs at Kansas Regents Institutions, which have been adopted by the Board of Regents (Attachment 2). He added that a validation process is underway with full implementation scheduled for the fall of 1994.

Dr. Sheila Drake, Chair, Education Department, Kansas Wesleyan, discussed training in independent colleges for teaching in restructured schools. She said that private institutions are "playing catch-up" in reform efforts,

CONTINUATION SHEET

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

partly because they were not a part of the initial restructuring discussions. Dr. Drake advised that some 25-30 percent of teachers in Kansas come out of private colleges. She described reform efforts at Kansas Wesleyan. Dr. Drake stressed that their program begins with a sound knowledge base and the premise that the teacher must be an instructor and a manager of the classroom. She added that they have already included many of the various components in the reform movement but are taking a more deliberate look at their curriculum and "how" they are teaching. Dr. Drake said that partnerships are essential and mentioned some of her school's experience in that area and in their participation in a consortium with five other private institutions.

In response to questions from Committee members, Dr. Drake stated that merely taking more college courses does not make a better teacher since the content of higher education courses is not the same content taught in elementary and secondary education. She mentioned several efforts of her institution to "stay in touch with the real world". Dr. Drake said that there have always been methods of alternative certification but that research shows that teachers with traditional training tend to be more efficient and more effective.

While discussing staff development activities, Dr. Skillett noted that the trend is to tailor such activities to a site. Dr. Fry added that, especially in large districts, district personnel can meet a lot of the in-service needs.

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

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 2/1/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
<i>Christine McManus</i>	<i>1151 Tenn, Lawrence</i>	<i>Associated Press</i>
<i>Shari Moller</i>	<i>Topeka</i>	<i>AB</i>
<i>Denise Axt</i>	<i>Topeka</i>	<i>USA/KASA</i>
<i>Patt Baker</i>	<i>Topeka</i>	<i>KASA</i>
<i>Robin Midsky</i>	<i>Wichita</i>	<i>Wichita Public School</i>
<i>Bob Kelly</i>	<i>Topeka</i>	<i>KICA</i>
<i>Ken Burger T</i>	<i>Topeka</i>	<i>KSB</i>
<i>Connie Hessel</i>	<i>Topeka</i>	<i>St. Bl of Ed</i>
<i>Lee Dugan</i>	<i>Topeka</i>	<i>State Board of Ed</i>
<i>Dawn Boggan</i>	<i>Topeka</i>	<i>Sen. Karris Office</i>
<i>Mark Lee</i>	<i>Topeka</i>	<i>KACC</i>
<i>Graig Grant</i>	<i>Topeka</i>	<i>KNEA</i>
<i>Bruce Goeden</i>	<i>Topeka</i>	<i>Kansas NDA</i>
<i>Chuck Toman</i>	<i>Topeka</i>	<i>KNEA</i>
<i>Jim Youally</i>	<i>Durand Park</i>	<i>USD 512</i>
<i>Donald Wideman</i>	<i>Topeka</i>	<i>USA/KS</i>

RESTRUCTURED PUBLIC SCHOOLS: HIGHER EDUCATION INITIATIVES

**A
Presentation
to
Senate Education Committee**

**Regents' Institutions
Council of Regents' Education Deans**

February 1, 1993

Presenters:

