

**TUESDAY, MARCH 8, 2016**  
**MEETING AGENDA**

Landon State Office Bld.  
900 SW Jackson St.  
Board Room, Ste 102  
Topeka, KS 66612

AI—Action Item  
DI—Discussion Item

RI—Receive Item, for possible action  
at a future date  
IO—Information Only

<b>10:00 a.m.</b>		1. Call to Order	
		2. Roll Call	
		3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	(AI)	4. Approval of Agenda	
	(AI)	5. Approval of February Minutes	<b>page 7</b>
<b>10:05 a.m.</b>	(IO)	6. Commissioner’s Report	<b>page 21</b>
<b>10:30 a.m.</b>	(IO)	7. Citizens’ Open Forum	<b>page 23</b>
<b>11:00 a.m.</b>	(AI)	8. Act to submit recommended addition of suicide awareness and prevention training into State Board regulation 91-31-32 to the Department of Administration and Office of the Attorney General for review	<b>page 25</b>
<b>11:15 a.m.</b>	(RI)	9. Receive the following Higher Education Licensure Program Standards: Art, Gifted, Music, Instrumental Music and Vocal Music	<b>page 31</b>
<b>11:45 a.m.</b>	(IO)	10. Information on Jobs for America’s Graduates (JAG) program in Kansas	<b>page 97</b>
<b>Noon</b>		Lunch	
<b>1:30 p.m.</b>	(IO)	11. Recognition of Kansas Superintendent and Principals of the Year	<b>page 99</b>
<b>2:15 p.m.</b>	(AI)	12. Act on appointments of State Board of Education members to Kansas State High School Activities Association (a) Board of Directors (b) Executive Board	<b>page 101</b>
<b>2:25 p.m.</b>	(RI)	13. Receive Board Attorney contract renewal	<b>page 105</b>
<b>2:35 p.m.</b>	(RI)	14. Receive proposed requirements and monitoring plans for Kansas Virtual Education and Kansas Diploma Completion programs	<b>page 109</b>

3:00 p.m.

Break

3:10 p.m.

(IO) 15. Legislative Update page 131

3:30 p.m.

16. Consent Agenda

**Routine Items**

- (RI) a. Receive monthly personnel report page 133
- (AI) b. Act on recommendations for licensure waivers page 135
- (AI) c. Act on recommendations of the Licensure Review Committee page 139
- (AI) d. Act on the requests from the following USDs to hold bond elections:  
USD 251 North Lyon County, USD 262 Valley Center, USD 378 Riley  
County, USD 396 Douglass page 143
- (AI) e. Act on recommendations for continuation of Title II Part B Math and  
Science Partnership grants page 151
- (AI) f. Act to initiate contract bid process for investigation of special  
education complaints page 153

3:35 p.m.

(IO) 17. Board Reports & Requests for Future Agenda Items page 155

4:15 p.m.

(AI) 18. Act on Board Member Travel page 157

4:30 p.m.

**ADJOURN**

March 9 Meeting

**Wednesday, March 9 — Annual Visits**

9 a.m. at Kansas State School for the Blind, Kansas City page 159

1 p.m. at Kansas State School for the Deaf, Olathe page 160



# KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

[www.KSSDB.org](http://www.KSSDB.org)

**KANSAS STATE SCHOOL FOR THE DEAF**  
450 EAST PARK ST. · OLATHE, KS 66061-5497  
PHONE: 913-210-8200 FAX: 913-791-0577

**KANSAS STATE SCHOOL FOR THE BLIND**  
1100 STATE AVE. · KANSAS CITY, KS 66102-4411  
PHONE: 913-305-3000

## KANSAS STATE SCHOOL FOR THE BLIND

### KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Wednesday, March 9, 2016

9:00 – 11:30 AM

KSSB Library

#### AGENDA

- 9:00 A.M.    **WELCOME**  
**FIVE YEAR ADMINISTRATION MERGER UPDATE**  
*Madeleine Burkindine, Superintendent*
- OVERVIEW OF SELF-DETERMINATION FOCUS THIS YEAR**  
*Jon Harding, Director of Instruction*
- BRAILLE CHALLENGE REVIEW AND VIDEO**  
**EXTENDED SCHOOL YEAR**  
*Aundrayah Shermer, Field Services Director*
- BREAK – 15 MINUTES**
- STUDENT PRESENTATIONS RELATED TO SELF-DETERMINATION**
- FIELD SERVICES – REGIONAL PERSPECTIVE**  
*TBD*
- TRAINING AND COLLABORATIONS IN WORKING WITH PART C**  
**UPDATE ON PERSONNEL PREPARATION OF TVIS AND COMS**  
*Anne Nielsen, Field Services*
- 11:30 A.M.    **EXECUTIVE SESSION FOR THE PURPOSE OF PERSONNEL MATTERS OF**  
**NON-ELECTED PERSONNEL**
- 12:00 P.M.    **LUNCH IN CAFETERIA**
- 12:30 P.M.    **DEPART FOR KSD**



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





# KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

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PHONE: 913-305-3000

## KANSAS STATE SCHOOL FOR THE DEAF

### KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Wednesday, March 9, 2016

1:00 – 3:30 PM

Parks-Bilger IEP Conference Room

### AGENDA

#### **WELCOME AND INTRODUCTORY REMARKS**

*Madeleine Burkindine, Superintendent*

#### **ASL POETRY PERFORMANCE**

*Elementary Students*

#### **JOINT PLAY WITH WESTRIDGE SCHOOL (Shawnee Mission School District)**

**“WE SHARE A LANGUAGE”**

*Student Report & Video Clip*

#### **TRANSITION – WORK EXPERIENCE**

*Student Reports*

#### **ASL ACCOMMODATION ON STATE ASSESSMENTS – THANK YOU**

*Larry Finn, Assessment and Curriculum Coordinator*

#### **VISIT STUDIO ART CLASSROOM**

#### **LANGUAGE ACQUISITION POWERPOINT**

*Kester Horn-Marsh, Bilingual Specialist with two Students*

#### **LANGUAGE ACCESSIBILITY – ACTION PLAN**

**QUESTIONS & ANSWERS**

*Luanne Barron, Assistant Superintendent*



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





# KANSAS STATE BOARD OF EDUCATION

## VISION

Kansas leads the world in the success of each student.

## MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES FOR MEASURING PROGRESS

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally





## KANSAS STATE BOARD OF EDUCATION

### Meeting Minutes February 9, 2016

#### CALL TO ORDER

Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Feb. 9, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Mr. McNiece welcomed those in attendance, including pre-service teachers from Baker University and participants with the Kansas Educational Leadership Institute's superintendent mentor/mentee program.

2/09/2016  
A.M. Session  
(00:00:07)

#### ROLL CALL

Board members present were:

John Bacon	Sally Cauble	Steve Roberts
Kathy Busch	Deena Horst	Janet Waugh
Carolyn Wims-Campbell	Jim McNiece	Ken Willard

Member Jim Porter was at the Statehouse during the opening agenda items. He arrived at 10:25 a.m.

#### STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman McNiece read both the Board's Mission Statement and *Kansans CAN* Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

#### APPROVAL OF AMENDED AGENDA

Mrs. Busch asked to pull consent item 16 k. from the agenda and agreed to postpone action on it until Wednesday after the work session on Individual Plans of Study. Mrs. Horst seconded. Motion carried 8-1, with Mr. Porter absent and Mr. Roberts abstaining. Mrs. Waugh asked for confirmation from the Board Attorney that Board action could be taken during a work session as long as it was announced to the public and occurred during an open meeting.

MOTION  
(00:03:44)

#### APPROVAL OF THE JANUARY MEETING MINUTES

Mr. Roberts moved to approve the minutes of the January Board meeting. Mrs. Horst seconded. Motion carried 9-0.

MOTION  
(00:04:50)

#### COMMISSIONER'S REPORT

Following a brief summary of the *Kansans CAN* Vision activities to date, Dr. Randy Watson stated that next steps are to refine the outcomes and organize the agency to carry out vision work. As an example of collaborative efforts, he distributed a letter composed for the Higher Learning Commission with support of multiple agencies asking for flexibility of a new policy concerning dual credit enrollment courses for high school students. Deputy Commissioner Brad Neuenswander concluded the time with an update on financial literacy teaching resources schools may utilize, many of which are free. During discussion, Board members directed staff to conduct a survey very soon to determine how many school districts include financial literacy in their course schedule or embed it with other standards. This information is to be included in a progress report to the legislature as indicated in a letter signed last May by the House Education Committee Chairman and State Board Chairman strongly encouraging each local board of education to pass and implement a policy on the instruction and desired outcomes of personal financial literacy education in the manner best suited to their district.

(00:05:14)

**CITIZENS' OPEN FORUM**

(00:32:06)

Chairman McNiece declared the Citizens' Forum open at 10:32 a.m. Speakers and their topics were: John Morton, Emporia State University — invitation to a statewide conversation on school redesign May 7 at ESU; Shellie Stahly, Kansas Association of Health Physical Education Recreation and Dance—advocating for administrator involvement in training programs that support student movement. Chairman McNiece declared the Citizens' Forum closed at 10:37 a.m.

**ACTION ON NEW APPOINTMENT TO PROFESSIONAL STANDARDS BOARD**

**MOTION**  
(00:38:31)

Dr. Scott Myers presented the recommendation of Christina Carlson to fill a vacancy on the Professional Standards Board. Ms. Carlson is an art teacher at Valley Center High School, Valley Center USD 262. Mrs. Cauble moved to appoint Christina Carlson to the Professional Standards Board representing Career and Technical Education teachers. This partial term is effective Feb. 11, 2016 through June 30, 2016. Mrs. Horst seconded. Motion carried 10-0.

**ACTION ON NEW APPOINTMENT TO LICENSURE REVIEW COMMITTEE**

**MOTION**  
(00:39:33)

Dr. Scott Myers presented the recommendation of Jaime Byers to fill a vacancy on the Licensure Review Committee. Ms. Byers is a 5th-grade classroom teacher at Lincoln Elementary, Great Bend USD 428. Mrs. Cauble moved to appoint Jaime Byers to the Licensure Review Committee representing elementary level teachers. This partial term is effective Feb. 11, 2016 through June 30, 2016. Mr. Porter seconded. Motion carried 10-0.

**BREAK**

Board members took a break from 10:40 to 10:45 a.m.

**LEGISLATIVE UPDATE (PART I)**

(00:43:22)

Deputy Commissioner Dale Dennis began his report on education legislation by reviewing the status of several bills introduced in the House and Senate. These included the creation of a School District Bond Project Review Board, realignment of school districts, amendments to the tax credit for low income student scholarship program and citations for camera-captured violations of ignoring a bus stop arm. Mr. Dennis summarized key points of proposed legislation and answered questions.

**RECOGNITION OF 2016 KANSAS TEACHER OF THE YEAR TEAM**

(01:03:10)

Resuming the agenda schedule, Mr. Dennis welcomed the 2016 Kansas Teacher of the Year Team. Honorees introduced themselves and each one shared remarks related to his or her classroom and passion. They addressed such topics as project-based learning, developing the whole child, providing a safe and happy environment, global connections, student-led parent/teacher conferences and building relationships. Those presenting were Kansas Teacher of the Year Justin Coffey, a mathematics teacher at Dodge City High School (USD 443), and team members Shelly Jennings, a 2nd-grade teacher at Maize South Elementary (USD 266), Nona Mason, a kindergarten teacher at West Elementary in Goodland (USD 352), Anna Sahadeo, a 2nd-grade teacher at Riverview Elementary in Shawnee (USD 232), Jolene Pennington, a 5th-grade teacher at Sunflower Elementary in Paola (USD 368), Lucinda Crenshaw, a 7th-grade science teacher at West Middle School in Lawrence (USD 497), Sheila Koup, a high school English teacher at Eureka Junior-Senior High (USD 389), and Kristoffer Barikmo, a social studies teacher at Blue Valley High School (USD 229). The group answered questions and relayed their encouragement for the *Kansans CAN* Vision and kindergarten readiness.

**LUNCH**

At 12:10 p.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

**RECEIVE PROPOSED SUICIDE AWARENESS AND PREVENTION REGULATIONS**

**P.M. SESSION**  
(00:00:40)

KSDE Education Program Consultant Kent Reed provided national facts and statistical impact data about youth suicide. He also shared an intervention model and components of recovery plans. Board members asked a number of questions, seeking answers about causes of youth suicide, trend data



and at-risk populations. KSDE General Counsel Scott Gordon then presented proposed amendments that would add suicide awareness and prevention training in schools to current State Board accreditation regulation 91-31-32. The recommendation models the Jason Flatt Act, but expands the training to all school staff, one hour each calendar year, plus provides for a building crisis plan. The Jason Flatt Act, which has been introduced to the Kansas Senate, would require only licensed personnel to be trained. Discussion included availability of the training, time requirements, law verses regulations, challenges associated with reduction of mental health facilities and school counselors. Proceeding with the recommended regulation amendments will be voted on in March.

**ACTION ON TEMPORARY EMERGENCY SAFETY INTERVENTION REGULATIONS TO COMPLY WITH NEW STATUTORY REQUIREMENTS**

General Counsel Scott Gordon explained that a law passed last year, called the Freedom from Unsafe Seclusion and Restraint Act, required the State Board to adopt regulations by March 1, 2016. The new law interrupted emergency safety intervention regulations the State Board had already started through the adoption process. Mr. Porter moved to adopt temporary Emergency Safety Intervention regulations to comply with the Freedom from Unsafe Seclusion and Restraint Act. Mr. Willard seconded. A public hearing on the regulations is expected in April. Motion carried 10-0 on a roll call vote recorded as follows:

**MOTION**  
(00:49:05)

Mrs. Busch	“yes”	Ms. Wims-Campbell	“yes”
Mr. Willard	“yes”	Mrs. Waugh	“yes”
Mr. Bacon	“yes”	Mr. Porter	“yes”
Mrs. Cauble	“yes”	Mrs. Horst	“yes”
Mr. McNiece	“yes”	Mr. Roberts	“yes”

**RECEIVE INFORMATION ON CITIZENSHIP PROJECTS**

There were two parts to the presentation by KSDE Education Program Consultant Don Gifford. First, he provided information about Black History Month, and named many everyday devices invented by African Americans. Secondly, Mr. Gifford outlined an award for Kansas schools, as proposed by the Civic Advocacy Network, that would promote civic education and engagement. The award is based on the guidebook “Six Proven Practices for Effective Civic Learning” produced by the Education Commission of the States and the National Center for Learning Engagement. More details will be provided later. Board members stressed that students should recognize the importance of voting as civic duty.

(00:51:37)

**ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

Assistant General Counsel Kelli Broers presented the recommendation of the Professional Practices Commission following a hearing Jan. 20, 2016 on licensure case 15-PPC-51 Elisabeth Crider. Mrs. Horst moved to adopt the findings of the PPC and its recommendation for licensure revocation. Ms. Wims-Campbell seconded. Motion carried 10-0.

**MOTION**  
(01:07:57)

**LEGISLATIVE UPDATE (PART II)**

Mr. Dennis continued his legislative update from the morning. He answered several questions about the intended role of a proposed School District Bond Project Review Board, which was introduced in similar bills in both the House and Senate. This review board would prioritize bond projects and determine those items eligible for potential state aid. Mr. Dennis also reviewed House and Senate recommendations on KSDE budget requests.

(01:08:45)

**CONSENT AGENDA**

Mrs. Busch moved to approve the Consent Agenda, excluding 16 k. This particular item will be voted on the following day. Mrs. Cauble seconded. Motion carried 9-1, with Mr. Roberts in opposition. In the Consent Agenda, the Board:

**MOTION**  
(01:37:49)

- received the monthly Personnel Report for January.
  - confirmed the unclassified special projects personnel appointment of Stacy Smith as Education Program Consultant on the Career Standards and Assessment Services team effective July 5, 2016, at an annual salary of \$56,118.40.
  - received 2nd quarter reports (FY 2016) from the Kansas State School for the Deaf and Kansas State School for the Blind.
  - authorized the following school districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 344 Pleasanton, USD 423 Moundridge and USD 506 Labette County.
  - accepted the following recommendations for licensure waivers valid for one school year:  
*Early Childhood Special Education* -- Sarah Freeman, USD 259; Brianna Pettit, USD 475; Kristin Briggs, D0638. *Earth Space Science* -- Michael Adams, USD 259. *English Language Arts – Extension on the number of days on an emergency substitute license* -- Marianne Tennant, USD 453. *Gifted* -- Brenda Spangler, USD 333; Stuart Ross, USD 368; Jessica Tossier, USD 500. *High Incidence Special Education* -- Leslie Wagner, USD 200; Amy Hammett, USD 230; Emily Thayer, USD 232; Brianna Boyce, USD 253; Douglas Putnam, Elizabeth Arnce, Lisa Dridi, Tonya Nottingham, Heather Castro, Maggie Spratt, Renee Elliot, Ann Walker, Christopher Gebhardt, CiCi Nafeh, Taylor Clark, Thomas Manion, USD 259; Fallon Votipka, David Hughes, USD 333; A'Lana Bates, USD 457; Kimberly Hutto, USD 465; Sarah Rossillon, USD 497; Kevin Kelley, Megan Kiefer, Nicole Nafziger, Michael Fredette, Novelette Osbourne-Luster, Shannon Powell, USD 500; John Swift, USD 501; Ronald Wolf, D0602; Michael Gripe, D0605; Dustin Wetzels, D0609; Timothy Kaminski, D0613; Taylor Zimmerman, D0620; Alyssa Riffel, D0638; Whitney Curry, D0702. *High Incidence Special Education – Extension on the number of days on an emergency substitute license* -- Lisha Merrill, USD 493; JoAnn Cline, Jose Martinez, D0613. *Library Media Specialist* – Linda Bland, USD 259. *Low Incidence Special Education* – Amanda Scheu, Margaret Gugino, Arleen Sponsel, Stephanie Moore, USD 259. *Math* – Tricia Loehr, Victoria Acevedo De La Torre, USD 259; Melanie McGinn, USD 439. *Math – Extension on the number of days on an emergency substitute license* – Brenda Smart, USD 313.
  - approved the local in-service education plan for Northeast Kansas Education Service Center (Keystone) #608.
  - accepted recommendations of the Evaluation Review Committee for program approval: **Central Christian College** — Continuing Program: Physical Education (I, PreK-12) through June 30, 2023.
  - approved recommendations of the Mathematics Partnership Review Committee for funding Title II Part B Mathematics and Science Partnership Grants for 2016-17 as follows: Kansas State University in the amount of \$150,000 in partnership with USD 475, USD 427, USD 383 and USD 320.
- authorized the Commissioner of Education to negotiate and*
- enter into a contract with the Charles A. Dana Center at the University of Texas at Austin for the purchase of curriculum for the teachers and students involved in the Transition to College Algebra pilot in an amount not to exceed \$29,000 for the 2016-17 school year;
  - enter into a contract with the Kansas State Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$36,000, effective May 16, 2016 and not to exceed four months duration;
  - continue a contract with Kansas State University to provide Carl D. Perkins leadership grant activities for the position of Executive Director of FFA in an amount not to exceed \$75,427 effective July 1, 2016 to June 30, 2017.

**BREAK**

The Board took a break from 3:10 to 3:20 p.m.

## **BOARD REPORTS AND REQUESTS FOR FUTURE AGENDA ITEMS**

Legislative — Mr. Willard and Mrs. Horst indicated that Mr. Dennis had adequately covered education legislation already. Mrs. Horst will continue to provide Capitol Observations for Board members. Chairman McNiece thanked those who attended the previous night's dinner with members of the House and Senate Education committees. Thank you letters will be sent to Rep. Highland, Sen. Abrams and Federico Consulting for coordinating the event.

Communications — Mrs. Cauble listed other groups she would like to hear Dr. Watson's presentation about the vision, including community college presidents and trustees, and the Kansas Board of Regents' Technical Education Authority.

Confidence in Public Education Task Force — Mrs. Waugh reported that 99 schools are recipients of the 2015 Challenge Awards. She thanked Board members for assisting with the presentations and asked for feedback about the individualized recognition instead of hosting one large banquet. Overall, there were positive experiences. She asked that the remaining presentations be scheduled by March 4. Mr. Willard suggested that the Task Force next year reconsider the criteria for the awards, placing less focus on assessment scores and more emphasis related to the new vision outcomes.

Board Attorney Mark Ferguson referenced copies of exchange letters he provided to Board members between the Kansas School for the Deaf NEA and his office regarding topics for upcoming negotiations. He also offered to answer questions from his monthly written report.

During individual Board member reports, Mr. Bacon reported meeting with a member of the Kansas Association of the Deaf regarding elementary student assessments at the Kansas School for the Deaf and lack of early language for children deaf and hard of hearing. He asked that assessment data be given to State Board members. He also suggested that school districts be asked to post contact information for their local school board members on the district's website for patrons to access. Mrs. Cauble reported on topics addressed at the Career and Technical Education Board meeting. She also talked about challenges to migrant students and refugees. Mrs. Waugh attended a meeting of the Kansas Association for Conservation and Environmental Education, which has been discussing water issues. KACEE's convention is April 1 in Manhattan. Mr. Porter's written report was shared, which included Challenge Award recognitions and presentations of the ESI Task Force Report. Mrs. Horst plans to attend the breakfast hosted by the Kansas Association of Independent and Religious Schools. Mr. McNiece briefed Board members on the status of the Community Service Award project. Those involved will meet on March 4. Funding options are still being considered.

### **Requests for Future Agenda Items:**

Mrs. Horst requested a presentation on the Jobs for America's Graduates (JAG) program.

## **EXECUTIVE SESSION**

Ms. Wims-Campbell moved to enter into Executive Session for 10 minutes for the purpose of discussing personnel matters of non-elected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 4:06 p.m. Mrs. Busch seconded. Motion carried 10-0.

## **ADJOURNMENT**

The open meeting resumed at 4:16 p.m., and Chairman McNiece immediately adjourned. Board members were reminded of the work session starting at 9 a.m. on Wednesday at the Kansas State High School Activities Association for the purpose of *Kansans CAN* vision work regarding Individual Plans of Study.

**COMMITTEE  
REPORTS**  
(01:38:29)

**ATTORNEY'S  
REPORT**

**INDIVIDUAL  
MEMBER  
REPORTS**  
(01:58:40)

**MOTION**  
(02:22:59)

**POST-MEETING ACTIVITY**

On Tuesday evening, Board members and Commissioner Watson were invited to a screening of the documentary “Most Likely to Succeed” at the University of Missouri Kansas City, and to participate in a panel discussion with Executive Producer Ted Dintersmith. Those attending were: Carolyn Wims-Campbell, Deena Horst, Jim McNiece, Jim Porter and Commissioner Watson.

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Jim McNiece, Chairman

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Peggy Hill, Secretary

**WORK SESSION — WEDNESDAY, FEB. 10, 2016**

The Kansas State Board of Education convened at 9 a.m. on Wednesday, Feb. 10, for a work session, which was held at the KSHSAA offices, 601 Commerce Place, Topeka. Board members in attendance were: Chairman McNiece, Vice Chair Wims-Campbell, Mr. Bacon, Mrs. Busch, Mrs. Cauble, Mrs. Horst, Mr. Porter, Mr. Roberts, Mrs. Waugh and Mr. Willard.

Commissioner Randy Watson provided an overview of the day’s itinerary, then introduced guest presenters Jay Scott, KSDE Assistant Director of Career and Technical Education, and Kathleen Mercer, Career Pathways Coordinator. They described benefits of using a software system that would interface with school districts’ current student information systems to help build Individual Plans of Study (IPS) focused on students’ career interests. The process would help students explore various forms of postsecondary education and career fields. An IPS is a living document that serves as a comprehensive career guidance roadmap based on the students’ interests and strengths. It also facilitates conversations with students, faculty and parents to evaluate progress toward goals.

