

Teaching in Kansas Commission
Subcommittee Work
July 30, 2008

Working Conditions

Mentoring:

- Review standards for the mentoring programs
 - Subcommittee members are investigating current mentoring programs used in districts
 - KSDE pilots-EMSS, Pathwise, Teacher Fellows, New Teacher Program
- Mentor selection using a strengths finder/personality inventory
- Mentoring program aligns with district evaluation/best practices
- Provide feedback as well as mentoring

Professional Development:

- Review the standards assessment inventory
- KSDE support for PDC regulations
- Three levels of professional development
- State-wide clearinghouse for programs/ideas
- State-wide coordination and collaboration/virtually as well

Administrative Leadership:

- Kansas Education Leadership Commission-hear from Larry

Assignments:

- Jim-Ed leaders work
- Marti-resolution statement addressing NCLB
- Peg-Mentoring standards
- Carla-Kentucky model
- Pam-SAI information
- All-examples of mentoring programs used in USD's
- All-examples of PDC initiatives used in USD's

Salary and Benefits

Salary:

This subcommittee is planning a salary index based upon longevity, education and professional contributions. Ideas at this time include the contributions to be scaffold by order of importance to student learning or professional responsibilities or achievement.

Benefit Goals:

- Affordable full family healthcare
- Loan forgiveness
- District payment of transferable retirement benefits
- Accessibility to state or pool benefits
- Loans/tuition forgiveness/reimbursement-based on GPA, limited annual number of credit hours and employment commitment.
- Daycare reimbursement up to 30% to retain employees who stay home with newborns.

(Salary and Benefits)

- Educators become part of state health insurance group with employee responsibility being 30% or state will provide up to 30% reimbursement for individual districts healthcare plan (2011).
- State paid maternity/paternity leave of six weeks (2011)
- State sponsored short-term disability insurance with employee paying 30% of cost (2012).

Retirement:

- Allow a teacher/educator, after 35 years of KPERS qualified service or age 62, to continue to teach in their current assignment and draw full KPERS retirement.
- Retirees who continue to teach continue to pay KPERS at the retirement rate they paid prior to retirement.
- KPERS benefits for retirees would be frozen at the time of retirement.
- Remove the 15% to the district for hiring KPERS retirees.
- Increase current contributions to KPERS by 0.25% per year from 4.0% until a 6.0% level is reached.
- Institute a state requirement that local retirement plans must be based on a 403(b) by July 1, 2010.

Assignments:

- Gary-Law of unintended consequences
- Deb/Blake-Salary comparisons
- Deb-Language for increased funding/goals for increased comparison
- Sandra-Review major websites—nctaf.org; edcomp.org
- All-Literature to the group for reading
- Blake-Send additional list for committee members:
 - possible criteria for additional compensation on a career scaffold
 - comparison data with other professions, other states on teaching
- All-bring examples of salary packages from other states

Regulations/Data

Transfer Rule:

- Accessibility
- Transportability
- Each institution possibly make the decision
- Internships/practicums not eligible
- Each institution more like to transfer more than 9-maximum number/time limits

Geographic Regions:

- Revisit this policy
- Review to consider removing this
- ITV and online affects

Community College:

- Tied to geographic region

- Costs
- Comfort level
- Transfer issues
- Ways to get paras into pipeline
- No specific agreement for initial teacher prep courses

Statistics:

- Which data
- Audience
- How we collect
- How we communicate
- Exit data when employment is terminated
- Publish every year
- Financial data
- Ease of collection

Legislative Issues:

- Funding levels at least one year in advance
- Earlier date for continuing contract notifications
- Forward funding
- Timing tied to recruitment/retention

Regulatory actions:

- Teacher leader endorsement
- Direct entry counselors
- Direct entry sped
- Review current regulations
- Sped director

Assignments:

- Mark-research the KBOR policies and the affect on all IHE's
- Peggy-research the KBOR policies and the affect on all IHE's
- Terrel-research the KBOR policies and the affect on all IHE's
- Sam-research the data needed for publication
- John-research the data needed for publication
- Tom-research the data needed for publication
- Susan-research the data needed for publication
- Andy-research legislative issues
- Dick-research legislative issues
- Andrew-research legislative issues
- Ruth-research legislative issues
- Larry-research regulations and standards
- Lynn-research regulations and standards
- Kathy-research regulations and standards

Teacher Preparation

The Teacher Preparation subcommittee divided up into small groups focusing on each bullet within short term, intermediate and long term goals identified by the KTC. Individuals assigned to each focus group and the focus of their work during the next month is identified below.

Technology: Assignments:

Gary M and Heather:

- Look at current standards (ALA, Partnerships for 21st Century)
- Investigate IHE faculty preparation in technology (are they modeling what candidates need to know/be able to do with technology?)
- Investigate funding and technology resources available within P-12 and higher ed.

