

Approved: 2-17-94
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 9, 1994 in Room 519-S of the Capitol.

All members were present except: Representative Larkin (excused)
Representative Lowther (excused)
Representative Pottorff (excused)
Representative Standifer (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Kansas State Board of Education Members
Paul D. Adams, Chairperson
Kathleen White, Vice Chair
Mildred G. McMillon, District 1
Bill Musick, District 6
Wanda Morrison, District 7
Michael D. Gragert, District 8
Connie Hubbell, District 4
Mandy Specht, District 9
J. B. "Sonny" Rundell, District 5
Elizabeth Baker, District 10
Lee Droegemueller, Commissioner of Education

Others attending: See attached list

Committee members were encouraged to visit the Education Technology Fair, showcasing learning through technology, on February 10 in the State Capitol.

Chairperson Goossen welcomed the State Board of Education to this joint meeting for discussion of education policy.

Paul Adams, Kansas State Board of Education Chair, spoke to rewards and sanctions provided under QPA. There will be five rewards: (1) Certificate to school (2) School Board staff scholarships to Annual Effective Schools Conference (3) plaque (4) Individual school staff members could be identified as mentor state trainer and financial support from state could be provided for them to train others in Kansas schools. (5) Conference of high performance schools. No financial awards are planned. Arizona and Kentucky were named as states which give financial awards. As to sanctions, there will be no negative impact on students. The District which does not measure up will receive a mild sanction in the form of "exception reports." Probation is possible at the end of the four year cycle. Ultimate sanction would be denied accreditation and possible redistricting.

Kathleen White addressed the subject of teacher licensing. (Attachment 1) Mike Gragert stated the State Board of Education has not adopted any policy on inclusion. (Attachment 2)

State Board Members Wanda Morrison, Sonny Rundell, Elizabeth Baker, and Connie Hubbell participated in the board presentation.

The floor was opened for questions by committee members.

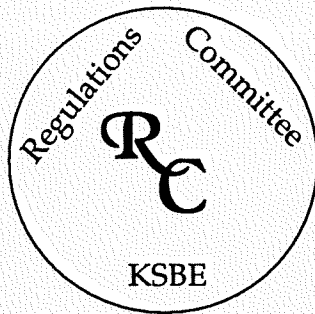
Meeting adjourned at 4:55 p.m. The next scheduled meeting of the House Education Committee is February 10, 1994 in Room 519-S.

GUEST LIST

Committee: Education

Date: 2-9-94

[illegible]



Proposed
Redesign of Professional Preparation
and
Initial License/Endorsement
of
Kansas Educators

Developed
by
The Regulations Committee
A Standing Committee
of the
Teaching and School Administration
Professional Standards
Advisory Board
Kansas State Board of Education

Draft
for
Comment

January 1, 1994

House Education
Feb. 9, 1994

Attachment 1

My name is: _____

Position: _____

Work Phone: _____

Please submit written comments about the following items:

- Using developmental stages/chronological ages as levels for endorsements on a license.
- Integrated curriculum emphasis for the initial license/endorsement.
- Limiting the number of school leadership endorsements to district, building, and program (formerly supervision). Multiple program endorsements and administrator endorsements for vocational-technical, vocational education, and special education will be deleted.
- Changing institutional accreditation from a primary input-process model to one that also requires assessment of program graduates as a condition for continuing accreditation.
- Role of (a) institution, (b) USD, (c) professional organizations in providing support during the conditional license period.
- Any part(s) of the design that require additional comments.

Please return written comments and suggestions by March 15, 1994 to:

Sandra Terril
Chairperson, Regulations Committee
c/o Certification and Teacher Education
Kansas State Board of Education
120 S.E. 10th Avenue
Topeka, Kansas 66612-1182

**DRAFT
(1-3-94)**

Dear Colleague:

For the past eighteen months, the Regulations Committee, a standing committee of the Teaching and School Administration Professional Standards Advisory Board, has been meeting frequently to develop a model for the redesign of professional preparation and licensure of Kansas educators. This proposed redesign model is described briefly in the following pages. As indicated on the inside cover page of the document, the members of the Regulations Committee request your reactions to the redesign model.

