MONDAY, FEBRUARY 13, 2017
PRE-MEETING ACTIVITY

The State Board of Education will meet for a reception and dinner with committee members of House and Senate Education and K-12 Budget at Topeka Country Club, 2700 SW Buchanan St., Topeka. There is no set agenda and no action will be taken.

TUESDAY, FEBRUARY 14, 2017
MEETING AGENDA

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

10:00 a.m.

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 January Minutes page 7

10:05 a.m.

6. Commissioner’s Report

10:30 a.m.

7. Citizens’ Open Forum page 25

10:45 a.m.

8. Receive recommendations from Coalition of Innovative School Districts for issuing specialized certificates page 27

11:00 a.m.

9. Act on Kansas educator preparation program standards for Elementary Education Unified K-6 page 35

11:25 a.m.

10. Act on requirement to determine and certify hard-to-fill positions pg 61

11:35 a.m.

11. Update on review of English Language Arts standards page 63

11:50 a.m.

12. Recognition of national award recipient Dr. Kelly Gillespie for design of digital observation system for instructional leaders page 73

Noon

Lunch (Board Policy Committee will meet in Conference Room 600 North)
February 14, 2017

1:30 p.m. (IO) 13. Recognition of 2017 Kansas Teacher of the Year Team page 75

2:30 p.m. (IO) 14. Recognition of Security Benefit as chief corporate partner for Kansas Teacher of the Year program page 77

2:40 p.m. Break for photos

2:55 p.m. 15. Executive session for the purpose of consultation with attorney page 81

3:10 p.m. (AI) 16. Act on recommendations of the Professional Practices Commission page 83

3:30 p.m. (RI) 17. Receive the following higher education preparation program standards: Chemistry 6-12, Physics 6-12 and Foreign Language PreK-12 page 159

4:10 p.m. Break

4:20 p.m. (IO) 18. Legislative Matters page 235

4:35 p.m. 19. Consent Agenda

Routine Items

(RI) a. Receive monthly personnel report page 237

(AI) b. Act on appointments to unclassified special project positions page 239

(AI) c. Receive second quarter reports from Kansas State School for the Deaf and Kansas State School for the Blind page 241

(AI) d. Act on requests from the following districts to hold bond elections: USD 264 Clearwater, USD 265 Goddard, USD 423 Moundridge page 265

(AI) e. Act on requests from the following districts for capital improvement (bond and interest) state aid: USD 264 Clearwater, USD 265 Goddard, USD 298 Lincoln, USD 423 Moundridge page 271

(AI) f. Act on recommendations for licensure waivers page 281

(AI) g. Act on recommendations for commercial driver training schools pg 285

(AI) h. Act on recommendations for funding Title II Part B Math and Science Partnership Grants for 2017-18 page 287

(AI) i. Act on recommendations of the Evaluation Review Committee for higher education accreditations and program reviews page 289

(AI) j. Act on contract with Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections page 307

(AI) k. Act to continue contract to reimburse Kansas Board of Regents for services of Career Pathways Coordinator page 309

(AI) l. Act to continue a contract with Kansas State University to provide Carl D. Perkins Leadership grant activities for Executive Director of FFA page 311

4:40 p.m. (RI) 20. Receive request for cultural diversity and ethnic studies page 313

5:00 p.m. (IO) 21. Board Reports and Requests for Future Agenda Items page 323

- Selection of two members for KSSD/KSSB superintendent interview team

5:40 p.m. 22. Act on Board Travel page 325

6:00 p.m. RECESS
WEDNESDAY, FEBRUARY 15, 2017
WORK SESSION

Location: Landon State Office Building
Room 509
Topeka, Kansas

9:00 – 10:30 a.m.
Discussion: Chairman Jim Porter and Vice Chair Kathy Busch will lead.

Break

10:40 a.m. – 1:00 p.m.
Topic: Individual Plans of Study implementation, to include:

- Update from Kathleen Mercer, Career Pathways Coordinator, and Jay Scott, KSDE Assistant Director of Career and Technical Ed.
- Demonstration by state-preferred vendor Career Cruising
- Presentation on school model

Next Meeting: March 14 and 15, 2017 in Topeka
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
January 10, 2017

SWEARING-IN CEREMONY AND RECEPTION
The swearing-in ceremony for new State Board member Ann Mah (District 4) and re-elected members Deena Horst (District 6), Kathy Busch (District 8) and Jim McNiece (District 10) occurred in the Board Room prior to the start of the January meeting. Re-elected member Steve Roberts (District 2) was sworn in Monday, Jan. 9, in Johnson County by Judge Kevin Moriarty. Those administering the Oath of Office on Tuesday were Lt. Governor Jeff Colyer and Kansas Supreme Court Justice Lawton Nuss. Guests and KSDE staff attended a reception honoring those serving another four-year term on the State Board of Education.

CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Jan. 10, 2017, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed new Board member Ann Mah, as well as staff and students in attendance from Baker University.

ROLL CALL
The following Board members were present:

John Bacon  Deena Horst  Jim Porter
Kathy Busch  Ann Mah  Steve Roberts
Sally Cauble  Jim McNiece  Janet Waugh

Member Ken Willard was absent.

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 moved to remove Item 18 c. (Act on recommendations of the Professional Practices Commission-Breach of Contract) from the agenda for future action. Mrs. Horst seconded. Motion carried 9-0. The vote to accept the amended agenda was 8-0-1 with Mr. Roberts abstaining.

APPROVAL OF THE DECEMBER MEETING MINUTES
Mrs. Horst moved to approve the minutes of the December Board meeting. Mrs. Busch seconded. Motion carried 9-0.

BOARD REORGANIZATION
Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and/or re-election of Board members. Mr. McNiece stated he was privileged to have served as Chairman the past two years and expressed appreciation to Commissioner Watson and KSDE staff for their cooperation. The following action was taken during reorganization for 2017-2019:

ELECTION OF BOARD CHAIRMAN
Mrs. Waugh moved to nominate Jim Porter as Chairman. Mrs. Busch seconded. There were no other nominations. Motion carried 8-1 with Mr. Bacon in opposition. Mr. Porter accepted, then assumed leadership of the meeting.
ELECTION OF VICE CHAIRMAN
Mrs. Cauble moved to nominate Kathy Busch as Vice Chairman. Mr. McNiece seconded. There were no other nominations. Motion carried 7-2 with Mr. Bacon and Mr. Roberts in opposition. Mrs. Busch accepted the position, then assumed the designated Vice Chairman’s seat at the Board table.

Board members proceeded to select or confirm their preferred places at the Board table based on seniority.

ELECTION OF LEGISLATIVE COORDINATOR AND ASSISTANT LEGISLATIVE COORDINATOR
Mrs. Busch moved to nominate Jim McNiece as the Board’s Legislative Coordinator. Mrs. Waugh seconded. Motion carried 8-1 with Mr. Bacon in opposition. Next, Mr. McNiece moved to nominate Deena Horst as Assistant Legislative Coordinator. Mrs. Busch seconded. Motion carried 7-2 with Mr. Bacon and Mr. Roberts in opposition.

ELECTION OF BOARD MEMBERS TO POLICY COMMITTEE
Reorganization continued with the election of three Board members to serve on the Policy Committee. Mrs. Busch moved to nominate Janet Waugh for the first opening. Mr. McNiece seconded. Motion carried 9-0. For the second opening, Mrs. Cauble moved to nominate Ann Mah. Mrs. Horst seconded. Motion carried 9-0. Mr. McNiece moved to nominate Steve Roberts for the final position on the Policy Committee. Mrs. Busch seconded. Motion carried 9-0.

ELECTION OF BOARD MEMBERS TO COALITION OF INNOVATIVE SCHOOL DISTRICTS
Mrs. Busch moved to nominate Deena Horst to represent the State Board on the Coalition of Innovative School Districts. Mr. McNiece seconded. Motion carried 9-0. Next, Mrs. Cauble moved to nominate Jim McNiece as the second representative on the Coalition. Mrs. Busch seconded. Motion carried 9-0.

STATUS OF OTHER ELECTED POSITIONS
Board-elected positions on the Kansas State High School Activities Association’s Board of Directors and Executive Board are current until June 30 so action was not required at this time.

CITIZENS’ OPEN FORUM
Chairman Porter declared the Citizens’ Forum open at 10:19 a.m., noting that the forum would remain open until 10:30 a.m. Speakers and their topics were: Kirk Fast, Ozawkie — Rose Standards, civics/citizenry, separating reliable vs. non-reliable information; John Richard Schrock, Emporia — new national accreditation standards for teacher preparation programs; Verneda Edwards, Kansas Association of Health Physical Education Recreation and Dance — inclusion of physical education in the Every Student Succeeds Act. Chairman Porter declared the Citizens’ Forum closed at 10:37 a.m.

ADOPTION OF RESOLUTION FOR 2017 BOARD MEETING DATES
Mr. McNiece moved to adopt the Resolution as presented establishing the 2017 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.

APPOINTMENT OF BOARD ATTORNEY AND BOARD SECRETARY
Mr. McNiece moved to approve the designation of Mark Ferguson of Gates Shields Ferguson Hammond, P.A., Overland Park, as the State Board Attorney. Mrs. Busch seconded. Motion carried 8-1 with Mr. Bacon in opposition. Next, Mrs. Cauble moved to approve the designation of Peggy Hill as State Board Secretary. Mrs. Horst seconded. Motion carried 9-0.

BREAK
Board members took a 10-minute break at 10:40 a.m.
REVIEW OF APPOINTMENTS TO BE MADE BY CHAIRMAN AND COMMISSIONER

During reorganization, memberships on State Board committees become vacant as per Board Policy. Chairman Porter reviewed the list of committee appointments to be made by either the Chairman or Commissioner. Committee descriptions were provided to Board members in their packets. Each member was asked to complete a preference sheet indicating which committees he or she was willing to serve on. Assignments would be announced at Wednesday’s meeting.

COMMISSIONER’S REPORT

Commissioner Randy Watson gave an update on the hiring timeline for selecting a new superintendent for the Kansas State School for the Deaf and Kansas State School for the Blind. Current Superintendent Madeleine Burkindine will retire in June. Two Board members will be named to the selection team to review applications, interview candidates and present a recommendation to the State Board.

Mr. Bacon requested data to support the decision to hire one superintendent for the two campuses instead of an administrator for each school. Dr. Watson continued his report with:

- information on aligning KSDE’s work with the Kansans Can vision;
- activities of the new legislative session, including his Jan. 19 presentations to the House and Senate Education committees;
- reminders that the Kansans Can vision originated from two sources — Kansans’ input about creating a change in school culture and from job market research on economic drivers in the state.

UPDATE ON REVIEW OF MATHEMATICS STANDARDS

Education Program Consultants Melissa Fast and Sara Schafer explained that the committee is comprised of three groups (writing, review and ad hoc) tasked with updating the Kansas math standards. The committees have been meeting in person and virtually over several months. Mrs. Fast summarized the general changes proposed as groups target the grade bands of K-5, 6-8 and 9-12. Using the standards as a resource was emphasized, with the inclusion of tables, helpful videos and concrete examples of math practices within each grade. Regional “town hall” sessions will be conducted beginning in February to explain the updates and gain public input. Board members commented on the need to address individual student’s needs, be flexible with the standards at each grade level, involve the service centers in messaging, and offer meeting options in western and north central Kansas.

Chairman Porter recessed the meeting for lunch at 12:09 p.m.

RECEIVE SPECIAL EDUCATION ADVISORY COUNCIL ANNUAL REPORT

At 1:30 p.m., Chairman Porter reconvened the meeting. KSDE Director Colleen Riley and Dr. Marvin Miller, Chair of the Special Education Advisory Council, gave opening remarks. Council members introduced themselves and named the areas they represent. Then Past Chair Dr. Matthew Ramsey highlighted activities of the previous year such as establishing a new permanent voting position for a member representing students with a disability. In addition, the Council addressed issues related to Emergency Safety Interventions, supported Senate Bill 323 on language acquisition/assessment, and contributed to the Blue Ribbon Task Force on Teacher Vacancy and Supply. The printed 2015-16 SEAC Annual Report was provided to the Board. SEAC members voluntarily meet to study issues and advise KSDE’s Early Childhood, Special Education and Title Services team as well as the State Board of Education on matters of concern regarding special education. There was discussion about shortages of early childhood special education teachers, counselors and school psychologists.

RECEIVE KANSAS EDUCATOR PREPARATION PROGRAM STANDARDS FOR ELEMENTARY EDUCATION UNIFIED K-6

Dr. Sally Roberts presented the final draft of educator preparation content program standards that would be used in training teacher candidates interested in earning an Elementary Education Unified K-6 license. Dr. Roberts from the University of Kansas chairs the 12-member committee developing
the standards. The intent of this license is to prepare teacher candidates to work with K-6 grade learners with and without special needs. There were questions about the length of time to complete the program, training of para-educators, and creation of a similar teacher preparation program for the secondary level. The public comment period is now open. Approval of the standards for Elementary Education Unified K-6 is expected at the February meeting.

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

Linda Sieck, Chair of the Professional Practices Commission, brought forth three cases that the PPC recommended for licensure approval. Mrs. Cauble moved to adopt the findings of the PPC and its recommendations that the licensure applications of Tyler Masters, Lois Lervold and Joseph Hamer be approved. Mr. McNiece seconded. Motion carried 9-0.

Ms. Sieck then presented the next set of cases. Mrs. Horst inquired about public censure as a form of discipline. Mrs. Horst moved to adopt the findings of the PPC and take the following actions: publicly censure Melisha Colon, revoke the licenses of Ansel Barngrover and Steven Young, and deny the application of Karen Vondemkamp. Mr. Roberts seconded. Motion carried 9-0.

The PPC case of Madison Beckman was removed from the agenda earlier in the day for future action.

**RECOGNITION OF THE 2016 NATIONAL BLUE RIBBON SCHOOLS**

Deputy Commissioner Dale Dennis welcomed administrators from the four schools selected as 2016 Kansas Blue Ribbon Schools. Those speaking to the Board were Jess Herbig, principal at Challenger Intermediate School, USD 265 Goddard; Gary Wheeler, principal at Chanute Elementary, USD 413 Chanute; Tom Schwartz, principal at McKinley Intermediate Elementary, USD 435 Abilene; and Ben Boothe, Director of Secondary Education at Wheatridge Middle School, USD 231 Gardner Edgerton. Each highlighted factors that aided in raising student achievement. Specific concepts noted were: relationship building with students, creation of a professional learning community, positive behavior interventions and modeling respect.

**BREAK**

The Board took a break from 2:35 to 2:50 p.m.

**REPORT ON WORK OF THE TEACHER VACANCY AND SUPPLY COMMITTEE**

Dr. Scott Myers, Director of Teacher Licensure and Accreditation, shared the origins of the Teacher Vacancy and Supply Committee (TVSC), which sprung from the Blue Ribbon Task Force on Teacher Vacancy and Supply. The Task Force made 65 recommendations, covering immediate, intermediate and long-term needs. The newly formed TVSC divided these into eight areas of concentration. Dr. Laurie Curtis from Kansas State University and Deb Ayers-Geist from Turner USD 202 co-chair the committee. They described improvements to teacher-mentoring programs as one of the first areas to be addressed. Among the suggestions are to begin mentoring at the start of the school year, make the program mentee-driven, and allow for more observation opportunities. During discussion, it was suggested to research other states’ mentoring programs and to identify actions the State Board could be taking. Other members asked for more specifics and quicker action. The TVSC will be reporting regularly to the State Board.

**LEGISLATIVE MATTERS**

In his Legislative Report, just a day after the 2017 session began, Deputy Commissioner Dale Dennis provided membership rosters of standing committees within the House and Senate. He also noted upcoming committee meetings of interest and the scheduling of monthly legislative conference calls with Board members. There was also discussion about the KPERS surcharge and its impact on school employees working after retirement. Lastly, Mr. Dennis reminded the Board about attending the Governor’s State of the State Address that evening.
CONSENT AGENDA

Mrs. Horst moved to approve the consent agenda. Mrs. Cauble seconded. Motion carried 8-0-1 with Mr. Roberts in opposition. In the Consent Agenda, the Board:

- received the monthly Personnel Report for December.
- confirmed the unclassified personnel appointments of Margaret Boggs as Program Consultant on the Child Nutrition and Wellness team, effective Nov. 29, 2016, at an annual salary of $37,440; Paula Branizor as Program Consultant on the Teacher Licensure and Accreditation team, effective Nov. 29, 2016, at an annual salary of $43,680; and Melissa Ostermeyer as Public Service Administrator on the School Finance team, effective Nov. 20, 2016, at an annual salary of $34,444.80.
- accepted the retirement notice of Madeleine Burkindine as Superintendent of Kansas State School for the Blind and Kansas State School for the Deaf, effective June 30, 2017.
- accepted the following recommendations for licensure waivers valid for one school year: Early Childhood Special Ed. -- May Brown, USD 373; Mindy Carlson, USD 497; Heather Albers, Roxanna Vicars, D0605; English as a Second Language -- Victoria Arellano, Angelica Tesch, Liberty Aquino e Castro, USD 259. General Science -- Erin Cooke, USD 259. Gifted -- Laurel Nichols, USD 259; Bill Rhiley, Nancy Diepenbrock, D0605. High Incidence Special Ed. -- Christa Chastain, Tessa West, Hannah Abernathy, USD 200; Alyssa Rucker, USD 207; Anthony Kavalauskas, Ann Walker, Ashley Sanchez, USD 259; Stephanie Dowell, USD 282; Katy Riley, USD 383; Mary Hill, USD 469; Elizabeth Cobb, D0603; Melissa Hittle, Katrina Riner, Diana Sanpaka, Andrew Gnennap, Brandt Rogers, Cathy Cox, Emmanuel Adigun, Jake Rourk, Lucas Bauman, Matthew Lawson, Misti Kuhn, Patricia Amaro, Regina Fischer, Troy Piper, Venus Covey, D0605; Caitlyn Olsen, Z0032. High Incidence Special Ed. -- Extension on the number of days on an Emergency Sub License -- Autumn Chisholm, USD 410. Library Media Specialist -- Benjamin Smith, Cynthia Rogers, USD 259. Low Incidence Special Ed. -- Bethany Almloff, USD 229; Kathern Wilson, Margaret Gugino, Arleen Sponsel, Christina Allen, USD 259; Diana Habig, USD 364; Tamera Belew, USD 480; Marla Stark, Stephanie Grippin, D0605; Christopher August, D0637. Math -- Extension on the number of days on an Emergency Sub License -- Sherri Jacobson, USD 330.
- accepted the recommendations of the Licensure Review Committee as follows: Approved cases — 3111 Kristopher Houseberg (secondary 6-12 social studies), 3112 Jessica Claerhout, 3117 Cale Urban (middle level 5-8 mathematics), 3121 Heidi Clouse, 3123 Salvador Cruz, 3124 Jaret Wohler, 3125 Lea Finfera, 3126 Lindsey Hill, 3127 Chelsea Millar, 3128 Benjamin Smith (PreK-12 art), 3130 Megan Gibler, 3131 Rachel Mainelli.
- issued Calendar Year 2017 licenses to the following commercial driver training schools: Premier Driving School of Derby, Premier Driving School of Hutchinson, and Suburban Driving Academy, Kansas City.
- authorized USD 250, Pittsburg, Crawford County, to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation.
- authorized USD 250, Pittsburg, Crawford County, to receive capital improvement (bond and interest) state aid as authorized by law.

RECESS

At 3:47 p.m., Chairman Porter recessed Tuesday’s Board meeting until 9 a.m. Wednesday. Board members attended Governor Brownback’s State of the State Address Tuesday evening.
RESOLUTION

Be It Resolved that:

The Kansas State Board of Education will 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 exception of April and October (2017) when said meetings will be held on the third Tuesday and Wednesday of the month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Therefore, the Kansas State Board of Education regular meetings and legislative conference calls shall comply with the following schedule:

<table>
<thead>
<tr>
<th>Date 2017</th>
<th>Meeting</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 10-11</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<tr>
<td>January 27</td>
<td>Legislative Conference Call - 4 p.m.</td>
<td>LSOB, Topeka</td>
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<tr>
<td>February 14-15</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<tr>
<td>February 24</td>
<td>Legislative Conference Call – 4 p.m.</td>
<td>LSOB, Topeka</td>
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<tr>
<td>March 14-15</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<tr>
<td>March 31</td>
<td>Legislative Conference Call – 4 p.m.</td>
<td>LSOB, Topeka</td>
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<tr>
<td>April 18</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>April 19</td>
<td>Annual visit KS School for Deaf / School for Blind</td>
<td>Olathe / Kansas City</td>
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<tr>
<td>May 9-10</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>June 13-14</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>July 11-12</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>August 8-9</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>September 12-13</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<td>October 17-18</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<tr>
<td>November 14-15</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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<tr>
<td>December 12-13</td>
<td>Regular Board Meeting</td>
<td>LSOB, Topeka</td>
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If the regular meeting date occurs on a legal holiday or on a holiday specified by the Board, such regular meeting shall be held the following day, commencing at the same hour.

CERTIFICATE
This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 10th day of January, 2017.

Peggy Hill
Secretary, Kansas State Board of Education
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
January 11, 2017

PRE-MEETING ACTIVITY—SEAC BREAKFAST
The Special Education Advisory Council (SEAC) hosted its annual Get-Acquainted Breakfast for Board members in Room 509 of Landon State Office Building prior to the start of the meeting.

CALL TO ORDER
Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Jan. 11, 2017 in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL
The following Board members were present:
John Bacon  Deena Horst  Jim Porter
Kathy Busch  Ann Mah  Steve Roberts
Sally Cauble  Jim McNiece  Janet Waugh
Member Ken Willard was absent.

APPROVAL OF AGENDA
Mr. McNiece moved to approve the day’s agenda. Mr. Roberts seconded. Motion carried 9-0.

CAREER TECHNICAL STUDENT ORGANIZATION REPORTS AND OFFICER PRESENTATIONS
In observance of Citizenship Day, Assistant Director Jay Scott announced that eight state officers representing the various Kansas Career and Technical Student Organizations would be speaking to the Board. State officer remarks focused on the significance of their organization’s emblems, importance of servant leadership, learning life skills, opportunities outside of the classroom, and the importance of job shadowing. A question and answer period followed their speeches.

INTRODUCTION OF NEW CAREER TECH STUDENT ORGANIZATION FOR EDUCATION
The addition of a new Career and Technical Student Organization for high school students interested in education was announced. The program, Educators Rising, would align with the current educator training pathway and provide the first steps for high school students interested in becoming teachers. With support from the national Educators Rising network, schools could form a chapter for high school juniors and seniors to explore teaching as a career. KSDE Education Program Consultant Gayla Randel, along with Cathy Mong of the Wichita Public Schools and Idalia Shuman of the Kansas National Education Association shared information and answered questions. Ms. Shuman will serve as the Educators Rising state coordinator.

PRESENTATION ON KANSAS ASSOCIATION FOR CONSERVATION AND ENVIRONMENTAL EDUCATION
Mrs. Waugh, who is the State Board liaison with the Kansas Association for Conservation and Environmental Education, introduced organization Executive Director Laura Downey. KACEE works in partnership with several state agencies to provide conservation education, professional development, promote a Kansas Green Schools Network, and offer learning opportunities for students outside of the classroom. Mrs. Downey gave an update on KACEE activities and shared examples of student projects, such as a pizza garden created by FFA students and preschoolers at Olpe. She also described the connection between KACEE’s work and the Kansans Can vision outcomes.
ANNOUNCEMENT OF COMMITTEE ASSIGNMENTS
Chairman Porter announced the selection of Board members to serve on the various committees with State Board representation. The chart of assignments is attached to the minutes.

Board members took a break from 10:27 to 10:40 a.m.

BOARD REPORTS & FUTURE AGENDA ITEMS
Policy Committee — Mrs. Waugh announced the Policy Committee would meet during lunch on Tuesday, Feb. 14.

Communications Committee — Mrs. Cauble asked Denise Kahler to describe the theme and design for this year’s postcard series that would be delivered to legislators. Each week will highlight the vision and outcomes, with school success stories personalized for each State Board District.

Coalition of Innovative School Districts — The Coalition’s next meeting is Jan. 19. Mr. McNiece talked about the redesign of the Coalition.

Board Attorney Mark Ferguson noted that his written summary for the month would be combined with next month’s report.

During individual Board member reports, Mr. McNiece will be traveling with the Lt. Governor to several high schools hearing about community service projects and publicizing a new Citizenship Award for students. He also gave the dates for NASBE’s legislative conference (March 19-21) and New Member Institute (June 8-10). Mrs. Busch met with organizers of the Educators Rising student organization. Mrs. Waugh polled members and determined there was interest in presenting Challenge Awards to schools like they did last year. She received an invitation to serve on the Board for the Kansas Alliance for the Arts in Education. There were no objections to her accepting. Mrs. Cauble visited Ness City High School and students’ Tiny House Project. Mrs. Horst attended legislative forums.

Requests for Future Agenda Items: Mrs. Cauble requested a presentation from Ness City High School students on their Tiny House Project; Mr. Porter requested a work session in February for extended discussion time on various topics, including a legislative agenda, evaluating speed of Board action on issues, and clarification of ideas; Mrs. Waugh would like a presentation on social media use in schools; Mr. Porter reported that the Civil Air Patrol would like to be on the March agenda.

BOARD MEMBER TRAVEL
Additions to the travel requests were: Mrs. Mah, Jan. 12 KASB Legislative reception, Feb. 10 KEEN awards luncheon; Mrs. Busch Jan. 19 Commissioner’s presentation to House and Senate Education Committees, Feb. 3 Teacher Vacancy and Supply Committee. Because of the changes in committee assignments, Mrs. Mah will attend the Kansas Workforce Summit Jan. 18 and 19 and the Career and Technical Education Conference Feb. 7 and 8 instead of Mrs. Cauble. Mrs. Busch moved to approve the travel requests and additions. Mr. Roberts seconded. Motion carried 9-0.

ADJOURNMENT
The business of the Board concluded at 11:20 a.m. Afterwards, Board members were guests of the Career Technical Student Organizations at the Capitol Plaza for the annual luncheon. Mr. Porter joined Commissioner Watson for the recognition lunch for the Superintendent of the Year at KASB.

Jim Porter, Chairman
Peggy Hill, Secretary
## State Board Committee Assignments

<table>
<thead>
<tr>
<th>Committee / Organization</th>
<th>Serving 2017-2019</th>
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<tbody>
<tr>
<td>Agriculture in the Classroom</td>
<td>Deena Horst</td>
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<tr>
<td>Capital Improvement Bond &amp; Interest Review Committee</td>
<td>Sally Cauble</td>
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<tr>
<td>Charter and Virtual Education Advisory Council</td>
<td>Steve Roberts</td>
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<tr>
<td>Communications Committee for State Board (2)</td>
<td>Jim McNiece and Deena Horst</td>
</tr>
<tr>
<td>Confidence in Kansas Public Education Task Force</td>
<td>Janet Waugh</td>
</tr>
<tr>
<td>Education System Coordinating Council (KSDE/KBOR)</td>
<td>Deena Horst and Ann Mah</td>
</tr>
<tr>
<td>Extraordinary Need State Aid Program Review Committee</td>
<td>Jim Porter and Ken Willard</td>
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<tr>
<td>Juvenile Justice Oversight Committee</td>
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<td>Kansas Assoc. for Conservation &amp; Environmental Education</td>
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<td>Kansas Fdn. for Excellence / Kansas Teacher of the Year</td>
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<td>Kansas Learning First Alliance</td>
<td>Ann Mah</td>
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<td>Kansas Master Teacher Selection Committee</td>
<td>Deena Horst</td>
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<td>KSSD/KNEA Bargaining Team</td>
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<td>Liaison to Kansas State School for the Blind</td>
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<td>Professional Standards Board Liaison</td>
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<td>Student Voice Committee for State Board</td>
<td>Deena Horst</td>
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<td>Teacher Vacancy and Supply Committee (Board appointee)</td>
<td>Kathy Busch</td>
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<td>Chairman</td>
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<td>Legislative Coordinator</td>
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<td>Assistant Legislative Coordinator</td>
<td>Deena Horst</td>
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<td>Policy Committee (3)</td>
<td>Janet Waugh, Ann Mah, Steve Roberts</td>
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<td>Coalition of Innovative School Districts (2)</td>
<td>Jim McNiece and Deena Horst</td>
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<td>Kansas State High School Activities Association Exec. Board</td>
<td>Kathy Busch (term exp. June 30, 2018)</td>
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| KSHSAA Board of Directors (2) | Kathy Busch (term exp. June 30, 2017)  
Jim Porter (term exp. June 30, 2018) |

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<td>Teacher Vacancy &amp; Supply (Commissioner Appointee)</td>
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Desktop/2017-19 Committee members
KANSAS STATE BOARD OF EDUCATION
Meeting Minutes
December 13, 2016

PRE-MEETING FAREWELL RECEPTION
Guests and KSDE staff joined State Board members in a reception for outgoing Vice-Chairman Carolyn Wims-Campbell prior to the meeting. Ms. Wims-Campbell, who did not seek re-election, began the first of her two terms on the Kansas State Board of Education in January 2009 representing District 4. She served as vice-chair twice during her tenure. Chairman Jim McNiece led the Board in recognizing her service.

CALL TO ORDER
Chairman Jim McNiece called the monthly meeting of the State Board of Education to order at 10 a.m. Tuesday, Dec. 13, 2016, in the Board Room at the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed those in attendance.

ROLL CALL
All Board members were present:
John Bacon           Jim McNiece
Kathy Busch          Steve Roberts
Carolyn Wims-Campbell Jim Porter
Sally Cauble         Janet Waugh
Deena Horst          Ken Willard

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
There were several amendments to the meeting schedule. The Executive Session for attorney consultation on Tuesday was moved to Wednesday as Item 4, prior to action on the Suzette Ramos licensure matter, followed by discussion on suspension and expulsion, presentation of Individual Plan of Study survey results and action on Board travel. Members would hear Board Reports on Tuesday afternoon. There were also new attachments for consent items 17 e. (final list of recommended sub-grantees for the STEM mentoring initiative), 17 f. and 17 g. (corrected assessed valuation amounts for USD 447 Cherryvale’s bond and state aid requests). Mrs. Horst moved to approve the Dec. 13 agenda as amended. Mr. Porter seconded. Motion carried 9-0-1 with Mr. Roberts abstaining.

APPROVAL OF THE NOVEMBER MEETING MINUTES
Ms. Wims-Campbell moved to approve the minutes of the November Board of Education meeting. Mrs. Horst seconded. Motion carried 10-0.

COMMISSIONER’S REPORT
Commissioner Randy Watson congratulated Ms. Wims-Campbell on her eight years of service with the State Board and announced she has agreed to co-chair a new oversight committee on attaining vision outcomes. Dr. Watson reported on efforts to align the department of education with the vision work through a strategic performance management model. He commented on opportunities for growth and a renewed agency purpose: We are an agency of Kansans serving Kansans by inspiring, coaching and leading to create the conditions for each student’s success. He concluded by discussing the educational demand for future jobs and what that means for students entering the workforce.
CITIZENS’ OPEN FORUM
Chairman McNiece declared the Citizens’ Forum open at 10:45 a.m. There was one speaker: Leah Fliter, Kansas Association of School Boards, who invited members to KASB’s Advocacy in Action Conference Jan. 12 and 13 in Topeka. Chairman McNiece declared the Citizens’ Forum closed at 10:47 a.m.

RECEIVE REPORT ON KANSAS ASSESSMENT PROGRAM ENHANCEMENTS
The Center for Educational Testing and Evaluation (CETE) is responsible for developing the Kansas summative assessment to measure student knowledge and mastery of the Kansas College and Career Ready Standards. CETE Director Kris Kaase reported on development of a three-year plan for the Kansas Assessment Program (KAP), which will include actions to improve the stability and execution of the assessments. In addition, there will be an increased emphasis on communicating with KSDE and school districts. Susan Martin, Director of Agile Technology Solutions which provides technology assistance for the assessments, added that improvements to the help desk are being made to aid test coordinators. Another enhancement is the ability to correlate a student’s performance on math and English language arts assessments with a likely range of ACT scores. KAP Director Mary Matthew reviewed findings from the 10 school districts that participated in this project. Board members commented on the linkage and how it validates the structure of performance levels.

ACT ON CURRICULAR STANDARDS FOR LIBRARY/INFORMATION AND TECHNOLOGY
Revisions to the state’s curricular standards for library/information and technology were presented for approval. The standards were previously provided to the Board for review before the opening of a public comment period. The recommended changes are part of the cyclical review process for content standards that occurs approximately every seven years. The focus is on what Kansas students should learn about information and technology use. Mrs. Horst moved to approve the Kansas Curricular Standards for Library/Information and Technology Education. Ms. Wims-Campbell seconded. Motion carried 10-0.

BOARD MEMBERS TOOK A BREAK UNTIL 11:40 A.M.

RECOGNITION OF 2016 MILKEN EDUCATOR AWARD WINNER
Deputy Commissioner Dale Dennis introduced the 2016 Milken Educator Award winner Stephanie Conklin. Ms. Conklin is principal at Brougham Elementary School in Olathe USD 233. She shared several of the strategies implemented in her school to foster student achievement. Among the successful practices are collective responsibility, strategic professional development, teaching students about goal setting and leadership, and creating a positive school climate. The Milken Family Foundation’s program recognizes, celebrates and rewards teachers and principals who have made and continue to make significant contributions to the education of children.

LUNCH
At 11:55 a.m., Chairman McNiece recessed the meeting for lunch until 1:30 p.m.

UPDATE ON SPECIAL EDUCATION DIRECT ENTRY PROGRAMS
Susan Helbert, Assistant Director of Teacher Licensure and Accreditation, updated Board members on the current status of developing program standards that would establish a special education direct entry option for teacher candidates. She presented the timeline for implementation, which begins with development of standards universities will use in their teacher preparation programs. The focus has been on elementary unified, K-6. During discussion, Board members expressed frustration at the process and lack of urgency. They strongly recommended starting preliminary work for secondary special education direct entry right away. There were additional inquiries about anticipated reduction of special education waivers and alleviating process barriers in the future.
RECEIVE UPDATE ON KANSAS EDUCATION SYSTEMS ACCREDITATION ZERO YEAR

The present period of transition to a new systems accreditation model is considered “zero year.” During this time, trainings are occurring each quarter throughout the state led by Teacher Licensure and Accreditation staff. Dr. Scott Myers, Director of TLA, provided Board members with information about the training materials and guidance plan. School leaders are receiving the training at 10 regional locations in preparation for the first official year of KESA in 2017-18. Board members recommended making accreditation information easier to locate online. In addition, they asked for continued emphasis on results/growth within each school system, not just completing the accreditation process.

ACTION ON NEW APPOINTMENT TO LICENSURE REVIEW COMMITTEE

Mrs. Cauble moved to appoint Gwen McDonald to serve on the Licensure Review Committee as a representative of elementary level teachers effective Dec. 13, 2016 through June 30, 2019. Mrs. Busch seconded. Motion carried 10-0. Ms. McDonald is currently a fifth grade teacher at Eisenhower Elementary in Great Bend (USD 428).

RECOGNITION OF 2016 NATIONAL SCHOOLS OF CHARACTER FROM KANSAS

Three Kansas schools have been honored as National Schools of Character for 2016 by the National Forum on Character Education and Character.org. Those selected demonstrate a dedicated focus on character development that has a true positive impact on academic achievement, student behavior and school climate. Education Program Consultant Kent Reed introduced representatives from Lincoln Elementary (Clay Center in USD 379) and Valley Center Intermediate (Valley Center in USD 262) who commented on programs at their respective schools. Examples of character ed activities included student led assemblies and leadership skill development. Sue Kidd with the Kansas Character Development Initiative provided the overview of programs at Kiowa County Elementary and Junior High School (Greensburg in USD 422).

Board members took a break from 3:15 to 3:30 p.m.

REPORT FROM OFFICE OF GENERAL COUNSEL ON REVIEW OF LICENSURE CASES

Assistant General Counsel Kelli Broers reported on the number of applications for licensure that the Office of the General Counsel has reviewed and approved based on the Board’s 2014 decision to give their office discretion to clear applicants for teacher licensure based on specific criteria. Mrs. Broers outlined the application review process, noting the inclusion of background checks and statutory compliance. The annual clearance stats contained new and renewal applications. To date, the process has reduced the number of cases heard by the Professional Practices Commission and increased efficiencies for those wanting to get licensed.

LEGISLATIVE MATTERS

Dale Dennis distributed the 2017 legislative leadership roster for both the Kansas House and Senate. He briefly commented on an upcoming meeting of the State Finance Council, which would be meeting to act on the sale of the Bioscience Authority.

CONSENT AGENDA

Mrs. Cauble moved to approve the Consent Agenda as amended. Mrs. Horst seconded. Motion carried 9-0-1 with Mr. Roberts abstaining. In the Consent Agenda, the Board:

- received the monthly Personnel Report for November.
- accepted the following recommendations for licensure waivers valid for one school year:
  - Adaptive Special Education - Extension on number of days on an emergency substitute license — Martez Wesley, USD 500.  Deaf or Hard of Hearing -- Brad Sternberg, USD 469; Mandy Hinton, D0638.  Early Childhood Special Education -- Brynn Shellenger, USD 200; Marissa Barten,
USD 321; DeAnn Creech, USD 373; Stacey Harper, USD 465; Adriene White, USD 475; Tracie Jones, USD 500; Rebecca Parkhill, D0620; Casey McGraw, D0638. **English Language Arts - Extension on number of days on an emergency substitute license** -- Krista Stramel, USD 291.