By identifying state-preferred vendors who could meet 20 pre-determined components, schools could have the options of using Individual Plan of Study software that meets their needs and secure a better subscription price. Board members raised questions about ownership of data, access to the IPS portfolios after high school graduation, data security, student mobility, and ability for schools to customize features. It was noted that currently about 80 percent of school districts are implementing some form of IPS. Different models were described. Guest presenters from Emporia High School and McPherson High School shared how the IPS process worked in their districts. They talked about the importance of purposeful parent/teacher conferences, considerations for flexible graduation requirements, use of college and career advocates, and college visits.

**MOTION**

Board members then learned about specifications to be included in a Request for Proposal (RFP) for the IPS software and suggested modifications related to data security. They were presented an anticipated timeline and projected costs. Mr. Porter moved to authorize the Commissioner of Education to enter into a Request for Proposal bid process for the purpose of identifying state-preferred vendors of Individual Plans of Study software systems, with modifications for incorporating data security, and grant Perkins Reserve Federal dollars for start-up costs to middle and high schools not currently utilizing a state-preferred vendor over a two-year period (July 1, 2016-June 30,2018) in an amount not to exceed \$625,000. Mrs. Waugh seconded. Motion carried 10-0.

**BOARD MEMBER TRAVEL**

**MOTION**

Additions to the travel requests were: Mr. McNiece Feb. 23 Kansas Alliance for Educational Advocacy in Topeka; Mr. Willard Feb. 17 legislative work at the Statehouse. Mrs. Busch moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 10-0. The group dismissed at approximately 3:15 p.m.

## KANSAS STATE BOARD OF EDUCATION

### Meeting Minutes January 12, 2016

#### CALL TO ORDER

Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Jan. 12, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. McNiece welcomed those in attendance.

**1/12/2016**  
**A.M. Session**  
(00:00:05)

#### ROLL CALL

Board members present were:

John Bacon	Deena Horst	Steve Roberts
Kathy Busch	Jim McNiece	Janet Waugh
Sally Cauble	Jim Porter	Ken Willard

Board member Carolyn Wims-Campbell did not attend the meeting, but participated by phone in the morning, beginning at the time of the Commissioner's Report to the lunch break.

#### STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Chairman McNiece read both the Board's Mission Statement and *Kansans CAN* Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited.

#### APPROVAL OF AGENDA

Chairman McNiece announced that a change was made to the dollar amount listed in Consent Agenda Item 15 h. The revised action item was provided. Mrs. Busch moved to approve the agenda. Mrs. Horst seconded. Motion carried 8-0-1, with Ms. Wims-Campbell absent and Mr. Roberts abstaining. Chairman McNiece reminded Board members of the additional activities scheduled both before and after this month's two-day business meeting.

**MOTION**  
(00:03:43)

#### APPROVAL OF THE DECEMBER MEETING MINUTES

Mrs. Horst moved to approve the minutes of the December Board meeting. Mr. Willard seconded. Motion carried 9-0.

**MOTION**  
(00:04:27)

#### COMMISSIONER'S REPORT

Dr. Randy Watson reported on the establishment of a master committee, which will be subdivided, to work with the Kansas State Department of Education on the transition to the Every Student Succeeds Act. He noted key components of the federal law, which replaces the No Child Left Behind Act, and is to be fully implemented during the 2017-18 school year. Dr. Watson announced that recommendations would be forthcoming in February on proposed regulations and protocols for ongoing suicide prevention training in schools. This work is in collaboration with the Attorney General's office. Lastly, he provided Board members with a draft of the annual Accountability Report prepared by the agency. Board members were asked to review the document and provide comments.

(00:04:17)

#### CITIZENS' OPEN FORUM

Chairman McNiece declared the Citizens' Forum open at 10:32 a.m. Speakers and their topics were: Margery Thompson, Kansas Association of Health, Physical Education Recreation and Dance — importance of physical education in schools and learning through movement; Tom Krebs, Kansas Association of School Boards — reflection on the K-12 Student Success Committee's draft report of recommendations; Kirk Fast, Ozawkie — a citizen's perspective on the state of Kansas education; Sheree Willis, Kansas World Languages Association — suggesting students be prepared with global

(00:31:26)

skills, including competency in world languages and cultures. Chairman McNiece declared the Citizens' Forum closed at 10:48 a.m.

**LEGISLATIVE UPDATE**

(00:48:19)

Deputy Commissioner Dale Dennis stated that the draft report of the Special Committee on K-12 Student Success was being re-written by the Kansas Legislative Research Department and would soon be available. He distributed copies of the State of Kansas Efficiency Review interim report from the firm Alvarez and Marsal, then highlighted recommendations pertaining to education. He also shared upcoming agendas for the House and Senate Education committees.

**ACTION ON DEFINITION OF KANSAS COLLEGE AND CAREER READY**

**MOTION**  
(01:09:03)

Board members have considered adapting the current definition of College and Career Ready to better reflect a new vision for education and encompass traits Kansans emphasized during a series of community forums. Dr. Watson presented a proposed definition that includes *civic engagement*, representing both civics knowledge and application. Mrs. Cauble moved to approve the new definition as "A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation." Mr. Porter seconded. Board members discussed alternate ways to express cognitive preparation, and the option to combine academic and cognitive preparation. Suggested amendments did not change the original motion. Motion carried 10-0.

**BREAK**

The Board took a break from 11:20 to 11:30 a.m.

**ACTION ON BOARD OUTCOMES FOR KANSANS CAN VISION**

**MOTION**  
(01:58:42)

Commissioner Watson reviewed previously identified measurable outcomes for the Board to act upon. These outcomes would be at the forefront of *Kansans CAN* vision work by the State Board, the Kansas State Department of Education and stakeholders. The outcomes would focus on more than a single assessment score to track student success. Board members discussed whether remediation rates and academic progress should be included to parallel with the definition of a successful Kansas high school graduate. It was also discussed whether kindergarten readiness expanded the constitutional authority of the State Board. Mr. Willard moved to adopt the following outcomes for measuring progress over time ensuring that Kansas leads the world in the success of each student: kindergarten readiness, Individual Plan of Study focused on career interest, high school graduation rates, post-secondary completion/attendance and social/emotional growth measured locally. Mr. Roberts seconded. Motion carried 9-1 with Mr. Bacon in opposition. It was noted that the initial outcomes will be reviewed regularly and adapted as necessary to achieve the vision.

**LUNCH**

At 12:14 p.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m. Ms. Wims-Campbell did not participate by phone during the afternoon session.

**REPORT FROM SCHOOL REDESIGN ADVISORY GROUP**

**P.M. SESSION**  
(00:00:21)

A 20-member ad hoc group of education stakeholders was assembled by Commissioner Watson to consider ways schools might be redesigned to meet the new *Kansans CAN* vision and address the needs of individual students. Kevin Case, Superintendent of Inman USD 448, serves as chair. He explained the makeup of the group, then introduced several team members who shared unique aspects of their school districts or strategies being considered. Speakers and their topics were Cory Gibson, superintendent of Valley Center USD 262, benefits of internship programs and the need to publicize the great work already occurring in districts; Natalie Clark, a high school teacher with Stafford USD 349, creating opportunities for school-to-business connections; and Jerri Kemble, assistant superintendent of Lawrence USD 497, student-centered learning and project-based learning. Mr. Case then

summarized key call-to-action points such as supporting flexibility and changing the conversation to showcase best practices.

**INFORMAL EDUCATION INSTITUTIONS REPORT ON PREK-12 LEARNING OPPORTUNITIES**

Representatives from five of the state’s Informal Education Institutions (IEIs) provided information to the State Board on impacts of IEIs on PreK-12 education. Tracey Tomme, vice president of education at the Cosmosphere, led the presentation. She explained that collectively the more than 40 IEIs across Kansas — which include centers dedicated to space, aviation, history, nature, animals and science — offer links between learning inside the classroom and learning outside the classroom. She reported on survey results and the alignment of program education at these facilities to the college and career ready standards. Other presenters were Ann Marie Morris of the Salina Art Center, Jared Bixby from Manhattan’s Sunset Zoo, Schanee Anderson from the Sedgwick County Zoo, and Traci Kallhoff of Exploration Place in Wichita.

(00:34:44)

**RECEIVE SPECIAL EDUCATION ADVISORY COUNCIL ANNUAL REPORT**

Special Education Services Director Colleen Riley described the role of the Special Education Advisory Council (SEAC), which is required to submit an annual report of its activities each year to the Kansas State Board of Education. Dr. Matthew Ramsey currently serves as SEAC Chair. Council members present introduced themselves followed by an update from Dr. Joan Robbins, SEAC Chair for 2014-15. She reflected on highlights of the past year. These included the leadership of Mr. Porter as Chair of the Emergency Safety Intervention Task Force, collaboration with other agencies that serve exceptional children, and efforts by state universities to help exceptional students develop independence.

(01:11:02)

The Board took a 10-minute break at 2:55 p.m.

**BREAK**

**ADOPTION OF RESOLUTION FOR 2016 BOARD MEETING DATES**

Mrs. Busch moved to adopt the Resolution as presented officially establishing the 2016 calendar of Board meeting dates, time and location for the Kansas State Board of Education. Mrs. Horst seconded. Motion carried 9-0. The signed resolution is provided as an attachment to the minutes.

**MOTION**  
(01:26:03)

**CONSENT AGENDA**

Mrs. Waugh moved to approve the Consent Agenda, including the revised dollar amount on Item 15 h. Mrs. Horst seconded. Motion carried 9-0. In the Consent Agenda, the Board:

**MOTION**  
(01:27:37)

- received the monthly Personnel Report for December.
- confirmed the unclassified special projects personnel appointment of Ann Yates as Education Program Consultant on the Teacher Licensure and Accreditation team effective Nov. 23, 2015 at an annual salary of \$56,118.40.
- accepted the following recommendations for licensure waivers valid for one school year:  
*Adaptive Special Education* -- Jordan Tice, D0620; Brett Foster, D0638. *Early Childhood Special Education* -- Leanna Keller, USD 293. *Early Childhood/Preschool* -- Stephanie Ferguson, USD 500. *Gifted* -- Amanda Harcus, USD 259; Kurt Sherry, USD 353; Lauren Turner, USD 428. *High Incidence Special Education (formerly Adaptive Special Education)* -- Kendra Haynes, USD 200; Sarah Farnet, USD 231; Shirley Farmer, USD 259; Debbie Harn, Pawandeep Kaur, Jourdan King, Tami Dillon, USD 353; Stephanie Cuddy, USD 383; Eric Steiner, USD 428; Michael Troyer, Cristen Bray, Kerri Cullivan, USD 453; Mary Green, Rebecca Sledd, Meghann Murtaugh, Connie Shirley-Olson, Dawn Miti, USD 500; Kathy Ryff, D0638. *High Incidence Special Education – Extension of the number of days on an Emergency Substitute License* -- Robin Dorathy, USD 244; Sallie Melton, USD 453. *Library Media Specialist* – Lindsay Bucy, USD 259. *Low Incidence Special Education (formerly Functional Special Education)* -- Kortni McGlothlin, USD 259; Vicki Tharp, USD 453; Molly Mosher,

Karen Hay, USD 475. *Math – Extension of the number of days on an Emergency Substitute License* -- Hailey Brooks, USD 385.

- accepted recommendations of the Licensure Review Committee as follows: *Approved Cases* — 3055 Shawn Lamberson, 3058 Rachel Winter, 3060 Heidi Holsey, 3067 Austin Somlo-Horton (PreK-12 high incidence special education), 3070 Tony Ryff, 3074 Sundara Ghatty. *Denied Cases* — 3067 Austin Somlo-Horton (6-12 mathematics).
- accepted recommendations of the Evaluation Review Committee for program approval: **Central Christian College** — all Continuing Programs: Elementary (I, K-6), English (I, 6-12), History/Government/Social Studies (I, 6-12) through June 30, 2023; **Kansas State University** — all Continuing Programs: Mathematics (I, 6-12), Foreign Language (I, PreK-12), ESOL (A, K-6, 6-12) through Dec. 31, 2022.
- approved local in-service education plans for Wellington Christian Academy.
- approved interlocal agreements to continue the Keystone Learning Services d/b/a Northeast Kansas Education Service Center

*authorized the Commissioner of Education to negotiate and*

- enter into a contract with the Center for Educational Testing and Evaluation, University of Kansas, for the development of formative assessment resources in an amount not to exceed \$5,501,930 for the period January 2016 through Sept. 30, 2019;
- enter into a contract with a vendor to be selected through the competitive bid process to provide development and ongoing servicing of the Early Childhood, Special Education and Title Services’ Kansas integrated Accountability System web-based monitoring application in an amount not to exceed \$350,000 for the period January 2016 through June 2018.

**EXECUTIVE SESSION**

**MOTION**  
(01:28:18)

Mrs. Cauble moved to enter into Executive Session for 15 minutes for the purpose of consultation with an attorney which would be deemed privileged in the attorney-client relationship, in order to protect the privilege and the Board’s communications with its attorney on legal matters. The session would begin at 3:15 p.m. Board Attorney Mark Ferguson, KSDE General Counsel Scott Gordon, Assistant General Counsel Kelli Broers and Commissioner Randy Watson were invited to join the session. Mrs. Busch seconded. Motion carried 9-0.

**MOTION**

At 3:30 p.m., Mr. Bacon moved to extend the same executive session with the same participants for five minutes. Mrs. Horst seconded. Motion carried 9-0.

**MOTION**

The open meeting resumed at 3:35 p.m. Mrs. Cauble moved to appoint a committee pursuant to K.A.R. 91-7-7, with the composition of the committee to be left to the Agency for determination. Mrs. Busch seconded. Motion carried 9-0.

**RECESS**

Chairman McNiece recessed the meeting at 3:37 p.m. until 9 a.m. on Wednesday, Jan. 13.

\_\_\_\_\_  
Jim McNiece, Chairman

\_\_\_\_\_  
Peggy Hill, Secretary

**STATE OF THE STATE ADDRESS**

Board members were invited to attend Governor Sam Brownback’s annual State of the State Address at the Capitol on Tuesday evening.



## KANSAS STATE BOARD OF EDUCATION

### Meeting Minutes January 13, 2016

#### **PRE-MEETING ACTIVITY — SEAC BREAKFAST**

The Special Education Advisory Council (SEAC) hosted its annual breakfast for Board members in Room 509 of Landon State Office Building prior to the start of the meeting.

**1/13/2016  
A.M. Session  
(00:00:05)**

#### **CALL TO ORDER**

Chairman Jim McNiece called the Wednesday, Jan. 13, 2016 meeting of the State Board of Education to order at 9 a.m. in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

#### **ROLL CALL**

Board members present were:

John Bacon	Deena Horst	Steve Roberts
Kathy Busch	Jim McNiece	Janet Waugh
Sally Cauble	Jim Porter	Ken Willard

Board member Carolyn Wims-Campbell was absent.

#### **APPROVAL OF AGENDA**

Mrs. Horst moved to approve the Wednesday agenda. Mrs. Busch seconded. Motion carried 9-0.

**MOTION  
(00:00:31)**

#### **CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS**

In observance of Citizenship Day, Assistant Director Jay Scott announced that student presidents from eight Kansas Career and Technical Student Organizations would be speaking to the Board. He commented that these students represent the skills of their selected organizations as well as leadership. He acknowledged the support of chapter advisors and state advisors in working with these student groups. Addressing the Board about CTSO career preparation and benefits were: Alayna Macias, Business Professionals of America; Matthew Colburn, DECA; Ashtyn Rottinghaus, Future Business Leaders of America; Layne Goodwin, FCCLA; Katelyn Bohnenblust, FFA; Matt Utech, HOSA; Bethany Ellis, Skills USA; and Jade Cole, Technical Student Association.

**(00:00:59)**

#### **RECEIVE EMERGENCY SAFETY INTERVENTION TASK FORCE REPORT/ESI DATA REPORT**

The Emergency Safety Intervention Task Force was formed as a result of legislation to study and review the use of emergency safety interventions. The group's findings and recommendations were to be submitted to the Governor and Legislature on or before Jan. 20, 2016. The 17-member Task Force unanimously agreed on recommendations in the report. Task Force Chairman Jim Porter and Vice Chair Rocky Nichols outlined the conclusions and recommendations with the State Board. These included clarification of terms, specifications related to notification and reporting requirements. Mr. Porter and Mr. Nichols then answered questions from Board members, specifically about meetings with parents and next steps regarding potential changes to the ESI statutes based on the Task Force's recommendations.

**(00:27:02)**

Emergency Safety Intervention statutes also require KSDE to report certain aggregate data on the use of ESI annually to the Governor and the House and Senate Education committees. KSDE staff members Laura Jurgensen and Julie Ehler shared a draft of this report with the State Board which covered emergency safety intervention incidents that occurred from June 1 through Nov. 30, 2015. These data reflect new reporting requirements outlined in the statutes that went into effect this

**(01:14:52)**

summer. They explained the contents and answered questions. Mr. Bacon asked for separate information on the duration of physical restraint. The next annual report to the State Board will cover ESI incidents that occur from Dec. 1, 2015 to Nov. 30, 2016.

**BREAK**

The Board took a break until 10:42 a.m.

**ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

**MOTIONS**  
(01:33:09)

The Professional Practices Commission was represented by Chair Linda Sieck. Mr. Bacon moved to adopt the findings of the PPC and its recommendation for licensure approval for case 15-PPC-54 Adam McElwain. Mr. Roberts seconded. Motion carried 9-0.

(01:33:42)

Mrs. Cauble moved to adopt the findings of the PPC and its recommendations for licensure revocation on three cases: 15-PPC-30 Debra Elleberacht, 15-PPC-58 Loc Ha, and 15-PPC-59 Wesley Loewen. Mrs. Horst seconded. Motion carried 9-0.

(01:36:30)

Mr. Bacon moved to not adopt the findings of fact or recommendation of the PPC on case 15-PPC-32 Suzette Ramos. Mr. Roberts seconded. Motion carried 9-0.

(01:37:04)

Mr. Bacon moved that the matter of Suzette Ramos be remanded back to the PPC for further consideration and for issuance of findings of fact and conclusions to support revocation. Mrs. Cauble seconded. Motion carried 9-0. Mr. Willard inquired if a reported flaw in the application had been corrected.

(01:38:07)

**ANNOUNCEMENT ABOUT PROPOSED BUDGET ITEM RELATED TO VISION OUTCOMES**

Commissioner Watson announced that the Governor's proposed state budget, released earlier in the day, included a recommendation to move the Children's Cabinet and Infant and Toddlers Service Program to KSDE and allocate that funding to the Agency. If approved, coordination of those programs would come under State Board governance. Board members discussed the advantages of coordinating services for a more seamless system for families and to aid with kindergarten readiness. Mrs. Cauble moved to authorize Chairman McNiece to compose a thank you letter on behalf of the Board for Governor Brownback in appreciation of this recommendation. Mr. Roberts seconded. Motion carried 9-0.

**MOTION**  
(01:46:22)

**BOARD REPORTS & FUTURE AGENDA ITEMS**

**COMMITTEE REPORTS**  
(01:49:08)

Legislative — Mr. Willard reported that legislative updates had already been covered during the meeting.

Communication — Mrs. Cauble asked Board members to review the first three sample postcards in the series for legislators based on the theme Kansans CAN. She suggested several other marketing ideas for promoting the vision and groups that Dr. Watson might consider presenting to.

**ATTORNEY'S REPORT**

Board Attorney Mark Ferguson offered to answer questions about his monthly report, and stated that the District Court of Kansas issued a stay in the *Petrella* litigation.

**INDIVIDUAL MEMBER REPORTS**

**During individual Board member reports,** Mrs. Waugh update Board members on the process to notify (by Feb. 1) and then recognize Challenge Award winners in their Board districts. Communications Director Denise Kahler provided a packet of information to aid with this project. Mr. Roberts distributed the book "Tinkering Toward Utopia" to each Board member with a recommendation to read how schools change reform. Mrs. Horst reported on her visits to Concordia and Prairie Hills school districts. Mr. Porter's written Board report was provided, which included information on his meeting with the Humboldt Board of Education.

In his Chairman's Report, Mr. McNiece

- announced that plans continue for providing a Community Service Award in conjunction with the Lt. Governor's office. Details will be forthcoming.
- recommended Mr. Porter to serve as the Kansas representative on the Government Affairs Committee (GAC) for the National Association of State Boards of Education. Mr. Willard moved to appoint Mr. Porter to serve on NASBE's GAC. Mrs. Busch seconded. Motion carried 9-0.
- encouraged Board members to nominate an individual from his/her Board district to serve on the committees that will be reviewing both the Math and English Language Arts standards.
- reminded Board members to complete the six-month evaluation of the Commissioner of Education by Jan. 25.

**MOTION**  
(02:16:38)

**Requests for Future Agenda Items:** Mr. Bacon asked for data on the duration of physical restraint incidents. He also requested information on truancy laws and options for students suspended from school more than five days. Mr. McNiece requested that a Question and Answer sheet be prepared for Board members about the Governor's budget recommendation to consolidate early childhood programs under KSDE.

**BOARD MEMBER TRAVEL**

Additions to the travel requests were: Mrs. Busch Jan. 23 Kansas PTA meeting; Mrs. Cauble Feb. 18 and 19 KEEN conference; Mrs. Horst Jan. 21 and 22 KASB's Advocacy in Action workshop. Mr. Willard moved to approve the travel requests and additions. Mrs. Busch seconded. Motion carried 9-0.

**MOTION**  
(02:20:58)

**ADJOURNMENT**

The business of the Board concluded at 11:35 a.m. Afterwards, Board members were guests of the Career Technical Student Organizations at the Capitol Plaza for the annual luncheon.

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Jim McNiece, Chairman

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Peggy Hill, Secretary

## RESOLUTION

Be It Resolved that:

The Kansas State Board of Education shall conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month, with the following exceptions in 2016: April, May, September and October - when said meetings will be held on the **third** Tuesday and Wednesday; and November - when said meetings will be held the second Wednesday and Thursday to avoid conflict with the general election. Meetings are conducted at the Landon State Office Building (LSOB), 900 SW Jackson, Topeka, Kansas, unless otherwise indicated. Therefore, the Kansas State Board of Education regular meetings and legislative conference calls shall comply with the schedule below:

### State Board of Education 2016 Meeting Dates

Date 2016	Meeting	Location
<b>January 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>January 29</b>	Legislative Conference Call - 4 p.m.	LSOB, Topeka
<b>February 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>February 26</b>	Legislative Conference Call – 4 p.m.	LSOB, Topeka
<b>March 8</b>	Regular Board Meeting	LSOB, Topeka
<b>March 9</b>	Annual Visit at KSSB / KSSD	Kansas City / Olathe
<b>March 25</b>	Legislative Conference Call – 4 p.m.	LSOB, Topeka
<b>April 19-20</b>	<b>Regular Board Meeting</b>	<b>LSOB, Topeka</b>
<b>April 29</b>	Legislative Conference Call – 4 p.m.	LSOB, Topeka
<b>May 17-18</b>	<b>Regular Board Meeting</b>	<b>LSOB, Topeka</b>
<b>June 14-15</b>	Regular Board Meeting	LSOB, Topeka
<b>July 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>August 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>September 20-21</b>	<b>Regular Board Meeting</b>	<b>LSOB, Topeka</b>
<b>October 18-19</b>	<b>Regular Board Meeting</b>	<b>LSOB, Topeka</b>
<b>November 9-10</b>	<b>Regular Board Meeting</b>	<b>LSOB, Topeka</b>
<b>December 13-14</b>	Regular Board Meeting	LSOB, Topeka

#### CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 12th day of January, 2016.

\_\_\_\_\_  
 Peggy Hill  
 Secretary, Kansas State Board of Education

Word/calendars/annual resolution



## Kansas State Department of Education

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Landon State Office Building  
900 SW Jackson Street, Suite 307  
Topeka, Kansas 66612-1212

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**To:** Kansas State Board of Education  
**From:** Commissioner Randy Watson  
**Subject:** Commissioner's Report  
**Date:** 2/18/2016

In his monthly report to the Board, Commissioner Watson will provide an overview of the spring assessment schedule, his upcoming school visits along Highway 36, and other related updates since the last meeting.





Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Carolyn L. Wims-Campbell  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

Great students. Great teachers. Great leaders. Great citizens.