**Jack D. Skillett, Dean
The Teachers College
Emporia State University**

**Maurine Fry, Dean
College of Education
Wichita State University**

Sen. Education
Attachment 1
2/1/93

Recommendations of the Kansas Commission on Education Restructuring and Accountability	Regents' Institutions Initiatives and Programmatic Activities	
<u>Strategies</u>	<u>Preservice Education</u> Teachers, Administrators, Student Support Personnel	<u>Practicing Professionals</u> Teachers, Administrators, Student Support Personnel
1. Outcome-based education/ state-prescribed core knowledge base	<ul style="list-style-type: none"> ● Standards for preparation of special education teachers are being re-conceptualized in terms of outcome-based approach. ● Professional development schools are being planned for preparation of elementary teachers with an outcome-driven curricula. ● Competencies identified in the Kansas Internship Plan are being utilized as exit standards for beginning teachers. 	<ul style="list-style-type: none"> ● Staff development activities are encompassing the outcome-based education process through field offerings promoted by the universities. ● Inservice activities are provided in response to needs identified by specific school districts. ● Summer school programs are being re-designed to accommodate offerings in Quality Performance Accreditation, analytical scoring assessment strategies, and outcome-based curricula in selected content areas, etc.
2. State-imposed student assessment program	<ul style="list-style-type: none"> ● Expanded assessment and evaluation strategies are being included in teacher education curricula, especially in the areas of language arts, mathematics, and special education. ● Selected university faculty development activities are being conducted and/or planned to enhance the knowledge base of student assessment programs being developed for public schools. 	<ul style="list-style-type: none"> ● Staff development activities are being offered to enhance assessment skills in content-specific areas. ● Pilot programs are being initiated on alternate forms of assessment, to include folio assessment.

1-3
2/1/93

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3. School improvement incentives.	<ul style="list-style-type: none"> Although school improvement plans to include assessment indicators have been developed in selected districts, a state incentive system has not been adopted. It is anticipated that, should a system be developed, higher education institutions will play a critical role in the evaluation component. 	Not applicable at this time.
4. Site-based decision making.	<ul style="list-style-type: none"> Collaboration/cooperation among teachers is being emphasized conceptually and developmentally throughout teacher education programs. Collaboration is highly focused in new curricula in early childhood education, educational administration, and in school service support preparation programs to enhance essential skills in conflict management and consensus building. 	<ul style="list-style-type: none"> Special workshops are being conducted in the areas of consensus building, conflict management, and the utilization of site councils to enhance the effectiveness of schooling. Site-based decision-making seminars and workshops, to include strategies for development of effective site councils, are being offered.
5. Preparation of school personnel, board members, and parents, and retraining of current personnel to function in restructured schools.	<ul style="list-style-type: none"> Parent-teacher conferencing skills for teacher education students and conferencing skills for pre-service special education students are being enhanced in curricular offerings. 	<ul style="list-style-type: none"> Current teaching personnel are being re-trained through specific staff development activities requested by unified school districts and workshops offered for area teachers, administrators, etc.

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5. (continued)	<ul style="list-style-type: none"> Teacher education curricula are being revised to focus on strengthening relationships with the home in the learning process. Preparation programs in educational administration programs are being revised to enhance leadership skills of administrators in restructured schools; e.g., site based, consensus building, conflict management, learning communities. 	<ul style="list-style-type: none"> Summer school program offerings are being restructured to meet emerging needs.
6. Pre-kindergarten programs.	<ul style="list-style-type: none"> Developmental needs of the younger learner (pre-K) are emphasized in the Early Childhood curricula through existing and restructured courses. Preparation programs for teachers of the pre-kindergarten child with exceptionalities have been implemented. Curricula have been modified for preparation programs in counselor education and educational administration to effect a working knowledge of the needs of the pre-K child. 	<ul style="list-style-type: none"> Special staff development workshops are being delivered throughout the state to practicing professionals, especially in the areas of educational administration and counselor education. Universities have initiated a significant number of state/federal projects involving practicing professionals in early childhood education.

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7. School-linked education, health, and social services.	<ul style="list-style-type: none"> ● Modification of school psychology programs reflects increased emphasis on linking social services available to children. ● Curricula in health and physical education have been modified to stress knowledge of human sexuality, AIDS, and high-risk behaviors. ● Exploratory discussions have been initiated to determine the feasibility of a new interdisciplinary major that would successfully link education, health, and social services curricula. 	<ul style="list-style-type: none"> ● Workshops and institutes for counselors, school psychologists, and principals, focusing on accessing health and social services, are being conducted. ● Revised summer school programs that reflect the emerging partnership between education, health and social service providers, are being conducted.
8. Enhanced use of technology.	<ul style="list-style-type: none"> ● Instructional technology has been updated for teacher education students to acquire knowledge and skills for use in classrooms; i.e., edited videotaping, laser disk, teleconferencing, modular workstations, etc. 	<ul style="list-style-type: none"> ● Eisenhower grants in several areas are supporting collaborative faculty/public school teacher efforts to integrate technology into mathematics and science instruction in elementary and middle schools.