The intent of this proposal is to stimulate communication among ALL members of the education profession about practices that constitute excellence for the professional preparation of educators who serve Kansas students. This document is circulated to all members of the profession, including those who teach in classrooms, those who serve as administrators at the building level, those who serve as superintendents of public and private school districts, those who prepare educators at the preservice level, and those who have a primary assignment in the continued professional development of all members of the education profession. In addition, the committee seeks input from members of school boards and citizens of the great state of Kansas. The committee is eager to receive reactions from leadership personnel in professional organizations. It also requests comments by personnel from related agencies, such as those who serve the health and welfare needs of Kansas students.

This proposed redesign was developed through a lengthy process that involved many meetings of committee members. These meetings consisted of

sharing ideas through open communication and collaboration that fostered many ideas for change in the current system of preparing and licensing professional educators. All stakeholders of the education profession are represented on the committee and participated fully in the development of this document. Committee members completed extensive homework assignments between meetings. These assignments included talking to colleagues and reading the literature on the accreditation of institutions that prepare professional educators, the licensing of graduates of preparation programs, and the continued professional development of all education personnel.

Again, the committee invites and encourages your comments about this document. We promise to analyze carefully all responses and to make thoughtful revisions based upon them. Your response to this document will require some time, but we urge you to expend it because this work is important for the education of all Kansas students.

Sincerely,

<u>Name</u>	<u>Representing</u>
Sandra Terril (Chairperson)	Chief School Administrators
H. Lowell Alexander	Special Education Administrators
Bill Berry	Vocational-Technical Administrators
Tom Brungardt	Secondary Teachers
Patricia Herrmann	Elementary Teachers
Mary Hoy	Board of Regents Deans
Ron Marozas	Building Level Administrators
ZoAnn Torrey	Special Education Teachers
William Vandever	Private College Directors
Richard Whelan	Board of Regents Deans

Introduction

Historically, the Kansas State Board of Education has expressed a commitment to quality education. In 1989 it acted on that commitment by adopting a continuous improvement process for all schools in Kansas and by developing strategic directions for quality instruction. The strategic directions adopted in 1989 led to the development of the Quality Performance Accreditation (QPA) process. Now the accreditation of public and private schools in Kansas is based upon the continuous improvement of students' academic performance. Accreditation has shifted from a focus on resources and curriculum variables only (such as numbers of personnel, numbers of acquisitions in the library, specific curricular emphases) to one that requires schools to focus on student performance. Simply put, a school's accreditation will be determined by how well its students perform on academic mastery of essential skills. School accreditation outcomes also have been developed to judge skills in communication, critical and complex thinking, collaborative work, and the continued development of physical and emotional well-being. Schools also must accomplish very specific process outcomes. These outcomes are (a) the application of effective school principles, (b) collaborative work with each school's community to create a total learning environment, and (c) effective professional development of all school personnel.

The Quality Performance Accreditation policy is being implemented over a period of several years. By 1995-1996, all of the schools in Kansas will be guided by the policy. In addition to the policy requirements, all schools must respond to new Kansas curriculum standards that are being developed through

the leadership of the Kansas State Board of Education and those professional colleagues who will adapt and implement the new standards at the local level.

Personnel Preparation

The role of institutions that prepare professional educators was a consideration that arose from the very beginning of planning an outcomes-based approach for accreditation of Kansas schools. How should such institutions respond to the new initiatives instituted by the Kansas State Board of Education?

The Regulations Committee took on the task of redesigning the license/endorsement requirements for professional practice in public and private schools within the state of Kansas. In addition, it will complete the redesign of the accreditation process for Kansas institutions that prepare professional educators. The redesign process involves three stages.

Stage One provides an overview of the conceptual foundation for the proposed redesign. Stage Two will focus upon the development of outcomes and standards for endorsement fields. Development work requires the participation of colleagues on many task forces that the Regulations Committee will appoint in the near future. Stage Three will contain comprehensive guidelines for the initial and continuing accreditation of institutions that prepare professional educators. Comments and suggestions from colleagues about the proposals for all three stages are welcome and encouraged. The Regulations Committee is committed to a collegial and collaborative process for completion of the redesign for preparation and license/endorsement of Kansas educators.

The first stage is described in this document. It includes a brief discussion about accreditation of institutions that prepare professional educators and the conditions for license/endorsement to practice in Kansas schools. It includes an explanation of new license/endorsement fields. For example, the number of endorsement fields has been dramatically reduced, with more emphasis placed upon the importance of an integrated-curriculum approach for initial license/endorsement. The Regulations Committee also has developed a new approach for designating licensing/endorsement levels. This approach represents a change from the use of grade levels to one that uses developmental stages/chronological ages.