**Gifted** -- Elizabeth Harms, USD 200; Amy Ast, USD 233; Brenda Spangler, USD 333; Robin Wiebe, USD 407; Judith Powell, Julia Wilke, USD 465; Shane Yozzo, Christopher McG Tighe, Jessica Tossor, USD 500; Karlee Kilts, USD 501; Terry Tinch, USD 512; Emily Graham, D0610; Kevin Kramer, D0620. **High Incidence Special Education** -- Kaylynn Anderson, Kendra Haynes, Heather Myers, Kayla Snovelle, Samantha Robblee, USD 200; Heather Jackson, USD 229; Marian Rose, USD 233; Crissy Flippin, USD 253; Susan Durham, Beatrice Sahlfeld, USD 273; Bria Scott, Tanya Hite, Christopher Broctrup, Hailee Schlachter, Amy Pagenkopf, Dallas Meneley, Nathan Bjelland, Tammy Thaxton, USD 305; Casey Flax, USD 321; Angela Gabel-McConkey, Carissa Blackwood, David Hughes, Fallon Votipka, USD 333; Debbie Harn, Tami Dillon, Jourdan King, USD 353; Kelly Ball, USD 368; Annette Fieger, USD 372; Roger Juhnke, Amanda Warkentine, USD 373; Claire Willms, USD 409; Carly Weisbeck, Tiffany Pacey, Amanda Griffin, Meghan Mai, USD 418; Dustin Durbin, Gena Crow, Julia Crowdis, Alta Simpson, Bryon Sturm, Crystal Rowley, Dana Madrigal, Erika Kendall, Kimberly Hutto, Lisa Phillips, Susan Schultz, USD 465; Amy Dale, Anastasia James, Brent Seager, Jennifer Mendez, USD 469; Sara Meis, Angela Lawless, April Frederick, Dawn Miti, Doris Sandoval, Ellen Rehmer, Kimberlee Douglas, Kimberly Eckardt, Novelette Osborne-Luster, Pamela Owens, Sharon Wilkes, Stephanie Bridwell, Theresa Quantz, USD 500; Alexa Scarlett, Patrick Adkins, USD 512; Robert Neil, D0607; Trenton Robb, D0608; Angela Gastineau, Bret Konrade, Kelly Alexander, D0610; Allison Davis, D0614; Stephanie Brand, D0616; Daina DeSmit, Amanda Smith, Amy Warhurst, Bonnie Saunders, Brian Lange, Christopher Edwards, Colleen McGrath, Cynthia Kraft, David Corns, Dawn Kimber, Justin Schwartz, Kaleigh Wulf, Lindsey Milton, Maryanne Cruz, Patricia Oleson, Rebecca Haines, Sara Read, Wanda Smith, Megan Thompson, Sarah Kiphart, D0618; Traci Middleton, D0620; Adam Glendening, Brett Foster, Derek Sartek, Jennie Lary, Kellie O'Donnell, Milton Bryan III, William Conley, Angela McGill, Dani Arnold, Kathy Ryff, D0638; Lyndie Glidewell, D0638. **Library Media Specialist** -- Lynnlea Anderson, Daniel Chamberlain, Hillary Watson, USD 457; Kayla Dykes, Kimberly Ford, USD 470. **Low Incidence Special Education** -- Ashley Snyder, USD 233; Melissa Hyman, USD 273; Molly Callaway, USD 353; Rachael Hoeme, USD 383; Sarah Colaw, USD 418; Amanda Edwards, Heather Ackley, USD 469; Jason Wilson, USD 480; Kevin McBride, Linda Lapietra, Travis Sumner, Christina Smith, Hailey Chmela, Jenee Vickers, Stacey Smith, USD 512; Amanda Green, D0618; Kristal Issinghoff, D0618; Aaron Schrag, D0618; Rebecca Tschetter, D0618; Megan Perry, D0720. **Low Incidence Special Education-Extension on number of days on an emergency substitute license** -- Jody Unruh, USD 418. **Math-Extension on number of days on an emergency substitute license** -- Amber Rainey, USD 500. **Physical Science-Extension on number of days on an emergency substitute license** -- Jannette Desselle, USD 500. **Spanish-Extension on number of days on an emergency substitute license** -- Molly Easley, USD 500. **Visual Impaired** -- Meaghan Burr, D0618.

- accepted the following recommendations of the Evaluation Review Committee for program approval: **Fort Hays State University** — English Language Arts (I, 6-12) and High Incidence (A, K-6, 6-12) (undergraduate minor), both continuing programs approved through Dec. 31, 2024; **Pittsburg State University** — Art (I, PreK-12), Chemistry (I, 6-12), English Language Arts (I, 5-8), English Language Arts (I, 6-12) and Music (I, PreK-12) all continuing programs approved through Dec. 31, 2024; **Wichita State University** — High Incidence (A, K-6, 6-12) and Low Incidence (A, K-6, 6-12) both continuing programs approved through Dec. 31, 2024.

- issued Calendar Year 2017 licenses to the following recommended commercial driver training schools: Alefs Harley Davidson, Wichita; Behind the Wheel, Inc., Overland Park; Bi-State Driving School, Overland Park; Drive Right School of Johnson County, Overland Park; Drive Right School of Wichita, Wichita; Drive Kansas, Inc., Bonner Springs; Freedom Driving School, Lenexa; Go Driving School, LLC, Lawrence; Go Driving School Manhattan, Manhattan; HyPlains Driving School of
Garden City; Garden City; HyPlains Driving School, Inc., Dodge City; Little Apple Driving School, Manhattan; McPherson Driving School, LLC, McPherson; Midwest Driving School, Lawrence; Motorcycle Rider Education, Wichita; Royal Driving School, Salina; Safety First Driving, Olathe; Schuetz Driving School, Olathe; Topeka Driving School, Inc., Topeka; Twin City Driver Education, Overland Park; Varsolona Driving School, Frontenac; Wichita Collegiate Commercial Driving School, Wichita; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc., Wichita; Legacy Driving School of Andover, LLC (Andover) and Premier Driving School, LLC (Newton).

- approved the 2017 Kansas STEM Mentoring Initiative sub-grantees as recommended by the Kansas Volunteer Commission for the period Jan. 1-Dec. 31, 2017, designated as follows: Boys and Girls Club of Lawrence $20,000; Kansas Big Brothers Big Sisters $20,000; Olathe Public Schools Foundation $20,000; United Way of Franklin County Association $20,000; Communities in Schools of Mid-America $19,503; Basehor-Linwood USD 458 $10,000.

- authorized USD 447, Cherryvale, Montgomery County, to hold an election on the question of issuing bonds in excess of the district’s general bond debt limitation.

- authorized USD 447, Cherryvale, Montgomery County, to receive capital improvement (bond and interest) state aid as authorized by law.

- authorized the Commissioner of Education to negotiate and continue a four-year contract with MetaMetrics for Lexile and Quantile measures in an amount not to exceed $197,165 per year (dependent on availability of funds) with the total contract from Jan. 1, 2017 through Dec. 31, 2020 not to exceed $788,660;

- 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 grant management application for the period January 2017 through June 2019 in an amount not to exceed $275,000;

- enter into a contract with a vendor or vendors 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 Data Collection and Analysis System for the period January 2017 through June 2019 in an amount not to exceed $275,000.

RECEIVE FIRST QUARTER REPORTS FROM KANSAS STATE SCHOOL FOR THE BLIND AND KANSAS STATE SCHOOL FOR THE DEAF
Luanne Barron, Kansas School for the Deaf assistant superintendent, through an interpreter provided information on several projects. Among these were an American Sign Language immersion camp for parents, a work group’s efforts on American Sign Language curriculum, bi-lingual strategies, outreach, and collaborating with businesses to address employment challenges for students. Student activity highlights noted were conference championships for both the School for the Deaf volleyball and football teams, in addition to a refurbished gymnasium which was dedicated as part of the Big 12 Legacy Project. KSSD/KSSB Superintendent Madeleine Burkindine then commented on activities at the Kansas State School for the Blind. She mentioned recent professional development sessions, the field testing of two products to aid student learning in electronics and map reading, and the Deaf-Blind Project. In conclusion, she shared student video footage from the elementary students’ science fair.

EXECUTIVE SESSION
Ms. Wims-Campbell moved to enter into Executive Session for 10 minutes for the purpose of discussing personnel matters of nonelected personnel in order to protect the privacy interests of the individual(s) to be discussed. The session would begin at 4:55 p.m. Commissioner Watson and Madeleine Burkindine were invited to join. Mrs. Busch seconded. Motion carried 10-0.
The Board returned to open session at 5:05 p.m.

BOARD REPORTS & FUTURE AGENDA ITEMS
Communications — Mrs. Cauble noted that this committee would meet in the morning to discuss a theme for this year’s informational postcards for legislators.

Coalition of Innovative School Districts — Mrs. Horst reported on work of the sub-committees and the Nov. 17 meeting. Mr. McNiece added that he would provide an analysis of graduation requirements for all 50 states.

Board Attorney Mark Ferguson referenced the written summary he had provided.

Individual Board member reports: Mrs. Busch commented on topics discussed at the Coordinating Council meeting, including the updated list of KBOR system transfer initiative courses; Mr. Willard reported on attendance at a national summit on education reform in D.C. and the educational leaders conference in Kansas City; Mrs. Cauble attended the Education Commission of the States winter conference; Mr. Porter participated in a conference call of the NASBE Government Affairs Committee concerning the Every Student Succeeds Act; Ms. Wims-Campbell commented on the roundtable discussion conducted with Board members at the KASB annual conference and on attending a Committee on Racism meeting with university representatives.

Chairman McNiece announced it was time to recommend representatives to serve on two NASBE teams — the Public Education Positions (PEP) committee and the Government Affairs Committee (GAC). Mr. Porter nominated Kathy Busch to represent Kansas on the PEP committee. Mrs. Cauble seconded. Motion carried 10-0. Ms. Wims-Campbell moved to re-appoint Jim Porter to the GAC. Mrs. Busch seconded. Motion carried 10-0.

In his Chairman’s report, Mr. McNiece discussed the upcoming NASBE Legislative Conference March 19-21 in Washington D.C., congratulated agency staff for their work on the Kansas Teacher of the Year program and banquet, mentioned the KASB legislative reception and a meeting of the Kansas Business Education Association in Wichita.

Future Agenda Requests: There was a general request for a status update this spring on development of direct entry special education program standards. Mr. Porter asked for employment success stories for students from KSSD and KSSB. Mrs. Cauble requested a presentation by officials from Education Commission of the States. Mr. Roberts requested presentations on whether effective educators need teacher’s college; federal regulations and the free or reduced meal program; and eliminating student labeling.

At 6 p.m., Chairman McNiece recessed the meeting until 9 a.m. Wednesday, Dec. 14.

____________________________________
Jim McNiece, Chairman

____________________________________
Peggy Hill, Secretary
CALL TO ORDER
Chairman Jim McNiece called the Wednesday, Dec. 14, 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
The following Board members were present:
- Kathy Busch
- Carolyn Wims-Campbell
- Sally Cauble
- Deena Horst
- Jim McNiece
- Jim Porter
- Steve Roberts
- Janet Waugh

Board members John Bacon and Ken Willard were absent.

APPROVAL OF AMENDED AGENDA
Chairman McNiece restated changes in the day’s agenda order: an Executive Session for attorney consultation will be conducted prior to action on the Suzette Ramos licensure matter, followed by discussion on suspension and expulsion, presentation of Individual Plan of Study survey results and action on Board travel. Mrs. Horst moved to approve the amended agenda. Mrs. Busch seconded. Motion carried 8-0.

EXECUTIVE SESSION
Ms. Wims-Campbell moved to enter into Executive Session for 30 minutes for the purpose of consulting 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 an attorney on legal matters. Commissioner Watson, Board Attorney Mark Ferguson and Assistant Attorney General Marty Snyder were invited to join. The session would begin at 9:05 a.m. Mr. Porter seconded. Motion carried 8-0.

Board members returned to open session at 9:35 a.m.

REVIEW AND ACT UPON LICENSURE MATTER OF SUZETTE RAMOS
Mrs. Busch moved to accept the Consent Agreement and Order in the case of Suzette Ramos. Mrs. Cauble seconded. There was no discussion. Motion carried 6-2, with Mr. Porter and Mrs. Waugh in opposition.

DISCUSSION ON SUSPENSION / EXPULSION PROCEDURES, DATA AND ALTERNATIVES
Education Program Consultant Kent Reed gave an overview of definitions and statutes relative to suspension and expulsion as discipline options in public schools. He shared updated risk factor data, talked about the use of positive interventions as opposed to student removals, and emphasized the need for a re-entry plan. Dr. Martin Stessman, Superintendent of USD 450 Shawnee Heights, commented on the rise of students with mental health issues that often affect behavior. There were a number of comments and questions, including whether there is enough funding to provide mental health services in schools. Gail Cozadd with the Kansas Children’s Service League reported on the work of the Center for Restorative Education in Shawnee County. She identified efforts to help suspended or expelled students maintain academics, manage behavior and transition back to the school district. Additional information was provided on student demographics from a KU research teams’ evaluation of the Center. More discussion and questions followed.
There was a break from 10:50 to 11 a.m.

RECEIVE SURVEY RESULTS ON INDIVIDUAL PLAN OF STUDY IMPLEMENTATION
(01:17:35)
There are five outcomes to measure the vision of leading the world in the success of each student. One of these is the development of an Individual Plan of Study (IPS) focused on career interest for every student, beginning in the middle grades. An overview of the past year’s achievements was presented. In September, KSDE surveyed all middle and high schools to achieve a baseline understanding of the level of IPS implementation. KSDE staff Jay Scott and Kathleen Mercer informed Board members that 267 school districts/school systems responded to the survey. The results were then shared. Survey questions addressed both the IPS process and implementation progress. An implementation goal is for all middle and high school students to have an IPS by the 2018-19 school year. Additional surveys will occur in the future.

COMMUNICATION UPDATE
(01:47:29)
Communications Director Denise Kahler described the intended theme for this year’s informational postcards for legislators. The postcards will be part of a multi-media approach to communicating with the House and Senate during the legislative session. Postcards will feature the vision outcomes as well as highlight school accomplishments in each State Board district to personalize the message.

BOARD MEMBER TRAVEL
Additions to the travel requests were: Ms. Wims-Campbell Dec. 23 Juvenile Justice Graduation, Dec. 28 Committee on Racism planning meeting; Mrs. Cauble Jan. 12 KASB Advocacy in Action Conference, Jan. 13 Dighton school civic day, Jan. 25-27 Interstate Migrant Education Council; Mrs. Horst Dec. 21 legislative workshop in Manhattan. Mrs. Busch moved to approve the travel requests and additions. Mrs. Horst seconded. Motion carried 8-0.

MOTION
(01:56:26)

ADJOURNMENT
Before adjournment, Ms. Wims-Campbell offered closing remarks, noting that she was honored to serve on the State Board and to support educators. The meeting adjourned at 11:45 a.m. The next meeting will be Tuesday, Jan. 10 and Wednesday, Jan. 11, at which time the Board will select a new chair and vice chair to serve for the next two years.

Jim McNiece, Chairman

Peggy Hill, Secretary
To: Kansas State Board of Education
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.
To: Kansas State Board of Education  
From: Coalition of Innovative School Districts  
Subject: Recommendations from Coalition for issuing Specialized Certificates

At a recent meeting of the Coalition of Innovative School Districts, Coalition members gave their approval to five applications for specialized certificates pursuant to specifications approved by the State Board of Education in July 2015. The applications are now presented to the State Board of Education for consideration.

The applicants are all for USD 500 Kansas City Kansas Public Schools. Coalition Chair Bill Mullins and Shelly Beech, USD 500 Director of Professional Workforce Development, will be available to answer questions. The specialized certificate is effective for a one-year period and is non-transferrable to any other Kansas school district.

Background:

The current seven approved Innovative School Districts are: USD 418 McPherson, USD 333 Concordia, USD 500 Kansas City Kansas, USD 229 Blue Valley, USD 201 Hugoton, USD 364 Marysville and USD 484 Fredonia.

On July 14, 2015, State Board of Education members approved on a 6-4 vote the Coalition of Innovative School Districts’ Specialized Teaching Certificate application and process. This allows the approved Innovative Districts to hire non-licensed professional employees or licensed professional employees in areas outside of their area(s) of licensure for one year and to allow the Kansas State Board of Education to give final approval.

Enclosures:

- The Coalition’s position statement for “Issuance of a Certification Option to Teacher Licensure”
- The 11 specifications of application and process
- Applications for consideration and individualized rationale for filling vacancies with a certificated professional
Position Statement

Issuance of a Certification Option to Teacher Licensure

The Coalition of Innovative School Districts (CISD) is seeking a waiver from Kansas Teacher Licensure. The waiver will be sought in those instances when it is difficult to identify appropriate candidates prepared through existing licensure options, or when the district is developing an innovative program outside the scope of current licensure options.

The processes for implementing the waiver will be transparent, including clear procedures to hire the most qualified candidates. The focus for selection will always be on candidates who will make the greatest impact on student learning and future success. When exercising this option, our intent is to be prudent, judicious, and thoughtful as we consider the best pathway to achieve district goals related to student success.

When making decisions about the most qualified applicant, a variety of factors will be considered including licensure, professional degree or certification, professional experience, references, and level of education. The selected candidates will be issued a “certificate” upon approval of the local school board and CISD board. The “certificate” is effective for a one-year period, renewable upon local board approval, and is not transferrable to any other Kansas school district.

Certified teachers are held to meet the same performance standards and will be evaluated following the same evaluation procedures established for fully licensed teachers. Examining the impact on student achievement and effective teaching practice is of great importance. CISD will explicitly report, on a biannual basis, on the implementation of the teacher certification process to the local, Coalition, and state boards of education.

CISD is committed to work with the State Board of Education, Kansas State Department of Education, Deans from schools of education within Kansas, Kansas National Education Association, and local education associations to identify best practice and recommend additional avenues for ensuring recruitment and retention of the most qualified teachers in Kansas schools.
I. Innovative School District identifies the need to hire a qualified candidate (see Position Statement) and provides, in written form, the rationale for use of a “Certificated” employee.

II. Innovative School District Certificate may not be granted for positions that include federal requirements such as Special Education and Title funded positions.

III. Innovative School District completes the background check and fingerprinting process on qualified candidate as required by Kansas Statutes.

IV. Candidate is recommended for approval to the local Board of Education.

V. Innovative School District completes the Coalition of Innovative School District (CISD) Application for Specialized Certificate Approval form and submits to the CISD Board for approval. The Certificate will specify the endorsement area(s) and qualified candidate will only be authorized to teach in the area(s) designated on the certificate. The Certificate will be valid for a period of one year and may be renewed on an annual basis.

VI. Following local and CISD board approval, the Innovative School District issues Specialized Certificate to the qualified candidate and sends a copy of the Certificate to the CISD Board and State Board of Education.

VII. The Innovative School District Specialized Certificate is not transferrable. The certificate will automatically become void upon resignation or termination from the hiring district. The Innovative School District will notify the CISD Board and KSDE when an employee holding a Certificate separates from employment.

VIII. The hiring Innovative School District will be responsible for providing any training, professional development, evaluation, and support needed for teachers hired under the CISD Specialized Certificate program (see Position Statement).

IX. CISD will include in the bi-annual report to State Board of Education the number and area of placement of Specialized Certificate teachers in Kansas.

X. KSDE will provide necessary support to the CISD to implement and manage the Specialized Certificate Program as needed.

XI. Continuous employment of a certified employee is at the discretion of the local board of education. The local board of education is responsible for defining the terms and conditions of the professional employee’s employment.
Application for Specialized Certificate  
Coalition of Innovative School Districts (CISD)

Date of Application: 12/13/2016  

CISD District Name: USD 500 Kansas City Kansas Public Schools  

Applicant Full Legal Name: Ashlee Espinoza  

Recommended Professional Employee assignment and content area(s):  
Math

Does applicant hold a valid Kansas Teaching License?  
☐ Yes  
Content area(s) __________________;__________________;__________________  
Effective Dates of License ___/___/___ to ___/___/___  

X No  

Does applicant hold a valid teaching license in a state other than Kansas?  
☐ Yes  
Content area(s) __________________;__________________;__________________  
Effective Dates of License ___/___/___ to ___/___/___  

X No  

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check  

X Yes  
☐ No  

DATE applicant been approved by local BOE  12/13/2016

Term of Specialized Certificate:  
X One Year  Approval Dates 08/01/2016 to 07/31/2017  
☐ Renewal  Approval Dates ___/___/___ to ___/___/___

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Math is a hard to fill area. USD 500 had four (4) vacancies in the 2015-16 school year and continues to have three (3) vacancies in 2016-17. Ms. Espinoza has a Bachelor of Science degree in Math.

Name: Shelly Beech  
Position: Director, Professional Workforce Development

Signature:  
Date: 12/13/16

Specialized Certificate Approval:  
☐ Yes  
☐ No

Authorized by: Dr. Evelyn Hill  
Position: Board President

Signature:  
Date: 12/13/16

(June 2015)
Application for Specialized Certificate  
Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application: 11/22/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name: USD 500 Kansas City Kansas Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name: Ian Hakes</td>
</tr>
<tr>
<td>Recommended Professional Employee assignment and content area(s): Biology/ General Science</td>
</tr>
</tbody>
</table>
| Does applicant hold a valid Kansas Teaching License? | Yes | Content area(s) __________________________; __________________________; __________________________  
Effective Dates of License __/__/__ to __/__/__  
No |
| Does applicant hold a valid teaching license in a state other than Kansas? | Yes | Content area(s) __________________________; __________________________; __________________________  
Effective Dates of License __/__/__ to __/__/__  
No |
| Applicant completed and passed all LEA pre-employment hiring procedures including Background Check | Yes | No |
| DATE applicant been approved by local BOE | 11/22/2016 |
| Term of Specialized Certificate: | One Year | Approval Dates 08/01/2016 to 07/31/2017  
Renewal | Approval Dates __/__/__ to __/__/__ |
| Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Science is a hard to fill area. USD 500 had six (6) vacancies in the 2015-16 school year and continues to have four (4) vacancies for the 2016-17 school year. Mr. Hakes has a Bachelor of Science degree in Pre-Medical Biology. |
| Name: Shelly Beech | Position: Director, Professional Workforce Development |
| Signature: [Signature] | Date: 11/22/16 |
| Specialized Certificate Approval: | Yes | No |
| Authorized by: Dr. Evelyn Hill | Position: Board President |
| Signature: [Signature] | Date: 12/13/16 |

(June 2015)
# Application for Specialized Certificate

## Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application:</th>
<th>11/22/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name:</td>
<td>USD 500 Kansas City Kansas Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name:</td>
<td>Samantha Andersen</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does applicant hold a valid Kansas Teaching License?</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ No</td>
</tr>
</tbody>
</table>

| ☐ Yes | Content area(s) __________________________; __________________________; __________________________ |
| ☒ No | Effective Dates of License __/__/___ to __/__/___ |

**Does applicant hold a valid teaching license in a state other than Kansas?**

| ☐ Yes | Content area(s) __________________________; __________________________; __________________________ |
| ☒ No | Effective Dates of License __/__/___ to __/__/___ |

**Applicant completed and passed all LEA pre-employment hiring procedures including Background Check**

| ☒ Yes | ☐ No |

**DATE applicant been approved by local BOE** 11/22/2016

**Term of Specialized Certificate:**

| ☒ One Year | Approval Dates 08/01/2016 to 07/31/2017 |
| ☐ Renewal | Approval Dates __/__/___ to __/__/___ |

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Math is a hard to fill area. USD 500 had four (4) vacancies in the 2015-16 school year and continues to have three (3) vacancies in 2016-17. Ms. Andersen has a Bachelor of Arts degree in Math and Accounting.

**Name:** Shelly Beech  
**Position:** Director, Professional Workforce Development

**Signature:** [Signature]  
**Date:** 11/22/16

**Specialized Certificate Approval:**

| ☐ Yes | ☐ No |

**Authorized by:** Dr. Evelyn Hill  
**Position:** Board President

**Signature:** [Signature]  
**Date:** 12/13/16

(June 2015)
## Application for Specialized Certificate
### Coalition of Innovative School Districts (CISD)

<table>
<thead>
<tr>
<th>Date of Application: 11/22/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISD District Name: USD 500 Kansas City Kansas Public Schools</td>
</tr>
<tr>
<td>Applicant Full Legal Name: Theresa Wade</td>
</tr>
</tbody>
</table>

**Recommended Professional Employee assignment and content area(s):**

**Social Science**

Does applicant hold a valid Kansas Teaching License?

- [ ] Yes  Content area(s) _____________________;___________________;___________________  
  Effective Dates of License ___/___/___ to ___/___/___

- [x] No

Does applicant hold a valid teaching license in a state other than Kansas?

- [ ] Yes  Content area(s) _____________________;___________________;___________________  
  Effective Dates of License ___/___/___ to ___/___/___

- [x] No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check

- [x] Yes

- [ ] No

**DATE applicant been approved by local BOE 11/22/2016**

**Term of Specialized Certificate:**

- [x] One Year  Approval Dates 08/01/2016 to 07/31/2017

- [ ] Renewal  Approval Dates ___/___/___ to ___/___/___

**Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary):** Social Science has been an area that has become more difficult to hire. Ms. Wade has a Bachelor of Science in Social Science (History)

<table>
<thead>
<tr>
<th>Name: Shelly Beech</th>
<th>Position: Director, Professional Workforce Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature: [Signature]</td>
<td>Date: 11/22/16</td>
</tr>
</tbody>
</table>

**Specialized Certificate Approval:**

- [ ] Yes

- [ ] No

**Authorized by: Dr. Evelyn Hill**  Position: Board President

| Signature: [Signature] | Date: 12/13/16 |

(June 2015)
# Application for Specialized Certificate
## Coalition of Innovative School Districts (CISD)

**Date of Application:** 11/22/2016  
**CISD District Name:** USD 500 Kansas City Kansas Public Schools  
**Applicant Full Legal Name:** Stephanie Schultz  

**Recommended Professional Employee assignment and content area(s):**  
**Biology/General Science**

Does applicant hold a valid Kansas Teaching License?  
☐ Yes  
Content area(s) __________________; __________________; __________________  
Effective Dates of License __/__/____ to __/__/____  
☐ No

Does applicant hold a valid teaching license in a state other than Kansas?  
☐ Yes  
Content area(s) __________________; __________________; __________________  
Effective Dates of License __/__/____ to __/__/____  
☐ No

Applicant completed and passed all LEA pre-employment hiring procedures including Background Check  
☐ Yes  
☐ No

DATE applicant been approved by local BOE 11/22/2016

**Term of Specialized Certificate:**  
☐ One Year  
Approval Dates 08/01/2016 to 07/31/2017  
☐ Renewal  
Approval Dates __/__/____ to __/__/____

Rationale for Filling Vacancy with Certificated Professional (attach additional sheet if necessary): Biology and General Science are hard to fill areas. USD 500 had six (6) vacancies in the 2015-16 school year and continues to have four (4) vacancies for the 2016-17 school year. Ms. Schultz has a Bachelor of Science degree in Biology.

**Name:** Shelly Beech  
**Position:** Director, Professional Workforce Development  
**Signature:** [Signature]  
**Date:** 11/22/16  

**Specialized Certificate Approval:**  
☐ Yes  
☐ No

**Authorized by:** Dr. Evelyn Hill  
**Position:** Board President  
**Signature:** [Signature]  
**Date:** 12/13/16

(June 2015)
Item Title:
Act on Kansas educator preparation program standards for Elementary Education Unified K-6

Board Goals:
Provide an effective educator in every classroom

Recommended Motion:
It is moved that the Kansas State Board of Education approve the new educator preparation program standards for Elementary Education Unified K-6.

Explanation of Situation Requiring Action:
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.

A Standards drafting work group has completed the task of writing program standards for the new endorsement area to ensure they reflect new knowledge and skills educators need for effectiveness in today's world. In January, a set of new Elementary Education Unified K-6 (Direct Entry Special Education Unified K-6) standards were presented for review. During the public comment period in January, the science portion of the draft standards was updated to reflect recent updates in the science portion of the Elementary Education program standards. Approval of the standards is requested. Once approved, the IHEs have access to develop new programs around the standards.

The proposed standards were provided at the January 2017 meeting. Staff and a representative from the standards-writing committee will be available to answer questions.
**PROPOSED**

Kansas Educator Preparation Program Standards for Elementary Education Unified

**K-6**

*The Intent of this license: The initial Elementary Education Unified K-6 license will prepare teacher candidates to work with K through 6th grade learners** with and without special needs.*

**Learners are defined as children including those with or without disabilities or exceptionalities, those who are gifted, and those who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

---

### Standard 1: Characteristics/Legal/Historical/Philosophical Foundations

*The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundations of general, special, and inclusive education, the development and characteristics of all learners including those with disabilities, the impacts of individual differences on education, and the legal parameters appropriate for each learner's educational needs.*

#### Function 1.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands the historical and philosophical foundation of general, special, and inclusive education.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 CK Understands the historical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.</td>
<td>1.1.4 PS Explains the history of special education in the educational setting, including federal and state laws that regulate the provision of special education services and major case law that set precedence for special education legislation.</td>
</tr>
<tr>
<td>1.1.2 CK Understands the philosophical foundation of general, special, and inclusive education, including major federal and state legislation, case law, and contributors.</td>
<td>1.1.5 PS Articulates a personal philosophy of education that includes current educational evidence-based research related to the instruction of with different learning needs.</td>
</tr>
<tr>
<td>1.1.3 CK Understands how case law, and federal and state legislation affect current evidence-based educational practices and learner outcomes.</td>
<td>1.1.6 PS Explains how case law, and federal and state legislation apply to current evidence-based classroom practices, teacher requirements, educational interventions, and learner outcomes.</td>
</tr>
</tbody>
</table>

#### Function 1.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands the development and characteristics of all learners, including those with special needs.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 CK Understands the disability categories and characteristics referenced in current federal and state legislation, case laws, and state eligibility guidelines.</td>
<td>1.2.4 PS Uses state eligibility guidelines to make informed decisions concerning learner identification, service needs, and placement in the least restrictive environment (LRE) appropriate in order to have a free and appropriate public education (FAPE).</td>
</tr>
<tr>
<td>1.2.2 CK Knows the characteristics, strengths, and challenges of special, gifted, and English language learners.</td>
<td>1.2.5 PS Explains the characteristics of all learners including those with special needs in terms of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors.</td>
</tr>
<tr>
<td>1.2.3 CK Based on the characteristics of all learners, understands the aspects of differentiation and intervention strategies and theories.</td>
<td>1.2.6 PS Integrates the needs of the learner based on data, to analyze practice and then differentiate instruction accordingly.</td>
</tr>
</tbody>
</table>
Function 1.3: The Elementary Education Unified (EEU) K-6 teacher candidate understands the impacts of individual differences on education.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 CK Understands the impact of cognitive, pre-academic, academic, social, behavioral, and adaptive behaviors, on the learner’s educational progress and social functioning.</td>
<td>1.3.6 PS Explains the impact of learner characteristics on pre-academic, academic, social, behavioral, and adaptive behaviors on the learner’s education progress and social functioning.</td>
</tr>
<tr>
<td>1.3.2 CK Understands the impact of learner differences on planning for transitions to subsequent education settings.</td>
<td>1.3.7 PS Plans for transitions that prepare all learners for subsequent education settings.</td>
</tr>
<tr>
<td>1.3.3 CK Understands the relationship of cultural beliefs, traditions, and values of the learner, family, and community on the provision of education services.</td>
<td>1.3.8 PS Demonstrates respect of the cultural beliefs, traditions, and values of the learner and family during identification, placement and provision of education services.</td>
</tr>
<tr>
<td>1.3.4 CK Recognizes the teacher candidates’ own frames of reference and the impact this has on expectations for and relationships with all learners and their families.</td>
<td>1.3.9 PS Evaluates the effects of their professional decisions and actions on students, families and other professionals in the learning community.</td>
</tr>
<tr>
<td>1.3.5 CK Understands current evidence-based research regarding the cause of disabilities, as well as advancements in treatments, therapies, interventions, and instructional strategies for learners with special education needs.</td>
<td>1.3.10 PS Uses current evidence-based medical and educational research to develop appropriate instructional plans and interventions to provide effective educational instruction to learners with special education needs.</td>
</tr>
</tbody>
</table>

Function 1.4: The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal parameters appropriate for each learner's educational needs

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.4.1 CK Understands current special education federal and state legislation, and case law, and the impact on educational services.</td>
<td>1.4.5 PS Conducts educational activities in accordance with federal and state legislation, and case law, as well as district/local policies and procedures with regard to the impact on educational services.</td>
</tr>
<tr>
<td>1.4.2 CK Understands due process rights of the learner and parent (e.g., legal decision maker) related to the evaluation, placement, and provision of services within a continuum of services, including services for culturally or linguistically diverse learners.</td>
<td>1.4.6 PS Explains due process rights and collaborates with stakeholders to ensure learners are educated in the LRE, including being responsive to culturally or linguistically diverse learners.</td>
</tr>
<tr>
<td>1.4.3 CK Understands the confidentiality rights of all learners and the legal ramifications of breaching learner confidentiality.</td>
<td>1.4.7 PS Maintains confidentiality of learner information and records, without negatively affecting appropriate communication with stakeholders.</td>
</tr>
<tr>
<td>1.4.4 CK Understands how to apply current federal and state legislation, and case law to the educational program of learners with special education needs.</td>
<td>1.4.8 PS Applies current federal and state legislation, and case law to the educational program of learners with special education needs.</td>
</tr>
</tbody>
</table>

Standard 2: Assessment

The K-6 unified teacher candidate uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Function 2.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures and technologies for learner screening, evaluation, and eligibility decisions.
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 CK Understands the use of assessments and evaluation results, including patterns of learner strengths and weaknesses during the eligibility process to conduct child find.</td>
<td>2.1.8 PS Analyze data from Part C agencies (for children transitioning to Part B) and general education interventions to base the need for a special education evaluation referral.</td>
</tr>
<tr>
<td>2.1.2 CK Understands the purpose of learner assessment and the legal process to gain informed consent for evaluations.</td>
<td>2.1.9 PS Effectively explains the nature and purpose of evaluation to the learner’s Individualized Education Program (IEP) team members and obtains appropriate parent (e.g., legal decision maker) consent.</td>
</tr>
<tr>
<td>2.1.3 CK Understands a variety of assessment instruments used for learner screening and evaluation, including criterion and norm-referenced assessments; learner, teacher, and parent surveys; academic and behavioral checklists; learner observations; learner work samples; and patterns of learner strengths and weaknesses.</td>
<td>2.1.10 PS Selects appropriate assessment instruments to address learner academic, behavioral, social, and postsecondary transitional patterns of learner strengths and weaknesses, and need for assistive technology.</td>
</tr>
<tr>
<td>2.1.4 CK Understands frameworks and assessments that can be used to determine the need for and planning for the implementation of assistive technology devices and services.</td>
<td>2.1.11 PS Uses frameworks, assistive technology assessments, and data from multiple sources to assist the team in determining appropriate assistive technology devices and services for academic, behavioral, social, and learning needs.</td>
</tr>
<tr>
<td>2.1.5 CK Understands the legal and ethical implications of learner assessment, including the influence of learner diversity on the learner’s evaluation procedures and assessment results.</td>
<td>2.1.12 PS Administers assessments accurately and with fidelity using ethical testing practices, including implications for learners from culturally and/or linguistically diverse backgrounds, and maintains confidentiality of learner information and assessment results.</td>
</tr>
<tr>
<td>2.1.6 CK Understands the purpose, means of interpreting, and limitations of a variety of assessment instruments including patterns of learner strengths and weaknesses.</td>
<td>2.1.13 PS Uses assessment data from multiple sources, patterns of learner strengths and weaknesses, including data from other agencies, to assist the team in making eligibility and placement decisions.</td>
</tr>
<tr>
<td>2.1.7 CK Understands the need for effective communication and collaboration with the learner’s IEP team members, and the learner (when appropriate) to interpreting evaluation results and making eligibility decisions.</td>
<td>2.1.14 PS Effectively communicates assessment results (verbally and in writing) with the learner’s IEP team members, and the learner (when appropriate) to make eligibility, level of intervention, and placement decisions.</td>
</tr>
</tbody>
</table>

Function 2.2: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies for instructional planning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 CK Understands a variety of procedures to analyze learner academic and behavioral data including patterns of learner strengths and weaknesses.</td>
<td>2.2.5 PS Analyzes patterns of learner strength and weaknesses and learner assessment data, and effectively communicates the instructional implications of assessment results to IEP team members.</td>
</tr>
<tr>
<td>2.2.2 CK Understands the importance of learner characteristics and current evidence-based education research when making instructional decisions based on learner assessment data.</td>
<td>2.2.6 PS Uses learner characteristics and current evidence-based educational research to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and the arts) and to select appropriate levels of instructional and behavioral intervention strategies.</td>
</tr>
<tr>
<td>2.2.3 CK Understands the use of learner assessment data to guide instructional planning (i.e., in English language arts, mathematics, science, social studies, and</td>
<td></td>
</tr>
</tbody>
</table>
the arts) and transition planning and school outcomes to meet the learner’s needs.

teaching methodology, to develop appropriate accommodations, adaptations, or modifications; develop behavioral interventions (if necessary); develop transition plans (from Part C to Part B, and other school settings); determine assistive technology, and write IEPs including goals, benchmarks, and short term objectives that build upon learner strengths.