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8. (Continued)	<ul style="list-style-type: none"> ● Curricula in specific content areas are being modified; e.g., social studies, special education, early childhood, to enhance awareness of software availability. ● Preservice programs in music and art education include courses specifically devoted to technology; e.g., the use of music synthesizers, computers, audio/visual recording and playback, interactive videodiscs, etc. 	<ul style="list-style-type: none"> ● Workshops in advanced technology and instructional applications of this technology have been offered during the academic year and summer sessions. ● Long-distance learning programs have been implemented through interactive TV - often in conjunction with public school and community college organizations.
9. Ungraded or continuous progress programs, K-3.	<ul style="list-style-type: none"> ● Restructuring of the university laboratory school at Emporia as an ungraded primary is under discussion. Opportunities for field placement of students by Regents' universities in ungraded primaries are available in selected districts. ● Preparation programs are being modified to increase awareness of instructional strategies employed in ungraded primary schools. 	<ul style="list-style-type: none"> ● Limited initiatives in this area, except for those designed for a small number of experimental programs in the state of Kansas.
10. Parental/mentor involvement.	<ul style="list-style-type: none"> ● Curricula stress the need to work with parents and community agencies to secure an advocacy role for children and to involve parents and mentors in the schooling process. 	<ul style="list-style-type: none"> ● Universities are offering workshops and institutes focusing on effective parenting skills and designing strategies for support systems for children.

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11. Linkage of accountability and responsibility.	<ul style="list-style-type: none"> Curricula have been modified to stress performance outcomes, with selected assessment criteria to evaluate their effectiveness. 	<ul style="list-style-type: none"> Workshops are being conducted that focus on the use of quality indicators to determine the effectiveness of schools.
12. Adult and vocational education programs.	<ul style="list-style-type: none"> Limited, if any, involvement at this time on the part of Regents' institutions. 	<ul style="list-style-type: none"> Limited, if any, involvement at this time on the part of Regents' institutions.
13. Partnerships for restructuring.	<ul style="list-style-type: none"> Professional development schools are being implemented. Curricula have been modified in graduate programs to reflect the emerging role of partnerships for developing effective schools. 	<ul style="list-style-type: none"> Collaborative projects with school districts, focusing on restructuring initiatives, are currently being conducted. School-university partnerships through organized consortia (FHERDA, ESSDACK, BEST, GREENBUSH, etc.) are currently being strengthened.
14. Higher Education/Workforce Training		<ul style="list-style-type: none"> Faculty knowledge and skills are being upgraded through faculty development activities. Faculty are involved with representatives of vocational training institutions and businesses to outline curricula to implement SCANS report.

Principles and Standards for Admission to Teacher Education Programs at Kansas Regents Institutions

The principles that follow and the standards that emerge were created with a dual purpose: (1) to strengthen the pool of students entering teacher education studies at Kansas Regents' institutions, and (2) to further the quality of the teacher education programs offered. The standards are far from minimum. They represent the essential elements of quality initial certification teacher education programs and thus demonstrate the commitment to excellence of the Regents and the State Board of Education in concert with Kansas institutions of higher education. Throughout the discussion of the principles and the formulation of the standards, higher education students and the institutions' programs were of immediate attention, but of greatest concern were the benefits to be realized by the children and youth.

Specific principles establish standards that are either defined by the Regents (Principles 1, 2 and 4), call for enactment of processes and procedures defined by the individual institution (Principles 3, 5 and 6) or are dependent on collaboration among agencies (Principle 7) for a benefit to be realized. Further, the principles go beyond specification of criteria for admittance, but also address expectations and standards for students who have been admitted to teacher education programs. The principles and their associated standards follow.

Principle 1

Knowledge, skills and abilities in subject areas that support studies in the program major must be in evidence prior to commencing studies in Education. In the absence of such competence and understanding, the ability to progress in teacher education instruction is limited and in time the quality of education delivered in the classroom is impaired.

Application of Principle 1

A core curriculum encompassing studies in the institutions' proscribed general education requirements, to include at least 35 college credits that count toward the degree, is to be completed with a minimum GPA of 2.75 for the student to be admitted to a teacher education program.