**Agenda Number: 7**  
**Meeting Date: 3/8/2016**

**To:** Kansas State Board of Education  
**From:** Peggy Hill  
**Subject:** Citizens' Open Forum  
**Board Goals:** Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012)

If written material is submitted, 13 copies should be provided.





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

**Staff Initiating:**

Scott Gordon

**Director:**

Scott Gordon

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Act to submit recommended addition of suicide awareness and prevention training into State Board regulation 91-31-32 to the Department of Administration and Office of the Attorney General for review

### **Board Goals:**

Governmental Responsibility

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize KSDE staff to send the proposed regulation amendment through the formal adoption process.

### **Explanation of Situation Requiring Action:**

During its February meeting, the State Board received a proposed amendment to the current accreditation regulations. (See attached K.A.R. 91-31-32). The amendment incorporates suicide awareness and prevention training for all school employees and the development of crisis plans for each school building.

KSDE staff proposes that the regulation, as amended, be submitted per the required adoption process. The Department of Administration and the Office of the Attorney General will review the proposed amendment. After those two offices complete their review, the State Board will set a public hearing date for comments on the proposed regulations.

Agency staff will be available to answer any questions.



K.A.R. 91-31-32

91-31-32 Performance and quality criteria.

- (a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.
- (b) The performance criteria shall be as follows:
- (1) Except as provided in subsection (d), having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board;
  - (2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments;
  - (3) having an attendance rate equal to or greater than that prescribed by the state board; and
  - (4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.
- (c) The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school:
- (1) A school improvement plan that includes a results-based staff development plan;
  - (2) an external technical assistance team;
  - (3) locally determined assessments that are aligned with the state standards;
  - (4) formal training for teachers regarding the state assessments and curriculum standards;
  - (5) 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States department of education, and 95% or more of all other faculty, fully certified for the positions they hold;
  - (6) policies that meet the requirements of S.B.R. 91-31-34;
  - (7) local graduation requirements that include at least those requirements imposed by the state board;
  - (8) curricula that allow each student to meet the regent's qualified admissions requirements and the state scholarship program;
  - (9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:
    - (A) Computer literacy;
    - (B) counseling services;
    - (C) fine arts;
    - (D) language arts;
    - (E) library services;
    - (F) mathematics;

- (G) physical education, which shall include instruction in health and human sexuality;
- (H) science;
- (I) services for students with special learning needs; and
- (J) history, government, and celebrate freedom week. Each local board of education shall include the following in its history and government curriculum:

- (i) Within one of the grades seven through 12, a course of instruction in Kansas history and government. The course of instruction shall be offered for at least nine consecutive weeks. The local board of education shall waive this requirement for any student who transfers into the district at a grade level above that in which the course is taught; and
- (ii) for grades kindergarten through eight, instruction concerning the original intent, meaning, and importance of the declaration of independence and the United States constitution, including the bill of rights, in their historical contexts, pursuant to L. 2013, ch. 121, sec. 2 and amendments thereto. The study of the declaration of independence shall include the study of the relationship of the ideas expressed in that document to subsequent American history;

(10) programs and services to support student learning and growth at the secondary level, including the following:

- (A) Business;
- (B) family and consumer science;
- (C) foreign language; and
- (D) industrial and technical education; and

(11) local policies ensuring compliance with other accreditation regulations and state education laws; and

(12) programming for all school staff regarding suicide awareness and prevention. Each local board of education shall model the Jason Flatt Act and include the following in its suicide awareness and prevention programming:

\_\_\_\_\_ (A) at least one (1) hour of training each calendar year based on programs approved by the state board of education. The training may be satisfied through independent self-review of suicide prevention training material; and

\_\_\_\_\_ (B) a building crisis plan developed for each school building. The building crisis plan shall include:

- (i) steps for recognizing suicide ideation;
- (ii) appropriate methods of intervention; and
- (iii) crisis recovery plan

(d) If the grade configuration of a school does not include any of the grades included in the state assessment program, the school shall use an assessment that is aligned with the state standards.





## Kansas State Department of Education

Landon State Office Building  
900 SW Jackson Street, Suite 307  
Topeka, Kansas 66612-1212

(785) 296-3201  
(785) 296-6659 - fax

[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Catherine Chmidling  
**Subject:** Receive Higher Education Licensure Program Standards for Art, Gifted, Music, Instrumental Music and Vocal Music  
**Date:** 2/17/2016

**Board Goals:** Provide an effective educator in every classroom

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the opportunity to learn the knowledge and skills educators need for today's learning context. The Institutions of Higher Education (IHEs) utilize program standards to develop their preparation programs and submit them for approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

Standards revision work groups are completing the task of revising all program standards to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. As work groups complete drafts, the draft standards are sent to appropriate Specialty Professional Associations (SPAs) where relevant for alignment review, and then are posted to receive public comment via the KSDE website. The standards work group reviews the input from the SPAs and any public comment and a final draft is formulated. Following review and final approval by the Professional Standards Board, the standards are sent for State Board approval. Once approved, the IHEs have access to develop new programs around the standards or to revise their current programs to align to the updated standards.

Attached are the following completed sets of revised standards for review:

- Art PreK-12
- Gifted (K-6, 5-8, 6-12, PreK-12)
- Music PreK-12
- Instrumental Music PreK-12
- Vocal Music PreK-12.

A crosswalk document for each set of standards provides a comparison summary between the previous standards and the new standards. The set of previous standards are also included. Staff and representatives from the respective standards revision committees will explain the process, present the standards and answer questions. Approval of the standards would occur at the April Board meeting.





## Crosswalk: Previous versus New Art Education Standards

### General Information about this Revision:

- Changed language in some standards to clarify, simplify and bring standards up to current practices in the field
- Added emphasis on collaboration, on including new technologies and artforms, on drawing on local community and global resources, and on using multiple forms of assessment to support teachers' decision making and student learning

### Standard #1 Art Education Theory, History and Current Practice

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.	The teacher of art demonstrates a strong theoretical foundation in art education.	<p>Changed language to clarify, simplify and bring up to current practice in the field.</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>• Removed redundant indicator</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>• No changes</li> </ul>

### Standard #2 Art Content Knowledge and Use

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance	The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.	<p>Updated to current practices and standards in the field; Removed outdated language</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>• Simplified content areas</li> <li>• Made studio and art history knowledge more prominent</li> </ul>

		<ul style="list-style-type: none"> <li>Identified the importance of having depth of knowledge in at least two art content areas</li> </ul> <u>Professional Skills indicators:</u> <ul style="list-style-type: none"> <li>Recognized curriculum goals and standards must be used in a way that are appropriate and relevant to learners</li> <li>Emphasized conditions, attitudes and behaviors that support creative and innovative thinking</li> </ul>
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### Standard #3 Learning Environment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.	The teacher creates a safe environment that supports individual and collaborative problem solving, and that encourages positive social interaction, active engagement in learning, and self-motivation.	<p>Clarified expectations; Added language that includes collaborative strategies; Recognizes increased use of information and technology</p> <p>Changes to:</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>Better emphasized relationship between environment, media choices, and safety</li> <li>Eliminated repetition</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>Added appropriate and safe use of information and technology</li> </ul>

### Standard #4 Curriculum

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.	The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum, which enables students to create, present, respond, and connect to art.	<p>Updated vocabulary to align with current state art standards; condensed and simplified language</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>Added local community and global resources as source for enhancing curriculum content</li> </ul>

		<ul style="list-style-type: none"> <li>Made explicit the relationship between art content, curriculum design, standards in supporting higher order thinking</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>Clarified the importance of sequential curriculum</li> <li>Eliminated language more appropriately placed in other standards</li> </ul>
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## Standard #5 Arts Advocacy

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.	The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.	<p>Made expectations more realistic; Language edited to fit broad approaches to art and advocacy</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>Minor editing; no content changed</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>Consolidated overlapping and repetitive language</li> </ul>

## Standard #6 Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.	The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' decision-making.	<p>Enlarged assessment to include multiple methods; Linked assessment to students' engagement in their own growth; Added that assessment guides teachers' decision-making</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>No changes</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>No changes</li> </ul>

## Standard #7 Professional Development

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.</p>	<p>The teacher of art demonstrates knowledge of professional art organizations and seeks professional growth and development opportunities to advance the profession.</p>	<p>Simplified language; Increased emphasis on professional responsibility</p> <p><u>Content Knowledge indicators:</u></p> <ul style="list-style-type: none"> <li>• Minor editorial changes only</li> </ul> <p><u>Professional Skills indicators:</u></p> <ul style="list-style-type: none"> <li>• Minor editorial changes only</li> </ul>

## PROPOSED

### Kansas Licensure Standards for Art Educators

**\*\*"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

<b>Standard 1: The teacher of art demonstrates a strong theoretical foundation in art education.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1 CK The teacher understands the history and philosophy of art education.	1.4 PS The teacher formulates a personal teaching philosophy of art education.
1.2. CK The teacher discerns goals and purposes for art education.	1.5 PS The teacher interprets and uses current information to implement appropriate teaching practices for art education.
1.3. CK The teacher knows current trends and research in art education.	1.6 PS The teacher applies current trends and research in art education to develop curricula and classroom practices.
	1.7 PS The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

<b>Standard 2: The teacher of art demonstrates knowledge, competency and teaching ability in the content of art and design.</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1 CK The teacher studies and engages in the process of artmaking, involving traditional, contemporary, and emerging studio approaches.	2.5. PS The teacher uses aesthetic theories to help students define art.
2.2. CK The teacher demonstrates competency in a variety of media, styles, processes, and techniques, including but not limited to 2D and 3D approaches to artmaking.	2.6. PS The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
2.3. CK The teacher has a thorough understanding of art history and the cultural and historical contexts surrounding works of art.	2.7 PS The teacher demonstrates how history, culture, and the arts can influence each other.
2.4. CK The teacher exhibits depth of understanding in one or more areas of art.	2.8 PS The teacher uses elements and principles of design to create and discuss artworks.
	2.9 PS The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
	2.10 PS The teacher creates lessons that establish the conditions, attitudes and behaviors that support creative and innovative thinking.

**Standard 3: The teacher creates a safe environment that supports individual and collaborative problem solving and that encourages positive social interaction, active engagement in learning, and self-motivation.**

<b>Content Knowledge</b>	<b>Professional Skill</b>
3.1 CK The teacher recognizes and takes appropriate measures to ensure a safe classroom environment.	3.4 PS The teacher creates a classroom environment conducive to learning, creativity, and safety.
3.2 CK The teacher uses strategies to encourage learners to work productively and cooperatively to achieve learning goals.	3.5 PS The teacher uses a variety of effective instructional strategies to engage learners.
3.3 CK The teacher understands how the choice of media and processes impacts classroom design and arrangement.	3.6 PS The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others.
	3.7 PS The teacher implements appropriate safety practices when using and storing art tools, equipment, and other media.

**Standard 4: The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art.**

<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1 CK The teacher knows media and processes for a variety of age and ability levels.	4.7 PS The teacher adapts media and processes to the age and abilities of students.
4.2 CK The teacher understands the use of various traditional and emerging instructional materials.	4.8 PS The teacher uses a variety of traditional and emerging instructional materials and strategies to create sequential lessons that enhance learning.
4.3 CK The teacher utilizes local and global community resources to enhance meaningful and relevant curriculum.	4.9 PS The teacher uses the goals and philosophy of art education to develop an art curriculum aligned to local, district, and state standards and policies.
4.4 CK The teacher understands curriculum theory and design and its effect on teaching practice.	
4.5 CK The teacher understands the relationship of curriculum design to the standards of visual art education to promote higher order thinking.	
4.6 CK The teacher knows the cost and value of materials and equipment and understands how to manage a budget.	

**Standard 5: The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families, and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving the school environment.**

<b>Content Knowledge</b>	<b>Professional Skill</b>
5.1 CK The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.	5.4 PS The teacher collaborates with peers and other members of the community to plan and implement initiatives which promote art.
5.2 CK The teacher knows entrepreneurial as well as educational initiatives that contribute to the general purpose of art education.	
5.3 CK The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.	

**Standard 6: The teacher of art understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers' decision-making.**

<b>Content Knowledge</b>	<b>Professional Skills</b>
6.1 CK The teacher understands various methods for the assessment and evaluation of students and programs.	6.4 PS The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.
6.2 CK The teacher understands the importance of student self-assessment.	6.5 PS The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
6.3 CK The teacher knows the purposes and processes for analyzing and reporting assessment data.	6.6 PS The teacher encourages student self-evaluation as a part of teaching and learning.

**Standard 7: The teacher of art demonstrates knowledge of professional art organizations, and seeks professional growth and development opportunities to advance the profession.**

<b>Content Knowledge</b>	<b>Professional Skills</b>
7.1 CK The teacher knows the role of local, state and national art organizations.	7.4 PS The teacher seeks opportunities to engage in professional growth with local, state and national art organizations.
7.2 CK The teacher is aware of events and professional gatherings related to the arts.	7.5 PS The teacher uses strategies that advocate for the arts.
7.3 CK The teacher recognizes the responsibility of advocating for the arts.	





**PREVIOUS LICENSURE STANDARDS**  
**ART**  
**Early Childhood through Late Adolescence/Adulthood**  
**PreK-12**

**Standard #1 The teacher of art demonstrates a strong scholarly foundation in art education and has a clear conception of how art links students to the broad experiences of life.**

Knowledge

1. The teacher understands the history and philosophy of art education.
2. The teacher discerns goals and purposes for art education.
3. The teacher knows current trends and research in art education.
4. The teacher compares and contrasts a variety of approaches and scholarly theories in art education.

Performance

1. The teacher formulates a personal teaching philosophy of art education.
2. The teacher interprets and uses current information to implement appropriate teaching practices for art education.
3. The teacher applies current trends and research in art education to develop curricula and classroom practices.
4. The teacher uses relevant approaches and theories to align art education curricula and practices to the standards, goals, and policies of the state and local district.

**Standard #2 The teacher of art demonstrates knowledge, competency and teaching ability in the content of art, including aesthetics, art history, art criticism, and studio performance.**

Knowledge

1. The teacher understands aesthetic theories as they relate to the visual arts.
2. The teacher understands methods and approaches to art criticism.
3. The teacher knows art history and understands the cultural and historical contexts surrounding works of art.
4. The teacher understands contemporary art and the art world.
5. The teacher characterizes elements and principles of design.
6. The teacher knows art involves critical thinking, emotion, and skill.
7. The teacher recognizes two- and three-dimensional problems in visual art.
8. The teacher discerns multiple solutions to visual and conceptual problems.
9. The teacher understands the process of visual perception.
10. The teacher demonstrates knowledge of drawing, painting and collage by competently using a variety of media, styles, processes, and techniques.
11. The teacher demonstrates knowledge of printmaking, photography and digital imaging by competently using various processes and techniques.
12. The teacher demonstrates knowledge of clay, metals and fibers and other three dimensional media by competently using traditional and/or creative processes and techniques.128
13. The teacher demonstrates knowledge of sculpture by competently using a variety of processes and techniques within carving, casting, modeling and constructing.
14. The teacher knows pedagogy which elicits creative behaviors.

Performance

1. The teacher uses aesthetic theories to help students define art.
2. The teacher leads students in reflecting upon and assessing the merits of individual student work and the work of others.
3. The teacher demonstrates how history, culture, and the arts can influence each other.
4. The teacher uses knowledge of art history to explain the contemporary art world.
5. The teacher uses elements and principles of design to create and discuss effective artworks.

6. The teacher plans lessons which utilize thought, expression and skill.
7. The teacher poses two and three-dimensional problems to students.
8. The teacher solicits multiple solutions to visual and conceptual problems in art.
9. The teacher relates visual perception to the aesthetic experience.
10. The teacher plans lessons and presents studio experiences in drawing, painting and collage.
11. The teacher plans lessons and presents studio experiences in printmaking, photography and digital imaging.
12. The teacher plans lessons and presents studio experiences with clay, metals, fibers and other three dimensional media.
13. The teacher plans lessons and presents studio experiences in carving, casting, modeling and constructing.
14. The teacher applies pedagogy which elicits creative behavior.

**Standard #3 The teacher of art creates an environment where individuals, art content and inquiry are held in high regard and where students can actively learn and create.**

Knowledge

1. The teacher recognizes the effect a classroom's environment and ambiance has upon safety, learning, and creativity.
2. The teacher knows a variety of effective instructional strategies.
3. The teacher understands how the choice of media and processes impacts classroom design and arrangement.
4. The teacher knows the various safety factors to consider when arranging a classroom.
5. The teacher understands the safety measures for using art tools and operating art equipment.
6. The teacher recognizes the health hazards associated with some art materials, such as paint thinners and other potentially toxic substances.

Performance

1. The teacher creates a classroom environment and ambiance conducive to learning, creativity, and safety.
2. The teacher uses a variety of effective instructional strategies.
3. The teacher adjusts classroom arrangement to the specific media and processes used in art.
4. The teacher arranges the art classroom according to known safety factors.
5. The teacher implements appropriate safety practices when using art tools and operating equipment.
6. The teacher practices safe measures in storing, handling and ventilating of potentially dangerous substances.

**Standard #4 The teacher of art selects and adapts a variety of appropriate resources, materials and technologies in order to design a curriculum which enables students to learn, make, and respond to art.**

Knowledge

1. The teacher knows media and processes for a variety of age and ability levels.
2. The teacher understands the use of various traditional and emerging instructional materials.
3. The teacher knows human and environmental resources which enhance student learning.
4. The teacher understands curriculum theory and design and its effect on teaching practice.
5. The teacher knows the various career opportunities within the art field, and is knowledgeable of portfolio preparation.
6. The teacher understands the relation of visual art to other art forms.
7. The teacher understands the relation of curriculum design to the goals of art education.

8. The teacher knows the cost and value of materials, equipment, and how to manage a budget.

Performance

1. The teacher adapts media and processes to the age and abilities of students.
2. The teacher uses a variety of traditional and emerging instructional materials to augment teaching and enhance learning.
3. The teacher uses human and environmental resources to enhance learning.129
4. The teacher implements curriculum theory to design an appropriate sequence of art lessons, art units and art curriculum.
5. The teacher includes portfolio preparation and discussions on art careers.
6. The teacher relates visual art lessons to other forms of art.
7. The teacher uses the goals and philosophy for art education to develop an art curriculum aligned to local, district and state standards and policies.
8. The teacher manages the art budget and keeps accurate records.

**Standard #5 The teacher of art demonstrates knowledge of collaborative and promotional strategies for working with colleagues, families and community groups to achieve common goals for enriching the art program, enhancing students' learning and improving schools.**

Knowledge

1. The teacher knows collaborative teaching strategies with art colleagues and colleagues from other disciplines.
2. The teacher knows entrepreneurial as well as educational initiatives which contribute to the general purpose of art education.
3. The teacher recognizes the role of families and other community members in shaping the improvement of education as well as the enhancement of the arts.

Performance

1. The teacher collaborates with colleagues to plan and implement initiatives which promote interdisciplinary studies and cooperative learning.
2. The teacher collaborates with families and community members to sponsor initiatives which bring communities and schools closer together.
3. The teacher develops relationships with families and other community members to gain valuable insights into students, their interests, and their ability to learn.

**Standard #6 The teacher of art understands the purposes, principles, and design of assessments, as well as the importance of regular monitoring, analysis and evaluation for assessing student and program improvement.**

Knowledge

1. The teacher understands various methods for the assessment and evaluation of students and programs.
2. The teacher understands the importance of student self-assessment.
3. The teacher knows the purposes and processes for analyzing and reporting assessment data.

Performance

1. The teacher conducts meaningful and appropriate assessments of programs and student progress to make quality instructional decisions.
2. The teacher creates fair and equitable assessments of works, skills and knowledge central to the content of art.
3. The teacher encourages student self-assessment as a part of teaching and learning.

**Standard #7 The teacher of art demonstrates knowledge of professional art organizations, continues professional development, and shows responsibility to the field of art.**

Knowledge

1. The teacher knows local, state and national art organizations.
2. The teacher knows of events and professional gatherings related to the arts.
3. The teacher recognizes responsibility for promoting the arts.

Performance

1. The teacher communicates with local, state and national art organizations.
2. The teacher participates in events which contribute to the professional development of self and others.
3. The teacher uses strategies which advocate for the arts.

## Crosswalk: Previous versus New Gifted Standards

### General Information about this Revision:

- Updated standards for alignment with NAGC and INTASC Standards, and Praxis exam categories
- Rephrased standards for clarity by reducing redundancies
- References “gifted education teacher” and “learners identified as gifted”
- Adds “diversity” throughout the standards

### Standard 1 Learner Development and Individual Learning Differences

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development (Standard 2).	The gifted education teacher applies understanding of cognitive and affective development and individual differences to provide appropriate learning experiences for learners identified as gifted (Standard 1).	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standard 2 into Standard 1</li> <li>• Combined needs into “cognitive, social and emotional” categories</li> <li>• Emphasized individual differences</li> </ul>

### Standard 2 Learning Environments

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs (Standard 5).	The gifted education teacher creates learning environments that are responsive to the cognitive and affective needs of learners identified as gifted (Standard 2).	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standard 5 into Standard 2</li> <li>• Combined needs into “cognitive, social and emotional” categories</li> </ul>

## Standard 3 Instructional Planning and Strategies

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum (Standard 4).</p> <p>The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service (Standard 6).</p>	<p>The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of individuals identified as gifted (Standard 3).</p>	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standards 4 and 6 into Standard 3</li> <li>• Combined needs into “cognitive, social and emotional” categories</li> <li>• Emphasized evidenced-based instructional strategies</li> </ul>

## Standard 4 Assessment

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner’s cognitive, academic, social, and emotional growth and development (Standard 3).</p>	<p>The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of individuals identified as gifted (Standard 4).</p>	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standard 3 into Standard 4</li> <li>• Combined needs into “cognitive, social and emotional” categories</li> </ul>

## Standard 5 Professional Learning and Ethical Practice

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
<p>The teacher of learners with needs for gifted curriculum understands and applies</p>	<p>The gifted education teacher uses foundational knowledge to advance</p>	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standards 1 and 8 into Standard 5</li> </ul>

<p>philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.  <b>Knowledge (Standard 1).</b>  The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior (Standard 8).</p>	<p>professional learning and inform ethical practice (Standard 5).</p>	
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<h2 style="text-align: center; margin: 0;">Standard 6 Communication and Collaboration</h2>		
<p style="text-align: center; margin: 0;">PREVIOUS STANDARDS</p>	<p style="text-align: center; margin: 0;">NEW STANDARDS</p>	<p style="text-align: center; margin: 0;">WHAT CHANGED?</p>
<p>The teacher of learner with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted (Standard 7).</p>	<p>The gifted education teacher communicates and collaborates with stakeholders to address the cognitive and affective needs of individuals identified as gifted in the school, home, and community (Standard 6).</p>	<ul style="list-style-type: none"> <li>• Moved content knowledge and professional skills from Standard 7 into Standard 6</li> <li>• Combined needs into “cognitive, social and emotional” categories</li> <li>• Delineated school, home and community environments</li> </ul>





**PROPOSED**  
**Kansas Licensure Standards for Gifted Educators**

\*\*"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

<b>Standard 1: Learner Development and Individual Learning Differences. The gifted education teacher applies understanding of cognitive, social and emotional development and individual differences to provide appropriate learning experiences for diverse individuals identified as gifted.</b>	
<b>Function 1: Learner Development</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1.1 CK The teacher describes cognitive, social and emotional development across the lifespan of diverse individuals identified as gifted in special education and general education classrooms.	1.1.4 PS The teacher responds to cognitive, social and emotional development of diverse individuals identified as gifted by providing appropriate learning experiences in special education and general education classrooms.
1.1.2 CK The teacher understands how cognitive, social and emotional development influences advanced abilities of diverse individuals identified as gifted in school, home and community settings.	1.1.5 PS The teacher applies understanding of cognitive, social and emotional developmental influences by designing experiences that advance abilities of diverse individuals identified as gifted in school, home and community settings.
1.1.3 CK The teacher knows how asynchronous development impacts relationships between diverse individuals identified as gifted and their peers in special education and general education classrooms.	1.1.6 PS The teacher provides support for the asynchronous development of diverse individuals identified as gifted by creating meaningful experiences with peers in special education and general education classrooms.
<b>Function 2: Learner Differences</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.2.1 CK The teachers recognizes similarities and differences among and between diverse individuals identified as gifted and the general education student populations.	1.2.4 PS The teacher differentiates instruction to optimize learning and meet high academic standards for diverse individuals identified as gifted in special education and general education classrooms.
1.2.2 CK The teacher understands how influences across and within various cultures can impact experiences of diverse individuals identified as gifted in schools, homes and communities.	1.2.5 PS The teacher responds to influences across and within various cultures by providing inclusive, challenging learning experiences for diverse individuals identified as gifted in schools, homes and communities.
1.2.3 CK The teacher knows how academic underachievement affects diverse individuals identified as gifted in special education and general education classrooms.	1.2.6 PS The teacher uses strategies to reverse academic underachievement of diverse individuals identified as gifted in special education and general education classrooms.