2.2.4 CK Understands the implications of learner motivation and test-taking skills on assessment performance.

2.2.8 PS Uses appropriate motivational and instructional strategies to improve learner’s persistence and assessment performance.

**Function 2.3: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to monitor learner progress.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 CK Understands the need for frequent monitoring of learner progress through formal and informal assessments.</td>
<td>2.3.5 PS Consistently uses progress monitoring data and other performance data (i.e., including teacher-made tests aligned with lesson objectives) to select appropriate instructional activities (i.e., in English language arts, mathematics, science, social studies, and the arts), revise instructional or behavioral interventions, and to provide meaningful feedback to the learner and parent.</td>
</tr>
<tr>
<td>2.3.2 CK Understand a variety of methods to use technology to document, organize, and communicate learner progress.</td>
<td>2.3.6 PS Collects and documents progress-monitoring data, using technology to aid in data collection and results, and guides the learner (when appropriate) to self-monitor individual progress.</td>
</tr>
<tr>
<td>2.3.3 CK Understands the responsibility of teacher candidates to include all learners in district and state standards-based assessments with or without accommodations (including alternate assessment as appropriate), to demonstrate learner content knowledge.</td>
<td>2.3.7 PS Includes learners with special education needs in district and state standards-based assessments with or without accommodations (including alternate assessments as appropriate); and collaborates with the IEP team to determine if the learner requires assessment accommodations, adaptations, or modifications to demonstrate learner content knowledge.</td>
</tr>
<tr>
<td>2.3.4 CK Understands the responsibility of helping the IEP team members select appropriate methods to assess learning using accommodations, adaptations, and/or modifications in accordance with the learner’s IEP.</td>
<td>2.3.8 PS Collaborates with classroom teacher, and general and special education staff members to guarantee that accommodations, adaptations, and/or modifications for assessments are implemented in accordance with the learner’s IEP.</td>
</tr>
</tbody>
</table>

**Function 2.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of assessment instruments, procedures, and technologies to determine the efficacy of the inclusive learning environment for effective instructional planning and implementation.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.4.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.</td>
<td>2.4.4 PS Develops and implements learning activities based on the physical, social, and learning environment.</td>
</tr>
<tr>
<td>2.4.2 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.</td>
<td>2.4.5 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.</td>
</tr>
</tbody>
</table>
2.4.3 CK Knows and understands strategies for supporting the learner in managing transitions in educational placements, environments, school and life changes, and settings (i.e., new school settings, teachers, school environments, etc.).

2.4.6 PS Uses instructional strategies to teach skills for coping with and managing transitions for changes in educational placements, environments, life changes, new schools, new teachers or transition to subsequent school settings.

**Standard 3: Planning Instruction considering individual learner characteristics**

*The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs), learning environments, consideration of individual learner characteristics, assessment, and technology for effective instructional planning and implementation.*

**Function 3.1: The Elementary Education Unified (EEU) K-6 teacher candidate uses the Individual Educational Programs (IEPs) for instructional planning and implementation**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK Understands development of the IEP in instructional planning and implementation</td>
<td>3.1.5 PS Develops an IEP to set the direction for instruction.</td>
</tr>
<tr>
<td>3.1.2 CK Understands baselines from the IEP in instructional planning and implementation</td>
<td>3.1.6 PS Uses baselines from the IEP to identify present level of performance.</td>
</tr>
<tr>
<td>3.1.3 CK Understands development of units, lessons, and instructional activities based on the IEP in instructional planning and implementation.</td>
<td>3.1.7 PS Plans learning activities and supports based on the IEP.</td>
</tr>
<tr>
<td>3.1.4 CK Understands monitoring and reporting in instructional planning and implementation.</td>
<td>3.1.8 PS Monitors and reports progress of IEP towards meeting annual goals.</td>
</tr>
</tbody>
</table>

**Function 3.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands how to create a learning environment that fosters an inclusive setting for all students.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 CK Has knowledge of physical, social, and learning environments to plan and implement instruction.</td>
<td>3.2.6 PS Develops and implements learning activities based on the physical, social, and learning environment.</td>
</tr>
<tr>
<td>3.2.2 CK Understands the Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.</td>
<td>3.2.7 PS Develops and implements learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and engage with learning.</td>
</tr>
<tr>
<td>3.2.3 CK Has knowledge of learning environments to provide effective use of instructional time.</td>
<td>3.2.8 PS Develops and implements learning activities that incorporate effective use of instructional time.</td>
</tr>
<tr>
<td>3.2.4 CK Has knowledge of evidence-based research for instructional planning and implementation.</td>
<td>3.2.9 PS Develops and implements learning activities using evidence-based research for instructional planning and implementation.</td>
</tr>
<tr>
<td>3.2.5 CK Has knowledge of tier-based supports (e.g., MTSS) to increase student learning.</td>
<td>3.2.10 PS Uses knowledge of tier-based supports to adjust curriculum and instruction to match the needs and characteristics of learners including group size, instructional period, frequency and duration, and carries out instruction with fidelity.</td>
</tr>
</tbody>
</table>

**Function 3.3: The Elementary Education Unified (EEU) K-6 teacher candidate plans for the varied learning characteristics for effective instructional planning and implementation.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 CK Has knowledge of learner strengths, interests and differing learning styles to plan instruction and establish/maintain rapport with learners.</td>
<td>3.3.6 PS Develops and implements learning activities based on learner strengths, interests and differing</td>
</tr>
<tr>
<td>Function 3.4: The Elementary Education Unified (EEU) K-6 teacher candidate uses assessment data for effective instructional planning and implementation.</td>
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<tr>
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</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skills</strong></td>
</tr>
<tr>
<td>3.4.1 CK Understands assessment and evaluation for instructional planning.</td>
<td>3.4.11 PS Interprets and uses assessment and evaluation data for instructional planning.</td>
</tr>
<tr>
<td>3.4.2 CK Understands the role of reflection in instructional practices.</td>
<td>3.4.12 PS Reflects regularly and systematically on instructional practices to be more effective.</td>
</tr>
<tr>
<td>3.4.3 CK Understands the use of formal and informal assessments in planning instruction.</td>
<td>3.4.13 PS Conducts and uses formal and informal assessment to plan instruction.</td>
</tr>
<tr>
<td>3.4.4 CK Has knowledge of evidence-based research for instructional planning, levels of intervention, and implementation.</td>
<td>3.4.14 PS Plans and implements learning activities using evidence-based research for instructional planning, levels of intervention, and implementation.</td>
</tr>
<tr>
<td>3.4.5 CK Has knowledge of universal screening, curriculum based measurement, and progress monitoring for instructional planning, levels of intervention, and implementation.</td>
<td>3.4.15 PS Makes informed decisions for instructional planning, levels of intervention, and implementation based on results of universal screening, curriculum based measurement, and progress monitoring.</td>
</tr>
<tr>
<td>3.4.6 CK Understands the importance of time on task, learner success, and curriculum content in quality instructional planning, levels of intervention, and implementation.</td>
<td>3.4.16 PS Considers time on task, learner level of success, and curriculum content in instructional planning, levels of intervention, and implementation.</td>
</tr>
<tr>
<td>3.4.7 CK Has knowledge of affective and social/emotional skills for instructional planning, levels of intervention, and implementation.</td>
<td>3.4.17 PS Integrates affective and social/emotional skills for instructional planning, levels of intervention, and implementation.</td>
</tr>
<tr>
<td>3.4.8 CK Has knowledge of various verbal and nonverbal strategies to assist learners' communication needs for instructional planning and implementation.</td>
<td>3.4.18 PS Uses various verbal and nonverbal strategies to assist learners' communication needs for instructional planning, levels of intervention, and implementation.</td>
</tr>
<tr>
<td>3.4.9 CK Understands techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.</td>
<td>3.4.19 PS Uses techniques and strategies for facilitating maintenance and generalization of knowledge and skills while promoting successful transition to various learning environments.</td>
</tr>
<tr>
<td>3.4.10 CK Understands problem-solving strategies and critical thinking skills.</td>
<td>3.4.20 PS Models and incorporates problem-solving strategies and critical thinking skills into instructional planning, levels of intervention, and implementation.</td>
</tr>
</tbody>
</table>
Standard 4: Professional & Family Collaborations

The Elementary Education Unified (EEU) K-6 teacher candidate engages, empowers, and partners with families, professionals, and agencies using ethical and culturally responsive ways for effective communication and collaboration, IEP development and implementation, building relationships, program development and implementation, to fully meet the needs and rights of all students.

Function 4.1: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates ethical and culturally responsive communication skills to enhance collaboration and consultation among families and school professionals

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>4.1.1 CK Understands various models and strategies of consultation and collaboration.</td>
<td>4.1.5 PS Collaborates and consults in culturally responsive ways with family members and school professionals to plan and facilitate meeting the needs of diverse learners.</td>
</tr>
<tr>
<td>4.1.2 CK Understands current evidence-based practices to establish and maintain collaborative relationships with adults in written, oral, and virtual contexts that are culturally responsive.</td>
<td>4.1.6 PS Facilitates meetings, establishes and maintains effective collaborative relationships, chooses most effective medium to support intended goals, and communicates professionally in written, oral, and virtual contexts.</td>
</tr>
<tr>
<td>4.1.3 CK Understands the importance of adhering to ethical standards in collaboration and consultation with all stakeholders including proper record-keeping and respecting confidentiality.</td>
<td>4.1.7 PS Adheres to ethical practices and legal requirements while discussing learners and learner data, and maintains best practices regarding maintaining records of communication with stakeholders.</td>
</tr>
<tr>
<td>4.1.4 CK Understands effective collaboration and consultation techniques with school and agency professionals to promote success.</td>
<td>4.1.8 PS Works with families, school and agency professionals to create and maintain relationships that enhance learner achievement and social/emotional development; and provides inclusion supports for learners in a manner that promotes social acceptance and academic success.</td>
</tr>
</tbody>
</table>

Function 4.2: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates effective communication styles to enhance collaboration and consultation among school professionals, to implement the IEP, deliver instruction, and evaluate IEP implementation.

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<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>4.2.1 CK Understands the shared roles and responsibilities in planning the learner’s individual education program, including the roles and responsibilities of paraeducators and related service personnel.</td>
<td>4.2.3 PS Communicates the shared roles and responsibilities of paraeducators and related service personnel.</td>
</tr>
<tr>
<td>4.2.2 CK Understands the collaborative and consultative roles of teachers in the integration of learners into the general curriculum and classroom.</td>
<td>4.2.4 PS Plans and collaborates with other teachers, school and community personnel as needed and appropriate in integrating learners into the general education curriculum and classrooms and other learning environments.</td>
</tr>
</tbody>
</table>

Function 4.3: The Elementary Education Unified (EEU) K-6 teacher candidate understands the importance of family and community relationships in the special education process.

<table>
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<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>4.3.1 CK Understands the importance of establishing proactive relationships with families through culturally responsive, respectful, open communication (oral and written).</td>
<td>4.3.4 PS Demonstrates the ability to effectively communicate (oral and written) with families in routine and consistent interactions using a variety of tools (e.g.,...</td>
</tr>
</tbody>
</table>
written) using the primary language used in learners’ homes.

daily home communication, IEP meetings, or learner progress) for building, enriching, and sustaining home/school communication using the primary language spoken in the learner’s home.

4.3.2 CK Understands the impact of the families’ culture including traditions, customs, and values on educational process for the learner.

4.3.3 CK Understands the relevant community resources applicable to the needs of the learner and the importance of accessing these community resources in the special education process.

4.3.5 PS Acknowledges the families’ culture and traditions during planning for the education process for the learner.

4.3.6 PS Acknowledges the benefits community resources can provide to the learner’s IEP and demonstrates a basic understanding of how to engage those community resources and integrate them into the school environment.

**Function 4.4: The Elementary Education Unified (EEU) K-6 teacher candidate includes and empowers families in general and special education program development and implementation.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tbody>
<tr>
<td>4.4.1 CK Understands the importance of family engagement regarding the learner’s performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the learner’s IEP team decisions.</td>
<td>4.4.4 PS Demonstrates how to obtain and apply input from the families regarding the learner’s performance, supplementary aids and supports, educational services, and college and career readiness in all aspects of the IEP team decisions.</td>
</tr>
<tr>
<td>4.4.2 CK Understands the importance of the family’s ability to interpret results, as well as, apply those results to the needs of the learner in relation to statewide assessments, formative and summative evaluations, and learner progress.</td>
<td>4.4.5 PS Interprets and explains the meaning of results in lay terms in relation to statewide assessments, formative and summative evaluations, and learner progress with the intent of further empowering families to the learner’s education needs and subsequent outcomes.</td>
</tr>
<tr>
<td>4.4.3 CK Understands methods to empower family engagement in the development of learning and behavioral supports and the subsequent integration of these interventions in the school and home environment.</td>
<td>4.4.6 PS Demonstrates how to engage and empower families in the development and implementation of learning and behavioral interventions for the classroom and the home environment.</td>
</tr>
</tbody>
</table>

**Function 4.5: The Elementary Education Unified (EEU) K-6 teacher candidate works to actively engage and empower families as partners in the education of the learner in ways that are culturally responsive.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>4.5.1 CK Understands the importance of viewing the family as a collaborative team member(s) by providing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.</td>
<td>4.5.5 PS Empowers the family as collaborative team members by providing knowledge to the family as well as developing a climate that seeks opinions, provides choices, and answers questions in the best interest of the learner.</td>
</tr>
<tr>
<td>4.5.2 CK Understands the importance of empowering parents to access a variety of resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable them to participate in the learner’s education, as well as, be an advocate for the learner.</td>
<td>4.5.6 PS Provides and discusses available resources (e.g., parent and family centers, state and federal publications about family input, etc.) that will enable parents to advocate for the learner.</td>
</tr>
<tr>
<td>4.5.3 CK Understands the importance of community resources in what they are, how they apply to the needs of the family, and utilizing them to enhance the learner’s educational program.</td>
<td>4.5.7 PS Demonstrates knowledge of available community resources including those that support family empowerment, as well as the learner’s cultural background, transitional services, and specialized needs, and the impact those resources can have on the learner.</td>
</tr>
</tbody>
</table>
4.5.4 **CK** Understands ways to further engage families in program planning, development, implementation, and evaluation of the learner in the classroom setting.

4.5.8 **PS** Demonstrates the knowledge to engage and empower parents in culturally responsive ways, collaborate with them in instructional planning, instructional implementation, and the assessment/evaluation of the learner.

**Function 4.6:** *The Elementary Education Unified (EEU) K-6 teacher candidate understands the legal rights of the students and their families relative to special education, Title IX, gifted education, English as a second language learners.*

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>4.6.1 <strong>CK</strong> Understands the definition of parent in state and federal statutes and how it relates to who is allowed to make educational decisions on behalf of the learner.</td>
<td>4.6.5 <strong>PS</strong> Recognizes the “person acting as a parent” with whom the learner lives, or a person who is legally responsible for the welfare of the learner, is the legal decision maker for the learner.</td>
</tr>
<tr>
<td>4.6.2 <strong>CK</strong> Understands the meaning and purpose of parental consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance to state and federal laws.</td>
<td>4.6.6 <strong>PS</strong> Explains the meaning and intent of parent consent that is needed for every special education action, gifted education action, English as a second language action, and Title IX action in accordance with state and federal laws.</td>
</tr>
<tr>
<td>4.6.3 <strong>CK</strong> Understands parent rights and the reasons for these rights in relation to timelines for the initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.</td>
<td>4.6.7 <strong>PS</strong> Demonstrates knowledge of parent rights including notification for timelines for initial evaluation, re-evaluation, identification, education services, education placement, and other procedural safeguards as written in state or federal laws.</td>
</tr>
<tr>
<td>4.6.4 <strong>CK</strong> Understands parent rights and procedural safeguards, and the intent of these elements, that include formal complaints, mediation, and due process hearings as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).</td>
<td>4.6.8 <strong>PS</strong> Provides explanations of parent right and procedural safeguards (including the intent of these rights/safeguards) that include formal complaints, mediation, and due process hearing as stated in state and federal laws, as well as resources to obtain additional information and support (e.g., parent information centers).</td>
</tr>
</tbody>
</table>

**Standard 5: Behavior and Classroom Management**

*The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the effective organization of physical space, the establishment of classroom rules and routines to manage student behavior, and the provision of an environment conducive to learning; the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA), and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.*

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1.1 <strong>CK</strong> Knows how to effectively organize the physical space including understanding developmentally appropriate practice and its impact on organization.</td>
<td>5.1.7 <strong>PS</strong> Effectively organizes the physical space including understanding developmentally appropriate practice and its impact on organization.</td>
</tr>
<tr>
<td>5.1.2 CK</td>
<td>Knows how to create classroom rules and routines.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>5.1.3 CK</td>
<td>Understands the importance of creating an environment conducive to learning.</td>
</tr>
<tr>
<td>5.1.4 CK</td>
<td>Understands the importance and role of documentation.</td>
</tr>
<tr>
<td>5.1.5 CK</td>
<td>Knows that the learning environment should include safety procedures and precautions.</td>
</tr>
<tr>
<td>5.1.6 CK</td>
<td>Understands the importance and role of documentation.</td>
</tr>
<tr>
<td>5.1.7 PS</td>
<td>Creates and implements effective classroom rules and routines.</td>
</tr>
<tr>
<td>5.1.8 PS</td>
<td>Creates an environment conducive to learning.</td>
</tr>
<tr>
<td>5.1.9 PS</td>
<td>Keeps appropriate and accurate records of behaviors and interventions.</td>
</tr>
<tr>
<td>5.1.10 PS</td>
<td>Identifies procedures that ensure the learning environment is a safe place (e.g., scanning for safety hazards, playground routines, fire drills).</td>
</tr>
<tr>
<td>5.1.11 PS</td>
<td>Knows how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain behavior within a tiered system of PBIS.</td>
</tr>
</tbody>
</table>

**Function 5.2: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skill in the use of problem solving models, including PBIS, within the MTSS framework.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1 CK</td>
<td>Understands national and state legislation and litigation and professional and parent advocacy organization policies, recommendations and ethical principles related to managing learner behavior.</td>
</tr>
<tr>
<td>5.2.1 CK</td>
<td>Follows national and state legislation and litigation and professional and parent advocacy organization policies, recommendations, and ethical principles when managing learner behavior using PBIS within the MTSS framework.</td>
</tr>
<tr>
<td>5.2.2 CK</td>
<td>Understands behavioral theories and evidence-based strategies related to managing learner behavior within a tiered system of PBIS.</td>
</tr>
<tr>
<td>5.2.2 CK</td>
<td>Uses a variety of behavioral theories and evidence-based strategies to understand and manage behavior within a tiered system of PBIS.</td>
</tr>
<tr>
<td>5.2.3 CK</td>
<td>Understands how to use PBIS to establish positive school and classroom environments, support positive social interactions, and ensure academic success during small group instruction, and individual instruction.</td>
</tr>
<tr>
<td>5.2.3 CK</td>
<td>Uses a system of tiered PBIS interventions to create a positive classroom climate that supports positive social interactions and ensures academic success during school-wide, small group, and/or individual instruction.</td>
</tr>
<tr>
<td>5.2.4 CK</td>
<td>Understands evidence-based strategies for crisis prevention and intervention</td>
</tr>
<tr>
<td>5.2.4 CK</td>
<td>Uses evidence-based strategies to prevent behavioral crises and effectively intervene during crises.</td>
</tr>
<tr>
<td>5.2.5 CK</td>
<td>Understands crisis prevention and strategies that support the Kansas Emergency Safety Interventions (i.e. seclusion and restraint policies and procedures), as well as impact of this intervention on the physical, emotional, and social well-being of the learner.</td>
</tr>
<tr>
<td>5.2.5 CK</td>
<td>Adheres to current Emergency Safety Intervention (ESI) regulations and uses strategies of positive behavioral supports in all environments including least intrusive interventions.</td>
</tr>
</tbody>
</table>

**Function 5.3: The Elementary Education Unified (EEU) K-6 teacher candidate conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3.1 CK</td>
<td>Understands a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.</td>
</tr>
<tr>
<td>5.3.1 CK</td>
<td>Uses a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.</td>
</tr>
<tr>
<td>5.3.2 CK</td>
<td>Understands the importance of transdisciplinary and collaborative decision-making when facilitating problem-solving of appropriate behavioral responses.</td>
</tr>
<tr>
<td>5.3.2 CK</td>
<td>Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.</td>
</tr>
<tr>
<td>5.3.3 CK</td>
<td>Understands how to conduct functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain behavior.</td>
</tr>
<tr>
<td>5.3.3 CK</td>
<td>Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain behavior.</td>
</tr>
<tr>
<td>5.3.4 PS</td>
<td>Uses a variety of evidence-based problem-solving models including the use of PBIS within an MTSS framework.</td>
</tr>
<tr>
<td>5.3.5 PS</td>
<td>Participates in transdisciplinary and collaborative decision-making to facilitate problem solving of appropriate behavioral responses.</td>
</tr>
<tr>
<td>5.3.6 PS</td>
<td>Conducts functional behavioral assessments and uses the results to develop a hypothesis, develops behavioral intervention plans including, but not limited to, use of replacement behaviors, alter physical environment, determine reinforcement to maintain behavior.</td>
</tr>
</tbody>
</table>
reinforcement to maintain appropriate behavioral response; and complete progress monitoring.

| Function 5.4: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates cultural sensitivity in the development and use of social skills curricula. |
|---|---|
| **Content Knowledge** | **Professional Skills** |
| 5.4.1 CK Understands the effects of culture, gender, linguistic, and other diversity-related influences on behavior and the importance of considering these variables when developing social skills curricula. | 5.4.4 PS Addresses the effects of culture, gender, linguistic, and other diversity-related influences on behavior and takes these into consideration when developing social skills and using social skills curricula. |
| 5.4.2 CK Understands a variety of evidence-based social skills curricula and interventions, and promotes social skill generalization across school settings and activities used in PBIS within an MTSS framework. | 5.4.5 PS Uses a variety of social skills curricula and interventions to promote social skill development and generalization across school settings and activities used in PBIS within an MTSS framework. |
| 5.4.3 CK Understands the importance of a culturally sensitive and anti-biased learning environment. | 5.4.6 PS Uses a variety of materials and strategies to support a multicultural and anti-bias curriculum in the classroom (e.g., pictures, books, and cultural artifacts). |

| Function 5.5: The Elementary Education Unified (EEU) K-6 teacher candidate demonstrates knowledge and skills to promote the self-determination skills of learners. |
|---|---|
| **Content Knowledge** | **Professional Skills** |
| 5.5.1 CK Understands how to create learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination. | 5.5.4 PS Creates learning environments that allow learners to promote independence, self-motivation, self-direction, personal empowerment, and self-determination. |
| 5.5.2 CK Understands the importance of addressing self-determination skills in the IEP development for all learners, including K-6 transition. | 5.5.5 PS Develops learner IEPs and K-6 transition that address the learner’s current self-determination skills and instructional needs. |
| 5.5.3 CK Understands the relationship of self-determination curricula to learner motivation, learning, and achievement of K-6 transition goals. | 5.5.6 PS Uses effective self-determination instructional methods to increase learner motivation, enhance learning, and improve the learner’s success in meeting K-6 transition goals. |

**Standard 6: English Language Arts**

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language) --as well as individual performance data to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

| Function 6.1: Content: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts (Reading, Writing, Speaking, Listening, and Language); understands and can use evidence-based practices; and creates learning experiences that make these aspects of the discipline accessible and meaningful for students taking into account individual differences, EL status, culture, and community context to assure mastery of the content. |
|---|---|
| **Content Knowledge** | **Professional Skills** |
| 6.1.1 CK Understands the impact of language development and listening comprehension on academic and special needs. | 6.1.8 PS Identifies and plans how to incorporate communication strategies intentionally and |
6.1.2 CK Understands and has knowledge of evidence-based practices addressing needs of varied learners (including those with reading disabilities), using the central concepts, tools of inquiry, and structures of the English/language arts including the five essential components of reading i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension.

6.1.3 CK Understands how to plan and facilitate English/language arts learning experiences that promote understanding, questioning, and analysis from diverse perspectives and that are culturally responsive.

6.1.4 CK Understands the variety and ways technology and universal design for learning can support access to literacy experiences and literacy learning.

6.1.5 CK Understands the foundations of evidence-based writing instruction including the basic framework of planning, writing, and revision.

6.1.6 CK Understands the developmental continuum of viewing and sense making of visually represented information in elementary aged children.

6.1.7 CK Understands disciplinary literacy and how it overlaps with foundational literacy skill development while being situated in the development of disciplinary funds of knowledge and ways of knowing.

Function 6.2: Assessment. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate English/language arts assessments strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tbody>
<tr>
<td>6.2.1 CK Demonstrates knowledge of students, student learning, and assessment in English/language arts.</td>
<td>6.2.9 PS Balances the use of formative and summative assessment as appropriate to support, verify, and document English/language arts learning.</td>
</tr>
<tr>
<td>6.2.2 CK Demonstrates understanding of the importance of appropriate English/language arts assessment techniques to support responsible decision-making.</td>
<td>6.2.10 PS Engages students in multiple ways of demonstrating English/language arts knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>6.2.3 CK Understands that systematic and frequent progress monitoring is needed to ensure effective reading outcomes.</td>
<td>6.2.11 PS Uses systematic and frequent progress monitoring to ensure effective reading outcomes.</td>
</tr>
<tr>
<td>6.2.4 CK Demonstrates knowledge of how to develop assessment methods to align with desired learning objectives.</td>
<td>6.2.12 PS Designs reading/language arts assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
</tr>
<tr>
<td>6.2.5 CK Demonstrates knowledge of the role of self-assessment in self determined literacy learning and more autonomous literacy development.</td>
<td>6.2.13 PS Assures that the students self-assess their English/language arts knowledge and skills.</td>
</tr>
<tr>
<td>6.2.6 CK Demonstrates knowledge of the variables that define individual literacy learning profiles and how the variables of importance change depending of ELA learning needs and goals.</td>
<td>6.2.14 PS Determines student learning profiles in order to proactively plan instruction to address students’ varied English/language arts learning needs and goals.</td>
</tr>
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</tr>
<tr>
<td>6.2.7 CK Demonstrates knowledge of informal and formative assessment strategies for planning literacy instruction.</td>
<td>6.2.15 PS Observes, listens, questions, and responds, then adjusts instruction to meet the diverse needs of students.</td>
</tr>
<tr>
<td>6.2.8 CK Demonstrates knowledge of metacognition in self-managing complex literacy tasks.</td>
<td>6.2.16 PS Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
</tr>
</tbody>
</table>

**Function 6.3: Instruction. The Elementary Education Unified (EEU) K-6 teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3.1 CK Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>6.3.5 PS Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.</td>
</tr>
<tr>
<td>6.3.2 CK Acquires knowledge of a variety of instructional strategies appropriate for elementary English/language arts.</td>
<td>6.3.6 PS Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>6.3.3 CK Acquires knowledge of cross-disciplinary connections between English/language arts and other elementary content areas.</td>
<td>6.3.7 PS Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary English/language arts.</td>
</tr>
<tr>
<td>6.3.4 CK Demonstrates knowledge of the variety of instructional strategies appropriate for varied levels of instruction.</td>
<td>6.3.8 PS Provides appropriate connections of English/language arts activities within the English/language arts domain (reading, writing, speaking, listening, viewing, and visual representation).</td>
</tr>
<tr>
<td>6.3.9 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.</td>
<td>6.3.10 PS Uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of English/language arts.</td>
</tr>
<tr>
<td>6.3.11 PS Adjusts English/language arts instruction to meet the needs of individuals and groups of students.</td>
<td>6.3.12 PS Demonstrates an ability to motivate, engage, and support the students in their study of English/language arts.</td>
</tr>
<tr>
<td>6.3.13 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.</td>
<td></td>
</tr>
</tbody>
</table>

**Function 6.4 The Elementary Education Unified (EEU) K-6 teacher candidate personalizes and intensifies instruction by applying the principles of universal design for learning and using technology to personalize and improve access to instruction and learning for all learners.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.1 CK Demonstrates knowledge of the principles of universal design for learning and how these principles impact instruction.</td>
<td>6.4.5 PS Plans, implements, and adapts instructional strategies to accommodate the unique needs of individual students.</td>
</tr>
<tr>
<td>6.4.2 CK Demonstrates knowledge of how technology can be used to personalize and improve access to instruction and learning for all learners.</td>
<td>6.4.6 PS Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
</tr>
<tr>
<td>6.4.3 CK Demonstrates knowledge of how to use technology to personalize and improve access to instruction and learning for all learners.</td>
<td>6.4.7 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4.1 CK Has knowledge of UDL principles/practices and appropriate technologies to accomplish ELA instructional objectives.</td>
<td>6.4.4 PS Selects and uses UDL and appropriate technologies for planning, for differing levels of intervention, and implementation of the ELA curriculum.</td>
</tr>
<tr>
<td>6.4.2 CK Has understanding of characteristics of learners to determine appropriate UDL applications and appropriate technologies to improve access to ELA curriculum and learning.</td>
<td>6.4.5 PS Selects and uses appropriate technologies, including assistive technology, based on learner needs in accessing ELA curriculum.</td>
</tr>
<tr>
<td>6.4.3 CK Has knowledge of the role of assistive technology, devices, and services in facilitating learners’ access to the general ELA curriculum and/or active participation in educational activities and routines.</td>
<td>6.4.6 PS Selects practices that embody UDL principles based on learner ELA learning needs.</td>
</tr>
<tr>
<td>6.4.7 PS Collects and uses data about the learner’s environment and curriculum to determine and monitor assistive technology needs to allow for access the general ELA curriculum and/or active participation in ELA educational activities and routines.</td>
<td></td>
</tr>
</tbody>
</table>

**Standard 7: Math**

*The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) as well as individual performance data to plan, implement, and assess mathematical learning experiences that engage all students to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.*

**Function 7.1: Content.** *The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.*

<table>
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<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>7.1.1 CK Knows and identifies the K-6 student mathematical content standards in the following: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability and learning progressions as appropriate.</td>
<td>7.1.4 PS Uses multiple representations and explanations within the mathematical domains to guide students through appropriate learning progressions and to promote each student’s achievement.</td>
</tr>
<tr>
<td>7.1.2 CK Understands the basic strands of mathematics developmentally appropriate for K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.</td>
<td>7.1.5 PS Designs and provides mathematical learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.</td>
</tr>
<tr>
<td>7.1.3 CK Knows the academic language of the mathematical discipline and how to make it accessible to all elementary students.</td>
<td>7.1.6 PS Creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for students’ learning.</td>
</tr>
</tbody>
</table>
Within mathematics lessons, provides time, materials, and instructional support for elementary students to use English/language arts skills in the mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

Integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.

**Function 7.2: Assessment.** *The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of assessment areas, appropriate to the field of mathematics counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.*

<table>
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<tbody>
<tr>
<td>7.2.1 CK Knows how to design and use formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.</td>
<td>7.2.7 PS Balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.</td>
</tr>
<tr>
<td>7.2.2 CK Knows when and how to evaluate and report learner progress against standards.</td>
<td>7.2.8 PS Engages students in multiple ways of demonstrating mathematical knowledge and skill as part of the assessment process.</td>
</tr>
<tr>
<td>7.2.3 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
<td>7.2.9 PS Designs mathematical assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</td>
</tr>
<tr>
<td>7.2.4 CK Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
<td>7.2.10 PS Assures that the students self-assess their mathematical knowledge and skills.</td>
</tr>
<tr>
<td>7.2.5 CK Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</td>
<td>7.2.11 PS Determines student-learning profiles in order to proactively plan instruction to address students’ varied mathematical learning needs and goals.</td>
</tr>
<tr>
<td>7.2.6 CK Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</td>
<td>7.2.12 PS Observes, listens, questions, and responds, while adjusting instruction to meet the diverse needs of students. Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.</td>
</tr>
</tbody>
</table>

**Function 7.3: Instruction.** *The Elementary Education Unified (EEU) K-6 teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of mathematical content areas counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

<table>
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</thead>
<tbody>
<tr>
<td>7.3.1 CK Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.</td>
<td>7.3.5 PS Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences, as applied to mathematics.</td>
</tr>
</tbody>
</table>
7.3.2 CK Knows the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).

7.3.3 CK Identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as and iPhone, iPad and other apps related to mathematics.

7.3.4 CK Has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.

7.3.5 CK Has a working knowledge of the variety of instructional strategies appropriate for varied levels of instruction within the variety of mathematical concepts.

7.3.6 PS Provides developmentally appropriate mathematical activities and programs that required critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

7.3.7 PS Able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary mathematics.

7.3.8 PS Demonstrates and monitors appropriate use of the mathematical tools by the students.

7.3.9 PS Matches the mathematical problems to be solved to the appropriate tools that are required.

7.3.10 PS Uses their knowledge of [Bloom’s] levels of learning to plan and implement instruction specific to each student, groups of students or the whole group to support their meeting goals and objectives, while developing a deep understanding of mathematics.

7.3.11 PS Adjusts mathematics instruction to meet the needs of individuals and groups of students.

7.3.12 PS Demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

7.3.13 PS Uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Function 7.4 The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.4.1 CK Understands the need for personalized learning needs</td>
<td>7.4.3 PS Demonstrates the use of personalized learning</td>
</tr>
<tr>
<td>7.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.</td>
<td>7.4.4 PS Develops and implements mathematical learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner</td>
</tr>
</tbody>
</table>

Function 7.5 The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics.</td>
<td>7.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of mathematics</td>
</tr>
</tbody>
</table>

Function 7.6 The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.6.1 CK Knows, and understands the use of, intensive interventions.</td>
<td>7.6.2 PS Applies intensive interventions as individually appropriate.</td>
</tr>
</tbody>
</table>
## Standard 8: Science

The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving, taking into account personalized learning needs and supports through application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.

### Function 8.1: Content. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.1 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).</td>
<td>8.1.08 PS Generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.</td>
</tr>
<tr>
<td>8.1.2 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity).</td>
<td>8.1.09 PS Designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions from diverse perspectives.</td>
</tr>
<tr>
<td>8.1.3 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in earth and space sciences (Earth’s place in the universe; Earth’s systems; Earth and human activity).</td>
<td>8.1.10 PS Designs and provides learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information inclusive of appropriate time, materials, technology and instructional support for students’ learning.</td>
</tr>
<tr>
<td>8.1.4 CK Demonstrates understanding of disciplinary core ideas related to elementary concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).</td>
<td>8.1.11 PS Plans and conducts lessons that actively engage elementary learners in accessible and meaningful learning experiences in physical sciences, life sciences, earth and space sciences, and that guide learners through developmentally appropriate learning progressions.</td>
</tr>
<tr>
<td>8.1.5 CK Demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).</td>
<td>8.1.12 PS Plans and conducts lessons that focus on identifying elementary concepts that cut across all science and engineering disciplines (cross-cutting concepts).</td>
</tr>
<tr>
<td>8.1.6 CK Demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and</td>
<td>8.1.13 PS Integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.</td>
</tr>
</tbody>
</table>
interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).

8.1.7 CK  Demonstrates understanding that the nature of scientific inquiry is based on deep curiosity and conceptual understandings of phenomena that have become more sophisticated over time based on increasing sources of evidence and explanatory reasoning.