This proposed redesign represents a significant conceptual shift from the previous practices of accrediting professional education programs and licensing/endorsing their graduates. Similar to the Kansas Quality Performance Accreditation design, this new approach departs from resources and processes for accreditation to one that also includes outcomes which program graduates should demonstrate in teaching and learning settings. The essential question driving the development of this Stage One redesign proposal (and the subsequent stages two and three proposals to be developed in the future) is simply, "What should educators know and be able to do?" Initial accreditation of an institution will be based upon the resources and curriculum used to enable graduates to achieve essential outcomes associated with a license/endorsement field. Continuing accreditation will involve those two aspects plus the success rate of program graduates in performing the specified outcomes for a license/endorsement in a field of professional education.

Guiding Principles

During the process of developing the proposed redesign, the Regulations Committee decided that several guiding principles should direct the effort. The guiding principles include:

- The redesign must be consistent with the spirit and intent of the Kansas Quality Performance Accreditation system.
- Professional preparation programs must show that graduates can and will demonstrate specific outcomes as described in state board regulations for licensure/endorsement in specific fields. In other words, outcomes are demonstrations of learning and not the names of course titles or the accumulation of credit hours.
- Educators must be committed to students and their learning. This learning does not occur in an easily predictable fashion marked by specific grade levels; instead, it is a dynamic process marked by different needs at different developmental stages in a student's life. Therefore, the committee decided that a different approach to the level of a license must be developed to replace the past practice of using grade levels for that purpose.
- Educators in Quality Performance Accreditation schools must be prepared to enable students to learn from an integrated curriculum and instructional approach. This means that educators must go beyond their own specific discipline and be able to integrate knowledge and skills from

other disciplines in the teaching and learning activities that occur in applied situations.

- All professional educators are expected to demonstrate outcomes that will enable them to perform successfully in their roles within schools. Therefore, an outcomes approach is used for the initial teaching license; for added endorsements to it; for school-leadership endorsements at the district, building, and program levels; and for school-service endorsements such as school counselor and school psychologist.
- The license/endorsement process begins upon entrance to an accredited program that prepares professional educators. Outcomes are demonstrated throughout the professional preparation process, upon completion of the program, and during the period when a conditional license/endorsement to practice in schools is in effect. The conditional period ends when the professional educator is able to demonstrate the outcomes for an endorsement field or fields. That is, the educator clearly demonstrates, through assessment processes, outcomes associated with what she/he should know and be able to do.
- Accreditation means that the Kansas State Board of Education recognizes an institution for having met high standards for the organization and operation of its personnel-preparation programs. Accreditation also means that the institution has in place both resources (human and material) and learning activities to enable its graduates to attain the specified outcomes necessary in order to perform as professional educators in schools.