<b>Standard 2: Learning Environments. The gifted education teacher creates learning environments that are responsive to the cognitive, social and emotional needs of diverse individuals identified as gifted.</b>	
<b>Function 1: Cognitive Environment</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1.1 CK The teacher knows the importance of providing meaningful and interest-based activities to challenge diverse individuals identified as gifted, including the advantages and disadvantages in a variety of learning environments.	2.1.3 PS The teacher adapts instruction to offer culturally responsive experiences for diverse individuals identified as gifted in small group, whole group and independent learning environments.
2.1.2 CK The teacher recognizes stereotypes that impact learning environments of diverse individuals identified as gifted across a continuum of services.	2.1.4 PS The teacher challenges myths about diverse individuals identified with gifts to create positive learning environments in special education and general education classes.
<b>Function 2: Social and Emotional Environment</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.2.1 CK The teacher understands how to create challenging learning environments that promote resiliency and well-being for diverse individuals identified as gifted.	2.2.3 PS The teacher manages safe and inclusive learning experiences that empower diverse individuals identified as gifted by adapting to expectations in special education and general education classrooms.
2.2.2 CK The teachers knows the role of intrinsic motivation and self-efficacy related to learning environments that address the abilities and needs of diverse individuals identified as gifted.	2.2.4 PS The teacher promotes positive social interactions and leadership skills for diverse individuals identified as gifted in schools, homes and communities.

<b>Standard 3: Curricular Content and Instruction Planning. The gifted education teacher uses knowledge of general and specialized curricula by implementing evidence-based instructional strategies to advance learning of diverse individuals identified as gifted.</b>	
<b>Function 1: Curriculum</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1.1 CK The teacher understands structures of the discipline, tools of inquiry and cross-disciplinary skills in curriculum for diverse individuals identified as gifted including differentiated goals, learning progression, conceptually challenging content with depth and complexity and alignment with state and national standards, benchmarks and regulations.	3.1.8 PS The teacher selects and adapts conceptually challenging curricula in specialized domains to promote thinking with depth and complexity and engage learning for diverse individuals identified as gifted.
3.1.2 CK The teacher knows the major models for development of a curriculum for diverse individuals identified as gifted including content mastery (subject based), process-product (skill based), and concept-based models (theme based).	3.1.9 PS The teacher integrates creative, social, emotional, leadership, and career skills with academic curricula for diverse learners identified as gifted.
3.1.3 CK The teacher understands the need to differentiate general education curriculum for diverse individuals identified as gifted based on academic needs, abilities, readiness, interests, and learning profiles.	3.1.10 PS The teacher uses research-based methods of differentiation to modify the general education curriculum for diverse individuals identified as gifted.

3.1.4 CK The teacher knows how to select, adapt and create differentiated materials and strategies that advance the learning of diverse individuals identified as gifted.	3.1.11 PS The teacher uses technologies to accomplish instructional objectives and integrates their use in the cognitive, social and emotional domains for diverse individuals identified as gifted.
3.1.5 CK The teacher understands the unique social and emotional and career guidance needs of diverse individuals identified as gifted that must be integrated into instruction.	3.1.12 PS The teacher assists learners in developing skills to evaluate their own learning and performance towards meeting cognitive, social, emotional and career goals of diverse individuals identified as gifted.
3.1.6 CK The teacher knows the importance of involving diverse individuals identified as gifted in planning, implementing, and evaluating their own learning.	3.1.13 PS The teacher provides opportunities for diverse individuals identified as gifted to explore, develop, or research their areas of interest and/or talent.
3.1.7 CK The teacher understands the types of assessment data that are used to inform instruction: formal and informal; summative and formative; pre- and post-assessment; and performance-based for diverse individuals identified as gifted.	3.1.14 PS The teacher interprets and uses assessment data for instructional planning in the cognitive, social and emotional domain for diverse individuals identified as gifted.
<b>Function 2: Instructional Planning and Strategies</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
3.2.1 CK The teacher understands the variables that may affect how diverse individuals identified as gifted learn and perform including cultural and socioeconomic diversity, prior knowledge and experiences, self-confidence and self-esteem, developmental readiness, and other exceptionalities.	3.2.7 PS The teacher selects, adapts, and uses instructional strategies and materials based upon learner characteristics and needs of diverse individuals identified as gifted.
3.2.2 CK The teacher knows how to develop instructional objectives for complex products and performances of diverse individuals identified as gifted.	3.2.8 PS The teacher implements and evaluates learning differentiated goals and objectives of diverse individuals identified as gifted for complexity and depth.
3.2.3 CK The teacher knows a variety of strategies for instructing diverse individuals identified as gifted including higher-level questioning, problem-based learning, inquiry-based learning, and differentiated learning.	3.2.9 PS The teacher uses a variety of research-based instructional strategies to develop critical and creative thinking with depth and complexity, and problem-solving skills of diverse individuals identified as gifted.
3.2.4 CK The teacher knows how to pace instruction with depth and complexity to meet the individual needs of diverse individuals identified as gifted.	3.2.10 PS The teacher addresses the specific needs of diverse individuals identified as gifted using enrichment, flexible pacing, grouping options, and acceleration within and across grade levels.
3.2.5 CK The teacher understands how to develop metacognitive thinking processes in diverse individuals identified as gifted.	3.2.11 PS The teacher uses appropriate techniques and strategies for promoting social and emotional development and leadership skills of diverse individuals identified as gifted.

3.2.6 CK The teacher knows strategies for teaching diverse individuals identified as gifted self-advocacy and self-regulatory skills.	3.2.12 PS The teacher uses student responses and performance to evaluate and modify differentiated learning goals and objectives of diverse individuals identified as gifted.
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<b>Standard 4: Assessment. The gifted education teacher uses multiple methods of assessment to identify and monitor the progress of diverse individuals identified as gifted.</b>	
<b>Function 1: Identification</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1.1 CK The teacher knows the processes and procedures for nominating and identifying gifted individuals using differentiated assessments.	4.1.6 PS The teacher selects and administers differentiated assessments that minimize bias during the identification process.
4.1.2 CK The teacher knows the basic terminology and types of quantitative and qualitative differentiated assessments used for identifying giftedness.	4.1.7 PS The teacher interprets and reports differentiated assessment data to stakeholders.
4.1.3 CK The teachers understands the importance of using multiple criteria for identifying giftedness.	4.1.8 PS The teacher collaborates with an interdisciplinary team and families to review intervention and differentiated assessment results, and determine appropriate services for individuals.
4.1.4 CK The teacher understands factors that can lead to the over-, under-, or misidentification of diverse individuals identified as gifted.	4.1.9 PS The teacher uses alternative differentiated assessments for identifying giftedness in special populations of diverse individuals identified as gifted.
4.1.5 CK The teacher understands the legal and ethical practices related to the identification and placement of diverse individuals identified as gifted.	
<b>Function 2 : Progress Monitoring</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
4.2.1 CK The teacher understands the strengths and limitations of a variety of formal and informal assessment techniques to evaluate progress of diverse individuals identified as gifted.	4.2.3 PS The teacher develops and uses appropriate measures to assess the learning and progress of diverse individuals identified as gifted.
4.2.2 CK The teacher understands the various purposes of assessment to monitor progress of diverse individuals identified as gifted.	4.2.4 PS The teacher uses differentiated grading and feedback procedures to communicate progress to diverse individuals identified as gifted and their families in a timely, regular, and ethical manner.

<b>Standard 5: Professional Learning and Ethical Practice. The gifted education teacher uses foundational knowledge to advance professional learning and inform ethical practice.</b>	
<b>Function 1 : Professional Learning</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1.1 CK The teacher knows professional organizations, publications, and current issues related to the field of gifted education.	5.1.4 PS The teacher actively participates in professional development activities and learning communities that benefit stakeholders in the field of gifted education.
5.1.2 CK The teacher recognizes resources, opportunities and activities that enhance strengths and increase skills through professional growth and development in gifted education.	5.1.5 PS The teacher evaluates professional growth as a lifelong learner who reflects on and adjusts experiences using evidence-based practices in gifted education.
5.1.3 CK The teacher understands how foundational knowledge, perspectives, historical trends, and legal issues impact the education of diverse individuals identified as gifted.	5.1.6 PS The teacher advances the profession through leadership activities such as advocacy for diverse individuals identified as gifted and mentoring colleagues.
<b>Function 2: Ethical Behavior</b>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
5.2.1 CK The teacher knows the standards, policies, laws, and regulations that guide ethical practice in the field of gifted education.	5.2.4 PS The teacher provides delivery of services inclusive of special populations of diverse individuals identified as gifted such as English Language Learners, Economically Disadvantaged and Twice-Exceptional.
5.2.2 CK The teacher understands how ethical and legal practices safeguard the rights of parents and the confidentiality of diverse individuals identified as gifted.	5.2.5 PS The teacher practices ethical behaviors sensitive to complex issues of diversity for diverse individuals identified as gifted and their families.
5.2.3 CK The teacher recognizes how implications of giftedness impact learning and the continuum of services for diverse individuals identified as gifted in special education and regular education classrooms.	5.2.6 PS The teacher implements ethical practices and services related to schools, organizations and agencies that support diverse individuals identified as gifted.

**Standard 6: Communication and Collaboration.** The gifted education teacher communicates and collaborates with stakeholders to address the cognitive, social and emotional needs of diverse individuals identified as gifted in the school, home, and community.

**Function 1: Communication**

Content Knowledge	Professional Skills
6.1.1 CK The teacher understands the role of technology in effective communication to promote awareness of the needs of diverse individuals identified as gifted.	6.1.3 PS The teacher uses effective written and oral techniques to communicate with stakeholders regarding the needs of diverse individuals identified as gifted.
6.1.2 CK The teacher understands how diversity impacts communication regarding giftedness within the school, home, and community.	6.1.4 The teacher adjusts communication for language proficiency, cultural and linguistic differences of diverse individuals identified as gifted.

**Function 2: Collaboration**

Content Knowledge	Professional Skills
6.2.1 CK The teacher is aware of resources and opportunities to support the needs of diverse individuals identified as gifted in the school, home, and community.	6.2.2 PS The teacher applies elements of effective collaboration within special education and general education classrooms to benefit diverse individuals identified as gifted.
	6.2.3 PS The teacher develops partnerships that benefit the education experience of diverse individuals identified as gifted across the lifespan.
	6.2.4 PS The gifted teacher serves as a resource and advocate to promote the field of gifted education within the school, home, and community.

## PREVIOUS LICENSURE STANDARDS

### GIFTED

K-6, 5-8, 6-12, PreK-12

**Standard #1 The teacher of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.**

#### Knowledge

1. The teacher understands the historical background of the foundations, classic studies, and current research related to regular education, special education, and education for learners who are gifted.
2. The teacher understands the effects of historical background on current perspectives and practices in education for learners who are gifted.
3. The teacher understands theories, philosophies, and models that form the foundation for practices in education of learners who are gifted.
4. The teacher understands commonly used definitions and identification procedures for individuals who need advanced and expanded curriculum.
5. The teacher understands rights and responsibilities of parents, students, teachers, and schools as they relate to individuals who need advanced and expanded curriculum.
6. The teacher understands policies and issues at the national, state, and local levels that affect education of individuals with need for advanced and expanded curriculum.

#### Performance

1. The teacher articulates a personal philosophy, knowledge base, and goals of education related to instruction of learners with needs for advanced and expanded curriculum.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for all students with needs for advanced and expanded curriculum, including those whose potential may be overlooked due to effects of multiple exceptionalities, cultural and linguistic diversity, and/or socioeconomic disadvantages.
3. The teacher conducts instruction and other professional activities in accordance with historical and theoretical foundations, and requirements of federal and state laws, local district policies and procedures.

**Standard #2 The teacher of learners with needs for gifted curriculum understands learner diversity and provides experiences for cognitive, academic, social, and emotional development.**

#### Knowledge

1. The teacher understands principles of human development and nature of individual differences, particularly as applied to individuals who are gifted and their need for advanced and expanded curriculum.
2. The teacher understands differences in approaches to learning, and how these approaches relate to performance.
3. The teacher understands effects of various instructional methods on the education and cognitive, social, and emotional development of individuals with needs for advanced and expanded curriculum.
4. The teacher understands how learning is influenced by individual differences and experiences, including abilities, prior learning, language, culture, family, social, and community variables.
5. The teacher understands the impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
6. The teacher understands how cultural, ecological, and demographic variables affect the performance and functioning of learners with needs for advanced and expanded curriculum.
7. The teacher understands variations in beliefs, traditions, and values across and within cultures and their effects upon relationships among the learner, the family, and the school.
8. The teacher understands realities of how one's own culture, use of language and ways in which these may differ can affect learning.
9. The teacher understands behaviors and communication patterns among cultures that may result in misinterpretation and misunderstanding of the learner.
10. The teacher understands the impact of various educational settings and program options on individual learners with regard to cultural identity or economic class and physical, linguistic, academic, social, and emotional development.

### **Performance**

1. The teacher identifies and describes learners' stages of development, learning abilities, strengths, styles, and needs for advanced and expanded curriculum.
2. The teacher uses information and appropriate resources to understand the cognitive, academic, cultural, social, and emotional needs of individuals with needs for advanced and expanded curriculum.
3. The teacher describes the effects of giftedness upon the learner's cognitive, social, emotional, and academic development, and upon the learner's acquisition, maintenance, and generalization of knowledge and skills.
4. The teacher demonstrates sensitivity to the effects of diverse culture, language, religion, gender, abilities, disabilities, socioeconomic status, and sexual orientation on learner need for advanced and expanded curriculum.
5. The teacher demonstrates awareness of own culture and use of language and ways in which these can differ from other cultures and uses of language.
6. The teacher demonstrates sensitivity to the impact of various educational placement options on learners who need advanced and expanded curriculum, with regard to cultural identity or economic class, and cognitive, linguistic, academic, social, and emotional development.

**Standard #3 The teacher of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social, and emotional growth and development.**

### **Knowledge**

1. The teacher understands psychometric terms and principles used in assessment and evaluation.
2. The teacher understands a variety of assessment instruments and procedures used for screening, general education interventions, placement, evaluation, and re-evaluation.
3. The teacher understands construction and use of teacher-made objective tests, product assessments, and performance measures.
4. The teacher understands construction and administration of standardized tests, and product and performance measures.
5. The teacher understands legal provisions, regulations, and guidelines regarding unbiased assessment and ethical concerns related to use of assessment measures for learners who are gifted.
6. The teacher understands alignment of assessment with curriculum and instruction.
7. The teacher understands appropriate interpretation and applications of assessment results.
8. The teacher understands limitations and contributions of assessment instruments and procedures.
9. The teacher understands influences of cultural, linguistic, and socioeconomic diversity on assessment.
10. The teacher understands appropriate assessment procedures and instrumentation for learners with other exceptionalities.
11. The teacher understands scoring, grading, and reporting issues related to learners who are gifted.

### **Performance**

1. The teacher selects, administers, and interprets formative and summative assessment procedures and norm-and criterion-referenced tests for needs of individuals who are gifted.
2. The teacher uses formal and informal observation and interview techniques in a variety of educational settings to identify learner needs.
3. The teacher uses multiple methods of assessment for determining appropriate services (if any) to meet identified needs.
4. The teacher applies comprehensive, systematic, objective, and equitable procedures for identifying and placing learners who are gifted in appropriate programming and services, and evaluating the match of those services with learner needs.
5. The teacher uses assessment and evaluation results to plan learning options and alternatives.
6. The teacher uses assessment and evaluation results to guide instruction and to make educational decisions.
7. The teacher interprets assessment results and reports as a member of the interdisciplinary team.
8. The teacher uses assessment and evaluation results to determine learner readiness for advanced and extended learning options and alternatives.
9. The teacher uses electronic technology for effective measurement, assessment, and evaluation.
10. The teacher develops rubrics, checklists, and other appropriate measures for assessing products and performances.
11. The teacher monitors and evaluates learner products, performances, and portfolios appropriately.



12. The teacher applies appropriate grading and feedback procedures to products and performances.
13. The teacher gathers information, creates, and maintains evaluation records confidentially, ethically, and professionally.
14. The teacher provides parents of identified students with progress reports toward goals at a frequency that coincides with reports provided in general education.

**Standard #4 The teacher of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum.**

**Knowledge**

1. The teacher understands a variety of specific, research-supported strategies for addressing individual needs for learning that include, but are not limited to, accelerated content, enriched material, flexible pace for learning, and opportunity for intellectual risk-taking.
2. The teacher understands learning theory, subject matter and related processes, curriculum, learner development stages within general education and education of learners who are gifted, and the impacts of multi-exceptionality, underachievement, and/or under-performance.
3. The teacher understands various appropriate learning environments related to effective instruction of individuals with needs for advanced and expanded curriculum.
4. The teacher understands a variety of research-supported instructional methods, techniques, and curricula that are appropriate for learners who are gifted.
5. The teacher understands a variety of techniques for modifying instructional methods and materials for learners who are gifted in general education settings.

**Performance**

1. The teacher interprets and uses assessment and evaluation data for instructional planning.
2. The teacher plans for and uses learning opportunities that recognize and address variations in learning styles and performance modes.
3. The teacher plans for and uses instructional programs and practices that respond to cultural, linguistic, motivational, and gender differences of learners who are gifted.
4. The teacher selects and uses appropriate technologies to accomplish instructional objectives and integrates them into instructional options and alternatives.
5. The teacher assists learners in applying a variety of technology methods to enhance student acquisition, processing, analysis, and presentation of information.
6. The teacher conducts and uses task analysis, discrepancy analysis, ecological inventories, informal assessment, and learner input to plan appropriate instruction.
7. The teacher selects, adapts, uses, and evaluates with the planning team instructional strategies and materials based upon learner characteristics and needs.
8. The teacher sequences, implements, and evaluates individual learning goals and objectives.
9. The teacher designs cognitively complex discussion questions, learning activities, projects, and assignments that promote complex thinking and engagement in learning.
10. The teacher assists learners in developing skills to evaluate their own thinking, learning, projects, and performances toward goals for cognitive, affective, social, and emotional development.
11. The teacher integrates creative, affective, social/leadership, and career or vocational skills with academic curricula.
12. The teacher uses strategies for facilitating transfer and application of knowledge and skills across learning environments.
13. The teacher uses techniques and strategies that promote successful transition to post-secondary learning programs by learners who are gifted.
14. The teacher models, teaches, and facilitates application of problem-solving strategies and critical and creative thinking skills appropriate for learners with needs for advanced and expanded curriculum.

**Standard #5 The teacher of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.**

### **Knowledge**

1. The teacher understands research concerning best practices for managing learning experiences in the diverse classroom.
2. The teacher understands theories, methods, techniques, and strategies for teaching and facilitating learning.
3. The teacher understands research-supported grouping practices and programs, including team projects, career/vocational transition, internships, and mentorships.
4. The teacher understands use of technology for planning, teaching, guiding, and evaluating learning.
5. The teacher understands research-based models that are effective for accelerated programming.
6. The teacher understands responsibilities and duties of paraeducators in programming for learners who are gifted.
7. The teacher understands role in arranging and coordinating services of related services and support personnel in programming for learners who are gifted.

### **Performance**

1. The teacher establishes and maintains learning environments supportive of diversity.
2. The teacher creates learning environments that promote love of learning, self-advocacy, independence, creativity, educational productivity, and desire for lifelong learning.
3. The teacher evaluates the manner in which different environments, teaching procedures, and classroom opportunities support and encourage educational productivity.
4. The teacher creates a safe, positive, supportive environment for learning and achieving individual education planning goals.
5. The teacher implements classroom opportunities for learners with needs for advanced and expanded curriculum in a variety of learning environments.
6. The teacher uses evaluation, planning, management, and assessment procedures to match learner needs with instructional environments, methods, and materials.
7. The teacher designs learning environments that enable learners to participate effectively in a variety of appropriate individual and group learning activities.
8. The teacher manages instruction of individuals alone and in small and large groups.
9. The teacher identifies, locates, develops, organizes, and presents teaching materials to implement lesson plans.
10. The teacher assists learners who are gifted in their involvement with identifying, creating, organizing, and processing learning materials to enhance their own learning.
11. The teacher assists learners who are gifted in evaluating their own thinking, learning, projects, and performances.
12. The teacher plans as a collaborative team member appropriate placement and instruction of individuals in a comprehensive continuum of instructional environments.
13. The teacher facilitates problem solving to guide the activities and involvement of paraeducators, aides, parents, volunteers, and peer tutors in instructional activities and support services.
14. The teacher directs, observes, evaluates, and provides feedback to paraeducators who assist with the advanced and expanded curriculum of learners who are gifted.

### **Standard #6 The teacher of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.**

#### **Knowledge**

1. The teacher understands state and federal laws and regulations, and corresponding policies and procedures, that relate to instruction in thinking skills, problem-solving, social skills, and leadership skills.
2. The teacher understands the importance of multidisciplinary and collaborative decision-making related to developing problem solving, leadership, and social skills.
3. The teacher knows a variety of techniques and strategies for developing problem solving, thinking, social, and leadership skills in learners who are gifted.
4. The teacher understands how to use appropriate techniques and strategies for promoting and developing social, leadership, and service skills.
5. The teacher understands how to integrate individual and group curricula as well as programs that promote independence and self-actualization, self-monitoring, self-control, self-esteem, self-advocacy, and own self-direction in learning.
6. The teacher understands a variety of techniques for identifying one's own feelings and a variety of appropriate strategies for dealing with and expressing feelings.

7. The teacher understands the importance and effects of cultural, gender, linguistic, and other diversity-related influences upon behavior, problem solving, and social skill development as well as the importance of these variables for guiding and promoting social skill development.

#### **Performance**

1. The teacher uses a variety of techniques and strategies that encourage appropriate behavior and decrease inappropriate behavior by learners who are gifted in a variety of settings.
2. The teacher uses strategies that enable learners who are gifted to identify their own feelings and apply appropriate strategies for dealing with and expressing those feelings.
3. The teacher uses individual and group curricula and environmental variables to teach and facilitate self-management, problem solving, social, and leadership skills.
4. The teacher uses appropriate assessment and evaluation procedures to plan and implement programs that develop self-management, leadership, and social skills.
5. The teacher uses problem-solving and social skill intervention programs based on ethical and proven methods of best practices in accordance with federal, state, and district laws, regulations, policies, and procedures.
6. The teacher attends to cultural, gender, linguistic, and other diversity-related influences in planning and implementing programs that develop self-management, leadership, and social skills.
7. The teacher involves general education personnel, peers, parents, or families, students, and others in planning and implementing programs that develop self-management, social, leadership, and service skills.
8. The teacher uses methods of best practices for crisis prevention and intervention.
9. The teacher works with family and community organizations to promote learning of students who are gifted.

**Standard #7 The teacher of learners with needs for gifted learning experiences understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of learners who are gifted.**

#### **Knowledge**

1. The teacher recognizes concerns of parents, families, and others involved with learners who need gifted curriculum.
2. The teacher knows roles and responsibilities shared by students, parents, general education teachers, related services and support personnel, and other school and community personnel in collaborative planning of individual learning programs.
3. The teacher understands effective verbal, non-verbal, and written techniques for communication with diverse populations to identify needs of learners who are gifted, and plan, implement, and evaluate programming for growth and development.
4. The teacher recognizes the role of technology in effective, efficient communication.
5. The teacher understands the interdependent relationships between general education and education for learners who are gifted in order to foster collaborative learning environments for excellence in learning.