Function 8.2: Assessment. The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses a variety of appropriate assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>8.2.1 CK  Demonstrates knowledge of the uses of formative and summative assessments, and informal and formal assessments, to address science learning goals and individual learner differences.</td>
<td>8.2.7 PS  Balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.</td>
</tr>
<tr>
<td>8.2.2 CK  Demonstrates an understanding of how to evaluate learner progress against standards.</td>
<td>8.2.8 PS  Designs formative assessments to elicit learners’ prior thinking about science concepts and to recognize common misconceptions and naïve understandings in elementary science.</td>
</tr>
<tr>
<td>8.2.3 CK  Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</td>
<td>8.2.9 PS  Designs performance-based assessments that document conceptual and skill development while learners engage in science practices.</td>
</tr>
<tr>
<td>8.2.4 CK  Understands how to communicate assessment findings to relevant stakeholders.</td>
<td>8.2.10 PS  Designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.</td>
</tr>
<tr>
<td>8.2.5 CK  Understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.</td>
<td>8.2.11 PS  Provides constructive and descriptive feedback to learners in ways that support concept and skill development.</td>
</tr>
<tr>
<td>8.2.6 CK  Understands common sources of bias in assessing science learning and the impacts such biases have on learners.</td>
<td>8.2.12 PS  Observes, listens, questions, and responds. Adjusts instruction to meet the diverse needs of learners.</td>
</tr>
<tr>
<td>8.2.13 PS  Assures that learners self-assess their science conceptual learning and skill development.</td>
<td></td>
</tr>
</tbody>
</table>

Function 8.3: Instruction. The Elementary Education Unified (EEU) K-6 teacher candidate plans and implements instruction using a variety of instructional strategies that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>8.3.1 CK  Demonstrates knowledge of science and engineering practices and how they relate to elementary learners.</td>
<td>8.3.10 PS  Stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner</td>
</tr>
<tr>
<td>8.3.2 CK</td>
<td>Demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in elementary science learning.</td>
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</tr>
<tr>
<td>8.3.3 CK</td>
<td>Understands how to connect prior concepts with new challenges that stimulate science learning.</td>
</tr>
<tr>
<td>8.3.4 CK</td>
<td>Demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.</td>
</tr>
<tr>
<td>8.3.5 CK</td>
<td>Demonstrates knowledge of the importance of aligning instruction with learning cycles.</td>
</tr>
<tr>
<td>8.3.6 CK</td>
<td>Demonstrates knowledge of developing inquiry-based science and engineering lessons.</td>
</tr>
<tr>
<td>8.3.7 CK</td>
<td>Demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.</td>
</tr>
<tr>
<td>8.3.8 CK</td>
<td>Demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.</td>
</tr>
<tr>
<td>8.3.9 CK</td>
<td>Demonstrates an understanding of safety considerations in relation to elementary science instruction.</td>
</tr>
<tr>
<td>8.3.10 CK</td>
<td>Demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.</td>
</tr>
</tbody>
</table>

**Function 8.4 The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning**

| 8.4.1 CK | Understands the need for personalized learning needs. | 8.4.3 PS | Demonstrates the use of personalized learning. |
8.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.

8.4.4 PS Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skilful strategies for action, and to engage the learner.

**Function 8.5 The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners**

8.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.

8.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of science.

**Function 8.6 The Elementary Education Unified (EEU) K-6 teacher candidate implements intensive interventions as individually appropriate**

8.6.1 CK Knows, and understands the use of, intensive interventions.

8.6.2 PS Applies intensive interventions as individually appropriate.

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**Standard 9: Social Studies**

*The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies (the integrated study of history, geography, people and places, economics, civics and government) as well as individual performance data to plan, implement, and assess learning experiences with the goal to engage all students in critical thinking, creativity, and collaborative problem solving taking into account personalized learning needs and supports through the application of the principles of universal design for learning, technology, and intensive intervention as individually appropriate.*

**Function 9.1: The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the major concepts of social studies.**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.1.1 CK The teacher candidate knows and identifies the Kansas social studies content standards for students: • choices have consequences; • individuals have rights and responsibilities; • societies are shaped by beliefs, ideas, and diversity; • societies experience continuity and change over time; and • relationships among people, places, ideas, and environments are dynamic.</td>
<td>9.1.4 PS The teacher candidate uses multiple representations and explanations within knowledge and methodology from the social studies discipline to guide students through appropriate learning progressions and to promote each student’s achievement.</td>
</tr>
<tr>
<td>9.1.2 CK The teacher candidate has a substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.</td>
<td>9.1.5 PS The teacher candidate demonstrates substantial understanding of the information, concepts, theories, analytical approaches and differing values perspectives, including global and multicultural perspectives, important to teaching social studies.</td>
</tr>
<tr>
<td>9.1.3 CK The teacher candidate has a firm foundational knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.</td>
<td>9.1.6 PS The teacher candidate integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies.</td>
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**Function 9.2: The Elementary Education Unified (EEU) K-6 teacher candidate understands individual performance data to plan, implement, and assess learning experiences.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</table>
9.2.1 CK The teacher candidate understands the variety of assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.

9.2.2 PS The teacher candidate engages students in multiple ways of demonstrating social studies knowledge and skill as part of the assessment process.

9.2.3 PS The teacher candidate assures that the students self assess their social studies knowledge and skills.

9.2.4 PS The teacher candidate determines student learning profiles in order to proactively plan instruction to address students’ varied social studies learning needs and goals.


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<tbody>
<tr>
<td>9.3.1 CK The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>9.3.4 PS Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.</td>
</tr>
<tr>
<td>9.3.2 CK The candidate understands how to connect concepts and use differing perspectives through tiered instruction and supports to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>9.3.5 PS Using the tiered instruction model, the teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students’ experiences.</td>
</tr>
<tr>
<td>9.3.3 CK The candidate understands how to utilize various strategies related to MTSS, for planning, instruction and assessment addressing learner individual needs.</td>
<td>9.3.6 PS The teacher candidate accesses resources and incorporates a multi-tiered system of supports and strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).</td>
</tr>
</tbody>
</table>

Function 9.4: The Elementary Education Unified (EEU) K-6 teacher candidate takes into account personalized learning needs and supports through application of the principles of universal design for learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.4.1 CK Understands the need for personalized learning needs.</td>
<td>9.4.3 PS Demonstrates the use of personalized learning.</td>
</tr>
<tr>
<td>9.4.2 CK Understands Universal Design for Learning (UDL) principles of multiple means of presentation, action and expression, and engagement for instructional planning and implementation.</td>
<td>9.4.4 PS Develops and implements scientific learning activities using UDL principles to help the learner recognize essential cues and patterns, master skillful strategies for action, and to engage the learner.</td>
</tr>
</tbody>
</table>

Function 9.5: The Elementary Education Unified (EEU) K-6 teacher candidate uses technology to meet the needs of individual learners.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.5.1 CK Knows technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.</td>
<td>9.5.2 PS Uses technologies and assistive technology that might be used to meet the needs of individual learners in the area of social studies.</td>
</tr>
</tbody>
</table>

Function 9.6: The Elementary Education Unified (EEU) K-6 teacher candidate uses intensive intervention as individually appropriate.
| 9.6.1 CK | Understands monitoring and reporting in instructional planning and implementation. | 9.6.4 PS | Develops and implements learning activities based on the physical, social, and learning environment. |
| 9.6.2 CK | Has knowledge of physical, social, and learning environments to plan and implement instruction. | 9.6.5 PS | Plans for and uses learning activities that compliment learners' cognitive, affective, cultural, linguistic, and gender differences. |
| 9.6.3 CK | Understands individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences. | 9.6.6 PS | Develops and implements learning activities based on individual learner characteristics regarding cognitive, affective, cultural, linguistic, and gender differences. |

**Standard 10: Creative Expression in Art, Music, and Physical Education**

_The Elementary Education Unified (EEU) K-6 teacher candidates understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and/or theatre), physical education, and wellness to plan, implement, and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity, and collaborative problem-solving._

**Function 10.1:** _The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of the arts (music, visual arts, dance, and theatre) to plan, implement and assess (with adaptations as needed) artistic learning experiences._

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1.1 CK</td>
<td>Understands the traditions and language of creative expression (music, visual arts, dance, and theatre).</td>
</tr>
<tr>
<td>10.1.2 CK</td>
<td>Understands the basic styles and thematic influences or artists, designs, traditions, and movements on one another.</td>
</tr>
<tr>
<td>10.1.3 CK</td>
<td>Designs and provides creative learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.</td>
</tr>
<tr>
<td>10.1.4 CK</td>
<td>Analyzes creative experiences, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.</td>
</tr>
<tr>
<td>10.1.5 CK</td>
<td>Understands the key components of being a critic to allow students to analyze, describe, discuss, interpret, and critique their own creative works and the creative works of others.</td>
</tr>
<tr>
<td>10.1.6 CK</td>
<td>Knows evidence-based adaptations necessary for the fine arts (accommodations and/or modifications).</td>
</tr>
</tbody>
</table>

**Function 10.2:** _The Elementary Education Unified (EEU) K-6 teacher candidate understands and uses the central concepts, tools of inquiry, and the structures of health, wellness and physical education to plan, implement and assess appropriate learning experiences._

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2.1 CK</td>
<td>Must be well versed in the essential content knowledge in physical education (e.g., gross motor play, movement, self-regulation, exercise, safety, prevention).</td>
</tr>
</tbody>
</table>
**10.2.2 CK** Must be well versed in the essential content knowledge in mental and physical health, and wellness (e.g., nutrition, safety, hand washing, self-regulation, prevention).

**10.2.3 CK** Possesses the knowledge and skills needed to promote learners’ physical and psychological health, safety, and sense of security.

**10.2.4 CK** Analyzes physical movements, health and wellness activities, and provides direction and guidance to ensure that students are actively engaged in the lesson, its purpose and objectives.

**10.2.6 PS** Can integrate health and wellness throughout the curriculum.

**10.2.7 PS** Can apply the knowledge and skills needed to promote young learners’ physical and psychological health, safety, and sense of security.

**10.2.8 PS** Creates integrated lessons using the aspects of physical education, wellness and health inclusive of appropriate time, materials, technology, instructional support, and adaptations (as appropriate) for students’ learning.

---

### Standard 11: Professional and Ethical Practice

The Elementary Education Unified (EEU) K-6 teacher candidates identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards. They are continuous, collaborative learners who engage in reflective practice, demonstrate critical perspectives, and make informed and ethical decisions. They are informed advocates for sound educational practices and policies.

#### Function 1: The Elementary Education Unified (EEU) K-6 teacher candidate engages continuous learning and reflective practice to inform instruction; analyze and evaluate the implications of current trends and issues within the field of elementary education.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1.1 CK Understands the importance of engaging in continuous learning.</td>
<td>11.1.6 PS Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</td>
</tr>
<tr>
<td>11.1.2 CK Understands that the field education is continuously developing and changing.</td>
<td>11.1.7 PS Can select and apply appropriate, research based practices when teaching, to meet the developmental level of each learner.</td>
</tr>
<tr>
<td>11.1.3 CK Exhibits knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</td>
<td>11.1.8 PS Demonstrates fluency in technology systems; models and facilitates effective use of current and emerging digital tools and uses contemporary tools and resources to maximize learning.</td>
</tr>
<tr>
<td>11.1.4 CK Recognizes the role of reflective practice for improvement of curriculum and instruction.</td>
<td>11.1.9 PS Demonstrates purposeful reflective practice to guide instruction (e.g. critical, pedagogical, surface, self-reflection, self-evaluation) and is open to adjustment and revision of lessons based on learner needs and changing circumstances.</td>
</tr>
<tr>
<td>11.1.5 CK Understands the importance of integrating the knowledge, reflective, and critical perspectives on education.</td>
<td>11.1.10 PS Applies their knowledge of contemporary theory and research to construct learning environments that provide achievable and “stretching” experiences for each learner- including learners with special abilities and learners with disabilities or developmental delays.</td>
</tr>
</tbody>
</table>

#### Function 2: The Elementary Education Unified (EEU) K-6 teacher candidate knows about and upholds ethical standards and professional guidelines and behaves as an ethical member of the education profession.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Professional Skills</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11.2.1 CK Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</td>
<td>11.2.4 PS Can access, assess and manage information and data in an appropriate, professional and ethical manner.</td>
</tr>
<tr>
<td>11.2.2 CK Understands ethical responsibly in a professional context (e.g. due process, confidentiality, accurate record keeping, required reporting).</td>
<td>11.2.5 PS Appropriately applies codes of ethics, professional standards of practice, and relevant law and policy.</td>
</tr>
<tr>
<td>11.2.3 CK Knows and understands the laws, regulations, and major policies related to the rights and responsibilities of teachers and children.</td>
<td>11.2.6 PS Adheres to laws, regulations, and policies that regulate the field and appropriately advocates for the rights and responsibilities of learners and teachers (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</td>
</tr>
</tbody>
</table>

**Function 3:** The Elementary Education Unified (EEU) K-6 teacher candidate is a continuous, collaborative learner.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3.1 CK Recognizes the benefits that professional learning communities in the field can provide (e.g. quality standards, conferences, research).</td>
<td>11.3.4 PS Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.</td>
</tr>
<tr>
<td>11.3.2 CK Understands the importance and role of research-driven practice.</td>
<td>11.3.5 PS Takes responsibility for contributing to and advancing the profession.</td>
</tr>
<tr>
<td>11.3.3 CK Is aware of all appropriate professional organizations.</td>
<td>11.3.6 PS Can access professional organizations for resources on current trends and issues in the field, standards for ethical practice and ongoing professional learning experiences.</td>
</tr>
</tbody>
</table>
Act on requirement to determine and certify hard-to-fill positions

**Board Goals:**
Governmental Responsibility

**Recommended Motion:**
It is moved that the Kansas State Board of Education approve the following positions as hard to fill for the 2016-17 school year: Elementary Classroom Teacher, Mathematics (5-12), Life and Physical Sciences (5-12), English Language Arts (5-12), and Fine and Performing Arts (PreK-12).

**Explanation of Situation Requiring Action:**
Kansas Statutes Annotated 74-4937, Section 5(b), requires the State Board of Education to annually certify the top five (5) types of licensed positions that are hard to fill. The law provides the following:

- A school district may hire a retirant for a hard-to-fill position for some or all of the school year and in subsequent school years if the employer is unable to permanently fill the position.
- If a retirant is hired under the provisions of this statute, they may be retained by the employer for up to 36 months or three years.
- The school district must pay a KPERS surcharge while at the same time the employee may continue to receive their KPERS retirement benefits.
- KSA 74-4937, Section 5(b) exempts special education from the five (5) hard-to-fill positions.
- The provisions of this law expire July 1, 2021.

In summary, a school district may employ retirees for the top five (5) hard-to-fill positions plus special education for up to three years if they are willing to pay the KPERS surcharge.

All school districts responded to the Fall Vacancy Report for 2016-17, which contained questions about positions that were difficult to fill. There were 413 vacancies reported as of Sept. 1, 2016. Listed below are the top five (5) hard-to-fill positions, excluding special education, for the 2016-17 school year to be approved by the State Board of Education.

1. Elementary Classroom Teacher
2. Mathematics (5-12)
3. Life and Physical Sciences (5-12)
4. English Language Arts (5-12)
5. Fine and Performing Arts (PreK-12)
To: Commissioner Randy Watson

From: Jeannette Nobo

Subject: Update on review of English Language Arts standards

Board Goals: Provide an effective educator in every classroom

Suzy Myers, English Language Arts Consultant, will provide a brief presentation on the progress made in the review of the English Language Arts standards since her last presentation to the State Board.

Included in this presentation will be a closer look at the changes within this second draft, proposed formatting and next steps in the process. A time for questions has been included as part of the presentation.
Kansas leads the world in the success of each student.

Group Members: Writing Committee

K-5
Nichole Kuhn
Joy Brown
Kambra Gallagher
Carolyn Boyd

6-8
Lindsay McCracken
Kathy Gann
Julie Aikins
Jeremy Goode
Kimberlee Osenga
*CHAIR*

9-12
Jeff Baxter
Julie Buzard
Melissa Reed
Stephen Kucharik
Elida Garza
Cheryl Elligan-Brown
Group Members: Review Committee

K-5
Felicia Yoakam
Debra Schapaugh
Angela Pond

6-8
Senator Stephen Fitzgerald
Linda Thurston
Angela Goode
Brent Wolf *CHAIR*

9-12
Sherry Irsik
Brian Skinner
Danny Wade
Sara Sedgwick
Anna Moon Bradley

Ad Hoc Committee Members

- Idalia Shuman (KNEA)
- Rachel Henderson (Parent Representative)
- Tracy Stokes (Kansas MTSS)
- Vera Stroup-Rentier (Early Childhood/Special Education)
- Deb Matthews (Early Childhood/Special Education)
- Lauren Adams (CETE)
- Holly Dubiel (CETE)
Progress Update

- **Who:** Writing Group
- **What:** 2-Day Meeting
- **When:** May 3-4
- **Where:** Topeka
- **Why:** Complete Draft 1

- **Who:** Writing Group
- **What:** Virtual Work
- **When:** May 4-June 13
- **Where:** Online
- **Why:** Complete Draft 1

- **Who:** Review Group
- **What:** Virtual Work
- **When:** June 13-Aug. 12
- **Where:** Online
- **Why:** Feedback Draft 1

- **Who:** KSDE & Committee Members
- **What:** Gathering Feedback
- **When:** June, July, October
- **Why:** Feedback Draft 1

- **Who:** Review Group
- **What:** 2-Day Meeting
- **When:** Dec. 5-6
- **Where:** Topeka
- **Why:** Complete Draft 2

- **Who:** KSDE
- **What:** Formatting Adding Links
- **When:** Dec-Jan
- **Where:** KSDE
- **Why:** Ready document for final “look” before public meetings

Proposed Changes

- Addition of “ELA Practices” to provide big picture goals
- Addition of “Student Success Statements”
- Addition of Progression for each standard in expanded form
- Addition of “Intent of Standard” statements to address Anchor Standard
- “Absorption” of Kansas 15 percent into ELA Practices and grade level standards
Proposed Changes, Continued

- Multiple ways to view, depending on desired level of detail
- Interactive
  - Links to further detail about each standard
  - Concrete examples of possible instruction for each standard
  - Links to jump to an “expanded form” standard within document
- Attention to qualitative as well as quantitative measures in Reading standard 10

Proposed Changes, Continued

- Updated “front matter” to explain and situate the standards for educators and education stakeholders
- Removal of any language that dictates course sequencing (e.g. Reference to U.S. texts in HS grades)
- Creation of progression document for language standards
- Greater clarity around how to integrate the ELA strands (Writing, Reading, Speaking/Listening, Language) for deeper learning
“Sneak Peek” – Quick View

English Language Arts Practices
1. Understand diverse perspectives.
2. Seek new knowledge to gain understanding and solve problems.
3. Write, speak, read, listen, and observe appropriately in all disciplines.
4. Create multimodal versions of texts.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

Kindergarten

Writing
Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

Speaking and Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas

“Sneak Peek” – Quick View (Pop-Out Example)

English Language Arts Practices
1. Understand diverse perspectives.
2. Seek new knowledge to gain understanding and solve problems.
3. Write, speak, read, listen, and observe appropriately in all disciplines.
4. Create multimodal versions of texts.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

Kindergarten

Writing
Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

Speaking and Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Ctrl+Click to follow link

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org | Kansas leads the world in the success of each student
"Sneak Peek" – Standard View

English Language Arts Practices
1. Understand diverse perspectives.
2. Seek new knowledge to gain understanding and solve problems.
3. Write, speak, read, listen, and observe appropriately in all disciplines.
4. Create multimodal versions of texts.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

Kindergarten
Speaking and Listening

Comprehension and Collaboration
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.b Continue a conversation through multiple exchanges.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas
SL.K.4 Use details to describe familiar people, places, things, or events with prompting and support.
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional information.

“Sneak Peek” – Expanded View

Grade 4
Reading: Informational

R.L.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

For this standard, successful fourth grade students might:
- Understand the purposes of text features and use them appropriately.
- Identify the text structure of informational text.
- Evaluate how the text structure connects the events, ideas, concepts, or information in a text.
- Determine why the author chose a specific text structure.

Anchor Standard
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Intent of Anchor Standard
The intent of the standard is to ensure students can understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.

Progression of Standard Across Grades
<table>
<thead>
<tr>
<th>R.L.3.5</th>
<th>R.L.4.5</th>
<th>R.L.5.5</th>
</tr>
</thead>
</table>
| Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Next Steps for 2017

- March: Full committee meets
  - Finalize document for public review and public meetings
- April – May: Regional feedback meetings
  - Locations TBD
- May – June: Review all feedback and work with committee to determine needed changes.
- June – July: Finalize Draft 3
- Summer/Fall 2017: Board receipt, review, possible adoption

Questions or Comments?
Suzanne Myers: semyers@ksde.org
To: Kansas State Board of Education

Subject: Recognition of national award recipient Dr. Kelly Gillespie for design of digital observation system for instructional leaders

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

Dr. Kelly Gillespie, CEO of Southwest Plains Regional Service Center in Sublette, has received the E. Roberts Stephens Award from the Association of Educational Service Agencies for her design of the Digital eWalkThrough® System. This national award was presented to her in December at the association’s annual conference. Dr. Gillespie has been invited to talk about this web-based observation tool used for coaching and mentoring as well as discuss the book she’s written titled “eWalkThrough: Digital System for Instructional Leaders.”
It is indeed an honor and privilege to notify you that Dr. Kelly Gillespie, CEO of Southwest Plains, was selected as the recipient of the prestigious E. Robert Stephens Award from the Association of Educational Service Agencies (AESA) for her design of the Digital eWalkThrough® System. The award was presented on Thursday, December 1, 2016 at the Annual Conference in Savannah, GA.

This award seeks to recognize an individual with a track record of "designing, creating, and amplifying access to a regional system of education through research." Additionally, the release of her latest book, "#eWalkThrough®: Digital System for Instructional Leadership" has had a huge impact in the field as districts and schools implement the process.

The web-based tool is supporting districts statewide with collection of real-time instructional data coupled with instantaneous feedback to teachers. These data serve as valuable evidence for the KESA process. To date, the eWalkThrough® has been used to complete:

- 192,374 observations
- on 15,714 teachers
- in 845 schools
- for a total of 8.5 million data points.

Recognition of the quality, innovation, and solution-focused service delivered by Southwest Plains is spreading throughout the country.
To: Commissioner Randy Watson  
From: Denise Kahler  
Subject: Recognition of 2017 Kansas Teacher of the Year Team  

Board Goals: Provide an effective educator in every classroom

At its February meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2017 Kansas Teacher of the Year Team.

2017 Kansas Teacher of the Year
- Jason Sickel, a high school vocal music teacher at Blue Valley North High School in Overland Park, Blue Valley USD 229.

2017 Kansas Regional Teachers of the Year
- Kristine “Kristi” A. Bruce, a fourth-grade teacher at Auburn Elementary School in Auburn, Auburn-Washburn USD 437.
- Jennifer M. Farr, a fifth-grade teacher at Lincoln Elementary School in Junction City, Geary County USD 475.
- Jonathan Ferrell, a sixth-grade science teacher at Briarwood Elementary School in Overland Park, Shawnee Mission USD 512.
- Crystal May, a fourth-grade mathematics, science and social studies teacher at Pray-Woodman Elementary School in Maize, Maize USD 266.
- Maret Schrader, a high school language arts teacher at Seaman High School in Topeka, Seaman USD 345.
- Lori J. Stratton, a high school English and reading teacher at Wamego High School, Wamego USD 320.
- Dr. Brent M. Wolf, a sixth-grade English language arts teacher at Derby North Middle School, Derby USD 260.

These exemplary teachers will briefly introduce themselves and then share with Board members one issue that is important to them as a classroom teacher. They will be available to respond to questions from Board members.
2017 Kansas Teacher of the Year

Kristine “Kristi” A. Bruce  
Grade 4  
Auburn-Washburn USD 437  
Auburn Elementary School  
810 N. Commercial St.  
Auburn, KS  66402  
(785) 339-4400  
brucekri@usd437.net

Jennifer M. Farr  
Grade 5  
Geary County USD 475  
Lincoln Elementary School  
300 N. Lincoln School Dr.  
Junction City, KS  66441  
(785) 717-4570  
jenniferfarr@usd475.org

Jonathan Ferrell  
Grade 6 Science  
Shawnee Mission USD 512  
Briarwood Elementary School  
6701 W. 83rd St.  
Overland Park, KS  66204  
(913) 993-2200  
jonathanferrell@smsd.org

Crystal May  
Grade 4 Mathematics, Science, Social Studies  
Maize USD 266  
Pray-Woodman Elementary School  
605 W. Academy Ave.  
Maize, KS  67101  
(316) 721-0902  
cmay@usd266.com

Maret Schrader  
High School Language Arts  
Seaman USD 345  
Seaman High School  
4850 N.W. Rochester Rd.  
Topeka, KS  66617  
(785) 286-8300  
mschrader@usd345.com

Lori J. Stratton  
High School English, Reading  
Wamego USD 320  
Wamego High School  
801 N. Lincoln St.  
Wamego, KS  66547  
(785) 456-2214  
strattonl@usd320.com

Brent M. Wolf  
Grade 6 English Language Arts  
Derby USD 260  
Derby North Middle School  
3100 N. Rock Rd.  
Derby, KS  67037  
(316) 788-8408  
bwolf@usd260.com
To: Commissioner Randy Watson  
From: Denise Kahler  
Subject: Recognition of Security Benefit as chief corporate partner for Kansas Teacher of the Year Program  

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

The Kansas State Board of Education will have the pleasure of recognizing Security Benefit, Topeka, for its longtime partnership with the Kansas State Department of Education’s Kansas Teacher of the Year program.

Security Benefit serves as the chief corporate partner for the Kansas Teacher of the Year program with its commitment to provide $28,000 in financial assistance each year. Now in the 18th year of the partnership, the company’s donations total $504,000 to date.

These funds are used to recognize and reward exemplary classroom teachers.  
- The company presents cash awards in the amount of $2,000 each to the eight finalists at the four regional banquets in September.  
- An additional cash award of $4,000 is given to the Kansas Teacher of the Year at the state awards banquet in November.  
- The remaining funds are used to provide $2,000 to each of the four regions to help underwrite the regional awards banquets.

Security Benefit associates are also generous with their time. Their employees serve on the Kansas Foundation for Excellence in Education’s Board of Directors, the Kansas Teacher of the Year Program State Steering Committee, and the Kansas Teacher of the Year State Selection Committee. They also participate in the regional and state awards banquets.

In the spring of 1991, then Commissioner of Education Lee Droegemueller assigned responsibility for the administration of the Kansas Teacher of the Year program to what is now the Communications and Recognition Programs team, with the charge to establish a quality Kansas Teacher of the Year program. It is recognized as one of the top programs in the country.

(continued)
The attached document shows that almost 2,500 exemplary teachers have been nominated and recognized at the state level through the Kansas Teacher of the Year program beginning with program year 1992. Since Security Benefit’s partnership with the program, slightly more than 1,800 of those same teachers have been honored. The generous support provided by Security Benefit is greatly appreciated.
<table>
<thead>
<tr>
<th>Program Year</th>
<th>Teachers Nominated and Recognized</th>
<th>Regional Semifinalists</th>
<th>Finalists</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>47</td>
<td>0</td>
<td>5</td>
<td>KSDE hosted the first Kansas Teacher of the Year state awards banquet in Topeka. This event recognized five teachers who were named finalists for the award and culminated in the announcement of one of these teachers as the 1992 Kansas Teacher of the Year.</td>
</tr>
<tr>
<td>1993</td>
<td>81</td>
<td>24</td>
<td>8</td>
<td>Regional competition was instituted, with all teachers nominated for 1993 Kansas Teacher of the Year recognized at one of four regional awards banquets held throughout the state. Each banquet culminated in the announcement of six regional semifinalists (three elementary/three secondary), with two of these teachers named as finalists (one elementary/one secondary).</td>
</tr>
<tr>
<td>1994</td>
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<tr>
<td>2000</td>
<td>88</td>
<td>24</td>
<td>8</td>
<td>Security Benefit became the chief corporate partner for KSDE's Kansas Teacher of the Year program with its commitment to donate $28,000 each year. This annual donation provides $20,000 in cash awards for the Kansas Teacher of the Year and finalists: a $2,000 cash award presented to each of the eight finalists at the regional awards banquets and a $4,000 cash award presented to the Kansas Teacher of the Year at the state awards banquet. The remaining funds are used to provide $2,000 to each of the four regions to help underwrite the costs of the regional awards banquets.</td>
</tr>
<tr>
<td>2001</td>
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<td>2012</td>
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This is the 18th year Security Benefit has donated $28,000 for the Kansas Teacher of the Year program. The company’s contributions total $504,000 to date.

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<th>Year</th>
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<th>Regional Semifinalists and Finalists</th>
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<td>2017</td>
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**TOTALS**

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<th>Regional Semifinalists and Finalists</th>
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<td>2000-2017</td>
<td>1,832</td>
<td>432</td>
<td>144</td>
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<tr>
<td>1992-2017</td>
<td>2,493</td>
<td>600</td>
<td>205</td>
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*Note: The numbers in Column B: Teachers Nominated and Recognized include those teachers who were named Regional Semifinalists and Finalists.*
Item Title:
Executive Session

Board Goals:
Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session 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.
REQUEST AND RECOMMENDATION FOR BOARD ACTION  

Agenda Number: 16 a.  

Staff Initiating:  
Kelli Broers  
Director:  
Scott Gordon  
Commissioner:  
Randy Watson  
Meeting Date:  2/14/2017

Item Title:  
Act on the recommendations of the Professional Practices Commission (Breach of Contract)

Board Goals:  
Governmental Responsibility

Recommended Motion:  
It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and its recommendation for suspension of Madison Beckman’s license.

Explanation of Situation Requiring Action:  
USD 230, Spring Hill School District, filed a complaint against Madison Beckman for breach of contract. After reviewing the evidence and determining Beckman breached her contract, the Professional Practices Commission recommended suspension of Beckman’s license.
BEFORE THE PROFESSIONAL PRACTICES COMMISSION  
KANSAS STATE DEPARTMENT OF EDUCATION

Dr. Wayne Burke, Superintendent of Schools,  
Unified School District No. 230  
Johnson County, Spring Hill, KS  
Complainant,  

v.  

Madison Beckman,  
Respondent.

INITIAL ORDER

Statement of Case

The above-captioned case comes on for hearing before the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) upon the complaint filed against the respondent, Madison Beckman, by Dr. Wayne Burke, Superintendent of Schools, Unified School District No. 230, Johnson County, Spring Hill, Kansas (USD 230), for breach of contract.

The hearing in this matter was convened on November 18, 2016. Appearing for the Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Vici Jennings, John McKinney, Sylvia Ramirez, and Jessica Snider.

The respondent, Madison Beckman, appeared pro se.

Appearing on behalf of USD 230 was its attorney, Gregory P. Goheen.
Findings of Fact

1. The respondent and USD 230 are parties to a contract of employment for the 2016-2017 school year.

2. Pursuant to the contract, a certified employee may resign without seeking release from the USD 230 Board of Education (Board) before May 15th.

3. The respondent had been a special education teacher at Prairie Creek Elementary, in Spring Hill, Kansas, for three years.

4. On June 24, 2016, the respondent interviewed at Lincoln Elementary, in Fredonia, Kansas (USD 484), for a grade-level position.

5. Immediately after the interview, the respondent was offered a third grade position and she accepted.

6. Later, on June 24, 2016, the respondent sent a letter to Dr. Burke requesting that the Board release her from her contract so she could advance her career.

7. The Board denied the respondent's request for release from her employment contract and informed her by letters dated June 29, 2016, and August 2, 2016, that her resignation constituted a breach of her teaching contract.

8. The Board of Education also specifically advised the respondent that she had not been released from her employment and, therefore, was expected to report to work at 7:45 a.m. to Spring Hill Elementary School on August 11, 2016, to fulfill her obligation under her teaching contract for the 2016-2017 school year.
9. On August 11, 2016, the respondent failed and refused to fulfill the provisions of her employment contract with the Board, USD 230.

10. On or about August 22, 2016, USD 230 filed a complaint against the respondent requesting that the respondent’s teaching license be cancelled pursuant to K.S.A. 72-1383 or suspended pursuant to K.S.A. 72-5412 as a consequence of the breach of her employment contract with USD 230.

Conclusions of Law and Discussion

1. K.S.A. 72-1383 provides:

Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulling of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

2. K.S.A. 72-5412 provides:

All contracts shall be binding on both the teacher and board of education of the school district until the teacher has been legally discharged from such teacher’s teaching position or until released by the board of education from such contract. Until such teacher has been discharged or released, such teacher shall not have authority to enter into a contract with the board of education of any school district for any period of time covered in the original contract. If upon written complaint, signed by 2/3 of the members of the board of education of the school district, any teacher who is reported to have entered into a contract with another school or board of education
without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher’s license suspended for the remainder of the term for which such contract was made.

3. While the respondent offered various reasons why she was in breach of her contract, K.S.A. 72-5412 specifically provides that “any teacher who is reported to have entered into a contract with another school or board of education without having been released from such former contract, or for other reasons fails to fulfill the provisions of such contract, such teacher, upon being found guilty of such charge at a hearing held before the state board of education, shall have such teacher’s license suspended for the remainder of the term for which such contract was made.” (Emphasis added.)

In this case, the respondent failed to fulfill the provisions of her contract and therefore breached her contract with USD 230.

IT IS THEREFORE RECOMMENDED by the Professional Practices Commission to the Kansas State Board of Education, on a vote of 6-0, that Madison Beckman’s license be suspended for the remainder of the contract term with USD 230 for 2016-2017.

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

The parties may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the
above recommendation should not be accepted. The legal brief must be filed with the Secretary of the Professional Practices Commission, Kansas State Department of Education, 900 SW Jackson Street, Topeka, Kansas 66612, within ten days after service of the Initial Order for transmittal to the Kansas State Board of Education.

This Initial Order is entered this 1 day of December, 2016.

Linda Sieck, Chairperson
Professional Practices Commission
CERTIFICATE OF SERVICE

On 12/1/2016, I mailed a copy of this document to:

Madison Beckman
400 S. Moonlight Road, Apt. 8A
Gardner, KS 66030

Dr. Wayne Burke, Superintendent
Spring Hill School District – USD 230
101 E. South Street
Spring Hill, KS 66083

Gregory P. Goheen
MoAnany, Van Cleave & Phillips, P.A.
10 E. Cambridge Circle Drive, Suite 300
Kansas City, KS 66103

Kelli M. Broers, Staff Attorney
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Gwen Kramer, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, KS 66612-1182

Gwen Kramer
Staff Person

(Handwritten signature)
Unified School District No. 230
Spring Hill, Kansas

CERTIFIED EMPLOYEE'S PRIMARY CONTRACT 2016-2017

It is hereby agreed, by and between the Board of Education of Spring Hill Unified School District No. 230 in Johnson and Miami County, State of Kansas (hereinafter called the “Board”) and Madison Beckman (hereinafter called the “certified employee”).

The parties hereto agree that the certified employee shall be employed by the Board for the school year 2016-2017 as defined by the District’s adopted calendar.

The certified employee is assigned as Teacher (classification). 1.0 FTE
For these services, the Board agrees to pay the certified employee an annual salary, including fringe, of $47,349.28. Annual salary payable in 12 installments commencing as per the applicable provisions of the 2016-2017 Master Agreement. The foregoing annual salary is based on the following:

<table>
<thead>
<tr>
<th>Actual Calc Contract Pay</th>
<th>Add-On-Amount</th>
<th>Step</th>
<th>Lane</th>
<th>Lane Credits</th>
<th>Daily Rate</th>
<th>Number of Days</th>
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</thead>
<tbody>
<tr>
<td>$41,260.00</td>
<td>$0.00</td>
<td>4</td>
<td>MA</td>
<td>0</td>
<td>$220.64</td>
<td>187</td>
</tr>
</tbody>
</table>

Health Fringe - Teacher $6,089.28*

In accepting this contract, the certified employee agrees:

1. To carry out the duties and responsibilities which may be assigned to her or him, to observe, enforce and be directed by the policies, rules and regulations adopted by the school district and the terms and conditions of the Master Agreement negotiated between the Board and Spring Hill Education Association.
2. That the services to be performed by the certified employee hereunder shall be determined and assigned by the Superintendent of Schools, subject to the orders, and rules and regulations of the Board.
3. That this contract is conditioned upon the certified employee being and remaining certified by the appropriate body, as provided by law, during the term of employment set forth herein, with respect to the position for which the certified employee is employed. In the event that the certified employee is unable to furnish to the Board and to maintain an applicable Kansas certificate, which certificate is in full force and effect during the term of employment hereunder, this contract shall be null and void and all parties released from the terms herein.
4. That as a condition of entering or continuing employment with the Board, the certified employee must adhere to K.S.A. 72-5213 concerning health certificates. The cost of the initial exam shall be borne by the certified employee with the expense of any additional exam required by the Board to be borne by the Board.
5. That the provisions of the Kansas continuing contract law, K.S.A. 72-5410, 72-5411, and 72-5412 and amendments thereto, shall apply to and govern this contract and any action taken in connection herewith.
6. That in the event that the certified employee is absent from duty without paid leave as provided in Master Agreement or Board policies, rules or regulations, a monetary deduction at the daily rate hereinabove specified shall be made from the salary for each day of such absence.
7. That this contract is subject to the terms and provisions of the Kansas Cash Basis Law and the Kansas Budget Act, and to all other applicable United States and Kansas Laws.

Executed for the Board of Education pursuant to authority granted by such Board.

Board of Education
Unified School District No. 230

By: ___________________________ President of the Board

Offered by: ___________________________ Superintendent of Schools

____________________________________, Date  ___________________________ Certified Employee

*Subject to the January 1st 2017 renewal rates.
USD 230 Board of Education  
101 E. South St.  
Spring Hill, KS 66083  

June 24th, 2016  

Dear Dr. Burke,  

Due to the advancement in my career, please accept my resignation. I have enjoyed my three years as a special education teacher at Prairie Creek Elementary, but have been given the opportunity to fulfill my long-term goal of transitioning into a general education classroom. Family is also my number-one priority in my life and this new job opportunity at USD 484 will allow me to become a third grade teacher and be closer to my family.  