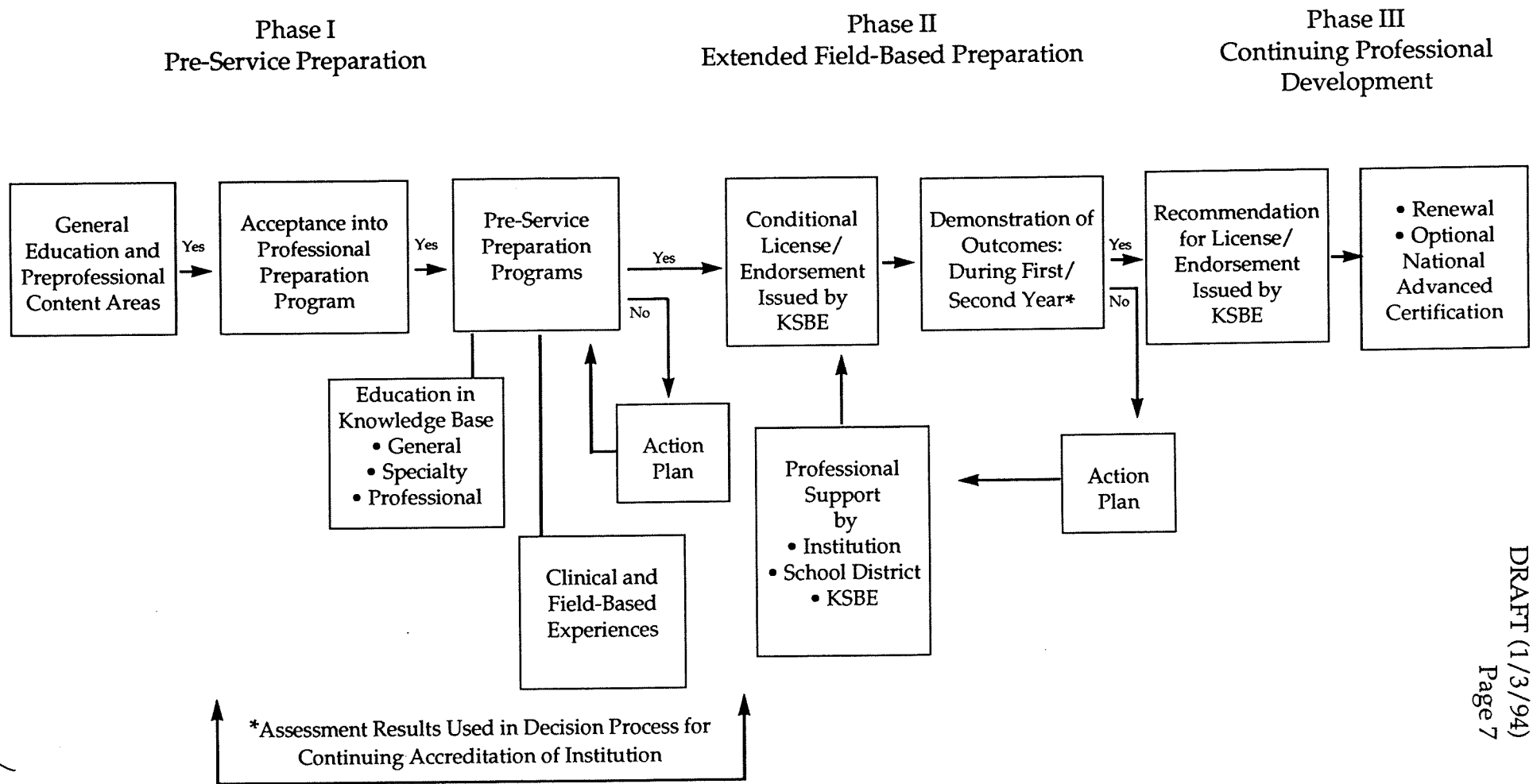
- Outcomes based accreditation means the license rate of program graduates will be used to determine the continuing accreditation status of an institution. The assessment results will be used to make refinements in programs to ensure that students are able to perform outcomes associated with license/endorsement fields.
- The term license means a document issued by the Kansas State Board of Education (upon determining that an individual has demonstrated a set of endorsement outcomes) and used as a record of approval to practice as a licensed educator in Kansas. In the past, the term certification has been used instead of license. The more recent meaning of certification is a process by which a profession grants recognition to a person who has met advanced standards established by the profession itself such as the National Board for Professional Teaching Standards.

The Redesign Continuum

Figure 1 contains a model for professional preparation. This model reflects a continuum that includes the (a) accreditation process for institutions that prepare professional educators, (b) joint responsibility of the institution and other educational organizations for supporting a person with a conditional license/endorsement, and (c) the requirements for the award of a license/endorsement for continued practice in the profession. Finally, the figure addresses the need for continuing professional development for all educators. An essential part of the proposed redesign is the professional support (see Figure 1) available to a colleague with a conditional license/endorsement. This support

Figure 1

Professional Preparation: A Continuum for Kansas



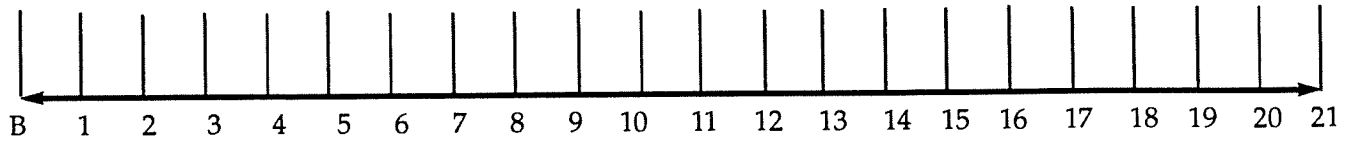
will be a collaborative effort among personnel from the institution, the school district and the Kansas State Board of Education. Such support is designed to help a conditional license/endorsement colleague successfully demonstrate the endorsement-field outcomes in school settings prior to receiving a license/endorsement for continuing professional practice.