#### **Performance**

1. The teacher uses effective verbal, non-verbal, and written techniques for communicating with and about learners who are gifted.
2. The teacher demonstrates effective consultation and problem-solving strategies in working with students, parents, general education teachers, mentors, and other school and community personnel.
3. The teacher assists learners with communication needs by modeling and teaching verbal and non-verbal communication strategies.
4. The teacher explains parental rights and responsibilities as described in state and federal statutes and guidelines regulating policies and procedures for special education.
5. The teacher encourages and assists families in becoming partners in the educational process.
6. The teacher communicates and collaborates with families, paraeducators, other teachers and school personnel, and community members in providing appropriate learning environments for learners who are gifted.
7. The teacher plans and conducts collaborative conferences with learners who are gifted and their families.
8. The teacher uses appropriate technology to communicate effectively with others for the advanced and expanded curriculum needs of learners who are gifted.
9. The teacher collaborates with others to obtain appropriate resources for learning needs.
10. The teacher develops organizational and management plans for effective use of time and resources in providing learning options and alternatives.

11. The teacher participates as a team member in various teaming models and collaborative activities related to planning, implementing, and evaluating instructional and related programs for advanced and expanded curriculum.
12. The teacher identifies sources of unique services, networks, and organizations for serving learners who are gifted who need advanced and expanded curriculum.
13. The teacher provides professional development to promote understanding of learners who are gifted, and learning environments necessary for serving those needs.

**Standard #8 The teacher of learners with needs for gifted learning experiences understands and practices professionalism and ethical behavior.**

**Knowledge**

1. The teacher knows standards and policies of the profession, and laws, regulations, and policies governing the practice of the profession.
2. The teacher knows best practices in educational methods and strategies and understands the differences between controversial, non-validated practices, and valid methods and strategies.
3. The teacher understands ethical practice for confidential communication with others about learners with exceptional learning needs.
4. The teacher understands that some attitudes and perceptions may facilitate or may interfere with professional and ethical practice for learners who are gifted.
5. The teacher knows about consumer and professional organizations, publications, and journals relevant to the field of gifted education.
6. The teacher recognizes opportunities and activities that enhance professional growth and development.

**Performance**

1. The teacher practices within codes of ethics and other standards of professionalism adopted by learned societies within the profession.
2. The teacher maintains a positive classroom and school climate that helps all learners grow and develop.
3. The teacher practices professional activities that foster maximum growth and development of all learners and their families.
4. The teacher demonstrates for others the professional and ethical behaviors appropriate for practice in the profession.
5. The teacher engages in activities that develop and advance one's own professional and ethical skills and knowledge.
6. The teacher engages in activities that develop and advance ethics and professionalism in the field.
7. The teacher uses research-based, best practices methods while analyzing and evaluating the potential of innovative and promising methods.
8. The teacher uses appropriate written and oral communication related to advocacy and educational programming for individuals with needs for advanced and expanded curriculum.
9. The teacher applies codes and standards of learned societies and professional organizations to one's own behaviors and attitudes.
10. The teacher practices systematic self-evaluation for professional growth and development.
11. The teacher uses relevant feedback from others to facilitate professional growth and development.

## Crosswalk: Previous versus New Music PreK-12 Standards

### General Information about this Revision:

- » After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.
- » Careful consideration was given to aligning all three areas of licensure to make them more consistent.
- » After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.
- » Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.
- » Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.
- » The new Standard 6 addresses assessment of student learning in the music classroom.
- » Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).
- » Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.
- » Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

### Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1: The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.	Standard 1: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.	<p>Use of the term pedagogy which is more inclusive of the entire instructional process. Also, subcategories were listed to delineate types of pedagogy skills (planning, delivering instruction and assessment).</p> <p><b>Additions to:</b>  <u>Content Knowledge indicators:</u>                      1.3 The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.  <u>Professional Skills indicators:</u>                      1.7 The teacher develops pedagogy appropriate for various developmental stages, and models/implements</p>

		musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
<b>Standard 2</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 2: The teacher of general music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising.	Change of terminology from general to PK-12. and revision of skill terms (create, arrange, improvise) to better align with state music standards.

<b>Standard 3</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 3: The teacher of general music has skills in composing and arranging music.	Standard 3: The teacher of PK-12 music has skills in reading and writing music.	Formerly Standard 4  <b>Additions to:</b> Professional Skills indicators: 3.5 The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions. 3.6 The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

<b>Standard 4</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 4: The teacher of general music has skills in reading and writing music.	Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music.	Formerly Standard 5  <b>Additions to:</b> <u>Professional Skills indicators:</u> 4.5 The teacher describes and models relevant performance practices, techniques, and compositional devices.

Standard 5		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 5: The teacher of general music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.	<p><b>Additions to:</b>  <u>Professional Skills indicators:</u>            5.2 The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment.            5.3 The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.</p>

Standard 6		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 6: The teacher of general music has skills in evaluating music and music performances.	Standard 6: The teacher of PK-12 music can assess musical knowledge and skills.	<p>Old Standard 6 has been incorporated into Standard 5. New Standard addressing student assessment.</p> <p><b>Additions to:</b>  <u>Content Knowledge indicators:</u>            6.1 The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.  <u>Professional Skills indicators:</u>            6.2 The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.</p>

Standard 7		
PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 7: The teacher of general music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice.	<p>New standard addressing professional and reflective practice in education.</p> <p><b>Additions to:</b>  <u>Content Knowledge indicators:</u>            7.1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.            7.2. The teacher is aware of the impact of a music program within a community.            7.3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.  <u>Professional Skills indicators:</u>            7.4. The teacher articulates a philosophy of music education.            7.5. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.            7.6. The teacher acknowledges the unique musical contributions of cultural diversity.            7.7. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.            7.8. The teacher operates and maintains musical instruments and equipment.            7.9. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.</p>



		7.10 The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.
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<b>Standard 8 (OLD - Now Omitted)</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 8: The teacher of general music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6, & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

<b>Standard 9 (OLD - Now Omitted)</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 9: The teacher of general music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.



**PROPOSED**  
**Kansas Licensure Standards for Music PreK-12 Educators<sup>1</sup>**

**\*Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

<b>Standard 1: The teacher of PK-12 music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.</b> <i>[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]</i>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1 CK The teacher understands repertoire and pedagogy appropriate for various developmental stages.	1.4 PS The teacher performs alone with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present.
1.2 CK The teacher knows representative works of the past and present from the solo, small, and large ensemble literature.	1.5 PS The teacher performs alone and in small and large ensembles (vocal and instrumental).
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
	1.7 PS The teacher develops pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.8 PS The teacher demonstrates singing effective for instructional purposes.
	1.9 PS The teacher demonstrates functional knowledge of various instruments and musical technologies.

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<sup>1</sup> Modifications of the current standards have been informed by the recent revisions of the national music standards (NAfME, 2014).

**Standard 2: The teacher of PK-12 music has skills in creating, arranging, and improvising.***[Aligned with Anchor Standards 1,2,3] [Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard 3: The teacher of PK-12 music has skills in reading and writing music.***[Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

**Standard 4: The teacher of PK-12 music has skills in listening to, analyzing, describing, and performing music.***[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard 5: The teacher of PK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.**

*[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, performance, and assessment.
	5.3 PS The teacher demonstrates effective strategies for student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

**Standard 6: The teacher of PK-12 music can assess musical knowledge and skills.**

*[Aligns with InTASC Instructional Practice Standards 6]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

**Standard 7: The teacher of PK-12 music demonstrates professional responsibility and reflective practice.**

*[Aligns with InTASC Professional Responsibility Standards 9,10]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher articulates the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.

7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.

7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

**PREVIOUS LICENSURE STANDARDS**  
**MUSIC**  
**Early Childhood through Late Adolescence/Adulthood**  
**PreK-12**

**Standard #1 The teacher of general music has skills in teaching and evaluation techniques for vocal, instrumental, and general music.**

**Knowledge**

1. The teacher understands repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

**Performance**

1. The teacher performs alone with musical understanding and technical proficiency sufficient to interpret representative works of the past and present.
2. The teacher performs in small and large vocal ensembles or instrumental ensembles.
3. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
4. The teacher develops instrumental pedagogy appropriate for various developmental stages.
5. The teacher demonstrates singing effective for instructional purposes.
6. The teacher demonstrates functional knowledge of various band and orchestra instruments.

**Standard #2 The teacher of general music has skills in improvising melodies, variations, and accompaniments.**

**Knowledge**

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

**Performance**

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

**Standard #3 The teacher of general music has skills in composing and arranging music.**

**Knowledge**

1. The teacher knows the ranges and traditional usages of various musical sound sources.

**Performance**

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard #4 The teacher of general music has skills in reading and writing music.**

**Knowledge**

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

**Performance**

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

2. The teacher performs music notation at sight vocally and instrumentally.
3. The teacher notates music from aural sources.

**Standard #5 The teacher of general music has skills in listening to, analyzing, and describing music.**

**Knowledge**

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

**Performance**

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard #6 The teacher of general music has skills in evaluating music and music performances.**

**Knowledge**

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

**Performance**

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

**Standard #7 The teacher of general music has an understanding of music in relation to various historical periods and cultures.**

**Knowledge**

1. The teacher understands musical events and characteristics of various historical periods and cultures.

**Performance**

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

**Standard #8 The teacher of general music has skills in establishing effective music-learning environments.**

**Knowledge**

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

**Performance**

1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.



**Standard #9 The teacher of general music advocates for the school music program in the community at large.**

**Knowledge**

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

**Performance**

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.



## Crosswalk: Previous versus New Instrumental Music Standards

### General Information about this Revision:

- » After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.
- » Careful consideration was given to aligning all three areas of licensure to make them more consistent.
- » After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.
- » Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.
- » Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.
- » The new Standard 6 addresses assessment of student learning in the music classroom.
- » Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).
- » Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.
- » Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

### Standard 1

PREVIOUS STANDARD	NEW STANDARD	WHAT CHANGED?
Standard 1: The teacher of instrumental music has skills in teaching and evaluation techniques.	Standard 1: The teacher of instrumental music has skills in pedagogy (planning, delivering instruction, and assessment) techniques.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 2</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 2: The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of instrumentalPK-12 music has skills in creating, arranging, and improvising.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 3</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 3: The teacher of instrumental music has skills in composing and arranging music.	Standard 3: The teacher of instrumentalPK-12 music has skills in reading and writing music.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 4</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 4: The teacher of instrumental music has skills in reading and writing music.	Standard 4: The teacher of instrumentalPK-12 music has skills in listening to, analyzing, describing, and performing music.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 5</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 5: teacher of instrumental music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of instrumentalPK-12 music has skills in selecting, analyzing, interpreting, presenting, and evaluating	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u>

	music within the context of music education.	· [what's been added in Professional Skills]
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<b>Standard 6</b>		
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<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 6: The teacher of instrumental music has skills in evaluating music and music performances.	Standard 6: The teacher of instrumentalPK-12 music can assess musical knowledge and skills.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 7</b>		
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<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 7: The teacher of instrumental music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of instrumentalPK-12 music demonstrates professional responsibility and reflective practice.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · 1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner. 2. The teacher is aware of the impact of a music program within a community. 3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program. [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> ·1. The teacher articulates a philosophy of music education. 2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.

		<p>3. The teacher acknowledges the unique musical contributions of cultural diversity.</p> <p>4. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.</p> <p>5. The teacher operates and maintains musical instruments and equipment.</p> <p>6. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.</p> <p>7. The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content. [what's been added in Professional Skills]</p>
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<b>Standard 8 (OLD - Now Omitted)</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 8: The teacher of instrumental music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6, & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

<b>Standard 9 (OLD - Now Omitted)</b>		
<b>PREVIOUS STANDARD</b>	<b>NEW STANDARD</b>	<b>WHAT CHANGED?</b>
Standard 9: The teacher of instrumental music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

## PROPOSED Kansas Licensure Standards for Instrumental Music PreK-12 Educators<sup>2</sup>

\*"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

<b>Standard 1: The teacher of instrumental music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.</b> <i>[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]</i>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1 CK The teacher understands instrumental repertoire appropriate for various developmental stages.	1.4 PS The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and large ensembles.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.	1.5 PS The teacher demonstrates the ability to access musical and literary resources for instrumental music.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher develops instrumental pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.7 PS The teacher demonstrates singing effective for instructional purposes.
	1.8 PS The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

<sup>2</sup> Modifications of the current standards have been informed by the recent revisions of the national music standards (NAfME, 2014).

**Standard 2: The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.**

*[Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard 3: The teacher of instrumental music has skills in reading and writing music.**

*[Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

**Standard 4: The teacher of instrumental music has skills in listening to, analyzing, describing, and performing music.**

*[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*

4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.



**Standard 5: The teacher of instrumental music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.**

*[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.
	5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

**Standard 6: The teacher of instrumental music can assess musical knowledge and skills.**

*[Aligns with InTASC Instructional Practice Standards 6]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

**Standard 7: The teacher of instrumental music demonstrates professional responsibility and reflective practice.**

*[Aligns with InTASC Professional Responsibility Standards 9,10]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.

7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.

7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

**PREVIOUS LICENSURE STANDARDS  
INSTRUMENTAL MUSIC  
Early Childhood through Late Adolescence/Adulthood  
PreK-12**

**Standard #1 The teacher of instrumental music has skills in teaching and evaluation techniques.**

**Knowledge**

1. The teacher understands instrumental repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

**Performance**

1. The teacher performs on a single instrument with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for instrumental music.
3. The teacher develops instrumental pedagogy appropriate for various developmental stages.
4. The teacher demonstrates singing effective for instructional purposes.
5. The teacher performs on all band and orchestra instruments sufficient to demonstrate appropriate tone production and techniques.

**Standard #2 The teacher of instrumental music has skills in improvising melodies, variations, and accompaniments.**

**Knowledge**

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

**Performance**

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

**Standard #3 The teacher of instrumental music has skills in composing and arranging music.**

**Knowledge**

1. The teacher knows the ranges and traditional usage of various musical sound sources.

**Performance**

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard #4 The teacher of instrumental music has skills in reading and writing music.**

**Knowledge**

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

**Performance**

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
2. The teacher performs music notation at sight instrumentally.

3. The teacher notates music from aural sources.

**Standard #5 The teacher of instrumental music has skills in listening to, analyzing, and describing music.**

**Knowledge**

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

**Performance**

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard #6 The teacher of instrumental music has skills in evaluating music and music performances.**

**Knowledge**

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

**Performance**

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

**Standard #7 The teacher of instrumental music has an understanding of music in relation to various historical periods and cultures.**

**Knowledge**

1. The teacher understands musical events and characteristics of various historical periods and cultures.

**Performance**

1. The teacher demonstrates effective strategies for developing student exploration of the

music of various historical periods and cultures as appropriate for various developmental stages.

**Standard #8 The teacher of instrumental music has skills in establishing effective music-learning environments.**

**Knowledge**

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

**Performance**

1. The teacher manages instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

**Standard #9 The teacher of instrumental music advocates for the school music program in the community at large.**

**Knowledge**

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

**Performance**

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.



## Crosswalk: Previous versus New Vocal Music Standards

### General Information about this Revision:

- » After careful consideration and discussion, the 9 standards as previously adopted were amended and refined to align with accreditation standards of both the National Association of Schools of Music (NASM) and the Council for Accreditation of Educator Preparation (CAEP). Furthermore, the new InTASC Standards were consulted to ensure that meeting the newly revised standards would provide a smooth transition into the classroom.
- » Careful consideration was given to aligning all three areas of licensure to make them more consistent.
- » After deliberation, the consensus of the committee was to reduce the current 9 standards to a total of 7. Redundant material was removed, while other knowledge and performance indicators were moved to standards that were more relevant.
- » Standards 2 and 3 were merged to encompass the composition, arrangement, and improvisation music within the classroom.
- » Standard 6 was merged with Standard 5 to create a comprehensive approach to musical analysis within the context of music teaching.
- » The new Standard 6 addresses assessment of student learning in the music classroom.
- » Standard 7 was integrated throughout musical pedagogy, listening, and analysis (Standards 1 and 4).
- » Knowledge and Performance Expectations from Standard 8 were found in Standards 1,4, & 6 and were summarily moved to their respective standards. Those that did not fit were included in the new Standard 7.
- » Finally, the new Standard 7 was recreated to encompass professionalism and reflective practice. Most of old standards 8 and 9 were refined and regrouped to better reflect the expectations of our future educators. The document below will highlight the main points of interest when comparing the new standards with the old.

### Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 1: The teacher of vocal music has skills in teaching and evaluation techniques for vocal music.	Standard 1: The teacher of vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal music.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 2</b>		
<b>PREVIOUS STANDARDS</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
Standard 2: The teacher of vocal music has skills in improvising melodies, variations, and accompaniments.	Standard 2: The teacher of vocal music has skills in creating, arranging, and improvising.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 3</b>		
<b>PREVIOUS STANDARDS</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
Standard 3: The teacher of vocal music has skills in composing and arranging music.	Standard 3: The teacher of vocal music has skills in reading and writing music.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 4</b>		
<b>PREVIOUS STANDARDS</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
Standard 4: The teacher of vocal music has skills in reading and writing music.	Standard 4: The teacher of vocal music has skills in listening to, analyzing, describing, and performing music.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

<b>Standard 5</b>		
<b>PREVIOUS STANDARDS</b>	<b>NEW STANDARDS</b>	<b>WHAT CHANGED?</b>
Standard 5: The teacher of vocal music has skills in listening to, analyzing, and describing music.	Standard 5: The teacher of vocal music has skills in selecting, analyzing, interpreting, presenting, and evaluating music within the context of music education.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]



Standard 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 6: The teacher of vocal music has skills in evaluating music and music performances.	Standard 6: The teacher of vocal music can assess musical knowledge and skills.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · [what's been added in Content Knowledge] <u>Professional Skills indicators:</u> · [what's been added in Professional Skills]

Standard 7		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 7: The teacher of vocal music has an understanding of music in relation to various historical periods and cultures.	Standard 7: The teacher of vocal music demonstrates professional responsibility and reflective practice.	<b>Additions to:</b> <u>Content Knowledge indicators:</u> · 1. The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner. 2. The teacher is aware of the impact of a music program within a community. 3. The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program. <u>Professional Skills indicators:</u> ·1. The teacher articulates a philosophy of music education. 2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development. 3. The teacher acknowledges the unique musical contributions of cultural diversity. 4. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and

		<p>acing, balanced presentations of music education materials, and music for performance.</p> <p>5. The teacher operates and maintains musical instruments and equipment.</p> <p>6. Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.</p> <p>7. The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.</p>
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### Standard 8 (OLD Now Omitted)

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 8: The teacher of vocal music has skills in establishing effective music-learning environments.	incorporated into Standards 1,4, 6 & 7	Standard 8 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

### Standard 9 (OLD - Now Omitted)

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 9: The teacher of vocal music advocates for the school music program in the community at large.	incorporated into Standard 7	Standard 9 was assessed for redundancy and redundant material was omitted, while information that fit with other standards were added above.

**PROPOSED**  
**Kansas Licensure Standards for Vocal Music PreK-12 Educators<sup>3</sup>**

**\*"Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

<b>Standard 1: The teacher of vocal music has skills in pedagogy (planning, delivering instruction, and assessment) for vocal, instrumental, and general music.</b> <i>[Modified to align with InTASC Learner and Learning Standard 1, InTASC Instructional Strategies Standards 6,7,8]</i>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
1.1 CK The teacher understands vocal repertoire appropriate for various developmental stages.	1.4 PS The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret and model representative works of the past and present in solos, small ensembles, and/or large ensembles.
1.2 CK The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.	1.5 PS The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
1.3 CK The teacher utilizes a variety of pedagogies appropriate to teaching singing, performing, listening, moving, creating, and reading/writing.	1.6 PS The teacher develops vocal pedagogy appropriate for various developmental stages, and models/implements musical skills, such as singing, performing, listening, moving, creating, and reading/writing.
	1.7 PS The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
	1.8 PS The teacher demonstrates singing effectively for instructional purposes.

<b>Standard 2: The teacher of vocal music has skills in creating, arranging, and improvising.</b> <i>[Aligned with Anchor Standards 1,2,3; Modified to align with InTASC Content Standards 4,5; merged KSDE Music Standards 2 and 3]</i>	
<b>Content Knowledge</b>	<b>Professional Skills</b>
2.1 CK The teacher knows the characteristics, ranges and traditional usages of various musical sound sources to make the discipline accessible and meaningful for learners to assure mastery of content.	2.2 PS The teacher improvises melodies and accompaniments that are stylistically appropriate over various harmonic progressions for modeling and teaching improvisation.
	2.3 PS The teacher performs written accompaniments on the music keyboard or chord instrument and transposes accompaniments to developmentally appropriate keys and ranges.
	2.4 PS The teacher creates music appropriate for various developmental stages.
	2.5 PS The teacher transcribes or arranges selected music for voices and instruments other than those for which the pieces were written in ways that preserve or enhance musical expression.

<sup>3</sup> Modifications of the current standards have been informed by the recent revisions of the national music standards (NAfME, 2014).

**Standard 3: The teacher of vocal music has skills in reading and writing music.***[Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
3.1 CK The teacher understands the aural and notational skills required for creating and recreating music for instruction.	3.2 PS The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.
	3.3 PS The teacher performs music notation at sight vocally and instrumentally.
	3.4 PS The teacher notates music from aural sources.
	3.5 PS The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.
	3.6 PS The teacher selects, maintains, and integrates technology to facilitate music reading and writing.

**Standard 4: The teacher of vocal music has skills in listening to, analyzing, describing, and performing music.***[Aligned with Responding Anchor Standards 4,5,6; Aligned with Connecting Anchor Standards 10,11; Modified to align with InTASC Content Standards 4,5]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
4.1 CK The teacher knows technical and symbolic vocabulary of music.	4.4 PS The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
4.2 CK The teacher understands the organization of sound in musical forms.	4.5 PS The teacher describes and models relevant performance practices, techniques, and compositional devices.
4.3 CK The teacher understands the common elements of music and their interaction through aural and visual analysis.	4.6 PS The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard 5: The teacher of vocal music has skills in selecting, analyzing, interpreting, presenting, and evaluating music and music performance within the context of music education.***[Aligned with Responding Anchor Standards 7,8,9; Modified to align with InTASC Learner and Learning Standards 1,2,3; InTASC Instructional Practice Standards 7,8]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
5.1 CK The teacher understands criteria for evaluating the quality and effectiveness of teaching materials (i.e. compositions, arrangements, improvisations) and performances.	5.2 PS The teacher evaluates a varied repertoire of music through planning, engaged instruction, and assessment.
	5.3 PS The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.
	5.4 PS The teacher facilitates student self-evaluation of music and musical performances.
	5.5 PS The teacher develops, plans and implements music classroom instruction and performance at all developmental levels (i.e. inclusive, solo, chamber, auditioned).

**Standard 6: The teacher of vocal music can assess musical knowledge and skills.***[Aligns with InTASC Instructional Practice Standards 6]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
6.1 CK The teacher understands and uses multiple methods of assessment to measure student growth, monitor student progress, and inform both student and teacher decisions.	6.2 PS The teacher selects, designs, and applies music assessment strategies that evaluate the program to ensure students' learning, skill, and artistic development.

**Standard 7: The teacher of vocal music demonstrates professional responsibility and reflective practice.***[Aligns with InTASC Professional Responsibility Standards 9,10]*

<b>Content Knowledge</b>	<b>Professional Skills</b>
7.1 CK The teacher understands cognitive, affective, and psychomotor aspects of music education to meet the needs of each learner.	7.4 PS The teacher articulates a philosophy of music education.
7.2 CK The teacher is aware of the impact of a music program within a community.	7.5 PS The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
7.3 CK The teacher understands appropriate professional, ethical, administrative (financial, management, organizational, and operational) aspects of an overall music program.	7.6 PS The teacher acknowledges the unique musical contributions of cultural diversity.
	7.7 PS The teacher manages the classroom and instructional time effectively through appropriately structured learning activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
	7.8 PS The teacher operates and maintains musical instruments and equipment.
	7.9 PS Teachers seek leadership roles and collaborative opportunities to ensure learner growth and to advance the profession.
	7.10 PS The teacher demonstrates abilities in knowledge of technology and its pedagogical application within the classroom to deepen the students' understandings of musical content.