I would like to thank you for allowing me to begin my career at Prairie Creek Elementary and I will miss working with the staff and students here. Teaching is still a passion of mine, which is why I do not want to pass up an opportunity to advance my career.  

Sincerely,  

Madison Beckman
June 29, 2016

Madison Beckman,

In a letter dated June 24th, you submitted a request for the district to accept your resignation “due to advancement in my career.” You were notified on Monday, June 27th that the district expects you to fulfill your obligation to USD 230 for the 2016-2017 school year per K.S.A. 72-5437. In the aforementioned conversation, you asked that your request for resignation be presented to the USD 230 Board of Education for their consideration. During the June 27th, 2016 Board of Education meeting, your request was submitted to the Board in executive session. On return to open session, the Board chose to not act to accept your resignation. This letter serves as your notification of the Board of Education’s expectation for you to fulfill your teaching obligation for the 2016-2017 school year.

Sincerely,

Dr. Wayne Burke
Superintendent
Spring Hill School District – USD 230

Board of Education
101 E. South Street • Spring Hill, KS 66083 • (913) 592-7200 • www.usd230.org
August 2, 2016

Sent Via Electronic and U.S. Mail
Madison Beckman
400 S. Moonlight Road, Apt. 8A
Gardner, Kansas 66030

Re: Employment with USD No. 230
MVP File No. 2436.0

Dear Ms. Beckman:

This firm serves as general legal counsel for Spring Hill Unified School District No. 230. The purpose of this letter is to address your email of July 29, 2016, addressed to the members of the District’s Board of Education wherein you indicated that you unilaterally decided to, and in fact did, leave “all of my school issued items (IPad, charger, room keys and key card) along with my check for ‘Liquidated Damages’” at the District’s board office on July 27, 2016. Although you have indicated that you would like to resign from your employment with the District and be released from your Teaching Contract for the 2016-17, the District has made it very clear to you on several occasions now that given the fact that you did not submit your resignation until June 24, 2016, long after the deadline set forth in the Negotiated Agreement as well as the deadline set forth by Kansas statute, your belated resignation has not been accepted.

At this point, it is the District’s expectation that you will report to work at 7:45 am to Spring Hill Elementary School on August 11, 2016, and fulfill your obligations under your Teaching Contract for the 2016-17 school year. Your District issued items to include your key card, keys, IPad and charger will be available to you when you report to work. If you fail to report for duty, you will be considered to be in breach of contract and the District is prepared to explore all available legal options.

I would ask that you provide me with an address to return your Check No. 1123 in the amount of $400.00 which remains uncashed and will not be cashed. Should you fail to provide me with an address to return the check within the next five (5) days, I will destroy the same.

Finally, I would ask that you copy both myself and Dr. Wayne Burke, the Superintendent of Schools, on all future communications regarding this matter.
Please feel free to contact me with any questions you may have.

Best regards,

[Signature]

Gregory P. Cohren

cc: USD No. 230
Miss Beckman,

Attached please find a letter from Greg Goheen, legal counsel for USD No. 230.

Thank you,
Karen Brokesh
Paralegal for Greg Goheen
RESOLUTION REGARDING
TEACHER'S BREACH OF CONTRACT

WHEREAS, Madison Beckman is currently employed as a teacher by Unified School District No. 230, Johnson County, Kansas for the 2016-17 school year; and

WHEREAS, on or about June 24, 2016, Madison Beckman provided Unified School District No. 230, Johnson County, Kansas notice of her intent to resign effective immediately; and

WHEREAS, Madison Beckman, after being advised that her untimely resignation would not be accepted, failed to report to work as required by contract; and

NOW THEREFORE BE IT RESOLVED BY THE BOARD OF EDUCATION OF UNIFIED SCHOOL DISTRICT NO. 230, JOHNSON COUNTY, KANSAS;

It is hereby declared to be the intent of the Board of Education of Unified School District No. 230, Johnson County, Kansas, not to accept the resignation of Madison Beckman and to authorize the filing of a written Complaint with the Kansas State Board of Education, Professional Practices Commission against Madison Beckman seeking her teaching license to be suspended, revoked or cancelled in accordance with K.S.A. 72-1383, K.S.A. 72-5414 and in accordance with the provisions of the Kansas administrative procedure act.

ADOPTED this 22nd day of August, 2016, by the Board of Education of Unified School District No. 230, Johnson County, Kansas.

[Signatures of Board Members]

EXHIBIT 5

98
Unified School District No. 230
Spring Hill, Kansas

MASTER AGREEMENT

USD 230
Spring Hill
SCHOOL DISTRICT
### ARTICLE I - CERTIFIED EMPLOYEES

#### TERMS AND CONDITIONS OF EMPLOYMENT

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### ARTICLE II - LEAVES OF ABSENCE

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<td>Pay for Unused Sick Leave</td>
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### ARTICLE III - PROBATION

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### ARTICLE IV - GRIEVANCE PROCEDURE

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### ARTICLE V - REDUCTION IN FORCE AND RECALL

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### ARTICLE VI - MANAGEMENT RIGHTS

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### ARTICLE VII - ASSOCIATION RIGHTS

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### ARTICLE VIII - COMPENSATION

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<td>Method of Pay</td>
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<td>Supplemental Salary</td>
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<td>Sec. 8.4</td>
<td>Extracurricular Compensation</td>
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</tr>
<tr>
<td>Sec. 8.9</td>
<td>Certified Employees Serving as Substitute Teachers</td>
<td>18</td>
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ARTICLE IX - SAVINGS CLAUSE ........................................................................... 19


The following shall constitute terms and conditions of employment of certified employees of the Spring Hill Unified School District #230 for the 2014-2015 and 2015-2016 contract year(s).

MASTER CONTRACT AGREEMENT

ARTICLE I - CERTIFIED EMPLOYEES -
TERMS AND CONDITIONS OF EMPLOYMENT

Sec. 1.1 CERTIFIED EMPLOYEE DEFINED:
Certified employee means any person employed by the Board in a position which requires a certificate issued by the State Board of Education or employed by the board in a professional, educational, or instructional capacity, but shall not mean any such person who is an administrative employee.

Sec. 1.2 CONTRACT DAYS:
The number of contract days for certified employees shall be 187 days. One day of the 187 contract days will be at the end of the school year. This day will be a "flex day" and staff will not be required to report to their assigned location.

The district shall provide three (3) half days, included in the 187 days, for certified employees to prepare grade reports and preparation for parent/teacher conferences. Newly hired certified employees would work an additional 40 hours as a condition of their employment, for the first year only. Certified employees would have the time spread throughout the school year and would be used for staff development and other educational activities. Kindergarten teachers who teach two half-day sections shall have an extra half-day to schedule conferences per each conference period. Part-time teachers shall work five (5) days at full contract to cover conferences and in-services (these are not additional days beyond the 187-day contract).

Sec. 1.3 DUTY DAY/WORK DAY FOR CERTIFIED EMPLOYEES:
The normal duty day/work day for certified employees shall be eight (8) hours unless otherwise specified in this agreement and shall include a duty free lunch period. In addition to classroom instruction, certified employees shall perform within the normal duty day/work day those duties considered necessary to the operation of the school and assigned by the principal or administrator in charge. Effective with the 2000-2001 school year, student hours will be reduced by 20 minutes at the elementary schools.

Sec. 1.4 DUTY FREE LUNCH:
Full-time certified employees shall have a duty free lunch period each day students are served a lunch. The lunch period shall not exceed thirty (30) minutes in length. EXCEPTION: The certified employees serving on lunchroom supervision during the said aforementioned period. The Building Principal or his/her designee shall meet with the certified employees of each district attendance center at the beginning of the school year and ask for volunteers to serve on lunchroom duty. Hopefully, there will be certified employees volunteer to serve on lunchroom duty. Assignments will be made by the Building Principal or his/her designee for lunchroom duty.

The rate of pay for lunchroom supervision shall be $8.00 per certified employee for each session served.

Sec. 1.5 PREPARATION TIME:
Full-time certified employees with classroom responsibilities at Spring Hill High School and Spring Hill Middle School will be provided a minimum of one (1) class period for instructional planning. This period shall be included within the framework of the contract day.

Full-time certified employees with classroom responsibilities at Prairie Creek Elementary School, Spring Hill Elementary School, and Spring Hill Intermediate School will be provided time daily for the purpose of instructional planning. The above mentioned time shall be included within the framework of the contract day, in at least one (1) fifty (30) minute block daily and a total of not less than two hundred fifty (250) minutes per
If the majority of the full-time certified personnel in a building elect to implement an alternative schedule, they may deviate from the aforementioned plan as approved by the Board of Education.

Sec. 1.6 EVALUATION:
A. First and Second Year Certified Staff
   During their first and second year of service, certified staff in the district shall be evaluated at least one time per semester by a designated administrator by not later than the date established by Kansas law on certified staff evaluation (the 60th school day of the semester), except that any employee who is not employed for the entire semester shall not be required to be evaluated.

B. Third and Fourth Year Certified Staff
   Certified staff employed under this policy for the third and fourth year of service in the district shall be evaluated at least one time each school year by the date established by Kansas law on certified staff evaluation (February 15). After the fourth year of employment in the district, all certified staff employed shall be evaluated at least once in every three years. Such evaluation shall occur by not later than the date established by Kansas law on certified staff evaluation (February 15).

C. Written and Signed Evaluations
   All evaluations shall be in written form and signed by the certified staff being evaluated. Said certified staff shall sign the evaluation form as required by law indicating only that the certified staff has read the evaluation. All written evaluations shall be maintained in the certified staff’s file for a period of not less than three (3) years.

D. Certified Staff’s Right to Append Response
   Certified staff shall have the right to attach a written response to an evaluation, such response to be made within ten (10) working days after signing of the original evaluation of the certified staff.

E. Certified Staff’s Right to Examine Documents
   Upon request, certified staff shall have the right to examine any evaluation reports placed in their personnel file.

F. Classroom Visits for Evaluation
   As a part of the evaluation of first or second year certified staff, the evaluator shall spend at least two (2) continuous periods of not less than thirty (30) minutes of classroom observation prior to completing the evaluation. For all other certified staff, the evaluator shall spend at least two (2) continuous periods of not less than thirty (30) minutes of classroom observation prior to completing the evaluation. The first classroom observation period of a probationary certified staff shall be scheduled by the evaluator with the certified staff at least one (1) day in advance. All subsequent observations may or may not be scheduled at the discretion of the evaluator.

G. Visitation Feedback
   Certified staff shall be given feedback by the evaluator within five (5) working days of an evaluation observation, except where illness, professional leave, or an emergency situation on the part of either the certified staff or evaluator occurs. In such a situation, the feedback shall be provided within five (5) working days after the person returns to work.

H. Responsibility for Evaluation
   The responsibility for evaluating certified staff assigned to a school full time shall be with the building principal or other administrative staff assigned by the Superintendent or his designee. Certified staff assigned to two schools shall be evaluated by the principal where the certified staff has the most classes or other administrative staff assigned by the Superintendent or his designee. If the classes are equal, the principal or other administrative staff of the school, which has the smaller teaching staff or administrative staff assigned by the Superintendent or his designee shall be responsible for the evaluation. Itinerant certified staff shall be evaluated by the Superintendent or his designee.

I. Orientation
   Early in each school year, those certified staff being evaluated during the school year will have an orientation concerning the evaluation of certified staff by the building principal or other designated evaluator. Certified staff hired or reassigned after the beginning of the school year shall receive an orientation by the building principal or other designated evaluator on the evaluation of certified staff performance. No required observation as described in Paragraph F shall take place until the orientation has been completed.
RELEASE FROM CONTRACT:
A certified employee is sometimes offered a position in another school system which may provide professional advancement and may cause him/her to ask to be released from a contract in the local schools. The Board's first obligation is to the children of USD #230. Therefore, the Board of Education may grant a release or they may not grant a release to an employee. Factors contributing to the Board's decision will be such as resignations during the term, the securing of a satisfactory replacement, and conditions preceding resignation, etc. The Board of Education will use discretion in granting or not granting a release from contract to an employee.

A monetary penalty may be enforced by the Board since the School District will have additional costs due to the resignation after the date established by the Continuing Contract Statute. The monetary penalty scale is listed below. Payment must be made to the Board of Education at the time the release is granted.

**Date of Resignation:**

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<tr>
<th>From</th>
<th>To</th>
<th>Penalty</th>
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<tbody>
<tr>
<td>May 16th</td>
<td>June 15th</td>
<td>$300.00</td>
</tr>
<tr>
<td>June 16th</td>
<td>July 15th</td>
<td>$400.00</td>
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<tr>
<td>July 16th</td>
<td>August 15th</td>
<td>$500.00</td>
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<tr>
<td>August 16th and opening of new school year</td>
<td></td>
<td>$600.00</td>
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</tbody>
</table>

A certified employee requesting release from contract between the opening of school and May 15th $1,250.00

**ARTICLE II - LEAVES OF ABSENCE**

**Sec. 2.1 GENERAL LEAVE OF ABSENCE:**
A certified employee may apply for a leave of absence for the following reasons: Health reason, other than maternity; adoption, professionally related employment of a temporary nature, and other meritorious experiences which would enhance the employee professionally. Leave of absence shall not be approved for certified employees who have served fewer than two (2) full years with the district. The leave is granted without pay. Reinstatement must be requested by February 1st of the contract year in which the certified employee is on leave.

The certified employee shall be reinstated following a leave of absence and shall be entitled to fill the position he or she vacated, a comparable position within the building level, or a position for which he or she is certified without loss of accrued benefits. The aforementioned accrued benefits are limited to placement on the salary schedule and sick leave. Sick leave allowances shall not accrue during leave, nor will accumulated sick leave be lost. Certified employees on leave of absence may continue to participate in the district's health insurance at the employee's expense.

Increments will not be granted during the leave except when the activities of the individual, while on leave, are comparable to a year's teaching experience. The Superintendent of Schools will make the decision concerning allowance for the increments.

The building level is as follows:
- Elementary - Grades, Kindergarten - Fifth
- Middle - Grades, Sixth - Eighth
- High - Grades, Ninth - Twelfth

**Sec. 2.2 PERSONAL LEAVE:**
Two (2) personal leave days per year with pay may be used at the discretion of each certified employee with the approval of the Building Principal and Superintendent of Schools for the conducting of personal business. Certified employees must request the personal leave in writing at least three (3) days before the day to be used as personal leave. The request will be made with the Building Principal, who in turn will contact the Superintendent.

Personal leave will not be granted on the days listed below:
- The day preceding or the day following a recognized school holiday
- On the last week day involving a weekend preceding a recognized school holiday or the day following such school holiday
- Days designated for in-service
Days designated for teacher orientation
Days designated for Parent/Teacher conferences

Only ten (10) percent of the total number of district certified employees (excludes administrators and nurses) and no more than three (3) certified employees per building will be granted personal leave on a given day. First requested - first granted will be the basis for determining personal leave in case more than ten (10) percent of the district's certified employees request personal leave on a given day. The three (3) day notice may be waived by the Building Principal and Superintendent in case of an emergency.

If an employee chooses to not use one or both of their personal days, the district will compensate the employee one-hundred dollars ($100) for each day not used. Personal days are non-accumulative.

Sec. 2.25 EMERGENCY PERSONAL DAY

From time to time, an employee needs a personal day after the two (2) personal leave days per year listed in Sec. 2.2 has been used. The employee has one (1) emergency personal day for their use when they exhausted their two personal days per year. This one (1) emergency personal day will not come out of sick leave and the cost of a short term substitute teacher will be deducted from the employee's salary.

The emergency personal day may be used at the discretion of each certified employee with the approval of the Building Principal and Superintendent of Schools for the conducting of personal business. Certified employees must request the personal leave in writing at least three (3) days before the day to be used as emergency personal leave. The request will be made with the Building Principal, who in turn will contact the Superintendent.

Personal leave will not be granted on the days listed below:
- The day preceding or the day following a recognized school holiday
- On the last week day involving a weekend preceding a recognized school holiday or the day following such school holiday
- Days designated for in-service
- Days designated for teacher orientation
- Days designated for Parent/Teacher conferences

Only ten (10) percent of the total number of district certified employees (excludes administrators and nurses) and no more than three (3) certified employees per building will be granted personal leave and/or emergency personal leave on a given day. First requested - first granted will be the basis for determining personal leave in case more than ten (10) percent of the district's certified employees request personal leave/emergency personal leave on a given day. The three (3) day notice may be waived by the Building Principal and Superintendent in case of an emergency.

The emergency personal day is non-accumulative.

Sec. 2.3 GENERAL SICK LEAVE:

All full-time certified employees at the beginning of the current school year shall be credited with ten (10) days of sick leave, which shall be placed in their sick leave account number one (1).

Certified employees employed with U.S.D. #230 prior to the current school year shall have all of their accumulated sick leave days placed in said employee's sick leave account number two (2).

All sick leave days remaining in account number one (1) of each certified employee at the end of the current school year will be transferred to said employee's sick leave account number two (2).

Sick leave is defined as days of absence from duty because of personal illness or serious injury of the certified employee, or illness or serious injury of members in the immediate family when other arrangements cannot be made, for which no deduction is made in regular monthly or annual compensation of the employee. The sick leave available to the certified employee for the illness or serious injury of members in the immediate family, other than the certified employee, shall be at least ten (10) days per school year to be deducted from said employee's sick leave account(s).
As used herein, "immediate family" shall be:
Certified employee's spouse;
Certified employee's natural or adopted children;
Certified employee's spouse's natural or adopted children;
Certified employee's foster children;
Certified employee's parents;
Certified employee's step-parents.

The terms of days as used herein are defined as days on which the certified employee drawing sick leave would normally have reported for duty.

A doctor's statement in writing the fourth day of illness or injury, must be submitted stating that the certified employee is unable to perform her or his regular assigned duties in the school system. All certified employees will be notified of the number of sick leave days for the account number one (1) and account number two (2) by the first day of classes for the current school year.

Sec. 2.4 PAY FOR UNUSED SICK LEAVE:
The Board of Education may, each school year, purchase a maximum of five (5) days sick leave from the certified employee's account number one (1) at the rate of pay as listed below in the section. Exception: The certified employee shall be allowed to accumulate up to eighty (80) days unused sick leave in such employee's account number two (2) before the Board shall be entitled to exercise its right to purchase from such employee's account number one (1).

The Board of Education will notify the certified employee on May 25th or the last day of classes for students, whichever occurs first of the current school year, how many sick leave days they are purchasing for said school year.

Option A: Certified employees covered by the Master Contract Agreement will be compensated due to the resignation, retirement, or death for accumulated sick leave days in one lump sum payment at the rate listed below:

- $30.00 per full day after ten (10) years of service in U.S.D. #230.
- $35.00 per full day after fifteen (15) years of service in U.S.D. #230.
- $40.00 per full day after twenty (20) years of service in U.S.D. #230.
- $45.00 per full day after twenty-five (25) years of service in U.S.D. #230.
- $50.00 per full day after thirty (30) years of service in U.S.D. #230.

Option B: Accumulation of days and amount paid per day are the same as in Option A. Certified Employees who qualify to be paid for unused sick leave under Option A will be paid for their accrued and unused sick leave under Option B if the following conditions exist:
1. The Certified Employee has submitted a written application for payment of unused sick leave to the District Office on a form provided by the School District by August 15th of the year payments would begin; and the application is approved by the superintendent
2. The Certified Employee will qualify for KPERS retirement benefits not more than 36 months after the submission of an application for payment of unused sick leave to the District Office.

If the applicant qualifies for payment of unused sick leave and the application is approved by the Superintendent, the applicant will be entitled to payment for all accrued and unused sick leave in installment payments over the remaining period of time until the applicant qualifies for KPERS retirement benefits. Such installment payments shall be added to the certified Employee's periodic salary payment and shall be subject to the wage withholding requirements of state and federal law. A Certified Employee who receives payment for unused sick leave shall no longer be entitled to those sick leave days for which payment has been received.

Sec. 2.5 MATERNITY LEAVE:
In order that a suitable replacement can be secured and there can be an orderly continuance of the educational
program, maternity leave, if desired, must be requested at least thirty (30) days prior to the first day of maternity leave.

Any certified employee who becomes pregnant may continue to work as long as health permits and as long as she is satisfactorily performing the duties of the position. The certified employee will be required to submit a statement from the physician verifying the period of pregnancy and health status including incapacitation from performing her duties. Sick leave for maternity will be granted to teachers during the period of actual incapacitation from performing their duties. Pregnancy, childbirth, termination of pregnancy and recovery shall be treated as any other temporary disability for job related purposes including commencement, duration and extensions of leave, reinstatement and any other fringe benefits offered to employees as virtue of employment.

Sec. 2.6 ADOPTION LEAVE:
In order that suitable replacement can be secured and there can be an orderly continuance of the educational program, adoption leave, if desired must be requested and may be granted to begin and end at a time agreed upon by the certified employee and the Superintendent of Schools. The adoption leave request must be made within one (1) week of legal notification of adoption. Sick leave may be applied to adoption leave with a maximum leave of six (6) weeks. If the certified employee teaches at least ninety (90) days during the year that adoption leave is granted, he or she will be eligible for consideration of a step increase. He or she will be considered for a step increase if his or her days taught and sick leave days due to the adoption total ninety (90) days or more. The individual returning from adoption leave shall be entitled to fill the position he or she vacated, a comparable position within the building level, or a position for which he or she is certified.

The building level is as follows:
- Elementary - Grades, Kindergarten - Fifth
- Middle - Grades, Sixth - Eighth
- High - Grades, Ninth - Twelfth

Sec. 2.7 CHILD CARE LEAVE:
A certified employee may request, in writing to the Superintendent of Schools, child care leave. The said leave shall be limited to one (1) contract year. Reinstatement must be requested by February 1st of the contract year in which the certified employee is on leave. The individual returning from child care leave shall be entitled to his or her former position, a comparable position within the building level, or a position for which he or she is certified. The child care leave is unpaid leave.

The building level is as follows:
- Elementary - Grades, Kindergarten - Fifth
- Middle - Grades, Sixth - Eighth
- High - Grades, Ninth - Twelfth

Sec. 2.8 SABBATICAL LEAVE:
The applicant for a sabbatical leave must have been employed in Unified School District #230 for the preceding five (5) consecutive years. The applicant must not have been granted a sabbatical leave from the district during the five (5) consecutive years of service immediately preceding the current application. The applicant must sign a teaching contract conditioned upon an agreement to return to service with U.S.D. #230 immediately upon termination of the sabbatical leave.

A sabbatical leave may be for one (1) semester or it may be for one (1) contract year. The sabbatical leave is without pay and without continuation of employer paid fringe benefits. However, certified employees on sabbatical leave may continue to participate in the district's health insurance, at the employee's expense. The certified employee returning from sabbatical leave shall be entitled to fill the position he or she vacated or a comparable position within the building level or a position for which he or she is certified. He or she shall be placed at the position on the basic salary schedule he or she would have attained had he or she been employed in the district during said period.

The building level is as follows:
- Elementary - Grades, Kindergarten - Fifth
- Middle - Grades, Sixth - Eighth
- High - Grades, Ninth - Twelfth
Sec. 2.9 BEREAVEMENT LEAVE:
The district shall allow five (5) days of bereavement leave for a death in the immediate family, subject to the following stipulations:
All bereavement leave shall be deducted from accumulated sick leave.
As used herein, "immediate family" shall be:
Certified employee's spouse;
Certified employee's natural or adopted children;
Certified employee's spouse's natural or adopted children;
Certified employee's foster children;
Certified employee's son-in-law or daughter-in-law;
Certified employee's parents;
Certified employee's step-parents;
Certified employee's spouse's parents;
Certified employee's brothers and sisters;
Certified employee's half-brothers and half-sisters;
Certified employee's grandparents;
Certified employee's grandchildren.
Bereavement leave shall not accumulate from one contract year to the next.
For the death of a person other than immediate family of the certified employee, said employee may take one-half (1/2) day per death to attend a funeral of that person. Additional time may be approved by the Building Principal if circumstances require additional time.

Sec. 2.10 LEAVE FOR CIVIC DUTIES:
If, in the opinion of the Building Principal, civic duties (jury duty, military, and other duties determined by the Building Principal that pertain to civic responsibilities, which are non-elective) cannot possibly be performed outside the school work day, permission may be granted for such duties to be performed during school hours or, if the situation arises whereby the certified employee has absolutely no control, he or she may be granted leave. Such civic leave will be granted with pay as follows:
Payment for Jury Duty: A certified employee called and/or assigned jury duty will be paid his/her daily rate of pay (based upon the basic salary of the individual involved), less any money or monies received from the Court for actual contract days missed. Payment must be approved by the Superintendent of Schools and will be made for actual contract days missed. Exception: Money or monies received for transportation or direct expense will not be deducted from the daily rate of pay; notwithstanding the fact that reimbursement for travel or transportation may be for the travel by the certified employee for a distance less than or greater to that distance normally traveled by the employee to his or her place of employment with U.S.D. #230. If the daily rate of pay from the Federal Government or State Government exceeds the daily rate of pay for the certified employee, the Board of Education shall deduct a daily rate of pay from the contract of the certified employee according to the number of actual contract days missed by the certified employee.
Payment for Military Duty: A certified employee assigned to military duty will be paid his/her daily rate of pay (based upon the basic salary of the individual involved), less any money or monies received from the Federal Government or the State Government for actual contract days missed. Payment must be approved by the Superintendent of Schools and will be made only for actual contract days missed. Exception: Money or monies received for the transportation or direct expense will not be deducted from the daily rate of pay; notwithstanding the fact that reimbursement for transportation or travel may be for the travel by the certified employee for a distance less than or greater to that distance normally traveled by the employee to his or her place of employment within U.S.D. #230. If the daily rate of pay from the Federal Government or the State Government exceeds the daily rate of pay for the certified employee, the Board of Education shall deduct a daily rate of pay from the contract of the certified employee according to the number of actual contract days missed by the employee.

Sec. 2.11 PROFESSIONAL ASSOCIATION LEAVE:
At the beginning of the current school year, the Spring Hill Education Association shall be granted four (4) days of paid leave to be used by Association members. The scheduling of this leave will be at the discretion and
The Spring Hill Education Association shall supply in writing a request for said leave to the Superintendent of Schools and appropriate building principal, not less that five (5) school days in advance of taking such leave. The five (5) school days advance requirement may be waived by the superintendent.

Sec. 2.12 PROFESSIONAL IMPROVEMENT LEAVE:
A maximum of one (1) day of leave may be used for the certified employee's improvement. Professional improvement days may be used for any educational purpose with the approval of the Building Principal. The certified employee planning to use the professional improvement day shall notify his or her Building Principal at least one (1) week in advance of his or her absence. Professional improvement day shall be used for the purpose of:
Visitation to view other instructional techniques or programs.
Conferences, workshops, or seminars conducted for instructional/educational improvement.

The one (1) professional day is in addition to the twelve (12) days of sick leave. The professional improvement leave day is non-accumulative.

ARTICLE III - PROBATION:
A. A person rated as questionable (probationary) concerning the individual's evaluation may be recommended to the Board of Education to be placed on probationary status, without financial penalty, for the ensuing school year. Such status, when passed by the Board of Education, shall be noted on the individual's contract.

B. A person rated as questionable (probationary) concerning the individual's evaluation may be recommended to the Board of Education to be placed on probationary status without any salary increases for the ensuing school year. Upon approval by the Board of Education, such status shall be noted on the individual's contract.

C. A person placed on probation without financial penalty must have that status removed within one year, or be recommended for probation without any salary increase for the following year.

D. No certified personnel shall be carried on probationary status for more than two years. If improvement is not demonstrated, and probationary status not removed, they shall be recommended for non-renewal.

E. Upon removal of probationary status, the person shall be placed on the normal step of the salary schedule for which he or she would otherwise be eligible for the following school year, as though he or she has not been on probationary status.

ARTICLE IV - GRIEVANCE PROCEDURE:
Sec. 4.1 PURPOSE:
The purpose of this procedure is to secure at the lowest possible level equitable solutions to the problems which may from time to time arise affecting aggrieved person or persons of Spring Hill U.S.D. #230. Both parties recognize that the procedure must be available without fear of discrimination because of its use. Informal settlements at any level shall bind the immediate parties to the settlement, but shall not be precedents in a larger grievance proceeding.

Sec. 4.2 DEFINITIONS:
A "grievant" shall mean a teacher or a group of teachers employed by U.S.D. #230.
A "grievance" shall mean any alleged violation, misinterpretation, or misapplication involving the terms or conditions of certified employee's master contract of employment.
The term "days" shall mean working school days, except as otherwise indicated. If the stipulated time limits are not met, the grievant shall have the right to appeal the grievance to the next level of the procedure.
The "Association" shall mean the recognized bargaining unit, Spring Hill Education Association.
The "P.R. & R Committee" shall mean the Association's Professional Rights and Responsibilities Committee.

Sec. 4.3 PROCEDURE:
A. Level One: The grievant must request an informal conference with his or her Principal or other immediate superior within fifteen (15) calendar days of the date of the event given reason to the grievant or within fifteen
(15) calendar days of the time the employee may have reasonably expected to have learned of the event. At this conference, the grievant should seek to resolve the matter informally.

B. Level Two: (a) If the grievant is not satisfied with the disposition of his or her grievance at Level One, or if no decision has been rendered within five (5) days after informal presentation of the grievance, he or she may file the formal grievance in writing simultaneously with the Chairman of the P.R. & R. Committee and the Principal within five (5) days after the decision at Level One or ten (10) days after the grievance was presented informally at Level One, whichever is sooner. (b) Within five (5) days after the receipt of the written formal grievance by the Principal, the Principal will meet with the grievant and his or her representative of the Association in an effort to resolve it. The Principal shall provide the grievant and the Association with a written answer to the Grievance within two (2) days after the meeting. Such answer shall include the reason upon which the decision was based.

C. Level Three: (a) If the grievant is not satisfied with the disposition of his or her grievance at Level Two, or if no decision has been rendered within seven (7) days after the presentation of the formal grievance, he or she may file the grievance with the Association's P.R. & R. Committee for review and transmittal to the Superintendent of Schools within five (5) days after the decision at Level Two or ten (10) days after the grievance was formally presented at Level Two, whichever is sooner. (b) Within five (5) days after the receipt of the written formal grievance by the Superintendent, the superintendent will meet with the grievant and his or her representative. Upon conclusion of the hearings, the Superintendent will have four (4) days to provide his or her written decision, together with the reason for the decision, to the grievant and the Association.

D. Level Four: (a) If the grievant is not satisfied with the disposition of his or her grievance at Level Three, or if no decision has been rendered within nine (9) days after the presentation of the formal grievance to the Superintendent, he or she may within five (5) days after a decision by the Superintendent, or ten (10) days after the presentation of the grievance to the Superintendent, whichever is sooner, request in writing that the Chairman of the P.R. & R. Committee review and file the grievance with the Board of Education. (b) The Superintendent will accept the grievance on behalf of the Board of Education. Delivering the grievance to the office of the Superintendent during the normal working hours of the school day shall constitute the filing of the grievance. (c) The Superintendent will arrange a meeting with the Board of Education and the grievant within ten (10) days after receiving the grievance on behalf of the Board of Education, if it is twenty-five (25) days or more until the next regular Board meeting; or at the next regularly scheduled board meeting. The Board of Education will meet with the grievant and his or her representative from the association in an effort to resolve the grievance. Upon the conclusion of the hearing, the Board President will have five (5) days to provide the written decision of the Board together with the reason for the decision, to the grievant and the association. The Board of Education shall have final authority in all grievances.

ARTICLE V - REDUCTION IN FORCE AND RECALL
Sec. 5.1 REDUCTION IN FORCE

The Board of Education has the right and authority to determine the composition of professional staff necessary to carry out the educational program of Unified School District #230. From time to time, as a result of decreasing enrollment, limited financial resources, or changes in the educational program, it may become necessary to reduce the number of certified employees.

Reduction in the number of professional employees shall, whenever possible, be handled through normal attrition by retirement, resignation, leaves of absence, and other similar conditions. However, when normal attrition is not adequate to meet the requirements of the Board of Education, involuntary lay-off of personnel shall be employed in accordance with the procedure specified in this policy.

The number of teaching positions to be reduced shall be in accordance with the educational goals established by the board. The number of teachers needed to implement the district's educational program will then be determined by the administrative staff based on those educational goals in determining which teachers will be non-renewed due to reduction in force.

The educational goals and needs of the district, individual certifications, qualifications, training, skills, evaluations, interests and years of Spring Hill School District teaching experience shall be considered. If two or more teachers have similar certifications, qualifications, training, skills, evaluations, and interests in a teaching area, those teachers who have tenure will be retained over those who are non-tenured. If all of the teachers have similar certifications, qualifications, training, skills, evaluations, and interests and all are tenured, the teacher(s) who best meets the needs
of the district, considering the factors outlined above and any other relevant factors, will be retained.

Sec. 5.2 Recall
Any certified employee who has not been reemployed as a result of reduction of the teaching staff shall be considered for reemployment if a vacancy exists for which the teacher would qualify. Certified employees who may be eligible for reemployment are required to notify the district of their current address. The superintendent will recommend to the board reinstatement of any teacher he/she deems qualified and able to serve the best interests of the district. The board shall not be required to consider reinstatement of any teacher after a period of one year from the date of nonrenewal.

A teacher recalled to duty will be placed on the salary schedule at the appropriate step based on the last full year of service in USD #230. No step increase will be granted for the period of the lay-off. The level placement will be appropriate to the teacher's current preparation when re-employed. Upon such re-employment, a certified employee shall be entitled to all accumulated leave accrued during such certified employee's period of employment with the district prior to non-renewal for staff reduction.

ARTICLE VI - MANAGEMENT RIGHTS:
The Board of Education hereby retains and reserves unto itself, except as limited by the specified and express terms of the Master Contract Agreement, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Kansas and of the United States, including, but without limiting and generality of the foregoing, the right:
A. To the executive management and administrative control of the school system and its properties and facilities.
B. To hire all certified employees, and subject to the provisions of the law, to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion, and to promote and transfer all such employees.
C. To establish grades and courses of instruction including special programs, and to provide for all athletic, recreational and social events for students, all as deemed necessary or advisable by the Board of Education.
D. To delegate authority through recognized administrative channels for the development and organization of the means and methods of the instruction according to current teaching material; and the utilization of teaching aides of all kinds.
E. To determine class schedules, the hours of instruction, and the duties, responsibilities, and assignments of certified employees and other employees with respect thereto, and with respect to administrative and non-teaching activities within the school system, and the terms and conditions of employment.

The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Master Contract Agreement and Kansas statutes; and then only to the extent such specific and express terms hereof are in conformance with the constitution and laws of the State of Kansas and the rules and regulations promulgated by the Kansas State Board of Education and the constitution and laws of the United States.

ARTICLE VII - ASSOCIATION RIGHTS:
A. Dues for membership in Spring Hill Education Association
1. Authorization of deduction
   Upon written authorization by the individual certified employee executed on proper form, membership dues in the Spring Hill Education Association (hereinafter "Association") will be deducted from the employee's salary and remitted to the Association by the 20th of each said month at the rate of 1/20 of the total annual dues amount per month, beginning in September 25 and ending in July 10.
   For any certified employee electing to take a lump sum salary payment upon completion of all contractual obligations in accordance with K.S.A. 74-4940, the Board shall make the appropriate Association dues deduction from the lump sum salary payments and remit the amount so deducted to the Association at the time of the lump sum deductions are made.
2. Initiation of deduction
   Such authorization forms for dues deduction shall be filed by September 10th of said school year. The payroll deductions shall start with the November 10th pay period and end with the May 10th pay period. Enrollment in
Spring Hill Education Association will be continuous, unless intent to terminate membership in the Association is submitted in writing by the certified employee.

3. Filing and notification requirements
   The Association shall be responsible for filing all authorizations with the Board in a timely manner as set forth in Section A., Paragraph 2. The Association is further responsible for notifying the Board of any employee’s desire to terminate membership in the Spring Hill Education Association and to no longer have dues deducted from his/her salary for the following year by May 15th.

4. Responsibility for remittance for dues
   If a payroll warrant is not issued to a member during any one or more of the months covered in the period indicated, the Board assumes no responsibility for payments unmade to the Association.

5. Release and indemnification
   The Association shall indemnify and hold the Board harmless of any liability resulting from any and all claims, suits, or any action arising from compliance with the provisions of this agreement, or in reliance of any list, notice, certification or authorization furnished under this agreement between the parties for deduction.

B. Use of School Facilities and Equipment
   1. The Association may be authorized to use various schools and meeting rooms therein provided that authorization for such use has been secured at least twenty-four (24) hours in advance from the principal or administrator in charge of the building provided further that no such meeting shall start before the duty day/work day ends. No such meeting shall interfere with activities of the school.

   2. The Association shall have the right to request reasonable use of School District equipment (not including supplies) such as typewriters, photocopy machines, and overhead projectors when not otherwise in use. When the request includes use of school district supplies, the Association shall reimburse the School District for its costs of such supplies as determined by the Administration. The administration shall have the right to place reasonable limitations on the use of school district equipment and to schedule the time of usage. Such equipment shall not be removed from the School District building where it is located. Decisions rendered by the Administration under this paragraph shall not be subject to the grievance procedure.