State and Federal Regulations: Assignments:

: Clarence, Gary M., Judy:

- Investigate how IHE's are currently addressing IDEA, NCLB, Section 504, Title IX, FERPA (confidentiality), and issues associated with internet usage
- Consider whether Perkins regs should be added to the list of what should be included in preservice

Assessment: Assignments:

Michelle, Tes, Mary Ann:

- Look at current standards regarding assessment for elementary and secondary ed. (Mary Ann will review these)
- Conduct a mini-survey of P-12 – what do they think beginning teachers need to know about assessment (Michelle will do elementary; Tes will do secondary) – assessment of children's knowledge/learning and using data to drive instruction
- Reflect on where MTSS fits with this bullet
- What contextual information do candidates need (e.g. special ed, ELL, at-risk)
- Survey Kansas institutions to see how they currently address/emphasize assessment within programs of study (this is to be completed past the August meeting)
- Katherine will provide an update on the KPA

Pay for Student Teaching: Assignments:

: Clarence, Heather, Allen, Debbie:

- Look at state regs
- Investigate what IHE's are currently doing/how much are cooperating teachers being paid
- Explore funding levels – consider balance between what student teachers will be paid in comparison with the reimbursement level for cooperating teachers
- Consider equity – should the pay for student teachers be based on number of weeks, number of semesters, etc.

- Who will fund/how will funding be dispersed – explore possibilities
- Should more payment be provided for student teachers in hard to recruit geographic areas and for high need subject areas?
- Investigate scholarships for student teachers
- Will all student teachers receive payment or will they have to meet specified criteria?
- What are other states doing (Katherine recommended reviewing ABCTE)
- How will payment impact individuals from institutions located outside of Kansas who complete student teaching here
- Are there district issues (e.g. paying paraprofessionals during student teaching) that might impact across the board payment of student teachers?

Professional Development Schools: Assignments:

Judy, Tes:

- Investigate what Kansas IHE are currently doing
- Review NCATE PDS standards
- Once specifications are developed for commonality, investigate how these can be incorporated into KSDE standards
- Consider impact on adult students
- Where will funding come from if PDS Standards become a mandate?

Mid- Career/Alternative Teacher Preparation Access: Assignments:

Mary Ann, Gary, Michelle:

- Investigate what is currently available in Kansas and how delivered
- Investigate the IHE faculty knowledge about adult learning vs. ‘traditional’ students
- Are there ‘new’ models nationally that might be replicated in Kansas?
- Investigate how existing programs are being promoted (is there a clearinghouse?)
- What websites include info for Kansas alt. cert programs? How could business and industry be looped in to promote alt. cert. for individuals considering early retirement? How can promotion be used to attract minority candidates to teaching?

Similar Quality: Gary, Allen, Michelle

Business Partnerships: Mary Ann, Debbie

Creating Scholarships:

Funding Resources:

The last four work group topic areas will be addressed at a later date.

Katherine (ETS) will share resources identified during the meeting with specific work groups.

Image and Promotions

Create a state-wide marketing campaign:

- What do we want?
- What do they need to hear?
- Who do they need to hear it from?

- How do we get them to hear it?
- What have we got?
- How do we begin?

Encourage districts to create “Grow Your Own:”

- Community investment
- Establish parameters and make sure they are geographically transferable
- Big Brothers/Sisters as potential teachers
- Marjorie B. from KNEA regarding an effective model(Assignment)
- National level – what works on at the national level
- Examine other state structures
- Interview/collect narratives from successful participants
- Illinois
- Scholarships for students
- Plan: wait until we get the research from KNEA and fill the gaps
- Denise will research national progress if gaps exist(Assignment)
- Martha will call businesses to evaluate their interest in giving to a state-wide GYO program(Assignment)

Celebrate Successes:

- District accomplishments list from budget reports by districts
- Celebration vs. promotion
- Positive fact of the day on KSDE website
- Kansas Education Shines
- Celebration at the legislature
- State-level statistics
- Optimism gap
- KANSPPRA has been doing some work
- BRAVO
- Would need to target businesses and legislators
- Businesses need to see schools as economic development
- Target higher ed
- Real estate as a targeted area
- Target real estate, businesses, higher ed, and legislative arenas
- Tie into the campaign
- Statistics and stories
- Buttons for legislators
- Personalize success for legislators
- Lt. Gov. as an economic developer
- KANSPPRA initiatives – how is the state promoting schools
- Lottery funds
- BOE notes could reflect positives
- Could be a subsequent phase of the campaign
- Use campaign materials (like buttons) to lure folks to webpage

- Invite educators to a website to post positive experiences

Assignments:

John-Email USD's for \$100 contribution

Karla-Work with John on \$100 campaign

Josh-Will research

John-Will seek talent

Josh-Will get website