As stated in the introduction, the proposed redesign will move from an emphasis upon resources and curriculum activities to include the assessment of outcomes demonstrated by program graduates in teaching and learning situations. The success rate of program graduates in meeting specified outcomes for a license/endorsement field will be used to determine the continuing accreditation of the preparation program. While the figure is generally self-explanatory, the "action plan" element deserves elucidation. Action plans assist individuals as they progress from phase one (preservice professional preparation) to phase two (extended field-based preparation) and, finally, into phase three (continuing professional development that could lead to national advanced certification). The Regulations Committee proposes that preparation programs be accredited, not only on the basis of a resources and curriculum approach to achieve outcomes, but also on the assessment of graduates' ability to demonstrate outcomes as determined by objective and reliable assessments of them in applied educational settings.

Professional Preparation

Figure 2 shows a shift from the current practice of licensing/endorsing professional educators by grade levels, such as kindergarten through grade twelve. The committee has adopted a model of using developmental stages/

Figure 2
Professional Preparation Licensing/Endorsement Levels
Ages Birth through 21



Teacher - Infancy/Childhood:
Birth - 8

Teacher - Childhood/
Adolescence: 7 - 13

Teacher - Adolescence/Adulthood: 11 - 21

Teacher - Infancy/Adolescence: Birth - 13

Teacher - Childhood/Adulthood: 7 - 21

Teacher - Infancy/Adulthood: Birth - 21

School Leadership: Birth - 21

School Services: Birth - 21

chronological age markers to establish levels for professional service. The committee recommends establishing only a few levels and providing overlap among them in order to make license/endorsement available to educators in their chosen professional role. This particular part of the design emerged from the committee's consideration of the outcomes required of professional educators in three knowledge bases: pedagogy, content area, and human development. All educators should recognize the importance of individual rates of student development. Educators must be able to identify variance both above and below developmental stages typically associated with a chronological age, and use individual differences among students to adjust content and instructional practices. The Regulations Committee believes that a developmental-stages approach to establishing license/endorsement levels will provide an effective and efficient means to integrating content, methods, sequence, and linkages to other disciplines. An institution that seeks accreditation to prepare professional educators must address how it will achieve the stated outcomes and levels for each license/endorsement, as displayed in Figure 2.

License/Endorsement Fields

Figure 3 shows the proposed licensure-endorsement fields available from the Kansas State Board of Education to educators upon demonstration of outcomes required for successful performance in the schools. The Regulations Committee reduced the number of endorsement fields from those currently in place and eliminated the license requirement for educators at area vocational-technical schools. It also adopted (as shown in the Initial Integrated Curriculum Teaching Endorsements) the philosophy of an integrated-curriculum approach to the teaching and learning of content. The number of endorsements that may be

Figure 3
Endorsement Fields

Initial Integrated Curriculum Teaching Endorsements	Endorsement Levels					
	B-8	B-13	7-13	7-21	11-21	B-21
Integrated Curriculum: Emphasis Art		X		X		X
Integrated Curriculum: Emphasis Infancy/ Childhood/Special Education	X					
Integrated Curriculum: Emphasis Language Arts			X		X	
Integrated Curriculum: Emphasis Foreign Languages (specific language)		X		X		X
Integrated Curriculum: Emphasis Mathematics			X		X	
Integrated Curriculum: Emphasis Music		X		X		X
Integrated Curriculum: Emphasis Science			X		X	
Integrated Curriculum: Emphasis Physical Education		X		X		X
Integrated Curriculum: Emphasis Social Studies			X		X	
Integrated Curriculum: Emphasis Business			X		X	
Integrated Curriculum: Emphasis Agriculture			X		X	
Integrated Curriculum: Emphasis Consumer and Family Life			X		X	
Integrated Curriculum: Emphasis Technology Studies			X		X	

Added Endorsements

(Requiring an Initial Teaching Endorsement)

Bilingual/Multicultural		X		X		X
Drivers Education					X	
English as a Second Language		X		X		X
Adapted Curriculum Special Education				X		X
Functional Curriculum Special Education		X		X		X
Hearing Impaired		X		X		X
Visually Impaired						X
Library Media						X
Health						X

School Leadership Endorsements

(Advanced Programs)

District Leadership						X
Building Leadership						X
Program Leadership						X

School Services Endorsements

(Advanced Programs)

School Counselor						X
School Psychologist						X

added to an initial license/endorsement is significantly reduced when compared to current options. These endorsements require additional study in order to provide the curricular and instructional activities necessary to enable students to attain outcomes required by the Quality Performance Accreditation system.