**PREVIOUS LICENSURE STANDARDS**  
**VOCAL MUSIC**  
**Early Childhood through Late Adolescence/Adulthood**  
**PreK-12**

**Standard #1 The teacher of vocal music has skills in teaching and evaluation techniques for vocal music.**

**Knowledge**

1. The teacher understands vocal repertoire appropriate for various developmental stages.
2. The teacher knows representative works of the past and present from the solo, small ensemble, and large ensemble literature.

**Performance**

1. The teacher performs vocally with musical understanding and technical proficiency sufficient to interpret representative works of the past and present in solos, small ensembles, and/or large ensembles.
2. The teacher demonstrates the ability to access musical and literary resources for vocal and/or instrumental music.
3. The teacher develops vocal pedagogy appropriate for various developmental stages.
4. The teacher demonstrates functional knowledge of various band and orchestra instruments for instructional purposes.
5. The teacher demonstrates singing effectively for instructional purposes.

**Standard #2 The teacher of vocal music has skills in improvising melodies, variations, and accompaniments.**

**Knowledge**

1. The teacher understands how to perform written accompaniments on the music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.

**Performance**

1. The teacher improvises accompaniments that are stylistically appropriate.
2. The teacher improvises original melodies in a variety of styles, over given harmonic progression each in a consistent style, meter, and tonality.
3. The teacher uses resources to illustrate and teach improvisation.
4. The teacher performs simple accompaniments appropriate for classroom use.
5. The teacher transposes on musical instruments at sight.

**Standard #3 The teacher of vocal music has skills in composing and arranging music.**

**Knowledge**

1. The teacher knows the ranges and traditional usage of various musical sound sources.

**Performance**

1. The teacher composes music appropriate for various developmental stages.
2. The teacher uses imagination and technical skill in applying the principles of composition.
3. The teacher transcribes or arranges selected music for voices other than those for which the pieces were written in ways that preserve or enhance musical expression.

**Standard #4 The teacher of vocal music has skills in reading and writing music.**

**Knowledge**

1. The teacher can develop and use criteria for evaluating and selecting materials for reading and writing musical compositions.

**Performance**

1. The teacher conducts from a variety of scores, reading multiple staves, transpositions, clefs, and contemporary notation.

2. The teacher performs music notation at sight vocally.
3. The teacher notates music from aural sources.

**Standard #5 The teacher of vocal music has skills in listening to, analyzing, and describing music.**

**Knowledge**

1. The teacher knows technical and symbolic vocabulary of music.
2. The teacher understands the organization of sound in musical forms.
3. The teacher understands the common elements of music and their interaction through aural and visual analysis.

**Performance**

1. The teacher identifies, through visual and aural analysis, composers and music representing diverse styles, periods, cultures, genres, and techniques of musical organization.
2. The teacher describes compositional devices and techniques.
3. The teacher demonstrates effective strategies for developing students' growth through a variety of active musical experiences.

**Standard #6 The teacher of vocal music has skills in evaluating music and music performances.**

**Knowledge**

1. The teacher understands criteria for evaluating the quality and effectiveness of performances, compositions, arrangements, improvisations, and teaching materials.

**Performance**

1. The teacher facilitates student self-evaluation of music and musical performances.
2. The teacher demonstrates techniques for evaluating music and musical performances.

**Standard #7 The teacher of vocal music has an understanding of music in relation to various historical periods and cultures.**

**Knowledge**

1. The teacher understands musical events and characteristics of various historical periods and cultures.

**Performance**

1. The teacher demonstrates effective strategies for developing student exploration of the music of various historical periods and cultures as appropriate for various developmental stages.

**Standard #8 The teacher of vocal music has skills in establishing effective music-learning environments.**

**Knowledge**

1. The teacher understands appropriate administrative, financial, management, organizational, and operational aspects of an overall music program.
2. The teacher understands planning and implementation skills for music classroom instruction and performance at all developmental levels.
3. The teacher understands use and implementation of appropriate technology for the music classroom.

**Performance**

1. The teacher manages instructional time effectively through appropriately structured learning-activities, efficient transitions and pacing, balanced presentations of music education materials, and music for performance.
2. The teacher develops strategies for a balance of auditioned and all-inclusive musical participation.
3. The teacher incorporates technology in instruction.
4. The teacher applies music assessment strategies that evaluate the program and ensure students' continual improvement.
5. The teacher operates and maintains musical instruments and equipment.

**Standard #9 The teacher of vocal music advocates for the school music program in the community at large.**

**Knowledge**

1. The teacher understands cognitive, affective, and psychomotor aspects of the functions of music.
2. The teacher is aware of the audience/performer/composer interaction.

**Performance**

1. The teacher articulates a philosophy of music education.
2. The teacher provides musical experiences that enhance students' intellectual, personal, emotional, social, and career development.
3. The teacher acknowledges the unique musical contributions of cultural diversity.





Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Carolyn L. Wims-Campbell  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

Great students. Great teachers. Great leaders. Great citizens.

**Agenda Number: 10**  
**Meeting Date: 3/8/2016**

**To:** Kansas State Board of Education

**Subject:** Jobs for America's Graduates (JAG) Program in Kansas

**Board Goals:** Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy partners

The Jobs for America's Graduates (JAG) program is a school-to-work transition program focused on helping at-risk youth graduate and prepare them for future careers or further education. JAG in Kansas is now in 61 schools within 28 public school districts across the state. Matthew Fearing, President and CEO of JAG-K, Inc., will share information about the program and its progress over the past few years.



“When these students earn a diploma ... combined with job training, they will find career and life opportunities they never have considered before.”  
- Kansas Governor Sam Brownback (from speech for JAG-K launch.)

## Helping Students Successfully Work for Work Success

JAG believes:

- JAG students and graduates are capable of extraordinary accomplishments once they realize the future relevance of what they are learning and will exceed expectations when challenged and stimulated.
- JAG graduates can and will change the world!
- JAG is needed now more than ever.

The JAG In-school model:

- serves freshmen, sophomores, juniors and seniors in a classroom setting (classroom instruction) with either an Alternative Education or Multi-Year program. (Primary focus is with juniors and seniors.)
- serves sixth, seventh, and eighth graders in a classroom setting with the Middle School program.
- focuses on graduation, career exploration and planning, and development of employability skills (competency-based curriculum).
- Serves students identified as at-risk of not graduating and addresses their barriers.
- includes adult mentoring, advisement and support.
- includes student-led leadership development.
- utilizes 12-month follow-up services monitoring job and post-secondary education placement.
- develops summer employment training and opportunities.
- utilizes an accountability system through own data and independent review.

Studies indicate that JAG students more than repay the costs of the program within 14 months in taxes paid alone – not including the cost of social programs that might have incurred without the intervention of JAG.

JAG-K is now in 61 schools within 28 public school districts across Kansas. JAG-K Seniors currently have a 93% graduation rate (2014). JAG-K and 10 schools in the network achieved JAG’s highest honor, the 5 of 5 award for performance in graduation and employment.

For information on the JAG program, you can review the national JAG web site at [www.jag.org](http://www.jag.org) or on Facebook at [www.facebook.com/kansasjag](http://www.facebook.com/kansasjag).

For information on JAG in Kansas please contact Matthew A. Fearing:

Matthew Fearing

President/CEO, JAG-K

[matthew.fearing@jagkansas.org](mailto:matthew.fearing@jagkansas.org)

mobile: (785) 840-6989 or office: (785) 296-4187



## Kansas State Department of Education

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[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Denise Kahler  
**Subject:** Recognition of Kansas Superintendent and Principals of the Year  
**Date:** 2/16/2016

**Board Goals:** Ensure effective, visionary leaders in every school

The Kansas State Board of Education will have the pleasure of hearing from four Kansas administrators who have received prestigious awards.

- Dr. Cynthia Lane, Superintendent at Kansas City USD 500, has been named 2016 Kansas Superintendent of the Year by the Kansas School Superintendents Association.
- Mr. Ed Raines, Principal at Washburn Rural High School (Auburn Washburn USD 437), has been named 2015-2016 Kansas High School Principal of the Year by the Kansas Association of Secondary School Principals.
- Ms. Traci Becker, Principal at Mulvane Middle School (Mulvane USD 263), has been named 2015-2016 Kansas Middle School Principal of the Year by the Kansas Association of Middle School Administrators.
- Dr. John Ernst, Principal at Rolling Ridge Elementary School (Olathe USD 233), has been named 2016 National Distinguished Principal of the Year by the Kansas Association of Elementary School Principals.

They will share with Board members some of the things they are doing to build instructional capacity to help all students learn and achieve success. They also will be available to respond to questions from Board members.



**Item Title:**

Act on appointment of a State Board of Education member to the Kansas State High School Activities Association (KSHSAA) Board of Directors

**Board Goals:**

Governmental Responsibility

**Recommended Motion:**

It is moved that the Kansas State Board of Education appoint one member of the State Board to a two-year term on the KSHSAA Board of Directors. This appointment will begin July 1, 2016.

**Explanation of Situation Requiring Action:**

The Kansas State High School Activities Association Board of Directors consists of not less than 60 members. At least two directors shall be representatives of the State Board of Education, appointed by the State Board. (K.S.A. 2014 SUPP. 72-130).

KSHSAA Board of Director members are limited to a maximum term of six consecutive years. Current representatives from the State Board of Education are Carolyn Wims-Campbell (2014-16) and Kathy Busch (2015-17). The position held by Ms. Wims-Campbell expires June 30, 2016. She has served six years consecutively and is ineligible for an additional term.

It is time for the State Board of Education to appoint one of its members to serve a two-year term (2016-18) filling the second representative position on the KSHSAA Board of Directors.

See attached request letter from KSHSAA.



**Item Title:**

Act on appointment of a State Board of Education member to the Kansas State High School Activities Association (KSHSAA) Executive Board

**Board Goals:**

Governmental Responsibility

**Recommended Motion:**

It is moved that the Kansas State Board of Education appoint one of its two KSHSAA Board of Director representatives to a two-year term on the KSHSAA Executive Board. This appointment will begin July 1, 2016.

**Explanation of Situation Requiring Action:**

The Kansas State High School Activities Association Executive Board shall be responsible for the administration, enforcement and interpretation of policy established by the board of directors.

The current representative from the Kansas State Board of Education is Carolyn Wims-Campbell. Her term expires June 30, 2016. It is time for the State Board of Education to appoint one of its two KSHSAA Board of Director representatives to serve a two-year term on the Executive Board (2016-18).

See attached request letter from KSHSAA.



# Kansas State High School Activities Association

601 SW Commerce Place, Box 495 • Topeka, KS 66601-0495 • Phone: 785-273-3329, Fax: 785-271-0236 • kshsaa@kshsaa.org • www.kshsaa.org

GARY P. MUSSELMAN, EXECUTIVE DIRECTOR

Assistant Executive Directors: Cheryl Gleason, David Cherry, Francine Martin, Mark Lentz, Jeremy Holaday, Craig Manteuffel  
Member of the National Federation of State High School Associations

January 4, 2016

Dr. Randy Watson  
Commissioner  
Kansas State Department of Education  
900 SW Jackson Street, Suite 600  
Topeka, KS 66612

COPY

## RE: KSHSAA Board of Director and Executive Board Appointments

Dear Randy:

As we approach the conclusion of the 2015-16 school business year, my records indicate the need for the Kansas State Board of Education to consider the appointment of one member of the State Board of Education to a term on the KSHSAA Board of Directors.

Kathy Busch – Board of Directors Term (2015-17)

\* No action needs to be taken for Kathy, as she enters the second year of her term.  
(She will have served one year at the conclusion of the 2015-16 school year.)

Carolyn Wims-Campbell – Board of Directors Term (2014-16)

(She will have served six years at the conclusion of the 2015-16 school year.)

KSHSAA Board of Director members are limited to a maximum term of six consecutive years. Carolyn has served six years consecutively, and is therefore ineligible for an additional term. It is now time for the State Board of Education to appoint one of their members to a two-year term filling the second position on the KSHSAA Board of Directors for 2016-2018.

Additionally, Carolyn's current two-year term on the KSHSAA Executive Board will expire June 30, 2016. **It is now time for the State Board of Education to appoint one of their two KSHSAA Board of Directors members to a two-year term on the KSHSAA Executive Board (2016-2018).**

KSHSAA Board of Director and Executive Board elections occur during the month of April which enables us to gather all the data necessary for publication of the Handbook and Directory. **Having the appointments from the Kansas State Board of Education by May 1 or sooner would be of great assistance.** Should there be questions regarding these procedures, please do not hesitate to contact me.

Sincerely,

Gary Musselman  
Executive Director

Cc: Peggy Hill, KSDE

EXECUTIVE BOARD: President: Juan Perez, Ulysses-Kepley; Vice President: Monte Stewart, Belle Plaine; Secretary/Treasurer: Rod Wittmer, Holton; Barbara Bollier, Mission Hills; Mike Crouch, Emporia USD 253; Tom Flax, Ness City; Annette Gonzales, Shawnee Mission North; Britton Hart, Emporia; Pam McComas, Topeka; Terry Ostmeier, Grainfield-Wheatland-Grinnell; Carolyn Wims-Campbell, Topeka





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**To:** Commissioner Randy Watson  
**From:** Dale Dennis  
**Subject:** Board Attorney Contract Renewal  
**Date:** 2/24/2016  
**Board Goals:** Board Matters

In May 2015, the Kansas State Board of Education approved a contract with Gates, Shields and Ferguson, P.A. for providing legal services to the Kansas State Board of Education for the period July 1, 2015 to June 30, 2016 with the option of four one-year extensions. This month, the State Board will consider the first one-year extension, effective July 1, 2016 through June 30, 2017, for continued legal services with no increase in rates. A vote is expected in April.



## CONTRACT AWARD

**Date of Award:** May 18, 2015

**Contract ID:** 40370  
**Event ID:** EVT0003630  
**Replace Contract:** NEW

**Procurement Officer:** Kenna R Lierz  
**Telephone:** 785-296-1171  
**E-Mail Address:** [kenna.lierz@da.ks.gov](mailto:kenna.lierz@da.ks.gov)  
**Web Address:** <http://admin.ks.gov/offices/procurement-and-contracts>

**Item:** Attorney Services

**Agency/Business Unit:** Department of Education

**Period of Contract:** July 01, 2015 through June 30, 2017  
(With the option to renew for three (3) additional one (1) year periods)

**Contractor:** GATES SHIELDS & FERGUSON PA  
10990 QUIVIRA RD STE 200  
OVERLAND PARK, KS 66210-1284  
Vendor ID: 0000052376  
FEIN: 48-0958768  
Contact Person: Mark Ferguson  
E-Mail: [MarkFerguson@gsflegal.com](mailto:MarkFerguson@gsflegal.com)  
Local Telephone: 913-661-0222  
Cell Phone Number: 913-707-5125  
Fax: 913-491-6398

**Amendments:** Amendment 1—Contract renewal through June 30, 2017

**Payment Terms:** Net 30  
**Political Subdivisions:** Pricing **is not** available to the political subdivisions of the State of Kansas.  
**Procurement Cards:** Agencies **may not** use a P-Card for purchases from this contract.  
**Administrative Fee:** No Administrative Fee will be assessed against purchases from this contract.

## 1. Costing Sheet

**Vendor Name:** Gates, Shields, & Ferguson, P.A.

Reimbursement costs (includes all support services)	Actual Cost
Hourly rate for attorney (Partner/member)	\$225.00
Hourly rate for attorney (Associates/Of Counsel)	\$200.00
Hourly rate for Legal Assistant/Paralegal	\$85.00
Travel Rates (half of regular hourly rates)	Yes
Mileage (cost/mile)	State Rate
In-house photocopying (cost/copy)	Actual Cost
Attendant at board meetings	\$900.00 per meeting per day

Flat rate of \$900.00 per day per meeting of the KSBE, plus tolls and mileage expense. Lodging expenses extra (if necessary based upon inclement weather, additional duties related to Board meetings or if economically feasible rather than charge for toll/mileage expense). This flat rate fee includes travel time to/from meetings in Topeka. Any meetings at location further than Topeka will be at travel rate (one-half of regular hourly rate).

Actual costs will be reimbursed for the following types of expenses when receipts and/or detailed statements are provided and charges are approved by the Board:

- Long Distance Calls
- Fax Transmittals
- Postage and Shipping Expenses
- Overnight Delivery
- Publication Expenses
- Court Reporting/Transcription Fees
- Recording/Filing Fees
- State Agency Fees
- Outside Reproductions
- Outside Printing for large or non-standard copy projects
- Exhibit Preparation by outside providers
- Tolls/Parking
- Taxis or other transportation
- Meals
- Lodging
- Travel and attendance at NABSE and NCOSEA Conferences and education related seminars



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**To:** Commissioner Randy Watson

**From:** Jessica Noble

**Subject:** Receive proposed requirements and monitoring plans for Kansas Virtual Education and Kansas Diploma Completion programs

**Date:** 2/18/2016

**Board Goals:** Provide a flexible and efficient delivery system to meet our students' varied and changing needs

The Kansas Charter and Virtual Education Advisory Council has updated the Kansas Virtual Education Requirements, which were last updated in 2008. The Advisory Council also proposes that the monitoring of virtual schools and programs change from annual monitoring to every three years, using a risk-based monitoring model.

Additionally, KSDE staff convened stakeholders to form the Kansas Diploma Completion Advisory Council, which was a one-year endeavor to create requirements and a monitoring plan for Diploma Completion Programs that use an alternative model. This will be the first time that these programs will have established requirements and an approval process with KSDE.

Staff will share the history, present the Requirements and Monitoring Plans and answer questions. Approval of the documents would occur at the April State Board meeting.





# Kansas Virtual Education Requirements and Monitoring Plan

Draft for Public Comment

February 2016



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## KANSAS VIRTUAL EDUCATION OVERVIEW

Per Kansas Statute 72-3712, a virtual school or program:

- is offered for credit;
- uses distance learning technologies which predominately use internet-based methods to deliver instruction;
- involves instruction that occurs asynchronously with the teacher and pupil in separate locations;
- requires the pupil to make academic progress toward the next grade level and matriculation from kindergarten through high school graduation;
- requires the pupil to demonstrate competence in subject matter for each class or subject in which the pupil is enrolled as part of the virtual school; and
- requires age-appropriate pupils to complete state assessment tests.

Per the Kansas State Department of Education, a virtual school or program:

- meets the definition in Kansas Statute 72-3712;
- meets the virtual education requirements outlined in this document;
- offers a full-time or part-time virtual education to students; and
- receives approval during its Multi-Year Performance Portfolio Monitoring.

The only difference between a virtual school and a virtual program is that a school has its own building number for data reporting and a program uses another school's building number or the central office building number for data reporting. In all other ways, they are the same and both must adhere to these virtual requirements.

Each district may operate an unlimited number of virtual schools and programs, so long as there is no overlap of grade levels in each. For instance, a district may operate a K-6 virtual school and a 7-12 virtual school but may not operate a 9-12 virtual school and 7-12 virtual school. A district may also choose to contract with a service center for the operation of a virtual program or a diploma completion program. The grade levels in the service center operated program and a district's own virtual school or program may overlap. For instance, the district may operate a K-12 virtual school and contract with the service center for a 9-12 diploma completion program.

The following schools and programs WILL be covered under these requirements:

- District operated virtual schools and program
- District operated diploma completion programs that use a virtual model
- District contracts with service centers for individual virtual programs
- District contracts with service centers for diploma completion programs that use a virtual model

The following schools and programs WILL NOT be covered under these requirements and instead will fall under the [Diploma Completion Program Requirements](#):

- District operated diploma completion programs that use an alternative model

## NEW VIRTUAL SCHOOL AND PROGRAM APPROVAL PROCESS

Timeline of activities to become an approved virtual school or program:

1. Submit New Virtual Intent Form to KSDE by mid-February
2. Participate in new virtual training opportunities in March
3. Participate in New Virtual Performance Portfolio Monitoring in April:
  - a. Schedule new virtual monitoring conference call date
  - b. Complete Virtual Demographics Form
  - c. Complete Virtual District Assurances
  - d. Complete New Virtual Narrative Form
  - e. Develop virtual student handbook/assurances/rights and responsibilities\*
  - f. Submit documentation to KSDE at least one week prior to monitoring conference call date
  - g. Participate in new virtual monitoring conference call
  - h. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
4. Receive approval to operate new virtual school or program

KSDE will also partner new virtual directors with an existing virtual director to serve as a mentor throughout the first year.

\*Recommended, but not required

## RETURNING VIRTUAL SCHOOL AND PROGRAM RENEWAL PROCESS

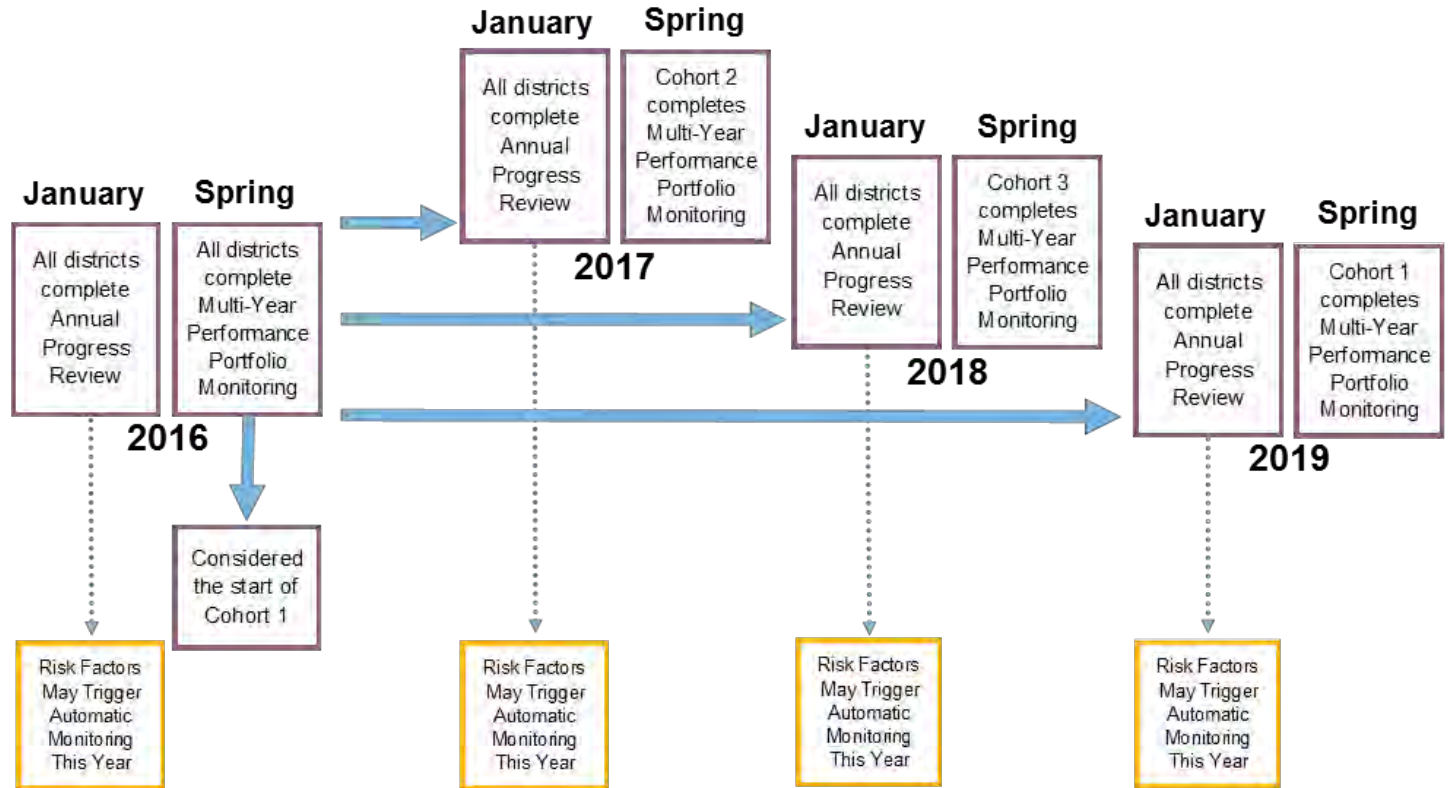
Timeline of activities to remain an approved virtual school or program:

1. Complete Annual Progress Review every January:
  - a. Complete Virtual Demographics Form
  - b. Complete Virtual District Assurances
  - c. Complete Virtual Professional Development Report
2. Participate in virtual Performance Portfolio Monitoring in Feb/March/April (once every three years, unless risk factors identified in Annual Progress Review call for automatic monitoring that year):
  - a. Schedule virtual monitoring conference call date
  - b. Complete Returning Virtual Narrative Form
  - c. Update virtual student handbook/assurances/rights and responsibilities\*
  - d. Submit documentation to KSDE at least one week prior to monitoring conference call date
  - e. Participate in virtual monitoring conference call
  - f. Respond to any findings outlined in the Virtual Findings Letter within 30 days, if applicable
3. Receive approval to operate virtual school or program for an additional three years

\*Recommended, but not required

# RETURNING VIRTUAL MULTI-YEAR RISK-BASED MONITORING PLAN

## Multi-Year Risk-Based Monitoring Plan Diagram



## Risk Factors

If a virtual school or program has a new virtual director identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year.