C. Use of bulletin boards and mailboxes
   Duly authorized representatives of the Association shall be allowed to place Association notices, circulars, or other material (exclusive of local, state, and national political campaign material) dealing with activities or concerns of the Association in building mail boxes and on bulletin boards located in faculty lounges. A copy of any such notices, circulars, or other materials shall be provided to the building principal before being placed in mailboxes or on bulletin boards.

D. Use of the School Mail System
   1. All communications, magazines, and other materials bearing the name of any certified employee and sent through the United States mails will be delivered to such employee through the inner-school delivery service.

   2. To the extent permitted by law, the inner-school delivery service may be used by the Association to distribute Association material to the schools.

ARTICLE VIII - COMPENSATION
Sec. 8.1 BASIC SALARY:
Each certified employee shall be entitled to receive salary based upon and determined by 2014-2015 and 2015-2016 salary schedule attached hereto and labeled as Exhibits One (1) and Two (2).

Teachers who plan to move horizontally on the salary schedule must notify the Board of Education Office of the potential movement no later than May 1 of each school year. If the Board of Education Office does not receive notification of anticipated graduate hours by May 1, movement will not be granted for the following school year.

Any certified employee qualifying for horizontal movement across the salary schedule must submit copies of official transcripts verifying the completion of the additional work by September 10 for an October adjustment. It shall be the responsibility of the individual certified employee to notify the superintendent's office in writing when the certified employee qualifies for a new salary schedule column.
Part-time teachers shall be paid five (5) days at full contract to cover conferences and in-services (these are not additional days beyond the 187-day contract).

Sec. 8.2 METHOD OF PAY:
For each contract year, except as otherwise provided by this agreement or law, the Board shall pay the basic contract amount in not less than fifteen (15) installments. Beginning with the 2007-2008 school year, the board shall pay the basic contract amount in not less than twelve (12) installments.

Ten (10) month employees shall receive their first paycheck August 10th.

Sec. 8.3 SUPPLEMENTAL SALARY:
Certified employees assigned supplemental duties shall be entitled to receive salary based upon and determined by supplemental salary schedule for the 2014-2015 and 2015-2016 school year attached hereto and labeled as Exhibit Three (3).

Each certified employee assigned a supplemental position shall be paid in substantially equal installments, (with the regular payroll) on the specified pay date.

EXCEPTION: Upon written authorization from any certified employee to whom the supplemental salary applies, the employer shall pay the lump sum of said person's contractual compensation for the school year in one payment upon completion of all supplemental contractual obligations of the individual. The payment will be made with the next payroll after the completion of the supplemental contractual obligation, as long as it is completed by the twenty-fifth of said month. Otherwise it will be included in the following pay period. The authorization for lump sum payment shall be filed with the employer not later than the second contract day for certified employees of the school year in and for which the balance payment is first authorized.

The superintendent of schools or the board of education may appoint an additional assistant, not listed on the supplemental salary schedule for certified personnel, for the reminder of the term of the bargaining agreement at 2/3's of the rate of the head coach or sponsor. Such appointment shall expire at the end of the term of the bargaining agreement unless negotiated for the next contract period. Any assistant appointed under this paragraph will be automatically negotiated during the following negotiation period whether or not such appointment occurred before February 1st. The Spring Hill Education Association president will be notified in writing when this provision is required.

Sec. 8.4 EXTRACURRICULAR COMPENSATION:
A. The following specific duties to be assigned by the superintendent and/or designee and not considered a part of regular teaching assignment under the primary contract nor a supplemental duty under the supplemental salary schedule shall be compensated on an hourly rate of $20.00. A time sheet (to be provided by the Board of Education office) is to be completed and signed by the certified employee upon completion of said activity.
1. Teaching off contract hours in an approved program, including summer school and after-school. ($25.00 per hour)
2. Special curricular planning (under the district-wide adopted cycle) performed outside of the regular school day. ($20.00 per hour)
3. Textbook selection committee - such committee to perform outside of the regular school day but at school facilities. ($20.00 per hour)
4. Special teaching services, including preparation time for presentation to study groups and in-service training sessions. ($25.00 per hour)
5. Superintendent's Advisory Council (SAC), ($20.00 per hour)
6. Site-Based Council ($20.00 per hour)
7. Professional Development Council (PDC) ($20.00 per hour)
8. District On Going Curriculum Council ($20.00 per hour)
9. Building Improvement Team - The Superintendent of Schools would set a stipend amount for members serving on this committee. The amount of the stipend will be One Hundred Dollars ($100.00).
10. Student supervision at elementary musical concerts as approved by the building administrator ($20.00 per hour).
B. Supervising Student Teachers
The Board of Education shall reimburse the cooperating teacher any stipend provided by the college or university placing student teachers in U.S.D. #230. For purposes of this agreement, cooperating teacher shall mean a certified teacher employed by U.S.D. #230 who is responsible for supervising a student teacher. Student teacher shall mean a student who has not completed an approved student teacher program and who is certified by a teacher education institution to be capable of assuming teaching responsibilities under the supervision of a cooperating teacher.

Sec. 8.5 TEN (10) MONTH EMPLOYEES:
Spring Hill Unified School District #230 may provide ten (10) month contracts for selected individuals employed by the district. The number of contract days for ten (10) month employees shall be 207 days. The 207th contract day will be a flex day. Ten (10) month employees shall work in their assigned location on the 187th contract day.

In addition to the basic salary provided in paragraph Four (4), each certified employee whose employment is for ten (10) months shall be entitled to receive one-ninth (1/9) of the basic salary as determined by the vertical and horizontal positions of the attached Exhibit One (1).

In addition to the basic salary provided in paragraph Four (4), each certified employee whose employment is for ten (10) months shall be entitled to receive one-ninth (1/9) of the basic salary as determined by the vertical and horizontal positions of the attached Exhibit One (1).

Sec. 8.6 MILEAGE REIMBURSEMENT:
The district shall reimburse each certified employee at the rate established by the Secretary of Administration for the State of Kansas for use of personal vehicle in carrying out school district business and contract agreement with the district. All personal use of a vehicle for reimbursement must be approved by a district administrator prior to said use.

Sec. 8.7 FRINGE BENEFIT:
The Board of Education will pay the cost for single health and single dental insurance premiums for all eligible certified personnel for the 2014-2015 and 2015-2016 school year. (To be eligible for insurance, the employee must work enough hours to qualify for KPERS.) The amounts listed in the paragraphs below are the amounts established for the 2014-2015 school year.

Beginning with the 2008-2009 school year the district will only pay the cost of a single membership if the employee completes a physical screening provided at district facilities or completes one by a doctor of their choice. Those who choose not to participate in this program will pay $25.00 per month toward their single health premium cost.

Full-Time Employees:
For all full-time certified employees who elect to choose health insurance coverage through the school district, the Board of Education will pay a minimum of $508.06 per month towards the purchase of a single medical insurance policy from a carrier selected by the Board.

All full-time personnel who elect not to participate in the school district's health insurance plan lose the benefit. The $508.06 per month is not available in the form of cash as an optional benefit.

Part-Time Employees:
For all part-time certified employees who elect to choose health insurance coverage through the school district, the Board of Education will pay a pro-rated portion of $508.06 per month towards the purchase of a single medical insurance policy from a carrier selected by the Board. Part-time employees must be eligible for KPERS to qualify for the insurance benefit.
All part-time personnel who elect not to participate in the school district’s health insurance plan lose the benefit. The $508.06* per month is not available in the form of cash as an optional benefit.

The Board of Education will provide $37.61* per month for each full-time certified employee desiring the dental plan. Beginning with the 2007-2008 school year, the board shall provide the dental plan amount in not less than twelve (12) installments for each full time certified employee desiring the dental plan. The fringe benefit amount shall be prorated for any qualified certified employee employed less than full-time. Part-time employees must be eligible for KPERS to qualify for the insurance benefit. The monetary amount can be applied only for the basic dental plan, as this is a “take it or leave it” program.

The Spring Hill Education Association shall have the right to designate the three (3) teacher representatives to serve on the Board’s Fringe Benefits Advisory Committee established by Board Policy, CLA.

*Due to economic circumstances, the exact dollar amount for a single employee dental and a single employee health coverage plan will probably change in Jan. 2015 and again in Jan. 2016. The USD 230 Board of Education has agreed to cover the full amount for a single employee dental and a single employee health plan for the 2014-2015 and 2015-2016 contract years.

Sec. 8.8 TAX SHELTERED ANNUITIES:
An insurance company desiring to have its voluntary tax shelter annuity program added to the present number for payroll deduction must have five (5) certified and/or classified personnel signed up for payroll deduction. The list of five (5) individuals must be presented to the Board of Education Clerk as a group.

Vendors providing tax shelter annuities must have a qualified plan and hold harmless agreement on file with the Board of Education Clerk prior to any payroll deductions being withheld. Vendor would also be responsible for providing the payroll department with a completed maximum exclusion form and salary reduction form for each employee in their plan. Employees will be limited to two (2) changes to their annuities during the school year.

All qualified 403-B tax shelter annuity vendors will be advertised to Spring Hill Education Association and they will communicate to their members about the different options. The Board of Education staff will assist in the process.

The Board of Education will receive input from Spring Hill Education Association, following current health insurance committee procedures, if new IRS regulations are adopted requiring changes in the district’s annuity plan. The Board of Education will have final approval of the plan after review by the district’s attorney.

Sec. 8.9 CERTIFIED EMPLOYEES SERVING AS SUBSTITUTE TEACHERS:
The principal, supervisor, or staff member in charge may assign to a certified employee an instructional or supervisory duty during his or her scheduled preparation and/or conference time when the administrator or staff member in charge deems it necessary for the efficient operation of the school.

Certified employees assigned to short-term periods of instruction of students (in excess of thirty [30] minutes), in addition to their regularly assigned duties within the contract day, shall be compensated at $20.00 per hour. When a short-term assignment is thirty (30) minutes or less and is uncompensated, the certified employee may be given equal released time by the principal or staff member in charge after students are dismissed at the regular dismissal time. The certified employee will remain on duty to meet a professional responsibility, i.e. including, but not limited to, a faculty meeting, parent conference, student supervision, in-service, special education staffing, or emergency situation.

ARTICLE IX - SAVINGS CLAUSE: If a portion of the Master Contract Agreement is found to be contrary to law, then only that portion shall be invalid. All other provisions shall remain in full force and effect.
TWO YEAR AGREEMENT

This Agreement is made and entered into on the 11th day of August, 2014, by and between the Board of Education of Unified School District No. 230, Spring Hill, Johnson County, Kansas, and the Spring Hill Education Association.

This Agreement is a result of good faith collective negotiations which have been conducted under the requirements of and directives of the Professional Negotiations Act (K.S.A. 72-5413 et seq.).

The provisions of this Agreement may be changed only through the mutual agreements of the BOARD and the ASSOCIATION. Each party has had the right and opportunity to make demands and proposals with respect to all negotiable subjects and therefore each agrees that the other will not be obligated to negotiate during the life of this Agreement on any item for the school year 2014-2015 & 2015-2016 whether contained herein or not.

This two-year Agreement shall be effective as of July 1, 2014 and shall continue in effect until June 30, 2016. This Agreement shall not be extended orally and it is understood that it shall expire on the date indicated.

REOPENING CLAUSE:

If either party to this Agreement desires to discuss any of the provisions herein, that party may notify the other party, in writing, of their desire to open the Agreement for that limited purpose. The referenced notice must specifically identify the language of the Agreement which is sought to be discussed and the rationale for the request. The party receiving the written request shall respond, in writing, as to whether it agrees or disagrees to open negotiations concerning the identified subject.

If both parties do not agree, then this Agreement shall remain unaltered during its term.

It is agreed by the Spring Hill Education Association and the Board of Education of Spring Hill Unified School District #230 that the paragraphs stated within this document are true and correct as agreed to by both parties.

Georann Whitman, President
Spring Hill Education Association

Nels G. Anderson, P.E., President
Spring Hill USD 230 Board of Education
### SPRING HILL SCHOOL DISTRICT
### SALARY MOVEMENT SCHEDULE
### 2014-2015 and 2015-2016

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<th>MA + 15**</th>
<th>MA + 30***</th>
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*Professional employees who do not meet the qualifications for this column but had accumulated at least 170 academic (college credit) hours but less than 190 hours under the 1991-92 salary schedule are placed in this column and will remain in such column for succeeding years of professional service unless qualifications for horizontal movement are satisfied.

**Professional employees who do not meet the qualifications for this column but had accumulated at least 190 academic (college credit) hours but less than 200 hours under the 1991-92 salary schedule are placed in this column and will remain in such column for succeeding years of professional service unless qualifications for horizontal movement are satisfied.

***Professional employees who do not meet the qualifications for this column but had accumulated at least 200 academic (college credit) hours but less than 210 hours under the 1991-92 salary schedule are placed in this column and will remain in such column for succeeding years of professional service unless qualifications for horizontal movement are satisfied.

****Professional employees who do not meet the qualifications for this column but had accumulated at least 210 academic (college credit) hours but less than 220 hours under the 1991-92 salary schedule are placed in this column and will remain in such column for succeeding years of professional service.

*****Professional employees who do not meet the qualifications for this column but had accumulated at least 220 academic (college credit) hours under the 1991-92 salary schedule are placed in this column and will remain in such column for succeeding years of professional service.

†Hours in excess of the masters degree are determined by subtracting the number of hours in the master program from the total graduate hours.
### SPRING HILL UNIFIED SCHOOL DISTRICT #230
### 2014-2015 SALARY SCHEDULE FOR CERTIFIED PERSONNEL

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#### DENTAL INSURANCE FRINGE: (Single Policy)

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**NOTE:** STEP PLACEMENT IS NOT NECESSARILY CORRELATED TO YEARS OF EXPERIENCE.
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A - IN ADDITION TO REGULAR CLASS WORK  
B - WHEN PLAY IS PRESENTED  
C - INCLUDES SUMMER CAMP  
D - ONE POSITION ONLY - $5 MAY BE SHARED AMONG COACHES
2015 Kansas Statutes

72-5437. Notice of termination or nonrenewal of certain teacher contracts; change of terms. (a) All contracts of employment of teachers, except contracts entered into under the provisions of K.S.A. 72-5412a, and amendments thereto, shall be deemed to continue for the next succeeding school year unless written notice of termination or nonrenewal is served as provided in this subsection. Written notice to terminate a contract may be served by a board upon any teacher prior to the time the contract has been completed, and written notice of intention to nonrenew a contract shall be served by a board upon any teacher on or before the third Friday in May. A teacher shall give written notice to a board that the teacher does not desire continuation of a contract on or before the 14th calendar day following the third Friday in May or, if applicable, not later than 15 days after the issuance of a unilateral contract as authorized by K.S.A. 72-5436a, and amendments thereto, whichever is the later date.

(b) Terms of a contract may be changed at any time by mutual consent of both a teacher and a board.

(c) As used in this section:

(1) "Board of education" or "board" means the board of education of any school district, the governing body of any technical college or the Institute of Technology at Washburn University, and the board of trustees of any community college.

(2) "Professional employee" means any person employed by a board of education in a position which requires a certificate issued by the State Board of Education or employed by a board of education in a professional, educational or instructional capacity.

(3) (A) "Teacher" means any professional employee who is required to hold a certificate to teach in any school district, and any teacher or instructor in any technical college, the Institute of Technology at Washburn University or any community college, including any professional employee who is a retiree from school employment of the Kansas public employees retirement system.

(B) The term "teacher" does not include any supervisors, principals or superintendents or any persons employed under the authority of K.S.A. 72-8202b, and amendments thereto, or any persons employed in any administrative capacity by any technical college, the Institute of Technology at Washburn University or any community college.

72-1383. Cancellation of teachers' licenses; grounds. Any license issued by the state board of education or institutions under the state board of regents may be canceled by the state board of education in the manner provided by law, on the grounds of immorality, gross neglect of duty, annulment of written contracts with boards of education without the consent of the board which is a party to the contract, or for any cause that would have justified the withholding thereof when the same was granted.

GBO Resignation

The Board shall consider any certified employee's resignation which is submitted in writing. The board may accept resignations from employees under contract when the resignation will be in the best interest of the district.

A certified employee who has signed a contract and accepted a teaching position in the district for the coming year or who has not resigned by the continuing contract notice deadline may not be released from that contract to accept another position until a suitable replacement has been employed.

If the certified employee terminates employment in the district without complying with board policy, the board may petition the State Board of Education to have the teacher's certificate suspended.

Approved: July 8, 2002; July 13, 2015
Licensee Exhibits
In conclusion, I have made it known that I was looking to make a change. The first district to reach out to me was on April 17th, 2016. I immediately informed my principal that I had a district looking to set up an interview. I was informed that I was supported to go after my dreams and that if I needed to, that I could hold a phone conference or skype during school hours. My mentor also made it aware to me that I needed to put in my resignation by May 15th or I would have to pay the liquidated damages. There wasn’t one time that I was informed that if I didn’t put in my resignation by May 15th, that I would not be allowed to leave, only that I would have to pay. Within the next couple of weeks, while I waited for the Maureen Joy Charter School to call me for my phone conference, I had some very important family matters that arose. Due to severe health of two of my family members, I decided that I could not leave my family during these critical times. With that being said, I had applied to a smaller district, where I could be closer to my family. On June 24th, I went in and interviewed at Lincoln Elementary for a grade-level position. After my interview, I was offered the job on the spot and I of course accepted. I immediately emailed my principal to see if there would be a time that I would be able to meet with her because I needed to discuss something with her. She immediately responded back that she would be on vacation and to just email her and she would try to help me with whatever I would need. Emails then took place amongst the principal, assistant superintendent, and myself (which are enclosed.) Within a week of accepting my new position, I received a message from someone other than the administration members, that I was speaking to at that time accusing me of false accusations regarding what was discussed between the assistant and the superintendent, which leads me to believe that there was a leak of confidentiality (document enclosed.) Thank you for you considerations towards this delicate matter.

Sincerely,
Madison Beckman
Your Application Status Has Changed

Dear Candidate,

Thank you so much for applying to one of our teaching positions at Maureen Joy Charter School. We have processed your application, and it will be reviewed by our Teacher Recruitment and Selection Committee at our next meeting.

The committee meets on the second and fourth Tuesday of each month, so you will hear from us on the Tuesday of our next meeting.

Thank you!
Courtney Samuelson
Director of Talent Recruitment
Maureen Joy Charter School

Maureen Joy Charter School

Powered by TalentEd Recruit & Hire™ Applicant Tracking and Hiring for K-12

Log into TalentEd Recruit & Hire
June 24, 2016

USD 230 Board of Education
101 E South ST.
Spring Hill, KS 66083

Dear USD 230 Board of Education,

Due to the advancement in my career, please accept my resignation. I have enjoyed my three years as a special education teacher at Prairie Creek Elementary, but have been given the opportunity to fulfill my long-term goal of transitioning into a general education classroom. Family is also my number one priority in my life and this new job opportunity at USD 484 will allow me to become a third grade teacher and be closer to my family.

I would like to thank you for allowing me to begin my career at Prairie Creek Elementary and I will miss working with the staff and students here. I decided that advancing my career was very important to me, so I searched elsewhere. Teaching is my passion and I do not want to pass up an opportunity to advance my career.

Sincerely,

Madison Bechman
(no subject)
4 messages

beckmanj@usd230.org <beckmanj@usd230.org>
To: Jody Cole <colej@usd230.org>

Fri, Jun 24, 2016 at 5:43 PM

Hi Mrs. Cole,

I was wondering if you would be at school all next week, so I could come in and talk to you?

Thank,
Madison Beckman

Sent from my iPhone

Cola, Jody <colej@usd230.org>
To: Madison Beckman <beckmanj@usd230.org>
Cc: "Cole, Jody" <colej@usd230.org>

Fri, Jun 24, 2016 at 5:49 PM

Madison,

I will not be at school next week as I am just starting my summer vacation. Can you email me what you need and I will do my best to help.

Thanks,
Jody

[Quote removed]

--

Jody Cole, Principal
Prairie Creek Elementary School
1700 7th Street
Gladstone, MO 64118
colej@usd230.org
913 641 7166

beckmanj@usd230.org <beckmanj@usd230.org>
To: "Cole, Jody" <colej@usd230.org>

Fri, Jun 24, 2016 at 6:46 PM

Well, I didn't want to do this through email because I wanted to come in and talk to you first, but I was offered a teaching position in Pacoma, Kansas today. I decided to accept it for a third grade position and it will allow me to be closer to my sister and her family. I want you to know that I've had a great three years at Prairie Creek and I'm going to miss the students and a lot of the faculty, but I feel that this is the right decision for me. I wanted to tell you as soon as possible, however I apologize that I had to inform you through email!

Thank,
Madison Beckman

Sent from my iPhone

[Quote removed]

William, Bre <wm@usd230.org>
Fri, Jun 24, 2016 at 7:54 PM

7/4/16 1:05 PM
Timeline

**June 24th**- Emailed principal to notify her of resignation.

**June 27th**- Turned in my letters of resignation to Board of Education Office.
   - Spoke to Mr. Wilson (Human Resources) over the phone discussing my letter. I informed him that I would like for my letter to be addressed at the board meeting that evening.

**June 28th**- I emailed my principal to inform her that I was taking the next step of contacting my superintendent. She emailed back and a copy of email is enclosed.
   - Spoke to Dr. Burke and arranged for a meeting for Wednesday June 29th at 9:00 A.M.

**June 29th**- Meeting held with Dr. Burke. I informed Dr. Burke of an email that I sent to Mrs. Cole on June 28th. Due to her reply, Dr. Burke informed me that he would address this as he was not aware of her response of "best wishes on your new career." I then asked to be placed on the agenda for the July 11th board of education meeting.

**July 1st**- I received a message from a co-worker accusing me of a false accusation. I did not respond back.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16 b.

Staff Initiating: Kelli Broers
Director: Scott Gordon
Commissioner: Randy Watson

Meeting Date: 2/14/2017

Item Title:
Act on the recommendations of the Professional Practices Commission (revocations)

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt the findings of the Professional Practices Commission and revoke the licenses of Troy Smith and Karen Marshall.

Explanation of Situation Requiring Action:

1. Troy Smith 16-PPC-20

While holding a professional teaching license, Troy Smith was convicted of misdemeanor theft. KSDE filed a complaint and mailed it to the address on file with the convicting court and the address KSDE had on file. The first complaint was returned as unclaimed. The second was returned as unable to forward. Mailing the complaint to Smith’s last known address was sufficient service. The Professional Practices Commission considered the matter and voted 8 – 0 to recommend the State Board revoke Smith’s license.

2. Karen Marshall 16-PPC-33

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License
of Troy Smith

16-PPC-20
OAH 17ED0001

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices
Commission (Commission) of the Kansas State Department of Education (KSDE) for
consideration of Troy Smith's professional teaching license.

The hearing on this matter convened on September 23, 2016. Appearing for the
Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Vici Jennings, John
McKinney, Sylvia Ramirez, Ginger Riddle, Maret Schrader, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.

Troy Smith appeared not.

FINDINGS OF FACT

1. Troy Smith currently holds a professional teaching license. He has been licensed in Kansas
since 2003.

2. On January 5, 2016, Mr. Smith was charged with misdemeanor theft in the Municipal Court
of Hutchinson, Kansas, Case No. MC 1600013, 2016-321.

3. Mr. Smith pleaded no contest and was found guilty of misdemeanor theft on March 4, 2016.

4. Based on his misconduct and criminal conviction, KSDE drafted a Complaint requesting the
revocation of Mr. Smith's license. Using the address Mr. Smith provided to the municipal
court, the agency mailed a copy of the Complaint to Mr. Smith on June 21, 2016, using
certified mail. He did not claim the mailing and it was returned to KSDE.
5. KSDE attempted to mail a copy of the Complaint to Mr. Smith a second time using certified mail on September 8, 2016. This time, KSDE used the address on file with the agency. This mailing was returned as “return to sender” “unable to forward.”
CONCLUSIONS OF LAW AND DISCUSSION

1. Under Kansas law, teaching and school administration are considered to be professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. K.S.A. 72-8501. An educator is in a position of public trust.

2. The Kansas State Board of Education (State Board) is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. K.S.A. 72-7513 and Kan. Const., Art. VI.

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct. K.S.A. 72-8507; K.A.R. 91-22-1a(h).

4. The State Board may revoke a license for misconduct or other just cause including conviction of any crime involving theft. K.A.R. 91-22-1a(a)(3).

5. Mailing notice to a party’s last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.

6. Under Kansas law, the Complaint in this matter was served upon Mr. Smith. Mr. Smith did not answer or request a hearing. Consequently, the facts alleged in the Complaint are deemed admitted.

7. Mr. Smith’s misconduct and criminal conviction are grounds for the revocation of his license.
THEREFORE the Professional Practices Commission recommends to the State Board,
by a vote of 8 - 0, that Mr. Smith's license be revoked.

This Initial Order is made and entered this September 23, 2016.

PROFESSIONAL PRACTICES COMMISSION

Linda Sieck, Chairperson
Order signed on December 5, 2016.
NOTICE TO LICENSEE/APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The brief must be filed with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board.

Any request for oral argument must also be made at that time.

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.
CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of December, 2016, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Troy Smith
731 North West Street
Buhler, Kansas 67522

And via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

[Signature]
Gwen Kramer
Secretary, Professional Practices Commission
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Professional License of
Karen Marshall

16-PPC-33

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices
Commission (Commission) of the Kansas State Department of Education (KSDE) upon the
complaint seeking revocation of Karen Marshall’s teaching license.

The hearing on this matter convened on November 18, 2016. Appearing for the
Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Vici Jennings, John
McKinney, Sylvia Ramirez, and Jessica Snider.

Kelli Broers appeared as counsel for KSDE.


FINDINGS OF FACT

1. Karen Marshall, 6019 Greenwood Shawnee, Kansas, 66216 holds a professional teaching
license. She has been licensed as a Kansas teacher since 1987.

2. For the 2014 – 2015 and 2015 – 2016 school years, Ms. Marshall was employed as a
kindergarten teacher at USD 204, Bonner Springs/Edwardsville.

3. On June 24, 2016, Ms. Marshall was charged in Case Number 16 CR 1695, In the District
Court of Johnson County, Kansas, with felony possession of cocaine and misdemeanor
possession of drug paraphernalia for criminal activity that occurred in March 2015, while she
was licensed and employed as an elementary teacher.
4. Ms. Marshall entered a plea agreement. The felony possession of cocaine charge was dismissed and she was convicted of and received probation for misdemeanor possession of drug paraphernalia.

5. KSDE filed a complaint pursuant to K.A.R. 91-22-5a on October 4, 2016. That complaint was placed in the mail, by certified mail, return receipt requested, to Ms. Marshall’s last known address. She signed for the complaint on October 7, 2016.

6. Ms. Marshall did not request a hearing or file an answer to KSDE’s complaint within the time provided.

CONCLUSIONS

1. Under Kansas law, teaching and school administration are considered to be professions with all the similar rights, responsibilities, and privileges accorded other legally recognized professions. An educator is in a position of public trust.

2. It is within the authority of the Kansas State Board of Education (State Board) to adopt rules and regulations providing for the denial of a license to teach.

3. By order of the State Board, the Commission shall investigate and conduct hearings pertaining to allegations of misconduct.

4. Mailing notice to a party’s last known address is a permissible form of service. A written certificate of service is sufficient to presume service. Furthermore, service by mail is complete upon mailing. See K.S.A. 77-531.

5. Under Kansas law, the complaint in this matter was served upon Ms. Marshall. She did not answer or request a hearing within the time provided. Consequently, the facts alleged in the complaint are deemed admitted.
6. The State Board may revoke a license for misconduct or other just cause including conviction of any drug-related crime. K.A.R. 91-22-1a. Ms. Marshall’s actions are grounds for the revocation of her license.

7. Ms. Marshall’s conduct is inconsistent with the commonly-held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Furthermore, her conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions.

8. Ms. Marshall’s misconduct and her conviction are grounds for revocation of her license pursuant to K.A.R. 91-22-1a.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6 - 0, that Ms. Marshall’s teaching license be revoked.

This Initial Order is made and entered this November 18, 2016.

PROFESSIONAL PRACTICES COMMISSION

[Signature]
Linda Sieck, Chairperson
Order signed on December 13, 2016.
NOTICE TO LICENSEE/APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The brief must be filed with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. Any request for oral argument must also be made at that time.

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.
CERTIFICATE OF SERVICE

I hereby certify that on this 31st day of December, 2016, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Karen Marshall
6019 Greenwood
Shawnee, Kansas 66216

And via interoffice mail to:

Kelli Broers
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

[Signature]
Gwen Kramer
Secretary, Professional Practices Commission
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on Petition for Reconsideration of Final Order (PPC matter)

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education adopt or reject the Petition for Reconsideration submitted by Ansel Barngrover and reaffirm the findings of fact and conclusions of the Board in its Order signed Jan. 11, 2017, which adopted the recommendation of the Professional Practices Commission after a 9-0 vote of the Board on Jan. 10, 2017.

Explanation of Situation Requiring Action:
KSDE filed a complaint seeking the revocation of Ansel Barngrover’s emergency substitute license after learning she drove under the influence with her minor child as a passenger. In lieu of appearing for a hearing, Ms. Barngrover agreed to voluntarily surrender her license for revocation. The Professional Practices Commission reviewed the matter and recommended to the State Board that it should accept the surrender and revoke Ms. Barngrover’s license. It did. Ms. Barngrover timely filed a petition for reconsideration of the State Board’s final order revoking her license.

Documents provided for the State Board’s review include:
- Jan. 10, 2017 Final Order In the Matter of the License of Ansel Barngrover
- Ms. Barngrover’s Petition for Reconsideration
- KSDE’s Response to Ms. Barngrover’s Petition for Reconsideration
BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License
of Ansel Barngrover

16-PPC-10
OAH No. 16ED0029

FINAL ORDER

NOW, on this 10th day of January, 2017, the above-captioned matter comes for consideration by the Kansas State Board of Education (Board). Appearing for the Board are Chairman, Jim Porter, and members, John Bacon, Kathy Busch, Sally Cauble, Deena Horst, Jim McNiece, Ann Mah, Steve Roberts, and Janet Waugh.

WHEREUPON the Professional Practices Commission (Commission) considered the matter on November 18, 2016. Ansel Barngrover appeared not. The Kansas State Department of Education appeared by and through its attorney, Kelli M. Broers. After reviewing the evidence, the Commission voted 6 – 0 to recommend Ms. Barngrover’s voluntary surrender of her emergency substitute license should be accepted and her license revoked.

WHEREUPON the Board reviewed the Commission’s Initial Order and after considering the presentation by Linda Sieck, Commission Chairman, who was available to answer the Board’s questions and being otherwise duly advised in the premises, the Board adopted the Commission’s findings of fact and conclusions of law by a vote of 9 – 0.

All findings set forth in the Commission’s Initial Order attached hereto are incorporated by reference and made a part of this Final Order as though fully set forth at length herein.

IT IS THEREFORE CONCLUDED by the Kansas State Board of Education that Ansel Barngrover’s emergency substitute license is revoked.

This Final Order is made and entered this 10th day of January, 2016.

Kansas State Board of Education

BY: Jim Porter, Chairman
Signed January 11, 2017
NOTICE TO LICENSEE/APPLICANT

This is a Final Order and is effective upon service.

To request reconsideration of this order, you must file a Petition for Reconsideration with the Secretary to the State Board of Education, at the address below, within 15 days after service of this Final Order. The Petition must state the specific grounds upon which relief is requested.

To request a stay of effectiveness of this order, you must file a Petition for Stay with the Secretary to the State Board of Education at the address below. A petition can be filed until the time which a petition for judicial review would no longer be timely.

To seek judicial review of a Final Order, you must file a petition in the District Court as authorized by K.S.A. 77-601, et seq. within 30 days following the service of the Final Order. Filing a Petition for Reconsideration is not a prerequisite for seeking judicial review. A copy of any Petition for Judicial Review must be served upon the Secretary to the State Board of Education at the address below.

Peggy Hill
Secretary, Kansas State Board of Education
Landon State Office Building
900 SW Jackson Ave. Suite 600N
Topeka, Kansas 66612
CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of January, 2017, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Ansel Barngrover
11747 117th Street
Dodge City, Kansas 67801

And via U.S. Mail to:

Terry Malone
Williams-Malone, P.A.
P.O. Box 39
Dodge City, Kansas 67801
Attorney for Respondent

And via interoffice mail to:

Kelli Broers
Assistant General Counsel
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612

Peggy Hill
Kansas State Board of Education
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License
of Ansel Bargrover

16-PPC-10
OAH No. 16ED0029

INITIAL ORDER

The above-captioned case comes before the Professional Practices Commission
(Commission) of the Kansas State Department of Education (KSDE) upon Ansel Bargrover's
submission of a voluntary surrender of her emergency substitute teaching license.

The Commission reviewed this matter on November 18, 2016. Appearing for the
Commission were chairperson, Linda Sieck, and members, Dorsey Burgess, Vloi Jennings, John
McKinney, Sylvia Ramirez, and Jessica Snider. Kelli Broers appeared as counsel for KSDE.
Ms. Bargrover did not appear.

FINDINGS OF FACT

1. Ansel Bargrover has been licensed as an emergency substitute teacher since 2011.

2. Ms. Bargrover voluntarily surrendered\(^1\) her teaching license as a consequence of her
misconduct and subsequent criminal conviction for Driving Under the Influence in violation of
K.S.A. 8-1567(a)(2) (alcohol concentration was .08 or greater within three hours of operating the
vehicle). The underlying misconduct included Ms. Bargrover driving under the influence with
her ten-year-old daughter as a vehicle passenger.

\(^1\)The voluntary surrender is attached hereto.
CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender her license to the Commission. The surrender shall be investigated by the Commission. A recommendation shall be made by the Commission to the Kansas State Board of Education (State Board) for disposition of the license. K.A.R. 91-22-5a(e).

2. Under these circumstances, notice of the possible revocation of Ms. Barngrover's license and the opportunity for her to have a hearing are not required to revoke her license. See K.A.R. 91-22-1a(h) (Before a license is revoked for any act described in K.A.R. 91-22-1a(a), the person shall be given notice and an opportunity for a hearing).

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 6 - 0 that Ansel Barngrover's voluntary surrender of her license should be accepted and her emergency substitute license should be revoked immediately.

This Initial Order is made and entered this November 18, 2016.

PROFESSIONAL PRACTICES COMMISSION

[Signature]

Linda Sleek, Chairperson
Order signed on December 13, 2016.
NOTICE TO LICENSEE/APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. The brief must be filed with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board.

Any request for oral argument must also be made at that time.

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.
CERTIFICATE OF SERVICE

I hereby certify that on this 13th day of December, 2016, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Ansel Barngrover  
11747 117th Street  
Dodge City, Kansas 67801

And via U.S. Mail to:

Terry Malone  
Williams-Malone, P.A.  
P.O. Box 39  
Dodge City, Kansas 67801  
Attorney for Respondent

And via interoffice mail to:

Kelli Broers  
Kansas State Department of Education  
900 SW Jackson Street, Suite 102  
Topeka, Kansas 66612

Gwen Kramer  
Secretary, Professional Practices Commission
BEFORE THE KANSAS STATE BOARD OF EDUCATION  
PROFESSIONAL PRACTICES COMMISSION  

In the Matter of  
the License  
of Ansel Barngrover  

16-PPC-10  

VOLUNTARY SURRENDER  

I, Ansel Barngrover, hereby acknowledge that in the District Court of Ford County, Kansas, Case No. 16 CR 13, I pleaded no contest to and was convicted of Driving Under the Influence in violation of K.S.A. 8-1567(a)(2) (alcohol concentration was .08 or greater within three hours of operating the vehicle). Additionally, I acknowledge that my ten-year-old daughter was a passenger in the vehicle I was driving under the influence. 

I now surrender my emergency substitute teaching license (No. 9211489814) to the Kansas State Board of Education (State Board) for revocation as a consequence of my misconduct and conviction in Case No. 16 CR 13. I understand the Professional Practices Commission (Commission) and the State Board will review all relevant information in this case. I waive any right to a hearing I may have had in this matter. I waive any objection to or contestation of findings made by the Commission or the State Board related to this surrender. 

I acknowledge and understand that notice of my license revocation will be provided to all Kansas local education agencies and to the agency responsible for issuing educator licenses/certificates in each of the other states.  

Signature  

Ansel K. Barngrover  
(Printed or typed name)  

11747 11th  
(Street address)  

Dodge City  
(City)  
67001  
(Zip)  

Barngrover Page 1 of 2
STATE OF Kansas
COUNTY OF Ford  ss:

BE IT REMEMBERED that on this 26th day of October, 2016,
before me, the undersigned, a notary public in and for the county and state aforesaid, came
Ansel Bamgrover, who is personally known to me to be the same person who executed the within
instrument and such person duly acknowledged the execution of the same.

IN TESTIMONY WHEREOF, I have set my hand and affixed my official seal the day and
year last above written.

[Signature]
Stana L. Slattery
Notary Public

My appointment expires:

[Signature]
Stana L. Slattery
Notary Public

6-26-17

Bamgrover Page 2 of 2
January 20, 2017

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, Kansas 66612

In the Matter of the License of Ansel K. Barngrover

Comes now the petitioner, Ansel K. Barngrover, for the purpose of stating the specific grounds upon which a reversal of the Final Order, dated 10 January, 2017, and received by Ms. Barngrover on 19 January, 2017, should be reversed.