Principle 2

A test should not serve as the stand alone Regents admission hurdle although testing should be used as one of the elements in the admission process; and, more than one test needs to be identified and validated, any one of which students may take, to fulfill a test performance admission criterion.

Application of Principle 2

Students desiring to be admitted to teacher education programs that lead to initial certification are to demonstrate command of those reading, writing and quantitative skills that (1) help to assure a student's readiness to undertake successfully course work in the Education major at the Regent institution, and (2) give credence to the public expectation that the individual possesses reading, writing and numeracy skills that support satisfactory performance as a classroom teacher. It is acknowledged that being a successful teacher requires more than having mastered essential skills, but it is believed that without reasonable skill proficiency the individual will have difficulty meeting college course requirements as well as professional standards and expectations.

Many test devices are available to evaluate the extent of an individual's mastery of learned skills. To implement a system of testing for admission to teacher education, it is recommended that the PPST, the Enhanced ACT, and the ACT CAAP instruments be validated (in the areas of mathematics, reading and writing) for their appropriateness for admission screening. For each test judged appropriate, the minimum performance standard(s) would be established by the Board of Regents. Further, an analysis is to be made to determine the feasibility of utilizing testing devices developed and used by the Kansas Board of Education to accomplish the directive of this principle. It is expected that the necessary studies can be completed by March, 1993 by the Center for Educational Testing and Evaluation at the University of Kansas.

Principle 3

Institutions are to employ standards for admission to initial teacher education certification programs that reflect the amount and quality of applicants' experiences with children or youth in advocacy roles. This principle recognizes that knowledge and ability alone are insufficient to assure the delivery of effective instruction.

Application of Principle 3

Specific procedures, standards, and associated criteria are the decision of the institution. Indicators, such as, but not limited to successful job experiences when working with children or youth, interviews, letters of support by supervisors, and a written statement by the applicant of career goals and aspirations can be utilized in the portfolio of information reviewed for admission consideration.

Principle 4

Institutions shall have discretion to admit students who fail to meet the admission criteria, but the number of individuals so admitted is to be controlled as a proportion of all teacher education "regular" admissions. The rationale for any student's probationary admission needs to be documented along with evidence that the individual has overcome any deficiencies or been dismissed. This information must be placed on file for later study and analysis of institutional practices.

Application of Principle 4

This principle is a means to offset inequity that can arise by reliance on measure that may not be sensitive to a condition or non-responsive to a circumstance that disadvantages a promising student. Students admitted under this provision will be placed in probationary admission status until they can demonstrate the basic academic skills necessary to engage in successful studies in the program. Areas of deficiency must be documented as having been overcome prior to a recommendation for certification. The number of students admitted annually under the discretionary waiver is not to exceed five (5) percent of the total "regular" initial certification students admitted in the preceding academic year (summer, fall, spring).

Principle 5

Standards for admission to teacher education will best serve the student when findings from the screening are utilized to guide the student's professional development. With this in mind, "outcomes" derived from the admission standards are useful and support their appropriateness.

Application of Principle 5

Institutions are encouraged to use the information gained during the admission

screening to advise the admitted student toward studies that will strengthen her/his professional competence and skill.

Principle 6

Once admitted to the teacher education program, but in advance of completion of their professional preparation, students need to be evaluated on those (developing) knowledge, skills and abilities that are critical to becoming effective teachers.

Application of Principle 6

When reasonable progress is not being made, satisfactory achievement not being realized or serious deficiencies are observed, the student needs to be advised regarding alternative career paths. At a minimum, there needs to be at least one formal mid-status review of the student with a decision regarding continuation in the program to follow.

Principle 7

There needs to be ongoing coordination of the Regents' admission standards, program expectations and test validation efforts with certification, accreditation and testing requirements employed by the Kansas State Board of Education.

Application of Principle 7

The executive officer of the Regents and the chair of the Regents Academic Affairs Committee, the Commissioner of Education and Chair of the State Board of Education, and the Deans of the Colleges/Schools of Education should meet at least once annually to discuss issues of mutual concern and address the quality of teacher education programs in the state. The agenda for each meeting is to be coordinated between the Board and Regents offices. A report of the outcomes from these sessions is to be made to the members of the respective Boards.