As indicated previously, the proposal includes only three school-leadership endorsements. This will allow school districts and similar organizations the flexibility to appoint personnel in response to student needs instead of being guided by overly prescriptive endorsement regulations.

Finally, the proposal includes only two school-services endorsements — school counselor and school psychologist. Current endorsements for speech language pathologist, school social worker, school nurse, and school audiologist are being deleted because professionals in these fields are licensed by a legally mandated state board or agency.

The Regulations Committee believes a limited number of endorsements will best serve the students of Kansas and members of the profession. For example, a reading-specialist endorsement is not included in the list of added endorsements. The committee expects school-district personnel to make decisions about specialized knowledge and skills based upon the needs of students in programs. For example, a practitioner in language arts could increase professional knowledge and skills through continued study in the areas of developmental, corrective, and remedial reading. Additions to the professional repertoire of a person could then be considered by a school administrator in employment decisions.

The Regulations Committee further believes that adopting endorsement levels by developmental stages/chronological ages allows sufficient flexibility for educator-preparation institutions to use their resources wisely to attain required outcomes. Most importantly, an educator's demonstrated professional competence will be matched with students' needs.

General Comments

After receiving comments about this proposed redesign document from colleagues, the Regulations Committee will appoint task forces to develop the outcomes and standards associated with the license/endorsement of professional educators. It expects participation by all members of the profession in this process and will develop a plan to ensure that all interested stakeholders have the opportunity to respond to this redesign initiative.

Committee members further anticipate that the development of relevant outcomes and standards for the endorsement fields will add yet another important component in the quest for excellence in educating Kansas students. Committee members know that the tasks described in this document and in subsequent communications will not be achieved easily. All of us must educate ourselves about assessing outcomes and standards. For example, which indicators will need to be observed before a reasonable person can make a decision that a standard has been achieved? Do several achieved standards represent the attainment of an outcome?

Obviously, collaborative work will be required to determine fair, reliable, and objective assessments of individuals seeking to enter the proud profession of education. We believe our profession is up to meeting this challenge. Let us begin now!!

Strategic Directions for Kansas Education

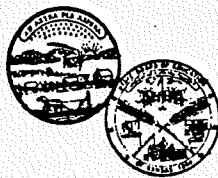
The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.



Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

Board Members

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District 2

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Commissioner of Education

An Equal Employment/Educational Opportunity Agency

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STATEMENT TO LEGISLATIVE EDUCATION COMMITTEES
RE: INCLUSION

By Mike Gragert
Kansas State Board of Education - District 8

February 9, 1994

Despite what you may have heard, the State Board of Education has not adopted any policy on inclusion and, therefore, no mandate for inclusion has been, or should have been, issued by the Department of Education.

However, our Board has been struggling for the past several months to formulate a policy on "least restrictive environment" in order to define how that term will be construed by our Board and Department in the future. During the course of our discussion, we have received input from numerous individuals and organizations covering a wide spectrum of positions.

Working from a base draft of a policy statement, we have made numerous revisions and modifications and we have reached the point where a final policy should be ready for adoption at our March 8 meeting. Although no formal action will be taken until that time, a consensus appears to be emerging within the Board that all children should be taught in an environment that is as inclusive as is reasonably possible. Instead of a separate-track educational system, we should be striving toward a unified system that values and includes students of varying levels of ability. The placement of choice for all students is the general education classroom.

However, this placement shall be subject to the following qualifying conditions:

1. Implementation of an inclusive education policy shall be carefully conceived and shall, to the extent reasonable, involve the co-operation of all stakeholders--parents, children and staff.
2. Placement of a child with disabilities in a general education classroom must be accompanied, from the beginning, with adequate supplemental aids and services.
3. Provision for such supplemental aids and services should not be to the significant detriment of the quality of education currently provided other students.

Once placed in a general education setting, a child with a disability should not be removed from that setting unless supplemental aids and services have been attempted and have not succeeded or the student is so disruptive that the safety and learning opportunities of others are significantly impaired.

In all events, services and placements for children with disabilities must be determined by the individual needs of each child and must not be based solely on categorical characteristics.

House Education
Feb. 9, 1994
Attachment 2