The petition states that:

1. Petitioner, Ansel K. Barngrover, has been licensed as an emergency substitute teacher since 2011.
3. Ms. Barngrover did not contest her conviction, but instead entered into compliance with the order of the court so she might pay her debt to society for the offense.
4. The steps taken by Ms. Barngrover included:
   a. Alcohol treatment
   b. Probation
   c. Community Service
   d. In House Arrest
   e. Alcohol monitoring
5. Ms. Barngrover has completed all of the aforementioned requirements.
6. Ms. Barngrover has continued to comply with court orders and has shown responsibility as a reliable citizen.
7. Ms. Barngrover was unable to travel to Topeka for the hearing on November 8, 2016, and therefore was unable to argue her case at that time.
8. Ms. Barngrover is therefore filing a Petition for Reconsideration with Peggy Hill, the Secretary to the State Board of Education within the stated 15 days after service of the Final Order date 10 October, 2017.
9. Schools are still requesting Ms. Barngrover to teach their students. She is punctual, reliable, and capable. The administrators, teachers, and students recognize her dedication to teaching.

Sincerely,

Ansel K. Barngrover
BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of Ansel Barngrover

Response to Petition for Reconsideration

Comes now, the Kansas State Department of Education (KSDE), by and through its attorney, Kelli M. Broers, and requests the Kansas State Board of Education (State Board) deny Ansel Barngrover’s petition for reconsideration. In support of this request, KSDE states the following:

1. KSDE filed a complaint seeking the revocation of Barngrover’s emergency substitute license on May 2, 2016. The grounds supporting revocation were Barngrover’s decision to drive under the influence with her minor child in the car.

2. Rather than appear for a hearing, Barngrover submitted a voluntary surrender of her license for revocation, which the Professional Practices Commission (PPC) considered at its November 18, 2016, meeting. The PPC entered an initial order recommending the State Board accept the voluntary surrender and revoke Barngrover’s license.

3. At its January 10, 2017, meeting, the State Board considered the matter and voted 9 – 0 to revoke Barngrover’s license. The State Board mailed its final order to Barngrover on January 13, 2017.

4. Barngrover timely filed a petition for reconsideration on January 23, 2017. Barngrover argues in her petition that she is rehabilitated and schools are asking her to substitute teach.

5. Without addressing the merits of those claims, KSDE believes the State Board’s final order should stand. It was entered after Barngrover voluntarily surrendered her license. As a result, the PPC did not hear any evidence regarding Barngrover’s rehabilitation, or lack thereof. If Barngrover wants to present evidence of rehabilitation, she can apply for another license and appear before the PPC. At that time, she can present evidence as to why she should be licensed.

6. Additionally, under current State Board policy, because Barngrover’s misconduct involved a child, she will always require a hearing before again holding a Kansas teaching license.
WHEREFORE the Kansas State Department of Education requests the Kansas State Board of Education deny Ansel Barngrover's Petition for Reconsideration.

Respectfully submitted,

By: Kelli M. Broers - #23906
Kansas State Department of Education
900 SW Jackson Street
Topeka, Kansas 66612
Phone: 785-296-3204
Fax: 785-296-7933
kbroers@ksde.org

CERTIFICATE OF SERVICE

I hereby certify that on this 27th day of January 2017, a true and correct copy of the above and foregoing was mailed via US Mail to:

Ansel Barngrover
11747 117th Street
Dodge City, Kansas 67801

And

Terry Malone
Williams-Malone, P.A.
P.O. Box 39
Dodge City, Kansas 67801

Kelli M. Broers
To: Commissioner Randy Watson

From: Catherine Chmidling, Scott Myers

Subject: Receive the following higher education preparation program standards: Chemistry 6-12, Physics 6-12 and Foreign Language PreK-12

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 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: Chemistry 6-12, Physics 6-12 and Foreign Language 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 for comparison review. 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 March Board meeting.
## Crosswalk: Previous versus New Chemistry 6-12 Standards

### General Information about this Revision:
- The structure has changed to include Professional Skills indicators rather than the previous Performance indicators.
- The previous standards only had indicators in each standard while the new standards are broken down by Functions and then have the two types of indicators within each Function.
- Overall focus of standards on teaching and learning strategies in addition to overall content knowledge.

### Standard [1] Content Pedagogy

<table>
<thead>
<tr>
<th>Standard #4: The teacher of chemistry demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #7: The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains.</td>
</tr>
<tr>
<td>Standard #9: The teacher of chemistry enacts a science curriculum that integrates content within the sciences and among other disciplines.</td>
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<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
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<tbody>
<tr>
<td>NEW STANDARDS</td>
</tr>
<tr>
<td>Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.</td>
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</tbody>
</table>

### WHAT CHANGED?

**Additions to:**
- **Content Knowledge indicators:**
  - Designing and conducting inquiry-based open-ended science investigations
  - Learning is influenced by cultural and environmental differences
  - Understanding of the age-appropriate needs and practices of students and diverse learning styles
  - Understanding of formative and summative assessment strategies

**Professional Skills indicators:**
- Lessons demonstrate knowledge of the practices of science and engineering
- Lessons involve student collection and interpretation of data, communication of concepts, and applications of science-specific technology
- Information about student’s culture is used to understand development and learning
- Able to identify common misconceptions and naïve understandings; designs appropriate instruction to address these

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# Standard [2] Learning Environment

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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</thead>
</table>
| Standard #6 The teacher of chemistry demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives. | Teachers work with students and others to create and manage environments that support learning. | Additions to: Content Knowledge indicators:  
- Understands rigor, respect, and responsibility  
- Understands the influence of teacher feedback  
- Understands how learner diversity can affect communication  
- Understands how learning occurs and how to use instructional strategies that promote learning  
- Understands relationships among motivation, engagement, and self-efficacy  
Professional Skills indicators:  
- Sets and articulates appropriate goals  
- Manages environment to make learning experiences appropriately challenging  
- Plans fair and equitable assessment strategies  
- Promotes celebration of learning  
- Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to multiple perspectives  
- Helps learners work productively and cooperatively  
- Develops plans that reflect the nature and social context of science and inquiry  
- Uses a variety of strategies and selects appropriate teaching and learning activities |
| Standard #8 The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively. |                                                                                 |              |
| Standard #10: The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. |                                                                                 |              |

# Standard [3] Safety

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard #12: The teacher of chemistry designs and manages safe and supportive learning environments. | Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment | Additions to: Content Knowledge indicators:  
- Understands safety considerations affecting the purchase, storage, maintenance, and disposal of material |
|                                                                                 |                                                                                 |              |
and use of living organisms (appropriate to their area of licensure).

- Understands proper techniques and precautions for controlling access to materials
- Understands how developmental levels affect safety in classroom, laboratory, and field environments

**Professional Skills indicators:**
- Designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom

### Standard [4] Impact on Student Learning

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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</thead>
</table>
| Standard #7: The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains. | Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach. | **Additions to:**  
**Content Knowledge indicators:**  
- Critically analyzes the quality of evidence supporting scientific claims  
**Professional Skills indicators:**  
- Demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims  
- Demonstrates that students are able to understand the distinction between science and nonscience  
- Reflects on formative and summative assessments, and adjusts instruction appropriately |

| Standard #8 The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively. |   |   |
| Standard #10: The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. |   |   |

### Standard [5] Professional Knowledge and Skills

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard #13: The teacher of chemistry improves teaching through ongoing professional practice. | Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science | **Additions to:**  
**Professional Skills indicators:** |

|   |   |   |
content and pedagogy. They conduct themselves as part of the science education community.

- Engages in professional development opportunities such as conferences, research opportunities, projects within the community, and/or social media


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<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard #5: The teacher of chemistry demonstrates an understanding of the basic relationships between science and technology. | The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students. | Additions to:
Content Knowledge indicators:
- Understands the interdependence and influence of science, engineering, and technology
- Defines and delimits engineering problems with precision, and specifies intended goals
Professional Skills indicators:
- Develops and implements lessons in which students use engineering design principles in applications appropriate to their content area
- Incorporates into instructions examples of the interdependence and influences of science, engineering, and technology on society and the environment |

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
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</thead>
<tbody>
<tr>
<td>Standard #11: The teacher of chemistry assesses students’ educational progress through a variety of methods.</td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard #1 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the structure of matter. | Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties. | Additions to:
Content Knowledge indicators:
- Understands the core concepts of organic molecules but decreases focus on the structure, properties, and characteristic reactions as well as stereoisomerism and its applications to organic molecules
Professional Skills indicators:
- Engages students in investigating the structure of matter, demonstrating atomic theory and periodic trends
- Engages students in constructing and describing models using VSEPR theory |

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #2 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Standard [8] Matter and Its Interactions

<table>
<thead>
<tr>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard #2 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter. | Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states. | **Additions to:**  
Professional Skills indicators:  
- Engages students in investigating colligative properties and applying kinetic theory in laboratory situations  
- Engages students in identifying different chemical reactions based on experimentation (including acid-base, combustion, precipitation, and oxidation-reduction)  
- Engages students in writing balanced molecular, ionic and net ionic equations |
**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.

### Standard 1: Content Pedagogy
Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

### Function 1: The teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 CK The teacher knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.</td>
<td>1.1.2 PS The teacher supports student learning through appropriate curricular and instructional experiences linked to the standards</td>
</tr>
<tr>
<td>1.1.3 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 2: The teacher demonstrates knowledge and understanding of how diverse students learn science.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.</td>
<td>1.2.4 PS The teacher gains and values information about the family’s culture and environment and uses it to understand individual development and learning.</td>
</tr>
<tr>
<td>1.2.2 CK The teacher understands developmentally and chronologically age-appropriate needs and practices of students.</td>
<td>1.2.5 PS The teacher promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.</td>
</tr>
<tr>
<td>1.2.3 CK The teacher understands diverse learning styles.</td>
<td></td>
</tr>
</tbody>
</table>

### Function 3: The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.
### Content Knowledge

#### 1.3.1 CK
The teacher knows learning is influenced by cultural and environmental differences of the student and family.

#### 1.3.2 CK
The teacher understands formative and summative assessment and how they are used.

#### 1.3.3 PS
The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.

#### 1.3.4 PS
The teacher is able to identify common student misconceptions and naïve understandings, and design and implement appropriate instruction to address these.

### Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.

#### Function 1: The teacher supports individual and group learning.

<table>
<thead>
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<tbody>
<tr>
<td>2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.</td>
<td>2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.</td>
</tr>
<tr>
<td>2.1.2 CK The teacher understands how teacher feedback influences student learning.</td>
<td>2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.</td>
</tr>
<tr>
<td>2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.</td>
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</table>

#### Function 2: The teacher encourages positive social interaction.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</td>
<td>2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.</td>
</tr>
<tr>
<td>2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.</td>
<td>2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.</td>
</tr>
<tr>
<td>2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</td>
<td>2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
</tr>
<tr>
<td>2.2.4a PS The teacher develops plans that reflect the nature and social context of science and inquiry.</td>
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</tbody>
</table>
2.2.4b PS The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

**Function 3: The teacher promotes active engagement in learning and self-motivation.**

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<tr>
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<tbody>
<tr>
<td>2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</td>
<td>2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.</td>
</tr>
<tr>
<td>2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.</td>
<td>2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.</td>
</tr>
<tr>
<td></td>
<td>2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</td>
</tr>
<tr>
<td></td>
<td>2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.</td>
</tr>
<tr>
<td></td>
<td>2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.</td>
</tr>
</tbody>
</table>

**Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).**

**Function 1: The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.**

<table>
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<tbody>
<tr>
<td>3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.</td>
<td>3.1.3 PS The teacher understands, applies, and promotes the maintenance of a safe environment in accordance with the recommendations of the National Science Teachers Association.</td>
</tr>
</tbody>
</table>
3.1.2 **CK** The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.

3.1.4 **PS** The teacher maintains an orderly environment, uses safe and appropriate storage of materials and equipment, and minimizing clutter so as to reduce the potential for accidents.

**Function 2:** The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students.

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<tr>
<td>3.2.1 <strong>CK</strong> The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.</td>
<td>3.2.3 <strong>PS</strong> The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association.</td>
</tr>
<tr>
<td>3.2.2 <strong>CK</strong> The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment.</td>
<td>3.2.4 <strong>PS</strong> The teacher enforces safe science practices in activities appropriate to the abilities of all students.</td>
</tr>
</tbody>
</table>

**Function 3:** The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms.

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<tbody>
<tr>
<td>3.3.1 <strong>CK</strong> The teacher understands the principles of ethical decision-making with respect to the treatment of living organisms in and out of the classroom.</td>
<td>3.3.4 <strong>PS</strong> The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom.</td>
</tr>
<tr>
<td>3.3.2 <strong>CK</strong> The teacher knows the legal restrictions on the collection, keeping, use, and treatment of living organisms.</td>
<td>3.3.5 <strong>PS</strong> The teacher complies with the legal restrictions on the collection, keeping, and use of living organisms.</td>
</tr>
<tr>
<td>3.3.3 <strong>CK</strong> The teacher is aware of hazards from exposure to allergens, toxins, and pathogens in the classroom, laboratory, or field environment.</td>
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</table>

**Standard 4: Impact on Student Learning:** Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

**Function 1:** Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

<table>
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<tbody>
<tr>
<td>4.1.1 <strong>CK</strong> The teacher understands the various methodologies to assess and analyze student learning, and address misconceptions.</td>
<td>4.1.2 <strong>PS</strong> The teachers utilize knowledge of appropriate developmental levels within the classroom environment.</td>
</tr>
</tbody>
</table>
4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts instruction appropriately.

Function 2: Provide data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

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<tr>
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<tbody>
<tr>
<td>4.2.1 CK The teacher understands the distinction between science and nonscience, and can distinguish between the two.</td>
<td>4.2.4 PS The teacher demonstrates that students are able to understand the distinction between science and nonscience, and can distinguish between the two.</td>
</tr>
<tr>
<td>4.2.2 CK The teacher understands the history, development and practice of science as a human endeavor.</td>
<td>4.2.5 PS The teacher demonstrates that students are able to understand the history, development and practice of science as a human endeavor.</td>
</tr>
<tr>
<td>4.2.3 CK The teacher critically analyzes the quality of evidence supporting scientific claims.</td>
<td>4.2.6 PS The teacher demonstrates that students are able to critically analyze the quality of evidence supporting scientific claims.</td>
</tr>
</tbody>
</table>

Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: The teacher engages in professional development opportunities in his/her content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

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<tbody>
<tr>
<td>5.1.1 CK The teacher demonstrates an awareness of professional organizations in science/education, and professional development available from these organizations.</td>
<td>5.1.2 PS The teacher engages in professional development opportunities such as conferences, research opportunities, projects within the community, and/or social media.</td>
</tr>
</tbody>
</table>

Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

Function 1: The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

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<tbody>
<tr>
<td>6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.</td>
<td>6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.</td>
</tr>
<tr>
<td>6.1.2 CK The teacher can develop possible solutions for a defined problem.</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 6: Engineering, Technology, and Science: Effective teachers are able to connect the work of engineers and scientists to the broader context of society, the environment, and history.

#### Function 2: The teacher makes authentic connections among engineering, technology, science, and society.

| 6.1.3 CK | The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution. |
| 6.2.1 CK | The teacher understands the interdependence of science, engineering, and technology. |
| 6.2.2 CK | The teacher understands the influences of engineering, technology, and science to the broader society and environment. |

#### Standard 7: Structure and Properties of Matter: Effective teachers understand the structure of matter on the atomic and macroscopic levels, and the relationship between structure and properties of matter, engaging students in using the periodic table as a model to predict the properties of elements based on the patterns of valence electrons as well as facilitating student investigations to gather evidence to compare trends in the periodic table and knowledge of the patterns of chemical properties.

#### Function 1: Atoms: The teacher designs and models investigations of the concept that matter consists of atoms having internal structures that dictate their chemical and physical behavior.

<table>
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<tbody>
<tr>
<td>7.1.1 CK</td>
<td>The teacher understands the historical development of atomic theory and changes in the model of the atom including the experimental data supporting those changes.</td>
</tr>
<tr>
<td>7.1.2 CK</td>
<td>The teacher knows core principles and concepts associated with electronic structure of atoms including electronic configurations.</td>
</tr>
<tr>
<td>7.1.3 CK</td>
<td>The teacher understands periodic law, the organization of the periodic table, and how similarities and differences in atomic structure of the elements underlie chemical trends in the periodic table.</td>
</tr>
</tbody>
</table>
### Function 2: The teacher understands that matter absorbs and emits energy

<table>
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</thead>
<tbody>
<tr>
<td>7.2.1 CK The teacher can describe the relationships between energy, wavelength, and frequency and relate them to regions of the electromagnetic spectrum. The teacher knows the types and uses of spectroscopic methods used to deduce atomic and molecular structure.</td>
<td>7.2.3 PS The teacher engages students in investigating the structure of matter through spectroscopic methods.</td>
</tr>
<tr>
<td>7.2.2 CK The teacher knows how matter responds to different types of electromagnetic radiation.</td>
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</table>

### Function 3: The teacher understands and can model the concept that compounds have geometric structures that influence their chemical and physical behaviors.

<table>
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</thead>
<tbody>
<tr>
<td>7.3.1 CK The teacher understands various models describing the electronic and geometric structure of molecules such as VSEPR and Lewis Dot structures.</td>
<td>7.3.2 PS The teacher engages students in constructing and describing models using VSEPR theory.</td>
</tr>
</tbody>
</table>

### Function 4: The teacher designs investigations into the concept that matter consists of pure substances or mixtures.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7.4.1 CK The teacher knows the principles and concepts of chemical separations and how the components in complex mixtures can be separated.</td>
<td>7.4.3 PS The teacher engages students in performing experiments to separate the components of mixtures.</td>
</tr>
<tr>
<td>7.4.2 CK The teacher knows the nomenclature, nature, structure, and characteristics of atoms, molecules, and ions.</td>
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</table>

### Standard 8: Matter and Its Interactions: Effective teachers will engage students in developing models that illustrate the release or absorption of energy from a chemical reaction system as well as investigating reaction rates and equilibrium states.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>8.1.1 CK The teacher knows that atoms interact via electrostatic forces to form chemical bonds.</td>
<td>8.1.5 PS The teacher engages students in investigating colligative properties and applying kinetic theory in laboratory situations.</td>
</tr>
<tr>
<td>8.1.2 CK The teacher understands kinetic molecular theory and its application to states and properties of matter.</td>
<td></td>
</tr>
<tr>
<td>8.1.3 CK The teacher understands intermolecular forces and their influence on the physical properties and chemical behavior of substances.</td>
<td></td>
</tr>
<tr>
<td>8.1.4 CK The teacher understands the nature and properties of solutions, with particular emphasis on aqueous solutions and colligative properties.</td>
<td></td>
</tr>
</tbody>
</table>
Function 2: The teacher engages students in investigations involving the changes of matter and that these changes form products that have new chemical and/or physical properties.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>8.2.1 CK</strong> The teacher understands the concepts and principles of stoichiometry involving the study of quantitative relationships among reactants and products in chemical reactions.</td>
<td><strong>8.2.5 PS</strong> The teacher engages students in identifying different types of chemical reactions based on experimentation, including acid-base, combustion, precipitation, and oxidation-reduction reactions.</td>
</tr>
<tr>
<td><strong>8.2.2 CK</strong> The teacher knows that enthalpy and entropy are the driving forces of chemical reactions in molecular-scale systems as well as macroscopic systems.</td>
<td><strong>8.2.6 PS</strong> The teacher engages students in writing balanced molecular, ionic and net ionic reaction equations.</td>
</tr>
<tr>
<td><strong>8.2.3 CK</strong> The teacher understands that all chemical changes are, in principle, reversible. Teachers can apply Le Chatelier's principle and equilibrium constants to describe a dynamic equilibrium.</td>
<td></td>
</tr>
<tr>
<td><strong>8.2.4 CK</strong> The teacher understands the core theories, laws, and concepts of chemical kinetics and their applications to the rates, mechanisms, and catalysis of chemical reactions.</td>
<td></td>
</tr>
</tbody>
</table>
Standard #1 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the structure of matter.

**Knowledge**

1. The teacher knows the nomenclature, nature, structure, and characteristics of inorganic atoms, molecules and ions.
2. The teacher knows atomic theory and atomic structure.
3. The teacher knows the core principles and concepts associated with the configurations of electrons in atoms.
4. The teacher understands the various forms of molecular and atomic absorption and emission spectroscopy that are used in quantitative analysis and for determination of molecular structure.
5. The teacher knows the core concepts and laws of nuclear chemistry.
6. The teacher knows the core concepts and chemistry of the s-block, p-block, d-block, and f-block elements.
7. The teacher understands the concept of stereoisomerism and its applications to organic molecules.
8. The teacher understands the core concepts of the various kinds of spectroscopic methods in organic chemistry, with particular emphasis on NMR, IR, UV, and mass spectroscopy and how these methods are used to deduce the structure of organic molecules.
9. The teacher understands the structure, properties, and characteristic reactions of functional groups in organic molecules.

**Performance**

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2 The teacher of chemistry demonstrates an understanding of the core theories, laws, principles, and concepts concerning the states and properties of matter.

**Knowledge**

1. The teacher knows kinetic molecular theory and its applications to states and properties of matter, with particular emphasis on the laws associated with the gaseous state.
2. The teacher knows intermolecular forces and their actions with respect to states of matter, with particular emphasis on how intermolecular forces relate to changes of state.
3. The teacher understands the periodic law, the organization of the periodic table, and how similarities and differences in atomic structure of the elements underlie chemical trends in the periodic table.
4. The teacher knows the properties and concepts of solutions, with particular emphasis on aqueous solutions and colligative properties.
5. The teacher knows the core theories and concepts of equilibrium to the equilibria of complex ions and slightly soluble salts.
6. The teacher understands the principles and concepts of chemical separations and how the components in complex mixtures can be separated and identified by chromatography and other separations techniques.
7. The teacher understands the core concepts of physical chemistry, which include foundational concepts of thermodynamics, the laws of thermodynamics, kinetic molecular theory of gases and equilibrium in ideal and non-ideal gases, equilibrium in solutions, transport processes, quantum mechanics, atomic structure, molecular electronic structure, spectroscopic methods and photochemistry, statistical mechanics, and the structure of condense phases.
Performance
1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3 The teacher of chemistry demonstrates an understanding of the theories, laws, principles, and concepts concerning chemical reactions.

Knowledge
1. The teacher knows the concepts and principles of stoichiometry, the study of quantitative relationships among the reactants and products in chemical reactions, including reactions in aqueous solutions.
2. The teacher knows the laws and concepts of thermochemistry and how these concepts affect chemical reactions.
3. The teacher knows the major theories of chemical bonding and how these theories explain the various kinds of chemical bonds.
4. The teacher knows the core theories, laws, and concepts of chemical kinetics and the applications of these theories, laws, and concepts to the rates and mechanisms of chemical reactions.
5. The teacher knows the core nature, principles, and concepts of chemical equilibrium.
6. The teacher knows the core theories and concepts of acids and bases and acid-base equilibria and can apply them with particular emphasis on mono- and polyprotic acids and bases, their buffer systems, the variations in their fractions as a function of pH, and their volumetric titrations.
7. The teacher knows the core concepts and principles of electrochemistry, primary and secondary batteries, fuel cells, corrosion, and ion-selective electrodes.
8. The teacher understands gravimetric, and electrochemical methods to the analysis of chemical systems.
9. The teacher knows nomenclature, the concepts of structure and bonding in organic molecules, and the factors that determine their physical and chemical properties.
10. The teacher knows the properties and characteristic reactions of organic molecules that lack a functional group.
11. The teacher understands the core concepts and mechanisms of the flow of biological information, with particular emphasis on nucleic acids; DNA replication, repair, and recombination; transcription and RNA processing; protein synthesis; and recombinant DNA technology.

Performance
1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #4 The teacher of chemistry demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

Knowledge
1. The teacher understands the nature of scientific inquiry.

Performance
1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher recognizes and analyzes alternative explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

Standard #5 The teacher of chemistry demonstrates an understanding of the basic relationships between science and technology.

Knowledge
1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.
6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.
7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.
8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

Performance
1. The teacher can demonstrate the basic relationship between chemistry and technology.

Standard #6 The teacher of chemistry demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Knowledge
1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.
2. The teacher has an understanding of science as both vocation and avocation.
3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.
4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).
5. The teacher recognizes society’s role in supporting topics of research and determining institutions where research is conducted.
**Performance**

1. The teacher relates science content to the real world.
2. The teacher links the study of chemistry to career opportunities.
3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.
4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.
5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.
6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.
7. The teacher explains the history of science, including the historical development of current science theories and knowledge.
8. The teacher uses mathematics and statistics to analyze and interpret data in the context of science.
9. The teacher demonstrates an ability to do limited but original research in science.

**Standard #7** The teacher of chemistry demonstrates an understanding of the concepts and processes unifying science domains.

**Knowledge**

1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher has a basic understanding of the basic concepts and principles of biology, earth and space science, and physics as they relate to understanding chemistry.

**Performance**

1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of chemistry grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of chemistry than that expected of students.

**Standard #8** The teacher of chemistry demonstrates an understanding of and an ability to teach science effectively.

**Knowledge**

1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn chemistry content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

**Performance**

1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in chemistry.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

**Standard #9 The teacher of chemistry enacts a science curriculum that integrates content within the sciences and among other disciplines.**

**Knowledge**
1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

**Performance**
1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current chemistry curriculum issues and resources.

**Standard #10 The teacher of chemistry understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.**

**Knowledge**
1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of chemistry.
2. The teacher understands how chemistry concepts and processes are used in real life situations.
3. The teacher understands and relates the application of chemistry concepts to technological, societal, and cultural issues.

**Performance**
1. The teacher engages students in activities and projects in which they examine important social or technological issues related to chemistry.
2. The teacher engages students in investigating local chemistry and technological issues.
3. The teacher instructs students in the processes of decision-making about chemistry and technological issues and applications.
4. The teacher relates chemistry to the interest of students, to potential careers, and to knowledge in other domains.

**Standard #11 The teacher of chemistry assesses students’ educational progress through a variety of methods.**

**Knowledge**
1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in chemistry.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of chemistry.
3. The teacher knows techniques for identifying prior knowledge of chemistry concepts and abilities that lead students to construct new understandings.

**Performance**
1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for chemistry education.

**Standard #12 The teacher of chemistry designs and manages safe and supportive learning environments.**

**Knowledge**
1. The teacher understands the elements of a safe environment in all areas related to chemistry instruction.
2. The teacher understands liability and negligence, especially as it applies to chemistry teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students’ intellectual, social, and personal growth in chemistry education.
5. The teacher understands the norms and values of a science learning community.

**Performance**
1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for chemistry.
5. The teacher establishes a productive learning community in the chemistry classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

**Standard #13 The teacher of chemistry improves teaching through ongoing professional practice.**

**Knowledge**
1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support chemistry teachers.

**Performance**
1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.
## Crosswalk: Previous versus New Physics 6-12 Standards

### General Information about this Revision:
- The structure has changed to include Professional Skills indicators rather than the previous Performance indicators.
- The previous standards only had indicators listed in each standard while the new standards are broken down by Functions and then have the two types of indicators within each Function.
- The new Physics standards are significantly different enough from the previous standards that a standard by standard crosswalk is not helpful. In the chart below, the new standards are presented in the first column for reference purposes. The previous standards are presented in the middle column with notations to the right.
- The new Physics standards are focused on specific content knowledge, problem solving skills, and teaching techniques and technology.

<table>
<thead>
<tr>
<th>New Standard 1</th>
<th>Previous Standards</th>
<th>What Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Content Pedagogy:</strong> Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.</td>
<td>Standard #4 The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry. Standard #6 The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.</td>
<td>Old Standards 4 and 6 are subsumed into New Standards 1 and 2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Standard 2</th>
<th>Previous Standards</th>
<th>What Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 2: Learning Environments:</strong> Teachers work with students and others to create and manage environments that support learning.</td>
<td>Standard #4 The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.</td>
<td>Old Standards 4, 6, and 8 are subsumed into New Standard 2.</td>
</tr>
</tbody>
</table>
Standard #6 The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.

Standard #8 The teacher of physics demonstrates an understanding of and an ability to teach science effectively.

### New Standard 3

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).</td>
<td>Standard #12 The teacher of physics designs and manages safe and supportive learning environments.</td>
<td>Old Standard 12 is subsumed into New Standards 3 and 5.</td>
</tr>
</tbody>
</table>

### New Standard 4

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 4: Impact on Student Learning: Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.</td>
<td>Standard #8 The teacher of physics demonstrates an understanding of and an ability to teach science effectively. Standard #11 The teacher of physics assesses students’ educational progress through a variety of methods.</td>
<td>Old Standards 8 and 11 are subsumed into New Standard 4.</td>
</tr>
</tbody>
</table>
## New Standard 5

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community. | Standard #12 The teacher of physics designs and manages safe and supportive learning environments.  
Standard #13 The teacher of physics improves teaching through ongoing professional practice. | Old Standards 12 and 13 are subsumed into New Standard 5. |

## New Standard 6

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 6: Engineering, Technology, and the Applications of Science: The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students. | Standard #5 The teacher of physics demonstrates an understanding of the basic relationships between science and technology.  
Standard #7 The teacher of physics demonstrates an understanding of the concepts and processes unifying science domains.  
Standard #9 The teacher of physics enacts a science curriculum that integrates content within the sciences and among other disciplines.  
Standard #11 The teacher of physics assesses students’ educational progress through a variety of methods.  
Standard #13 The teacher of physics improves teaching through ongoing professional practice. | Old Standards 5, 7, 9, 11, and 13 are subsumed into New Standard 6. |
### New Standard 7

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
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<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 7: Motion, Forces, Energy, &amp; Heat: The physics teacher demonstrates a solid grasp of the classical mechanics of particles and fluids and thermal physics.</td>
<td>Standard #1 The teacher of physics demonstrates an understanding of the relationships between motions and forces. Standard #3 The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.</td>
<td>Old Standards 1 and 3 are subsumed into New Standard 7.</td>
</tr>
</tbody>
</table>

### New Standard 8

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 8: Electricity and Magnetism: The physics teacher demonstrates a solid grasp of electricity and magnetism.</td>
<td>Standard #1 The teacher of physics demonstrates an understanding of the relationships between motions and forces. Standard #2 The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change. Standard #3 The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.</td>
<td>Old Standards 1, 2, and 3 are subsumed into New Standards 8 and 9.</td>
</tr>
</tbody>
</table>

### New Standard 9

<table>
<thead>
<tr>
<th>NEW STANDARDS</th>
<th>PREVIOUS STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 9: Curricular Content Knowledge in Modern Physics: The teacher of physics demonstrates</td>
<td>Standard #1 The teacher of physics demonstrates an understanding of the relationships between motions and forces.</td>
<td>Old Standards 1, 2, and 3 are subsumed into New Standards 8 and 9.</td>
</tr>
</tbody>
</table>
Understand basic concepts and applications of 20th century discoveries in the fundamental views of space, time, and the wave nature of matter, collectively termed Modern Physics.

Standard #2 The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change.

Standard #3 The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.

| New Standard 10 |
|-----------------|-----------------|-----------------|
| NEW STANDARDS   | PREVIOUS STANDARDS | WHAT CHANGED? |
| Standard 10: General Science, Engineering, & Technology: The physics teacher demonstrates an understanding of the cross curricular ties between physics, life science, earth science, engineering, and technology. | Standard #5 The teacher of physics demonstrates an understanding of the basic relationships between science and technology. | Old Standards 5 and 10 are subsumed into New Standard 10. |
| Standard #10 The teacher of physics understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. | | |
**Proposed Kansas Educator Preparation Program Standards for Physics**

**Grades 6-12**

**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.**

**Standard 1: Content Pedagogy:** Effective science teachers understand how students learn and develop science concepts and practices. They incorporate disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction.

**Function 1:** The teacher plans multiple lessons using a variety of inquiry approaches incorporating science and engineering practices.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 CK The teacher knows how to locate resources, design and conduct inquiry-based open-ended science investigations, interpret findings, communicate results, and make judgments based on evidence.</td>
<td>1.1.2 PS The teacher supports student learning through appropriate curricular and instructional experiences linked to the standards</td>
</tr>
<tr>
<td>1.1.3 PS The teacher is able to develop lessons for students that demonstrate knowledge of the practices of science and engineering by questioning, defining problems, modeling, investigating, and analyzing evidence in order to construct explanations and alternative explanations.</td>
<td>1.1.4 PS The teacher is able to develop lessons in which students collect and interpret data, develop and communicate concepts, and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.</td>
</tr>
</tbody>
</table>

**Function 2:** The teacher demonstrates knowledge and understanding of how diverse students learn science.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.</td>
<td>1.2.4 PS The teacher gains and values information about the family’s culture and environment and uses it to understand individual development and learning.</td>
</tr>
<tr>
<td>1.2.2 CK The teacher understands developmentally and chronologically age-appropriate needs and practices of students.</td>
<td>1.2.5 PS The teacher promotes developmentally and chronologically age-appropriate educational experiences to meet the learning abilities, strengths, needs, and preferences of students.</td>
</tr>
<tr>
<td>1.2.3 CK The teacher understands diverse learning styles.</td>
<td></td>
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</tbody>
</table>

**Function 3:** The teacher designs instruction and assessment strategies that confront and address naïve concepts/preconceptions.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 CK The teacher knows learning is influenced by cultural and environmental differences of the student and family.</td>
<td>1.3.3 PS The teacher uses appropriate formal and informal evaluation/assessment instruments to identify learning needs of students.</td>
</tr>
<tr>
<td>1.3.2 CK The teacher understands formative and summative assessment and how they are used.</td>
<td>1.3.4 PS The teacher is able to identify common student misconceptions and naïve understandings and design and implement appropriate instruction to address these.</td>
</tr>
</tbody>
</table>
**Standard 2: Learning Environments: Teachers work with students and others to create and manage environments that support learning.**

<table>
<thead>
<tr>
<th>Function 1: The teacher supports individual and group learning.</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skills</strong></td>
</tr>
<tr>
<td>2.1.1 CK The teacher understands the importance of rigor, respect, and responsibility for the learning environment.</td>
<td>2.1.3 PS The teacher sets and articulates appropriate goals that are consistent with knowledge of how students learn science.</td>
</tr>
<tr>
<td>2.1.2 CK The teacher understands how teacher feedback influences student learning.</td>
<td>2.1.4 PS The teacher sets goals that are aligned with state and other professional standards.</td>
</tr>
<tr>
<td>2.1.5 PS The teacher manages the environment to make learning experiences appropriately challenging.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Function 2: The teacher encourages positive social interaction.</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skill</strong></td>
</tr>
<tr>
<td>2.2.1 CK The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</td>
<td>2.2.3a PS The teacher plans fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met.</td>
</tr>
<tr>
<td>2.2.2 CK The teacher understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.</td>
<td>2.2.3b PS The teacher promotes celebration of learning by providing positive reinforcement and encouraging learners to present work demonstrating their learning and interacting with community members about their work.</td>
</tr>
<tr>
<td>2.2.3c PS The teacher communicates verbally and nonverbally, with families, communities, colleagues, and other professionals, in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</td>
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</tr>
<tr>
<td>2.2.3d PS The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
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</table>

<table>
<thead>
<tr>
<th>Function 3: The teacher promotes active engagement in learning and self-motivation.</th>
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</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skill</strong></td>
</tr>
<tr>
<td>2.3.1 CK The teacher understands the relationships between motivation, engagement, and self-efficacy, and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</td>
<td>2.3.3a PS The teacher shows the ability to use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology.</td>
</tr>
<tr>
<td>2.3.3b PS The teacher incorporates differentiated instruction strategies to engage students with diverse learning needs.</td>
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</tbody>
</table>
2.3.3c PS The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2.3.2 CK The teacher creates learning environments where students have an opportunity to actively engage in the practices of science and engineering.

2.3.4a PS The teacher will develop lesson plans that include active inquiry lessons where students are collecting, analyzing and interpreting data.

2.3.4b PS The teacher will develop lesson plans that allow students to engage in developing and using models, constructing explanations and designing solutions, engaging in argument from evidence, and evaluating and communicating information.