If a virtual school or program has two or more of the following risk factors identified on the Annual Progress Review, the school or program will have automatic monitoring done that year; even if it is not its cohort year. If a virtual school or program has only one of the following risk factors identified on the Annual Progress Review, the school or program will be invited to receive additional supports from KSDE. Risk factors include:

- More than 50% licensed staff turnover
- Change in online curriculum provider
- Three or more monitoring findings from the previous year's Performance Portfolio Monitoring
- Persistently unresponsive to KSDE requests
- Three or more complaints reported by students and/or their families

If a virtual school or program is pulled for automatic monitoring, the school or program will return to its original cohort cycle afterwards. This may mean that a virtual school or program is monitored in back to back years.

## Multi-Year Monitoring Cycle Cohorts

These cohorts match the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts.

### Cohort 1

USD 101 Erie-Galesburg  
USD 114 Riverside  
USD 250 Pittsburg  
USD 252 S Lyon County  
USD 259 Wichita  
USD 260 Derby  
USD 287 West Franklin  
USD 290 Ottawa  
USD 309 Nickerson  
USD 315 Colby  
USD 336 Holton  
USD 346 Jayhawk  
USD 353 Wellington  
USD 365 Garnett  
USD 397 Centre  
USD 400 Smoky Valley  
USD 445 Coffeyville  
USD 453 Leavenworth  
USD 498 Valley Heights  
USD 509 South Haven

### Cohort 2

USD 210 Hugoton  
USD 214 Ulysses  
USD 229 Blue Valley  
USD 230 Spring Hill  
USD 233 Olathe  
USD 244 Burlington  
USD 247 Cherokee  
USD 258 Humboldt  
USD 262 Valley Center  
USD 266 Maize  
USD 282 West Elk  
USD 283 Elk Valley  
USD 312 Haven  
USD 331 Kingman-Norwich  
USD 352 Goodland  
USD 362 Prairie View  
USD 383 Manhattan-Ogden  
USD 385 Andover  
USD 403 Otis-Bison  
USD 413 Chanute  
USD 422 Kiowa County  
USD 435 Abilene  
USD 436 Caney Valley  
USD 457 Garden City  
USD 462 Central  
USD 489 Hays  
USD 490 El Dorado  
USD 508 Baxter Springs

### Cohort 3

USD 112 Central Plains  
USD 202 Turner  
USD 203 Piper  
USD 218 Elkhart  
USD 248 Girard  
USD 249 Frontenac  
USD 251 N Lyon County  
USD 253 Emporia  
USD 257 Iola  
USD 265 Goddard  
USD 286 Chautauqua Co  
USD 289 Wellsville  
USD 305 Salina  
USD 340 Jefferson West  
USD 358 Oxford  
USD 371 Montezuma  
USD 373 Newton  
USD 377 Atchison County  
USD 379 Clay Center  
USD 404 Riverton  
USD 447 Cherryvale  
USD 458 Basehor-Linwood  
USD 464 Tonganoxie  
USD 484 Fredonia  
USD 492 Flinthills  
USD 497 Lawrence  
USD 503 Parsons  
USD 505 Chetopa-St. Paul

\*New districts will be assigned to a cohort based on the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts which can be found at: <http://www.ksde.org/Default.aspx?tabid=572>.

## PERSONNEL REQUIREMENTS

### Program Director

Program Director must be Kansas licensed/certified. The local board of education shall establish the licensure/certification requirements for the position.

Program Director is also responsible for coordinating the following services:

- Student/Family Communication: ensure ongoing and continuous communication occurs among schools, teachers, students, families, and other virtual staff members
- Technical Support: support all technical aspects of the virtual school or program, ensure student's opportunity to learn is not hindered because of technical problems and communicate technology back up plan to the parents/students during the enrollment process
- Professional Development: develop, implement, and evaluate training provided to all staff, students, and parents in the use of the online system
- Assessments: ensure that grade-level appropriate virtual students participate in all district and state assessments
- Data Entry: provide data entry services for course creation, enrollment of students in virtual courses, and processing of student grades for report cards and transcripts

### Teaching Staff

The virtual school or program must employ Kansas licensed virtual teachers to provide instruction and/or Kansas licensed virtual course monitors to provide oversight of students. If virtual course monitors are employed, the student must have access to Kansas licensed and certified content teachers to answer content specific questions for every core subject the student is enrolled in. The virtual course monitor may answer questions for elective subjects the student is enrolled in. Teachers and virtual course monitors for adult students should be licensed at the secondary level. All virtual staff are expected to provide responses to students and families within a 24-hour turnaround during school days.

Virtual Teacher: Provides direct instruction to virtual students and/or grades content specific assignments

- Must be licensed and certified in the appropriate content area and at the appropriate elementary, middle or secondary level

Virtual Course Monitors: Monitors virtual students in an online curriculum that provides the instruction and automatically grades assignments or provides rubric for monitors to grade assignments

- Must be licensed at the appropriate elementary, middle or secondary level

The virtual school or program may also employ teaching assistants/paraprofessionals to assist with small group instruction designed by the teacher, tutoring, communication outreach with students and families, technology issues and test proctoring.

### Counseling Staff

The services of a Kansas licensed counselor must be made available to all virtual students. This can be done virtually or in a face-to-face setting.

## PROGRAM REQUIREMENTS

### Enrollment and Attendance

#### ***Virtual Students 18 and Under***

Virtual students must attend at least two days in order to be included in the district's virtual enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but on or before October 4.

In order to fulfill the "attending" provisions within a virtual school or program, the student may attend in three ways. On a given day, a student's minutes may consist of multiple ways of attending. The school or program is responsible for providing to the fiscal auditor documentation for the two days the district wishes to count for each student's "Minutes Enrolled".

1. On-line: time should be a print out from the virtual school or program's computer system showing when the student was connected to the online curriculum.
2. Off-line: time should be documented with an Academic Activity Log. This log should show the student's name, date of attendance, classes attended, and the amount of time the student was working off-line completing course requirements.
3. On-site. (Physically attend at the school on the count days, but virtual otherwise): time should be documented with sign-in/sign out sheets showing when the student was in attendance. Onsite attendance at a building within another district requires written permission from the superintendent of that other district.

NOTE: Even if the student fulfills the "attending" provision for the two count days with on-site and off-line time, the virtual school or program is still required to verify that the student logged on-line time between the beginning of the school year through October 4th.

Once the student has fulfilled the two day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

#### ***Virtual Students 19 and Over***

Virtual students 19 and over will not be funded on minutes enrolled on the count days and are not required to be "enrolled and attending" within the two separate count windows. Rather, any credits earned by virtual students 19 and over between July 1 and June 30 will be funded at \$933 per credit hour.

Virtual students 19 and over must also have a district enrollment form, transcript analysis, individual graduation plan and be enrolled in high school credit earning courses.

See the current enrollment handbook for a comprehensive outline of requirements:  
<http://www.ksde.org/Agency/FiscalandAdministrativeServices/FiscalAuditing.aspx>

## **Courses, Credits and Assessments**

Goals and objectives for all online courses must be correlated to local, state, and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course, upon request.

Syllabus information (outlines, materials lists, communication expectations, grading policies and grading formats) and assignment completion timelines or target dates for must be provided for each online course.

Students must be awarded credit when they have met all goals and objectives for each online course and demonstrated competence.

Credits must be reported to the district for immediate entry onto the student's transcript at the end of each semester.

State assessments must be provided and proctored for all grade-level appropriate students.

## **Communication with Student and Families**

Virtual staff must communicate regularly with virtual students and their families. KSDE recommends at least weekly communication, even if the student is performing well.

Required communication includes, but is not limited to:

- Orientation sessions
- Feedback on performance before final course grades are awarded
- Responses to student and parent questions within a 24-hour turn around during school days
- Formal conferences each semester and as often as necessary

A backup plan for handling communication should be developed in the event the teacher or virtual course monitor is not available.

## **Student Involvement and Support Services**

Opportunities for students to engage in interactive activities must be provided (e.g. field trips, district activities, study sessions, chat groups, video conferencing, online clubs, onsite celebrations and face-to-face instruction).

Students and families must be provided an academic/activity calendar for the virtual school or program.

Communication opportunities must be provided which enable students to share with others (e.g. discussion boards, chats, virtual classrooms, e-mails, group online projects and roundtable discussions).

A district policy, that aligns with federal law, must be established for the provision of special education, ESOL, migrant and homeless services for virtual students.

Student intervention plans must be developed for virtual students, as needed, to address attendance and academic issues.

## Professional Development

All staff involved with the virtual school or program must receive professional development that is appropriate for their job responsibilities, as determined by district. Professional development should be documented per district processes.

Required topics include, but are not limited to:

- Online pedagogy
- Communication, classroom management and student engagement strategies in a virtual setting
- Using the e-Learning system, as well as any other hardware/software required

Per state statute, each year the district must submit a report highlighting the professional development provided to teachers who teach in virtual schools and programs. KSDE will collect this information as part of the Annual Progress Review.

## Recruitment and Advertising

Virtual schools and programs must adhere to the Kansas Virtual Advertising Guidelines which can be found at: <http://www.ksde.org/Agency/DivisionofLearningServices/TeacherLicensureandAccreditation/GraduationandSchoolsofChoice/VirtualSchoolsandPrograms/PromotionalInformation.aspx>

## School Improvement and Accreditation

Virtual schools and programs must be integrated into district's strategic plan and included in district policies.

Virtual schools and programs must adhere to all relevant state statutes, regulations and requirements.

Virtual schools and programs must report all data as required by the Kansas State Department of Education, including Kansas Individual Data on Students (KIDS) records (ASGT, ENRL, EXIT, EOYA, TEST and STCO).





# Kansas Diploma Completion Program Requirements and Monitoring Plan

**Draft for Public Comment**

**February 2016**



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## KANSAS DIPLOMA COMPLETION PROGRAM OVERVIEW

Per the Kansas State Department of Education, a diploma completion program (aka learning center, virtual learning center or community learning center):

- is an educational program operated either by a service center in partnership with one or more districts or by an individual district;
- provides services to adult learners to help them earn an accredited high school diploma (not a GED) and may also serve high school-aged students;
- meets the diploma completion requirements outlined in this document;
- offers a full-time or part-time education to students; and
- receives approval during its Multi-Year Performance Portfolio Monitoring.

A diploma completion program may operate:

- an alternative model: students attend onsite and take courses via direct instruction or using an online curriculum
- a virtual model: students take courses from home using an online curriculum
- a blend of either one for individual students

The following schools and programs WILL be covered under these requirements:

- District operated diploma completion programs that exclusively use an alternative model

The following schools and programs WILL NOT be covered under these requirements and instead will fall under the [Virtual Education Requirements](#):

- District operated virtual schools and program
- District operated diploma completion programs that use a virtual model
- District contracts with service centers for individual virtual programs
- District contracts with service centers for diploma completion programs that use a virtual model

## NEW DIPLOMA COMPLETION PROGRAM APPROVAL PROCESS

Timeline of activities to become an approved diploma completion program (DCP):

1. Submit New DCP Intent Form to KSDE by mid-February
2. Participate in new DCP training opportunities in March
3. Participate in New DCP Performance Portfolio Monitoring in April:
  - a. Schedule new DCP monitoring conference call date
  - b. Complete DCP Demographics Form
  - c. Complete DCP District Assurances
  - d. Complete New DCP Narrative Form
  - e. Develop DCP student handbook/assurances/rights and responsibilities\*
  - f. Submit documentation to KSDE at least one week prior to monitoring conference call date
  - g. Participate in new DCP monitoring conference call
  - h. Respond to any findings outlined in the DCP Findings Letter within 30 days, if applicable
4. Receive approval to operate new diploma completion program

KSDE will also partner new DCP directors with existing DCP directors to serve as a mentor throughout the first year.

\*Recommended, but not required

## RETURNING DIPLOMA COMPLETION PROGRAM RENEWAL PROCESS

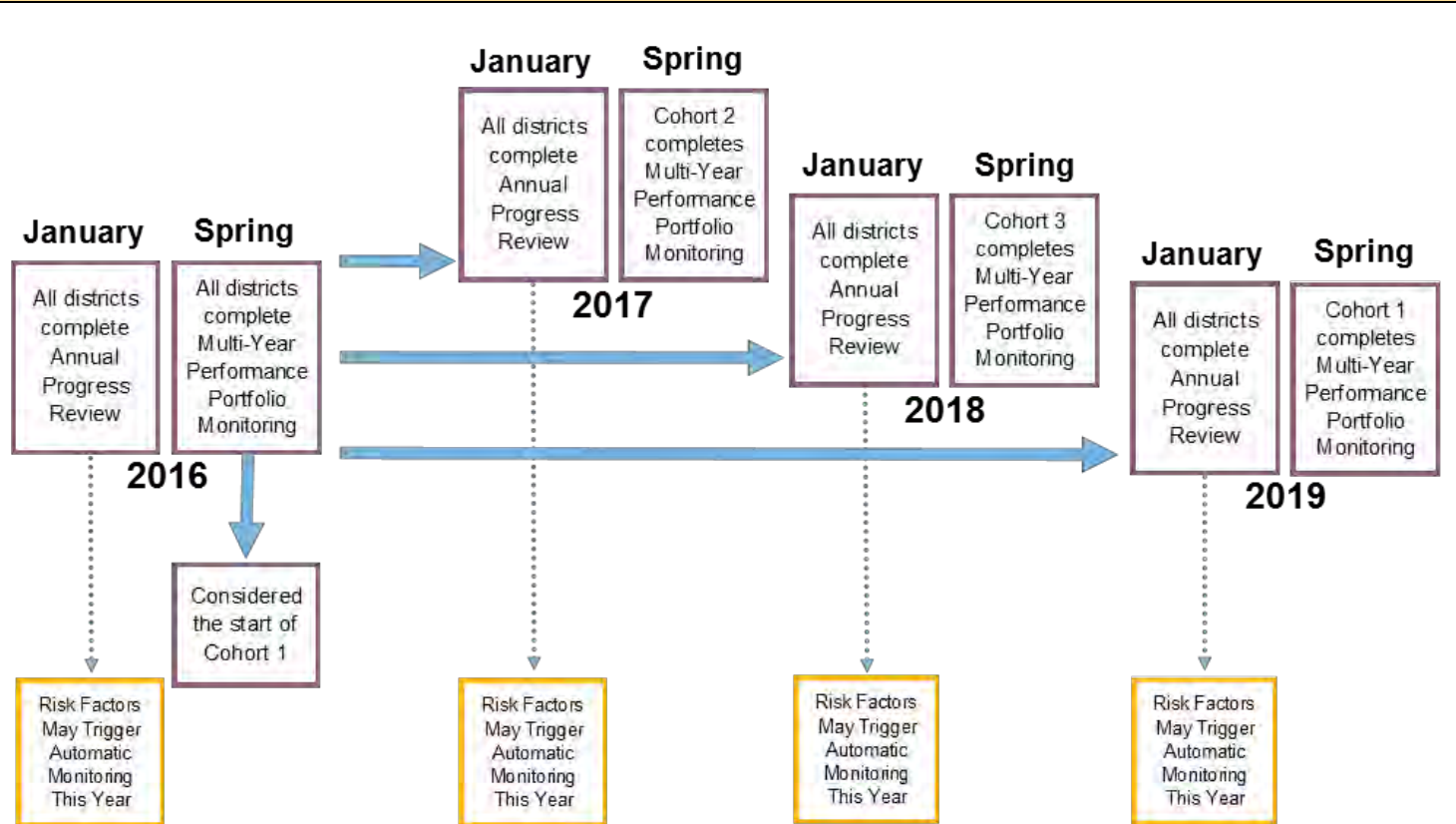
Timeline of activities to remain an approved diploma completion program (DCP):

1. Complete Annual Progress Review every January:
  - a. Complete DCP Demographics Form
  - b. Complete DCP District Assurances
  - c. Complete DCP Professional Development Report
2. Participate in DCP Performance Portfolio Monitoring in Feb/March/April (once every three years, unless risk factors identified in Annual Progress Review call for automatic monitoring the following year):
  - a. Schedule DCP monitoring conference call date
  - b. Complete Returning DCP Narrative Form
  - c. Update DCP student handbook/assurances/rights and responsibilities\*
  - d. Submit documentation to KSDE at least one week prior to monitoring conference call date
  - e. Participate in DCP monitoring conference call
  - f. Respond to any findings outlined in the DCP Findings Letter within 30 days, if applicable
3. Receive approval to operate diploma completion program for an additional three years

\*Recommended, but not required

# RETURNING DIPLOMA COMPLETION PROGRAM MULTI-YEAR RISK-BASED MONITORING PLAN

## Multi-Year Risk-Based Monitoring Plan Diagram



## Risk Factors

If a diploma completion program has a new director identified on the Annual Progress Review, the program will have automatic monitoring done that year; even if it is not its cohort year.

If a diploma completion program has two or more of the following risk factors identified on the Annual Progress Review, the program will have automatic monitoring done that year; even if it is not its cohort year. If a diploma completion program has only one of the following risk factors identified on the Annual Progress Review, the program will be invited to receive additional supports from KSDE. Risk factors include:

- More than 50% licensed staff turnover
- Change in online curriculum provider
- Three or more monitoring findings from the previous year's Performance Portfolio Monitoring
- Persistently unresponsive to KSDE requests
- Three or more complaints reported by students and/or their families

If a diploma completion program is pulled for automatic monitoring, the program will return to its original cohort cycle afterwards. This may mean that a diploma completion program is monitored in back to back years.

## Multi-Year Monitoring Cycle Cohorts

These cohorts match the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts.

**Cohort 1**  
USD 259 Wichita  
USD 622 ESSDACK

**Cohort 2**  
USD 383 Manhattan  
USD 407 Russell County  
USD 609 Greenbush  
USD 626 SWPRSC

**Cohort 3**  
USD 211 Norton  
USD 253 Emporia  
USD 628 SCKESC  
USD 629 Smoky Hill

\*New districts will be assigned to a cohort based on the Early Childhood, Special Education and Title Services Monitoring Cycle Cohorts which can be found at: <http://www.ksde.org/Default.aspx?tabid=572>. Additionally, there may be diploma completion programs operating on an alternative model that KSDE is not yet aware of.

## PERSONNEL REQUIREMENTS

### Program Director

Program Director must be Kansas licensed/certified. The local board of education shall establish the licensure/certification requirements for the position.

Program Director is also responsible for coordinating the following services:

- Student/Family Communication: ensure ongoing and continuous communication occurs among schools, teachers, students, families, and other virtual staff members
- Technical Support: support all technical aspects of the virtual school or program, ensure student's opportunity to learn is not hindered because of technical problems and communicate technology back up plan to the parents/students during the enrollment process
- Professional Development: develop, implement, and evaluate training provided to all staff, students, and parents in the use of the online system
- Assessments: ensure that grade-level appropriate virtual students participate in all district and state assessments
- Data Entry: provide data entry services for course creation, enrollment of students in virtual courses, and processing of student grades for report cards and transcripts

## Teaching Staff

The diploma completion program must employ Kansas licensed teachers to provide instruction and/or Kansas licensed virtual course monitors to provide oversight of students. If virtual course monitors are employed, the student must have access to Kansas licensed and certified content teachers to answer content specific questions for every core subject the student is enrolled in. The virtual course monitor may answer questions for elective subjects the student is enrolled in. Teachers and virtual course monitors for adult students should be licensed at the secondary level. All staff are expected to provide responses to students and families within a 24-hour turnaround during school days.

Teacher: Provides direct instruction to students and/or grades content specific assignments

- Must be licensed and certified in the appropriate content area and at the secondary level

Virtual Course Monitors: Monitors students in an online curriculum that provides the instruction and automatically grades assignments or provides rubric for monitors to grade assignments

- Must be licensed at the secondary level

The diploma completion program may also employ teaching assistants/paraprofessionals to assist with small group instruction designed by the teacher, tutoring, communication outreach with students and families, technology issues and test proctoring.

## Counseling Staff

The services of a Kansas licensed counselor must be made available to all DCP students. This can be done virtually or in a face-to-face setting.

## PROGRAM REQUIREMENTS

### Enrollment and Attendance

#### ***Alternative Students***

Alternative students must attend at least two days in order to be included in the district's enrollment count. Students must attend a single day on or before September 19 AND a single day on or after September 20, but on or before October 4.

Alternative time should be documented with sign-in/sign out sheets showing when the student was in attendance. Onsite attendance at a building within another district requires written permission from the superintendent of that other district.

Once the student has fulfilled the two-day attendance rule above, to compute minutes enrolled, find the longest day the student attended (limited to 360 minutes) on any day on or before September 19 and the longest day the student attended (limited to 360 minutes) on or after September 20, but on or before October 4. Add the two numbers together and divide by 2, rounded to a whole minute.

## **Courses, Credits and Assessments**

Goals and objectives for all online courses must be correlated to local, state, and/or national standards to ensure quality in content. Students and parents must be provided access to the standards being taught within each online course, upon request.

Syllabus information (outlines, materials lists, communication expectations, grading policies and grading formats) and assignment completion timelines or target dates must be provided for each online course.

Students must be awarded credit when they have met all goals and objectives for each online course and demonstrated competence.

Credits must be reported to the district for immediate entry onto the student's transcript at the end of each semester.

State assessments must be provided and proctored for all grade-level appropriate students.

## **Communication with Student and Families**

DCP staff must communicate regularly with students and their families. KSDE recommends at least weekly communication, even if the student is performing well.

Required communication includes, but is not limited to:

- Orientation sessions
- Feedback on performance before final course grades are awarded
- Graduation plan review each semester and as often as necessary

A backup plan for handling communication should be developed in the event the teacher or virtual course monitor is not available.

## **Student Involvement and Support Services**

Opportunities for students to engage in interactive activities must be provided (e.g. field trips, district activities, study sessions, chat groups, video conferencing, online clubs, onsite celebrations and face-to-face instruction).

Students and families must be provided an academic/activity calendar for the diploma completion program.

A district policy, that aligns with federal law, must be established for the provision of special education, ESOL, migrant and homeless services for DCP students.

Student intervention plans must be developed for students, as needed, to address attendance and academic issues.



## Professional Development

All staff involved with the diploma completion program must receive professional development that is appropriate for their job responsibilities, as determined by district. Professional development should be documented per district processes.

Required topics include, but are not limited to:

- Pedagogy
- Communication, classroom management and student engagement strategies
- Using the e-Learning system, as well as any other hardware/software required

## School Improvement and Accreditation

Diploma completion programs must be integrated into district's strategic plan and included in district policies.

