

Kansas Plan to Ensure Equitable Access to Excellent Educators



July 2016

Kansas Equity Gaps

Gap 1: Students in districts and buildings with high concentrations of poverty are taught at higher rates by inexperienced teachers than students in districts and buildings with low concentrations of poverty.

Gap 2: Students in districts and buildings with high concentrations of minority students are taught at higher rates by inexperienced teachers than districts and buildings with low concentrations of minority students.

Gap 3: More waivers for teaching license endorsements are granted in special education than any other grade level or subject waiver.

Key Question: *Are minority students or students in poverty taught at a greater rate by inexperienced, out-of-field, or unqualified teachers than their peers?**

Definitions:

- Inexperienced: valid teaching license and has taught for less than 3 years
- Out-of-Field: licensed but does not hold subject or grade level endorsement
- Unqualified: never licensed or an expired license

Kansas Answers to Key Question

Out-of-Field Inexperienced Unqualified

Minority Students	No	Yes	No
Students in Poverty	No	Yes	No
Students with Disabilities*	Yes	Yes	No

*Data validates a concern Kansas has regarding the lack of licensed and endorsed special education teachers.

Strategy 1: Ongoing Professional Learning

- *Technical Assistance Support Network (TASN)*
- *Kansas Multi-Tiered System of Supports (Kansas MTSS)*
- *Kansas Learning Network (KLN) and KansaStar*
- *Impact Institute*

Strategy 2: Ongoing Development, Training and Access to a System for Education Enterprise in Kansas (SEEK)

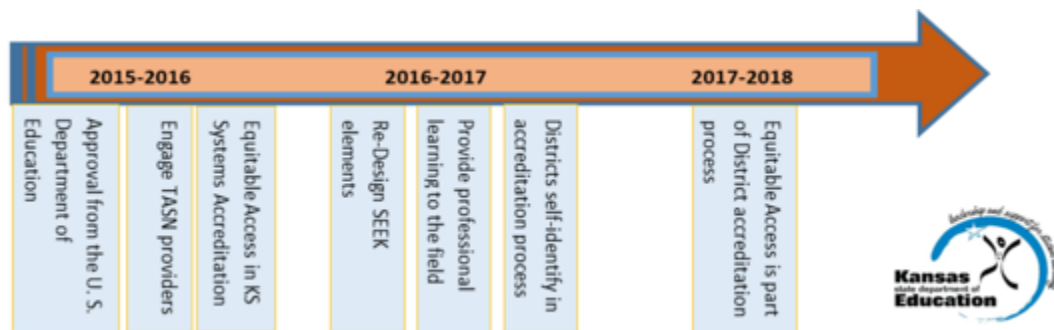
- *Ongoing Development of SEEK*
- *Ongoing Training around SEEK*

Strategy 3: Teacher Preparation

- *Required Teacher Mentoring*
- *Teacher Preparation for Teachers of Students with Disabilities*

Strategy 4: A System of Teacher Evaluation

- *Kansas Teacher Evaluation System*



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