Diploma completion programs must adhere to all relevant state statutes, regulations and requirements.

Diploma completion programs must report all data as required by the Kansas State Department of Education, including Kansas Individual Data on Students (KIDS) records (ASGT, ENRL, EXIT, EOYA, TEST and STCO).





## Kansas State Department of Education

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---

**To:** Commissioner Randy Watson  
**From:** Dale Dennis  
**Subject:** Legislative Matters  
**Date:** 2/16/2016  
**Board Goals:** Governmental Responsibility

### REVIEW EDUCATION LEGISLATION

A report on the status of education legislation will be reviewed with the State Board.





## Kansas State Department of Education

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[www.ksde.org](http://www.ksde.org)

**To:** Commissioner Randy Watson  
**From:** Gwen Kramer, Wendy Fritz  
**Subject:** Personnel Report  
**Date:** 2/18/2016  
**Board Goals:** Governmental Responsibility

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>				
Classified	0	1	1	0	0	0	1	0				
Unclassified Special Project	4	0	2	5	2	1	0	0				
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0				
<b>Total Separations</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>				
Classified	2	2	0	2	1	0	2	0				
Unclassified Special Project	0	3	0	1	0	1	1	1				
Unclassified Regular (leadership)	0	1	0	0	0	0	0	0				
<b>Recruiting (data on 1st day of month)</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>8</b>				
Classified	1	5	5	2	1	0	0	0				
Unclassified Special Project	6	8	8	7	5	2	2	8				
Unclassified Regular (leadership)	0	1	1	0	0	0	0	0				

Total Employees 228\* as of January 2016. Count does not include Board Members.

\*Excludes classified temporaries and agency reallocations, promotions, demotions, and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 b.

**Staff Initiating:**

Susan Helbert

**Director:**

Scott Myers

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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**Item Title:**

Act on Recommendations for Licensure Waivers

**Board Goals:**

Provide an effective educator in every classroom

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

**Explanation of Situation Requiring Action:**

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her certificate/license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.





**Licensure Waivers**

**Item 16 b. Attachment**

<b>District</b>	<b>Name</b>	<b>Enroll.</b>	<b>First Name</b>	<b>Last Name</b>	<b>Subject</b>	<b>Recomm.</b>
D0200	Greeley County Sch.	538	Cinda	Wolf	High Incidence Special Ed.	Approved
D0200	Greeley County Sch.	538	Heather	Myers	High Incidence Special Ed.	Approved
D0246	Northeast	1044	Amanda	Cameron	English Language Arts	Approved
D0259	Wichita	100695	Lexie	Baldwin	Physics	Approved*
D0259	Wichita	100695	Skipper	McCaulley	High Incidence Special Ed.	Approved**
D0259	Wichita	100695	Lorie	Broehl	High Incidence Special Ed.	Approved**
D0259	Wichita	100695	Heather	Foreman	Low Incidence Special Ed.	Approved**
D0259	Wichita	100695	Katie	Gideon	Low Incidence Special Ed.	Approved
D0259	Wichita	100695	Mary	Elliott	Low Incidence Special Ed.	Approved*
D0259	Wichita	100695	Carol	Davis	Visual Impaired	Approved**
D0259	Wichita	100695	Krystal	Karschimkus	Visual Impaired	Approved*
D0259	Wichita	100695	Silas	Horton	Library Media Specialist	Approved*
D0259	Wichita	100695	Katrina	Deters	High Incidence Special Ed.	Approved
D0259	Wichita	100695	William	Duncan	High Incidence Special Ed.	Approved**
D0263	Mulvane	3614	Angela	Merchant	High Incidence Special Ed.	Approved
D0283	Elk Valley	305	Amanda	O'Kane	Math	Approved
D0364	Marysville	1559	Laura Leigh	Brewster	Low Incidence Special Ed.	Approved
D0364	Marysville	1559	Diana	Habig	Low Incidence Special Ed.	Approved
D0373	Newton	7316	DeAnn	Creech	Early Childhood Special Ed.	Approved
D0385	Andover	17782	Kelly	Knudsen	Spanish - Extension on the number of days on an emergency substitute license	Approved
D0469	Lansing	5106	Kara	Koehler	High Incidence Special Ed.	Approved
D0475	Greeley County Sch.	15982	Bridgett	Kostelecky	Early Childhood Special Ed.	Approved
D0500	Kansas City	42586	Destinee	Eubank	High Incidence Special Ed.	Approved
D0500	Kansas City	42586	Jill	Grigsby	High Incidence Special Ed.	Approved
D0500	Kansas City	42586	Tammy	Haught	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	27654	Jill	Norton	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	27654	Naomi	Danso	Visual Impaired	Approved
D0501	Topeka Public Schools	27654	Jennifer	Willcott	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	27654	Shannon	Kettler	High Incidence Special Ed.	Approved
D0602	NW KS Ed Service Cntr	0	Rebecca	Lawhorn	Early Childhood Special Ed.	Approved
D0602	NW KS Ed Service Cntr	0	Tamara	Worcester	High Incidence Special Ed.	Approved
D0603	ANW Special Ed Coop	0	Ann	Smith	High Incidence Special Ed.	Approved*
D0603	ANW Special Ed Coop	0	Marcie	Hartwig	High Incidence Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	0	Alicia	Barnett	High Incidence Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	0	Cathy	Cox	High Incidence Special Ed.	Approved
D0605	South Central KS Spec Ed Coop	0	Jake	Rourk	High Incidence Special Ed.	Approved
D0608	Northeast KS Ed Service Cntr	0	Emily	Freeman	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Educational Services	0	Kayla	Reichenberger	Low Incidence Special Ed.	Approved
					* First Renewal	** Final Renewal

						<b>Page 2</b>
D0638	Butler Co Special Education Interlocal	0	Angela	McGill	High Incidence Special Ed.	Approved
D0638	Butler Co Special Education Interlocal	0	Jordan	Crawford	High Incidence Special Ed.	Approved**
D0702	Twin Lakes Education Cooperative	0	Bria	Scott	High Incidence Special Ed.	Approved
					* First Renewal	** Final Renewal

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 c.

**Staff Initiating:**

Scott Myers

**Director:**

Scott Myers

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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**Item Title:**

Recommendations of the Licensure Review Committee

**Board Goals:**

Provide an effective educator in every classroom

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee.

**Explanation of Situation Requiring Action:**

Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/licenses will be issued to those applicants whose appeals are granted.



KANSAS STATE BOARD OF EDUCATION  
LICENSURE REVIEW COMMITTEE  
Board Recommendations  
March 2016

**Case 3057**

Jeffrey Bollinger requested professional level licensure for PreK-12 building and district leadership. Dale Jean Probst made a motion to recommend approval of a professional level license for PreK-12 building leadership and an initial license for PreK-12 district leadership based on completion of an approved building leadership program, achievement of certification in Colorado; and clarification of educational background and 7 years of both building and district leadership experience to substitute for completion of an approved district leadership program and lack of a currently valid out of state license for building leadership. The motion was seconded by Amy DeLaRosa and the License Review Committee approved the motion unanimously.

**Case 3065**

John Underhill requested the addition of an endorsement for K-6 and 6-12 high-incidence special education to a valid Kansas license. Darrel Kohlman made a motion to recommend approval of this endorsement based on achievement of certification in Missouri through an alternative route that included testing and clarification of educational background and teaching experience. The motion was seconded by Bruce Major and the Licensure Review Committee approved the motion unanimously.

**Case 3066**

Georgia Bolser requested initial Kansas licensure for middle level 5-8 science, middle level 5-8 mathematics, and secondary 6-12 mathematics. Dale Jean Probst made a motion to recommend approval of this license based on achievement of certification in Texas through an alternative route and clarification of educational background. The motion was seconded by Jan Wilson and the Licensure Review Committee approved the motion unanimously.

**Case 3068**

Christine Rittle requested initial Kansas licensure for middle level 5-8 science. Dale Jean Probst made a motion to recommend approval of this license based on achievement of certification in Arkansas through an alternative route and clarification of educational background and teaching experience. The motion was seconded by Jan Wilson and the Licensure Review Committee approved the motion unanimously.

**Case 3069**

Daphne Flores requested initial Kansas licensure for PreK-3 early childhood education, PreK-12 high-incidence special education, and middle level 5-8 English language arts; and waiving of the recency requirement. Bruce Major made a motion to recommend approval of an initial Kansas license for PreK-3 early childhood education and middle level 5-8 English based on achievement of certification in Oklahoma through an alternative route and clarification of educational background and experience. The motion was seconded by Heidi Bolt and the Licensure Review Committee approved the motion unanimously. Bruce Major made a motion to recommend denial of waiving the recency requirement. The motion was seconded by Jan Wilson and the License Review Committee approved the motion unanimously. The applicant dropped the appeal for preK-12 high-incidence special education.

**Case 3072**

Angela Remington requested initial Kansas licensure for secondary 6-12 biology. Dale Jean Probst made a motion to recommend approval of this license based on achievement of certification in Oklahoma through an alternative route and clarification of educational background and teaching experience. The motion was seconded by Bruce Major and the Licensure Review Committee approved the motion unanimously.

**Case 3073**

Traci Holder requested initial Kansas licensure for PreK-12 building leadership. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Texas through an alternative route and clarification of educational background and experience. The motion was seconded by Amy DeLaRosa and the Licensure Review Committee approved the motion unanimously.

**Case 3076**

Catherine Lewis requested initial Kansas licensure for secondary 6-12 journalism, secondary 6-12 English, and secondary 6-12 social studies. Heidi Bolt made a motion to recommend approval of this license based on achievement of certification in Arkansas through an alternative route, educational background, and teaching experience. The motion was seconded by Dale Jean Probst and the Licensure Review Committee approved the motion unanimously.

**Case 3077**

Petra Horn-Marsh requested initial Kansas licensure for PreK-12 building leadership. Bruce Major made a motion to recommend approval of this license based on achievement of certification in Missouri through an approved program, educational background, and unaccredited experience to substitute for the one year of accredited experience to be issued an initial school leadership license. The motion was seconded by Heidi Bolt and the Licensure Review Committee approved the motion unanimously.

**Case 3080**

Mary Felicity Barles requested initial Kansas licensure for PreK-12 building leadership. Dale Jean Probst made a motion to recommend approval of this license based on completion of an approved building leadership program through Newman University, a passing score on the Kansas required building leadership content test, and unaccredited teaching and administrative experience to count for the 5 years of accredited experience and the holding of a professional teaching license required by regulation to be issued an initial school leadership license. The motion was seconded by Jan Wilson and the Licensure Review Committee approved the motion unanimously.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 d. (1)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Request from USD 251, North Lyon County, to hold a bond election

### **Board Goals:**

Governmental Responsibility

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 251, North Lyon County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

### **Explanation of Situation Requiring Action:**

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 251, North Lyon County, Lyon County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 251 plans to use the bond proceeds to pay the costs to: (1) acquire a site; and (2) construct, furnish and equip a new pre-K through 12 school building, including, but not limited to, classrooms, commons area and cafeteria, main and auxiliary gymnasiums, and other athletic and arts facilities, all to replace existing school buildings and facilities.

Based upon the following criteria, staff recommends that this bond application be approved

1. The district is experiencing a growth in enrollment.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
8. Several buildings are being consolidated under this proposal.

**Summary of Appeal to State Board of Education to Allow Local  
Vote on Exceeding Debt Limit**

<b>Unified School District 251 North Lyon County</b>	<b>County: Lyon</b>
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1. Current equalized assessed tangible valuation *	<u>\$95,443,812</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$13,362,133</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0</u>
6. Amount of bond indebtedness requested	<u>\$31,000,000</u>	<u>32.5</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$31,000,000</u>	<u>32.5</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$13,362,133</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$17,637,867</u>	<u>18.5</u>

<b>Forms Requested</b>	
(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities

February 1, 2016  
Date

Craig Neuenswander  
Director, School Finance

February 1, 2016  
Date

Dale M. Dennis  
Deputy Commissioner



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 d. (2)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Request from USD 262, Valley Center, Sedgwick County, to hold a bond election

### **Board Goals:**

Governmental Responsibility

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262, Valley Center, Sedgwick County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

### **Explanation of Situation Requiring Action:**

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 262, Valley Center, Sedgwick County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 262 plans to use the bond proceeds to pay the costs to: (1) construct, furnish, remodel, and equip renovations and additions to district facilities including infrastructure and building improvement to Abilene, West Wheatland Elementary Schools, Valley Center Intermediate School and Valley Center Middle School; (2) provide for a district maintenance facility; (3) acquire and equip technology improvements districtwide; and (4) make repairs and improvements to district parking lots.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<b>Unified School District 262 Valley Center</b>	<b>County: Sedgwick</b>
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$141,092,887</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$19,753,004</u>
4. State Aid Percentage	<u>32%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$60,135,000</u>	<u>42.6 %</u>
6. Amount of bond indebtedness requested	<u>\$18,000,000</u>	<u>12.8 %</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$78,135,000</u>	<u>55.4 %</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$19,753,004</u>	<u>14.0 %</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$58,381,996</u>	<u>41.4 %</u>

<b>Forms Requested</b>	
(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities

February 19, 2016  
Date

Craig Neuenswander  
Director, School Finance

February 19, 2016  
Date

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 d. (3)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Request from USD 378, Riley County, Riley County, to hold a bond election

### **Board Goals:**

Governmental Responsibility

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 378, Riley County, Riley County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

### **Explanation of Situation Requiring Action:**

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 378, Riley County, Riley County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 378 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip improvements and additions to the existing Riley County High School to create new middle school and high school classrooms (including classrooms to serve as wind shelters), make infrastructure improvements to improve the domestic water system and to provide for a fire protection system, renovate and relocate existing classrooms and support areas, and increase and improve the parking areas; (2) construct, furnish and equip improvements and additions to the existing Riley County Grade School to create new classrooms (including classrooms to serve as wind shelters) and restrooms, improve existing classrooms, cafeteria, library and restrooms, make improvements related to infrastructure and accessibility for persons with disabilities, and increase and improve the parking areas; (3) make improvements to enhance building energy efficiency, safety, security, and entry at the existing Riley County High School and Riley County Grade School; and (4) raze all or a portion of existing modular facilities.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The district is experiencing a growth in enrollment.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<b>Unified School District 378 Riley County</b>	<b>County: Riley</b>
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1. Current equalized assessed tangible valuation *	<u>\$51,321,059</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$7,184,948</u>
4. State Aid Percentage	<u>12%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$1,340,000</u>	<u>2.6 %</u>
6. Amount of bond indebtedness requested	<u>\$22,500,000</u>	<u>43.9 %</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$23,840,000</u>	<u>46.5 %</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,184,948</u>	<u>14.0 %</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$16,655,052</u>	<u>32.5 %</u>

<b>Forms Requested</b>	
(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities

February 15, 2016  
Date

February 15, 2016  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 d. (4)

**Staff Initiating:**

Dale Dennis

**Deputy Commissioner:**

Dale Dennis

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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**Item Title:**

Request from USD 396, Douglass, Butler County, to hold a bond election

**Board Goals:**

Governmental Responsibility

**Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 396, Douglass, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

**Explanation of Situation Requiring Action:**

Under KSA 75-2315 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 396, Douglass, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 396 plans to use the bond proceeds to pay the costs to: (1) construct, furnish and equip additions and make renovations and other improvements to the existing Seal Elementary School for educational enhancements as well as improvements for safety and security, including a storm shelter safe room; (2) construct, furnish and equip additions and make renovations and other improvements to the existing Marvin Sisk Middle School/Douglass High School for educational enhancements as well as improvements for building safety and security; and (3) provide for some demolition and site work at attendance centers.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The community was involved in the process of the building proposal.
3. All required forms were properly filed with us, along with an appropriate notice for the election.
4. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
5. An outside consultant was utilized in determining the school district needs.
6. The age of the existing building(s) appears to justify a bond election.
7. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<b>Unified School District 396 Douglass</b>	<b>County: Butler</b>
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1. Current equalized assessed tangible valuation *	<u>\$31,699,137</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$4,437,879</u>
4. State Aid Percentage	<u>39%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$3,370,000</u>	<u>10.6</u>
6. Amount of bond indebtedness requested	<u>\$8,990,000</u>	<u>28.4</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$12,360,000</u>	<u>39.0</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$4,437,879</u>	<u>14.0</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$7,922,121</u>	<u>25.0</u>

Forms Requested	
(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities

February 15, 2016  
Date

February 15, 2016  
Date

Craig Neuenswander  
Director, School Finance

Dale M. Dennis  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 e.

**Staff Initiating:**

Tierney Kirtdoll

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Act on recommendations for continued funding of Title II Part B Math and Science Partnership Grants for 2016-2017.

### **Board Goals:**

Provide a flexible and efficient delivery system to meet our students' varied and changing needs

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve continued funding of Title II Part B Math and Science Partnership Grants for 2016-2017 in the amounts specified below contingent upon demonstration that applicants are meeting grant requirements.

### **Explanation of Situation Requiring Action:**

The Title II Part B Mathematics and Science Partnerships, one part of Public Law 107-110 "No Child Left Behind" Act, is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Kansas' grants focus on improving mathematics knowledge of K-12 teachers through two-week intensive professional development institutes and at least four days of follow-up, job-embedded professional development throughout the school year.

Kansas received \$1,067,016 of which \$1,013,665 must be awarded to school districts specifically through a competitive grant process that partners a high-need school district, an institution of higher education mathematics teacher preparation program and a mathematics or engineering department. The grants are for three years with year two and three funding dependent on continued Congressional funding and grantees fulfilling grant requirements. The range of funding for this year is \$123,000 - \$150,000. The amounts below are contingent upon demonstration that applicants are meeting grant requirements.

The recommendations for second-year funding in 2016-17 are as follows:

#### **Topeka, USD 501 – the amount \$149,027**

in partnership with: Fort Hays State University, Westar Energy

#### **Newman University – the amount of \$123,000**

in partnership with: USD 461, USD 264, USD 490, USD 357, Diocese of Wichita Catholic Schools, Westar Energy, IBM

#### **Wichita, USD 259 – the amount of \$145,960**

in partnership with: Fort Hays State University, Exploration Place





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 f.

**Staff Initiating:**

Colleen Riley

**Director:**

Colleen Riley

**Commissioner:**

Randy Watson

**Meeting Date: 3/8/2016**

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### **Item Title:**

Act to initiate contract bid process for investigation of special education complaints

### **Board Goals:**

Governmental Responsibility

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a bid process to enter into a contract for the purpose of investigating special education complaints with said contract to be for a period of six years, and for an amount not to exceed \$50,000 per year out of IDEA VI-B funds. Vendor to be determined.

### **Explanation of Situation Requiring Action:**

The Early Childhood, Special Education and Title Services team requests the initiation of a contract with an individual to conduct special education complaint investigations, in order to comply with the federal special education requirements.

This request is made to enable the State to continue to meet its obligation to implement procedures to investigate and prepare written reports in response to complaints that allege schools are violating special education laws or regulations. A special education complaint investigator must (a) have a thorough knowledge of both federal and state special education statutes and regulations; (b) be able to apply these statutes and regulations to specific controversies; and (c) have superior writing skills. In addition, by state regulation, complaint investigations must be completed within 30 days of the day they are received by the state department of education [K.A.R. 91-40-51(c)(3)]. Therefore, a special education complaint investigator must have the time and flexibility to be available to conduct investigations as the complaints come into the department. The requested contract term is for six years from the date the contract is initiated.





Janet Waugh  
*District 1*

Steve Roberts  
*District 2*

John W. Bacon  
*District 3*

Carolyn L. Wims-Campbell  
*District 4*

Sally Cauble  
*District 5*

Deena Horst  
*District 6*

Kenneth Willard  
*District 7*

Kathy Busch  
*District 8*

Jim Porter  
*District 9*

Jim McNiece  
*District 10*

Great students. Great teachers. Great leaders. Great citizens.

**Agenda Number: 17**  
**Meeting Date: 3/8/2016**

**To:** Kansas State Board of Education  
**From:** Peggy Hill  
**Subject:** Monthly Board Reports & Requests for Future Agenda Items

These updates will include:

1. Committee Reports
2. Board Attorney's Report
3. Individual Board Member Reports and Requests for Future Agenda Items
4. Chairman's Report



**Agenda Number: 18**  
**Meeting Date: 3/8/2016**

**To:** Board Members  
**From:** Peggy Hill  
**Subject:** Board Member Travel

Travel requests submitted prior to the meeting, and any announced changes, will be considered for approval by the Board.

Upcoming deadlines for reporting salary/payroll information to the Board office are:

Pay Period Begins	Pay Period Ends	Deadline to Report	Pay Date
02/14/2016	02/27/2016	02/25/2016	03/11/2016
02/28/2016	03/12/2016	03/10/2016	03/25/2016
03/13/2016	03/26/2016	03/24/2016	04/08/2016





# KANSAS SCHOOLS FOR THE DEAF AND THE BLIND

STATEWIDE RESOURCES ON DEAFNESS AND BLINDNESS

[www.KSSDB.org](http://www.KSSDB.org)

**KANSAS STATE SCHOOL FOR THE DEAF**  
450 EAST PARK ST. · OLATHE, KS 66061-5497  
PHONE: 913-210-8200 FAX: 913-791-0577

**KANSAS STATE SCHOOL FOR THE BLIND**  
1100 STATE AVE. · KANSAS CITY, KS 66102-4411  
PHONE: 913-305-3000

## KANSAS STATE SCHOOL FOR THE BLIND

### KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Wednesday, March 9, 2016

9:00 – 11:30 AM

KSSB Library

#### AGENDA

- 9:00 A.M.     **WELCOME**  
**FIVE YEAR ADMINISTRATION MERGER UPDATE**  
*Madeleine Burkindine, Superintendent*
- OVERVIEW OF SELF-DETERMINATION FOCUS THIS YEAR**  
*Jon Harding, Director of Instruction*
- BRAILLE CHALLENGE REVIEW AND VIDEO**  
**EXTENDED SCHOOL YEAR**  
*Aundrayah Shermer, Field Services Director*
- BREAK – 15 MINUTES**
- STUDENT PRESENTATIONS RELATED TO SELF-DETERMINATION**
- FIELD SERVICES – REGIONAL PERSPECTIVE**  
*TBD*
- TRAINING AND COLLABORATIONS IN WORKING WITH PART C**  
**UPDATE ON PERSONNEL PREPARATION OF TVIS AND COMS**  
*Anne Nielsen, Field Services*
- 11:30 A.M.     **EXECUTIVE SESSION FOR THE PURPOSE OF PERSONNEL MATTERS OF**  
**NON-ELECTED PERSONNEL**
- 12:00 P.M.     **LUNCH IN CAFETERIA**
- 12:30 P.M.     **DEPART FOR KSD**



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS





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PHONE: 913-305-3000

### KANSAS STATE SCHOOL FOR THE DEAF

### KANSAS STATE BOARD OF EDUCATION ANNUAL VISIT

Wednesday, March 9, 2016

1:00 – 3:30 PM

Parks-Bilger IEP Conference Room

### AGENDA

#### **WELCOME AND INTRODUCTORY REMARKS**

*Madeleine Burkindine, Superintendent*

#### **ASL POETRY PERFORMANCE**

*Elementary Students*

#### **JOINT PLAY WITH WESTRIDGE SCHOOL (Shawnee Mission School District)**

**“WE SHARE A LANGUAGE”**

*Student Report & Video Clip*

#### **TRANSITION – WORK EXPERIENCE**

*Student Reports*

#### **ASL ACCOMMODATION ON STATE ASSESSMENTS – THANK YOU**

*Larry Finn, Assessment and Curriculum Coordinator*

#### **VISIT STUDIO ART CLASSROOM**

#### **LANGUAGE ACQUISITION POWERPOINT**

*Kester Horn-Marsh, Bilingual Specialist with two Students*

#### **LANGUAGE ACCESSIBILITY – ACTION PLAN**

**QUESTIONS & ANSWERS**

*Luanne Barron, Assistant Superintendent*



EQUAL EMPLOYMENT/EDUCATION OPPORTUNITY SCHOOLS