<table>
<thead>
<tr>
<th>Standard 3: Safety: Effective teachers of science demonstrate and implement safety procedures, material safety practices, and the ethical treatment and use of living organisms (appropriate to their area of licensure).</th>
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</thead>
<tbody>
<tr>
<td><strong>Function 1:</strong> The teacher implements safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials.</td>
</tr>
<tr>
<td>Content Knowledge</td>
</tr>
<tr>
<td>3.1.1 CK The teacher understands safety considerations affecting the purchase, storage, maintenance, and disposal of materials such as minimizing quantities in ordering, tracking usage of materials and production of waste, and keeping current on inventory of materials.</td>
</tr>
<tr>
<td>3.1.2 CK The teacher understands proper techniques and precautions for controlling access to materials in the student laboratory including appropriate dispensing, supervision of materials, and handling of waste.</td>
</tr>
</tbody>
</table>

| **Function 2:** The teacher designs and models activities to implement emergency procedures. The teacher understands the maintenance of safety equipment and follows policies and procedures that comply with established state and/or national guidelines. The teacher ensures safe science activities appropriate for the abilities of all students. |
| Content Knowledge | Professional Skill |
| 3.2.1 CK The teacher understands appropriate emergency procedures and maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. | 3.2.3 PS The teacher designs and implements activities that demonstrate emergency procedures and the proper use of safety equipment in accordance with the recommendations of the National Science Teachers Association. |
| 3.2.2 CK The teacher understands how students' developmental levels affect safety in classroom, laboratory and field environments, and considers this in designing activities to maintain a safe environment. | 3.2.4 PS The teacher enforces safe science practices in activities appropriate to the abilities of all students. |

<p>| <strong>Function 3:</strong> The teacher designs and implements activities that demonstrate ethical decision-making with respect to the treatment of living organisms in and out of the classroom. The teacher emphasizes safe, humane, and ethical treatment of animals and complies with the legal restrictions on the collection, keeping, use, and treatment of living organisms. |
| --- | --- |
| | |</p>
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 CK The teacher understands the principles of ethical decision-making with</td>
<td>3.3.4 PS The teacher designs and implements activities that demonstrate ethical</td>
</tr>
<tr>
<td>respect to the treatment of living organisms in and out of the classroom.</td>
<td>decision-making with respect to the treatment of living organisms in and out of the</td>
</tr>
<tr>
<td>3.3.2 CK The teacher knows the legal restrictions on the collection, keeping, use,</td>
<td>3.3.5 PS The teacher complies with the legal restrictions on the collection,</td>
</tr>
<tr>
<td>and treatment of living organisms.</td>
<td>keeping, use, and treatment of living organisms.</td>
</tr>
<tr>
<td>3.3.3 CK The teacher is aware of hazards from exposure to allergens, toxins, and</td>
<td>3.3.6 CK The teacher is aware of hazards from exposure to allergens, toxins, and</td>
</tr>
<tr>
<td>pathogens in the classroom, laboratory, or field environment.</td>
<td>pathogens in the classroom, laboratory, or field environment.</td>
</tr>
</tbody>
</table>

Standard 4: Impact on Student Learning: Science teachers provide evidence that students’ understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts have increased in sophistication as a result of instruction. Candidates provide evidence representative of the entire population they teach.

Function 1: Teachers collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of student learning.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 CK The teacher understands the various methodologies to assess and analyze</td>
<td>4.1.2 PS The teachers utilize knowledge of appropriate developmental levels within</td>
</tr>
<tr>
<td>student learning, and address misconceptions.</td>
<td>the classroom environment.</td>
</tr>
<tr>
<td>4.1.3 PS The teacher reflects on formative and summative assessments, and adjusts</td>
<td>4.1.4 PS The teacher reflects on formative and summative assessments, and adjusts</td>
</tr>
<tr>
<td>instruction appropriately.</td>
<td>instruction appropriately.</td>
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Function 2: The teacher provides data to show that students are able to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze the quality of evidence supporting scientific claims.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 CK The teacher understands the distinction between science and nonscience,</td>
<td>4.2.4 PS The teacher demonstrates that students are able to understand the</td>
</tr>
<tr>
<td>and can distinguish between the two.</td>
<td>distinction between science and nonscience, and can distinguish between the two.</td>
</tr>
<tr>
<td>4.2.2 CK The teacher understands the history, development and practice of science</td>
<td>4.2.5 PS The teacher demonstrates that students are able to understand the</td>
</tr>
<tr>
<td>as a human endeavor.</td>
<td>history, development and practice of science as a human endeavor.</td>
</tr>
<tr>
<td>4.2.3 CK The teacher critically analyzes the quality of evidence supporting</td>
<td>4.2.6 PS The teacher demonstrates that students are able to critically analyze the</td>
</tr>
<tr>
<td>scientific claims.</td>
<td>quality of evidence supporting scientific claims.</td>
</tr>
</tbody>
</table>

Standard 5: Professional Knowledge and Skills: Effective science teachers are aware of and engage in professional development opportunities to continually improve their knowledge and understanding of science content and pedagogy. They conduct themselves as part of the science education community.

Function 1: Teachers engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, projects within their community, and/or social media.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>5.1.1 CK The teacher demonstrates an awareness of professional organizations in</td>
<td>5.1.2 PS Teachers engage in professional development opportunities such as</td>
</tr>
<tr>
<td>science/education, and professional development available from these organizations.</td>
<td>conferences, research opportunities, projects within their community, and/or social</td>
</tr>
<tr>
<td>5.1.3 PS The teacher demonstrates an awareness of professional organizations in</td>
<td>media.</td>
</tr>
<tr>
<td>science/education, and professional development available from these organizations.</td>
<td>5.1.4 PS The teacher demonstrates an awareness of professional organizations in</td>
</tr>
<tr>
<td>5.1.5 PS The teacher demonstrates an awareness of professional organizations in</td>
<td>science/education, and professional development available from these organizations.</td>
</tr>
</tbody>
</table>
**Standard 6: Engineering, Technology, and the Applications of Science:** The teacher demonstrates an understanding of concepts and practices of engineering, technology, and the applications of science in developing instruction for students.

**Function 1:** The teacher incorporates engineering design in instruction to solve problems. Engineering design includes the iterative processes of defining problems, developing solutions, and optimizing solutions.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 CK The teacher can define and delimit engineering problems with precision, and specify the goals intended to be reached.</td>
<td>6.1.4 PS The teacher develops and implements lessons in which students use engineering design principles (define the problem, develop solutions, and optimize solutions) in applications appropriate to their content area.</td>
</tr>
<tr>
<td>6.1.2 CK The teacher can develop possible solutions for a defined problem.</td>
<td></td>
</tr>
<tr>
<td>6.1.3 CK The teacher can systematically evaluate alternative solutions to engineering problems, analyzing data from tests of different solutions, and combining the best ideas into an improved solution.</td>
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</table>

**Function 2:** The teacher makes authentic connections among engineering, technology, science, and society.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.2.1 CK The teacher understands the interdependence of science, engineering, and technology.</td>
<td>6.2.3 PS The teacher incorporates into instruction examples of the interdependence of science, engineering, and technology. Examples include: 1) advances in scientific understanding in genetics can be translated into medical treatments, and 2) new technology such as advanced telescopes and probes provide new understandings of outer space.</td>
</tr>
<tr>
<td>6.2.2 CK The teacher understands the influences of engineering, technology, and science to the broader society and environment.</td>
<td>6.2.4 PS The teacher incorporates into instruction examples of the influences of engineering, technology, and science to the broader society and environment. Examples include: 1) how measurement technologies have changed civilizations throughout history, and 2) how the use of natural resources has impacted the natural world.</td>
</tr>
</tbody>
</table>

**Standard 7: Motion, Forces, Energy, & Heat:** The physics teacher demonstrates a solid grasp of the classical mechanics of particles and fluids and thermal physics.

**Function 1:** The teacher of physics understands and can apply the classical mechanics of particles and fluids.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 CK The teacher understands Translational Kinematics in one and two dimensions.</td>
<td>7.1.5a PS The teacher will have a working knowledge of vector algebra and be able to utilize both polar and rectangular (component) notation.</td>
</tr>
<tr>
<td></td>
<td>7.1.5b PS The teacher will understand and utilize the concepts of displacement, velocity, and acceleration.</td>
</tr>
<tr>
<td></td>
<td>7.1.5c PS The teacher will be able to derive and employ the three major kinematic equations.</td>
</tr>
<tr>
<td></td>
<td>7.1.5d PS The teacher will be able to read a kinematic graph, interpret it in terms of slope and area under the curve, and produce a written/verbal description of the motion depicted.</td>
</tr>
<tr>
<td>7.1.2a CK</td>
<td>The teacher understands Dynamics.</td>
</tr>
<tr>
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</tr>
<tr>
<td>7.1.2b CK</td>
<td>The teacher understands Newton’s Laws.</td>
</tr>
<tr>
<td>7.1.2c CK</td>
<td>The teacher understands Conservation of Momentum.</td>
</tr>
<tr>
<td>7.1.2d CK</td>
<td>The teacher understands Universal Gravitation.</td>
</tr>
<tr>
<td>7.1.2e CK</td>
<td>The teacher understands Conservation of Energy.</td>
</tr>
<tr>
<td>7.1.6a PS</td>
<td>The teacher will know Newton’s three laws of motion and use them to explain a number of natural events.</td>
</tr>
<tr>
<td>7.1.6b PS</td>
<td>The teacher will be able to apply Newton’s 2nd law to a variety of one and two-dimensional static and dynamic situations, including those involving several forces, weight, friction, and tension.</td>
</tr>
<tr>
<td>7.1.6c PS</td>
<td>The teacher will be able to state and apply the law of conservation of momentum (as per Newton’s 3rd law) to a variety of one and two-dimensional situations involving both open and isolated systems.</td>
</tr>
<tr>
<td>7.1.6d PS</td>
<td>The teacher will understand and be able to apply Kepler’s laws of planetary motion in simple situations.</td>
</tr>
<tr>
<td>7.1.6e PS</td>
<td>The teacher will be able to state Newton’s law of gravitation, express it mathematically, and apply it to a variety of simple near earth and orbital situations.</td>
</tr>
<tr>
<td>7.1.6f PS</td>
<td>The teacher will understand the concept of work, in the scientific sense, and be able to calculate the work involved in a variety of simple situations.</td>
</tr>
<tr>
<td>7.1.6g PS</td>
<td>The teacher will relate work to energy using the work-energy theorem and apply it to a variety of simple mechanical situations.</td>
</tr>
<tr>
<td>7.1.6h PS</td>
<td>The teacher will understand the nature of potential energy, kinetic energy, and internal energy, be able to derive the formulas for translational kinetic energy and gravitational potential energy and apply them to simple cases.</td>
</tr>
<tr>
<td>7.1.6i PS</td>
<td>The teacher will be able to state the law of conservation of energy, express it mathematically ((\Delta E=Q+w)), and apply it to a variety of simple situations.</td>
</tr>
<tr>
<td>7.1.6j PS</td>
<td>The teacher will understand and be able to apply the principles underlying the operation of simple machines.</td>
</tr>
<tr>
<td>7.1.3a CK</td>
<td>The teacher understands Periodic Motion.</td>
</tr>
<tr>
<td>7.1.3b CK</td>
<td>The teacher understands Rotational Motion.</td>
</tr>
<tr>
<td>7.1.3c CK</td>
<td>The teacher understands Simple Harmonic Motion.</td>
</tr>
<tr>
<td>7.1.7a PS</td>
<td>The teacher will understand the concepts of centripetal acceleration and centripetal force, be able to derive formulas for calculating them and apply them to simple cases such as objects moving in uniform circular motion and vehicles rounding highway curves.</td>
</tr>
<tr>
<td>7.1.7b PS</td>
<td>The teacher will understand and be able to apply the concepts of angular displacement, angular velocity, and angular acceleration in simple cases.</td>
</tr>
</tbody>
</table>
7.1.7c PS The teacher will be able to derive the three major kinematic equations for rotational motion and apply them in simple situations.

7.1.7d PS The teacher will understand the concepts of torque and rotational inertia and be able to calculate them for simple cases.

7.1.7e PS The teacher will understand and be able to apply Newton’s 2nd law for rotation in simple situations.

7.1.7f PS The teacher will be able to derive the formula for rotational kinetic energy and apply it in simple situations.

7.1.7g PS The teacher will understand the law of conservation of angular momentum and be able to apply it to simple cases.

7.1.7h PS The teacher will understand the nature of pseudoforces, such as centrifugal force and the Coriolis force, and explain why an observer traveling in a rotating coordinate system needs to invent them.

7.1.7i PS The teacher will know what simple harmonic motion (SHM) is and be able to identify common cases of objects in approximate SHM.

7.1.7j PS The teacher will understand what is meant by the frequency, period, and amplitude of an oscillator moving in SHM (an SHO) and measure these characteristics for real world SHO’s.

7.1.7k PS The teacher will understand Hooke’s law of elasticity and be able to apply it to simple situations, including the derivation of a formula for calculating the elastic potential energy of a stretched or compressed spring.

7.1.7l PS The teacher will be able to apply the law of conservation of energy to SHO’s.

7.1.7m PS The teacher will be able to use a reference circle to develop formulas for calculating the speed and period for a SHO and apply them to a simple pendulum.

7.1.7n PS The teacher will be able to use a reference circle to justify the graphs and equations for the displacement, velocity, and acceleration of a SHO.

7.1.7o PS The teacher will be able to differentiate between natural and forced vibrations and between free and damped vibrations in real world systems.
<table>
<thead>
<tr>
<th>7.1.4a CK The teacher understands Fluid Mechanics.</th>
<th>7.1.7p PS The teacher will grasp the concept of resonance on a qualitative level and recognize real world examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.4b CK The teacher understands Fluid Statics.</td>
<td>7.1.8a PS The teacher will understand what a fluid is, both macroscopically and microscopically, and be able to recognize common real world fluids.</td>
</tr>
<tr>
<td>7.1.4c CK The teacher understands Fluid Dynamics.</td>
<td>7.1.8b PS The teacher will understand the concepts of density and specific gravity and be able to apply them to situations involving fluids.</td>
</tr>
<tr>
<td>7.1.4d CK The teacher understands Wave Motion.</td>
<td>7.1.8c PS The teacher will understand the meaning of pressure and the role of pressure in fluid systems, and be able to operate instruments used to measure pressure in real world situations.</td>
</tr>
<tr>
<td>7.1.4e CK The teacher understands Acoustics.</td>
<td>7.1.8d PS The teacher will understand Pascal’s principle, Archimedes’ principle, and Boyle’s law and be able to apply them to simple situations.</td>
</tr>
<tr>
<td></td>
<td>7.1.8e PS The teacher will understand and be able to apply the continuity equation and Bernoulli’s principle to simple situations.</td>
</tr>
<tr>
<td></td>
<td>7.1.8f PS The teacher will understand the principles of sedimentation, Drag, surface tension, and fluid flow in tubes and channels, and apply them in simple situations.</td>
</tr>
<tr>
<td></td>
<td>7.1.8g PS The teacher will know what a wave is, be able to describe it in terms of its frequency, period, wavelength, and amplitude, and realize that a wave is the only way to transfer energy without it being carried by a particle.</td>
</tr>
<tr>
<td></td>
<td>7.1.8h PS The teacher will know and be able to utilize the fundamental wave formula (v=fλ).</td>
</tr>
<tr>
<td></td>
<td>7.1.8i PS The teacher will differentiate between transverse and longitudinal waves.</td>
</tr>
<tr>
<td></td>
<td>7.1.8j PS The teacher will be able to demonstrate the characteristic behaviors of waves; reflection, refraction, interference, diffraction, and polarization (transverse waves only).</td>
</tr>
<tr>
<td></td>
<td>7.1.8k PS The teacher will be able to calculate the energy content, power, and intensity of a simple wave at a given point and its amplitude and intensity at a remote point.</td>
</tr>
<tr>
<td></td>
<td>7.1.8l PS The teacher will be able to apply the law of reflection and derive and utilize Snell’s law of refraction.</td>
</tr>
</tbody>
</table>
7.1.8m PS The teacher will be able to differentiate between constructive and destructive interference using the law of superposition.

7.1.8n PS The teacher will be able to demonstrate the nature and anatomy of a standing wave, natural vibrating frequencies, and resonance.

7.1.8o PS The teacher will understand the nature and characteristics of sound and be able to compare and contrast quality sound and noise on a technical level.

7.1.8p PS The teacher will understand how the intensity of sound is measured and expressed and be able to apply that knowledge to simple situations.

7.1.8q PS The teacher will understand how sound is produced with emphasis on vibrating strings, membranes, air columns, and woodwind and brass musical instruments.

7.1.8r PS The teacher will understand the Doppler effect, both qualitatively and quantitatively, and be able to apply it to simple situations.

7.1.8s PS The teacher will demonstrate a qualitative knowledge of the nature of shock waves and sonic booms and technologies based upon sound such as ultrasound and medical imaging.

**Function 2: The teacher of physics understands and can apply the basic principles of thermal physics.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>7.2.1 CK The teacher understands the Laws of Thermodynamics.</td>
<td>7.2.4a PS The teacher will understand that heat is a specific form of energy transfer and compare and contrast it with other forms of energy transfer.</td>
</tr>
<tr>
<td></td>
<td>7.2.4b PS The teacher will understand the 1st law of thermodynamics and be able to apply it to simple cases.</td>
</tr>
<tr>
<td></td>
<td>7.2.4c PS The teacher will be able to render a statement of and understand the need for the 2nd law of thermo-dynamics.</td>
</tr>
<tr>
<td></td>
<td>7.2.4d PS The teacher will understand the basic principles upon which heat engines and refrigerators operate and apply these principles to real world machines.</td>
</tr>
<tr>
<td>7.2.2 CK The teacher understands Temperature and the Kinetic Theory of Matter.</td>
<td>7.2.4e PS The teacher will be familiar with the property of entropy, on both a phenomenological and statistical level, and be able to apply it to simple cases.</td>
</tr>
<tr>
<td></td>
<td>7.2.5a PS The teacher will be familiar with and be able to utilize the phenomenological definition of temperature.</td>
</tr>
<tr>
<td>7.2.5b PS</td>
<td>The teacher will be able to develop the mathematical relationships governing thermal expansion and be able to apply them to simple cases involving linear and volume expansion.</td>
</tr>
<tr>
<td>7.2.5c PS</td>
<td>The teacher will understand Charles’, Gay Lussac’s, and the ideal gas laws and be able to apply them to simple situations.</td>
</tr>
<tr>
<td>7.2.5d PS</td>
<td>The teacher will be able to use Charles’ and Gay Lussac’s laws to demonstrate the existence of an absolute zero temperature and construct the Kelvin and Rankine temperature scales accordingly.</td>
</tr>
<tr>
<td>7.2.5e PS</td>
<td>The teacher will utilize the postulates of the kinetic theory of gases to develop the ideal gas law.</td>
</tr>
<tr>
<td>7.2.5f PS</td>
<td>The teacher will understand that a group of molecules exhibits a range of kinetic energy values at any given temperature, that this range is statistically described by the Maxwell-Boltzmann distribution, and relate their absolute temperature to their average kinetic energy.</td>
</tr>
</tbody>
</table>

| 7.2.3 CK | The teacher understands Heat Exchange and Transfer. |
| 7.2.6a PS | The teacher will demonstrate that the gain or loss of heat on the part of a system results in a temperature change and/or change(s) in state. |
| 7.2.6b PS | The teacher will understand the nature of heat capacities and latent heats and be able to use them to carry out simple heat exchange calculations, such as those related to calorimeter measurements. |
| 7.2.6c PS | The teacher will understand the nature of heat transfer by conduction and be able to calculate the rate of heat transfer through a material using its thermal conductivity. |
| 7.2.6d PS | The teacher will understand the nature of heat transfer by convection and differentiate between natural and forced convection. |
| 7.2.6e PS | The teacher will understand the nature of heat transfer by radiation and be able to calculate the rate of heat transfer from an object at a specific absolute temperature and the net rate at which it exchanges heat with its surroundings at a different absolute temperature using its emissivity and the Stefan-Boltzmann constant. |
**Standard 8: Electricity and Magnetism: The physics teacher demonstrates a solid grasp of electricity and magnetism.**

**Function 1: The teacher of physics understands and can apply knowledge of Fields.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.1 CK The teacher understands Electric Charge.</td>
<td>8.1.6 PS The teacher should understand that there are two signs of charge, and that charge is conserved.</td>
</tr>
<tr>
<td>8.1.2 CK The teacher understands Electric Forces.</td>
<td>8.1.7a PS The teacher should be able to find the force on a point charge due to several other point charges using Coulomb's law.</td>
</tr>
<tr>
<td>8.1.2b PS The teacher should know the force on a charge in an electric field.</td>
<td></td>
</tr>
<tr>
<td>8.1.3 CK The teacher understands Electric Fields.</td>
<td>8.1.8a PS The teacher should be able to find the electric field at a point in space due to several point charges by adding the electric fields from the point charges at the point in space.</td>
</tr>
<tr>
<td>8.1.8b PS The teacher should be able to use find the electric field at a point in space due to simple charge distributions by summing up the electric field at the point in space from each element of the charge distribution.</td>
<td></td>
</tr>
<tr>
<td>8.1.8c PS The teacher should be able to use Gauss law to find the electric field due to a cylindrically symmetric charge distribution, due to a spherically symmetric charge distribution, and due to a plane of charge.</td>
<td></td>
</tr>
<tr>
<td>8.1.8d PS The teacher should understand the relation between electric field and electric potential, and given a simple electric field, should be able to find the electric potential difference between two points in space.</td>
<td></td>
</tr>
<tr>
<td>8.1.8e PS The teacher should understand the relation between electric field, electric potential, and the potential energy of a charge in an electric field.</td>
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<tr>
<td>8.1.8f PS The teacher should understand how a changing magnetic field induces an electric field (Faraday’s law). In particular, given a changing magnetic field through a loop, the teacher should be able to find the induced electric field around the loop.</td>
<td></td>
</tr>
<tr>
<td>8.1.4 CK The teacher understands Magnetic Fields.</td>
<td>8.1.9a PS The teacher should understand that magnetic field lines form loops, and that there are no magnetic monopoles.</td>
</tr>
<tr>
<td>8.1.9b PS The teacher should understand the direction and magnitude of the force on a moving charge in a static magnetic field.</td>
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<tr>
<td>Function 2: The teacher of physics understands and can apply knowledge of Circuits.</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skills</strong></td>
</tr>
<tr>
<td>8.2.1 CK The teacher understands Ohm's Law.</td>
<td>8.2.3a PS The teacher should be able to use Ohm’s law to find the voltage drop across a resistor given a current.</td>
</tr>
<tr>
<td>8.2.2 CK The teacher understands Kirchoff’s laws.</td>
<td>8.2.4a PS The teacher should understand that in any circuit, the sum of voltage drops around a circuit loop is zero, and that the sum of currents going in to any junction in the circuit is zero.</td>
</tr>
<tr>
<td>8.2.4b PS The teacher should understand how resistors add in parallel and in series.</td>
<td>8.2.3b PS The teacher should understand the relation between charge on a capacitor plate and the voltage drop across a capacitor.</td>
</tr>
<tr>
<td>8.2.3c PS The teacher should understand batteries, and an ideal EMF.</td>
<td>8.2.4b PS The teacher should understand how resistors add in parallel and in series.</td>
</tr>
</tbody>
</table>
8.2.4c PS The teacher should understand how capacitors add in parallel and in series.

8.2.4d PS The teacher should be able to find energy stored in a capacitor or and inductor.

8.2.4e PS The teacher should understand how inductors add in parallel and in series.

8.2.4f PS The teacher should be able to use Kirchoff’s laws to find the current through a resistor, or voltage drop across a resistor in a circuit involving loops with resistors in parallel and in series and an EMF.

8.2.4g PS The teacher should understand the time behavior of charging and discharging RC circuits.

8.2.4h PS The teacher should understand the relation between the changing current in an inductor and the voltage drop across an inductor.

8.2.4i PS The teacher should understand the behavior of LR circuits.

8.2.4j PS Given simple AC circuits, the teacher should be able to calculate the phase and amplitude of the voltage across a particular element.

8.2.4k PS The teacher should understand how transformers work, and how they change the voltage amplitude in an AC circuit according to the number of windings on the primary and secondary coils.

Function 3: The teacher of physics understands and can apply knowledge of Geometric Optics, Waves, and Polarization.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>8.3.1 CK The teacher understands Geometric Optics.</td>
<td>8.3.4a PS The teacher should understand the concept of rays.</td>
</tr>
<tr>
<td></td>
<td>8.3.4b PS The teacher should understand the index of refraction.</td>
</tr>
<tr>
<td></td>
<td>8.3.4c PS The teacher should understand angles of incidence, angles of refraction and angles of reflection.</td>
</tr>
<tr>
<td></td>
<td>8.3.4d PS The teacher should be able to find the angle of refraction using Snell’s law knowing index of refraction.</td>
</tr>
<tr>
<td></td>
<td>8.3.4e PS The teacher should be able to draw ray diagram for thin lenses, and draw principle rays to find an image given an object.</td>
</tr>
</tbody>
</table>
8.3.4f PS The teacher should be able to use the lens maker equation to find image distance given a focal length of the lens.

8.3.4g PS The teacher should be able to draw the ray diagram for spherical mirrors.

8.3.4h PS The teacher should be able to use geometrical optics to understand optical instruments, particularly the eye.

8.3.2 CK The teacher understands Waves.

8.3.5a PS The teacher should understand how Huygen’s principle gives interference and diffraction phenomenon.

8.3.5b PS The teacher should be able to find interference maxima and minima for double slit interference.

8.3.5c PS The teacher should be able to find diffraction minima for single slit interference.

8.3.5d PS The teacher should be able to find interference maxima for a diffraction grating.

8.3.6a PS The teacher should understand the polarization and intensity of light passing through multiple polarizers.

8.3.6b PS The teacher should qualitatively understand polarization by reflection, and Brewster’s angle.

### Standard 9: Curricular Content Knowledge in Modern Physics

The teacher of physics demonstrates understanding of basic concepts and applications of 20th century discoveries in the fundamental views of space, time, and the wave nature of matter, collectively termed Modern Physics.

### Function 1: The teacher of physics knows the historical development, interpretation, major effects, and recent applications of the principles of relativity as specified in the Special and General Theories.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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<tbody>
<tr>
<td>9.1.1 CK The teacher applies transformation equations correctly for different inertial frames of reference and interprets what these transformations mean to observers in each frame.</td>
<td>9.1.3a PS The teacher can show how the two postulates of Special Relativity led to the Lorentz transformation equations.</td>
</tr>
<tr>
<td>9.1.3b PS The teacher calculates time dilation and length contraction for different inertial frames of reference, contrasts them with Galilean transformations, and can specify conditions leading to the so-called twin paradox.</td>
<td></td>
</tr>
<tr>
<td>9.1.3c PS The teacher describes conditions for wavelength shifts in light due to high relative speeds and calculates these shifts for specific inertial frames of reference.</td>
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</tr>
<tr>
<td>Function 2: The teacher of physics knows the historical development, interpretation, key concepts, major effects, and further applications of the principles of quantum mechanics.</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td><strong>Professional Skills</strong></td>
</tr>
<tr>
<td>9.2.1 CK The teacher quantitatively explains how analysis of blackbody radiation and the photoelectric effect led to the concept of quantization of dynamical variables and the Bohr model of the hydrogen atom.</td>
<td>9.2.5a PS The teacher explains how the introduction of Planck’s constant into Rayleigh’s derivation of the distribution of wavelengths, solved the problem at short wavelengths but implied the restriction of light to wave packets.</td>
</tr>
<tr>
<td>9.2.2 CK The teacher applies the Schroedinger Equation to simple systems in one dimension.</td>
<td>9.2.5b PS The teacher calculates key parameters of the Planck distribution of wavelengths for a black body as a function of absolute temperature, including Stephen’s Law for total radiated power and Wien’s Displacement Law for the peak of the distribution.</td>
</tr>
<tr>
<td>9.2.5c PS The teacher calculates wavelengths for the spectrum of hydrogen using Bohr’s energy levels and reduced mass to reproduce the Rydberg formula.</td>
<td>9.2.5d PS The teacher calculates de Broglie wavelengths for combinations of mass and speed to demonstrate that Bohr’s quantization of momentum was equivalent to integer multiples of wavelength.</td>
</tr>
<tr>
<td>9.2.5e PS Using appropriate wave functions, the teacher calculates probability densities and energy levels for bound states in simple one dimensional potentials.</td>
<td>9.2.5f PS The teacher normalizes basic wave functions.</td>
</tr>
<tr>
<td>9.2.6a PS Using appropriate wave functions, the teacher calculates transmission and reflection coefficients for simple one dimensional potential barriers.</td>
<td></td>
</tr>
</tbody>
</table>
9.2.6b PS The teacher calculates probability densities, energy levels, and transitions for the Simple Harmonic Oscillator problem and applies these to molecular vibrations.

9.2.3 CK The teacher applies the time independent Schroedinger Equation to the hydrogen atom.

9.2.7a PS The teacher explains how separation of variables is used to split the general solution for the Coulomb potential into three parts, each with a quantum number: a radial function that indexes the energy level, an angular momentum function, and a magnetic moment.

9.2.7b PS The teacher uses normalized hydrogen functions to calculate probability densities, expectation values, and transition probabilities for the electric dipole.

9.2.7c PS The teacher uses the concepts of intrinsic spin, anti-symmetric waves functions, and Pauli Exclusion to explain anomalous Zeeman splitting in hydrogen spectra.

9.2.4 CK The teacher generalizes the quantum model of hydrogen to multi-particle systems, including larger atoms, molecules, and nuclei.

9.2.8a PS Based on the structure of hydrogen states, the Pauli Exclusion Principle, and spin-orbit interactions, the teacher explains key properties and ordering of elements in the Periodic Table.

9.2.8b PS Based on key differences in properties between particles with integer and half-integer spins, the teacher calculates appropriate energy distributions, either Fermi-Dirac, Bose-Einstein, or Maxwell-Boltzmann, for systems of identical particles in thermal equilibrium and lists examples of systems where each type of distribution is appropriate.

9.2.8c PS The teacher explains properties of ionic, covalent, and metallic molecular bonds.

9.2.8d PS The teacher describes key phenomena resulting from the energy level structure in nuclei, including radioactive decay modes and calculations based on the concept of half-life; ionizing emissions and detector technology; nuclear reactions, induced activity, and the probabilistic concept of reaction cross section; fission, fusion, where they occur naturally, and their modern applications.

<p>| Standard 10: General Science, Engineering, &amp; Technology: The physics teacher demonstrates an understanding of the cross curricular ties between physics, life science, earth science, engineering, and technology |
| Function 1: The teacher of physics demonstrates an understanding of life science and how it applies to the physics content area. |</p>
<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>10.1.1 CK The teacher is qualitatively able to apply the laws of conservation to energy flow through earth systems.</td>
<td>10.1.4a PS The teacher will be able to utilize the concept of conservation of energy and how it applies to organisms in their environments.</td>
</tr>
<tr>
<td>10.1.2 CK The teacher applies Newton’s Laws to the field of biology through the use of biomechanics.</td>
<td>10.1.4b PS The teacher will be able to utilize the concept of conservation of energy and how it applies to ecosystems.</td>
</tr>
<tr>
<td>10.1.3 CK The teacher applies the unifying principles of biology to the field of physics.</td>
<td>10.1.5a PS The teacher will be able to utilize concepts from Newtonian physics to explain the mechanics involved in biological systems.</td>
</tr>
<tr>
<td></td>
<td>10.1.5b PS The teacher will apply knowledge of mechanics principles to devices found within the life sciences.</td>
</tr>
<tr>
<td></td>
<td>10.1.6a PS The teacher will demonstrate an understanding of how evolution is dependent upon physical constraints and must obey natural laws including conservation of energy and thermodynamics.</td>
</tr>
<tr>
<td></td>
<td>10.1.6b PS The teacher demonstrates understanding of basic genetics including DNA and RNA and how it can be used to alter genetics such as in crops.</td>
</tr>
<tr>
<td></td>
<td>10.1.6c PS The teacher demonstrates an understanding of the process of DNA replication and how this allows cells to reproduce.</td>
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</tbody>
</table>

**Function 2: The teacher of physics understands and applies physics to the field of earth science and astronomy.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</thead>
<tbody>
<tr>
<td>10.2.1 CK The teacher explains how principles of dynamics relate to earth system science.</td>
<td>10.2.3a PS The teacher will demonstrate understanding of the Earth’s energy budget and relate this to conservation of energy.</td>
</tr>
<tr>
<td></td>
<td>10.2.3b PS The teacher will demonstrate how earth systems interact and apply this knowledge to situations involving interaction between the geosphere, biosphere, atmosphere, and hydrosphere.</td>
</tr>
<tr>
<td></td>
<td>10.2.3c PS The teacher will be able to demonstrate understanding of the atmospheric energy budget in terms of conservation of energy in a system.</td>
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<tr>
<td></td>
<td>10.2.3d PS The teacher will apply the basic concepts of fluid dynamics to atmospheric dynamics.</td>
</tr>
<tr>
<td></td>
<td>10.2.3e PS The teacher will be able to apply knowledge of fluid dynamics and conservation of energy within earth systems to explain ocean systems.</td>
</tr>
</tbody>
</table>
### Function 3: The teacher of physics understands and can apply the principles of physics to engineering and technology.

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.2.3f PS</strong> The teacher will demonstrate understanding of climate control factors and how this relates to ocean systems.</td>
<td><strong>10.2.4a PS</strong> The teacher will demonstrate an understanding of the different types of galaxies by comparing and contrasting.</td>
</tr>
<tr>
<td><strong>10.2.3g PS</strong> The teacher will apply law of motion to Earth dynamics and relate this in several ways through plate tectonics.</td>
<td><strong>10.2.4b PS</strong> The teacher will demonstrate understanding of star formation and solar evolution using the H-R diagram.</td>
</tr>
<tr>
<td><strong>10.2.2 CK</strong> The teacher is able to qualitatively and quantitatively relate the field of physics to the world of astronomy.</td>
<td><strong>10.2.4c PS</strong> The teacher will apply the knowledge of the natural laws at work in the Milky Way to the other galaxies in our universe.</td>
</tr>
<tr>
<td><strong>10.2.4a PS</strong> The teacher will demonstrate an understanding of the different types of galaxies by comparing and contrasting.</td>
<td><strong>10.2.4d PS</strong> The teacher will apply knowledge of the universal forces to the galaxies in our universe.</td>
</tr>
<tr>
<td><strong>10.2.4b PS</strong> The teacher will demonstrate understanding of star formation and solar evolution using the H-R diagram.</td>
<td><strong>10.2.4e PS</strong> The teacher is able to demonstrate understanding that dark matter in our universe is causing the rate of expansion of the universe to accelerate and may continue to expand forever.</td>
</tr>
<tr>
<td><strong>10.2.4c PS</strong> The teacher will apply the knowledge of the natural laws at work in the Milky Way to the other galaxies in our universe.</td>
<td><strong>10.2.4f PS</strong> The teacher is able to demonstrate an understanding of the evolution of technology in astronomy and its relationship to the formation of our current models of the solar system and universe.</td>
</tr>
<tr>
<td><strong>10.2.4d PS</strong> The teacher will apply knowledge of the universal forces to the galaxies in our universe.</td>
<td><strong>10.2.4g PS</strong> The teacher will describe how objects create distortions in space time and that the force of gravity is the motion of an object on distorted space time and how this relates to the big bang theory and the structure of the universe.</td>
</tr>
<tr>
<td><strong>10.2.4e PS</strong> The teacher is able to demonstrate understanding that dark matter in our universe is causing the rate of expansion of the universe to accelerate and may continue to expand forever.</td>
<td><strong>10.2.4h PS</strong> The teacher demonstrates an understanding of the use of observational and theoretical astrophysics to explain the physical properties, interactions and behavior of physics in the universe.</td>
</tr>
<tr>
<td><strong>10.2.4f PS</strong> The teacher is able to demonstrate an understanding of the evolution of technology in astronomy and its relationship to the formation of our current models of the solar system and universe.</td>
<td><strong>10.2.4g PS</strong> The teacher will describe how objects create distortions in space time and that the force of gravity is the motion of an object on distorted space time and how this relates to the big bang theory and the structure of the universe.</td>
</tr>
<tr>
<td><strong>10.2.4h PS</strong> The teacher demonstrates an understanding of the use of observational and theoretical astrophysics to explain the physical properties, interactions and behavior of physics in the universe.</td>
<td><strong>10.3.1 CK</strong> Application of waves for information is applied to the field of physics and wave motion.</td>
</tr>
<tr>
<td><strong>10.3.1 CK</strong> Application of waves for information is applied to the field of physics and wave motion.</td>
<td><strong>10.3.4a PS</strong> The teacher is able to demonstrate an understanding and show how to build an antenna for the use of coding and decoding information sent through waves.</td>
</tr>
<tr>
<td>10.3.4b PS</td>
<td>The teacher is able to describe wave modulation through both frequency and amplitude changes and the benefits to encoding information using each method.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.3.4c PS</td>
<td>The teacher is able to explain the electromagnetic spectrum and the uses for each wave in society.</td>
</tr>
<tr>
<td>10.3.4d PS</td>
<td>The teacher will demonstrate understanding of the use of signaling using electromagnetic waves.</td>
</tr>
<tr>
<td>10.3.4e PS</td>
<td>The teacher is able to explain the use of fiber optics to transfer information using a coherent light source.</td>
</tr>
</tbody>
</table>

| 10.3.2 CK | The teacher applies information on digital circuits to programming. |
| 10.3.2 CK | The teacher applies information on digital circuits to programming. |
| 10.3.5a PS | The teacher will demonstrate understanding of digital circuits through programming. |
| 10.3.5b PS | The teacher will demonstrate understanding of digital circuits by building circuits including an op-amp. |

| 10.3.3 CK | The teacher is able to explain how technology and engineering connect through all fields of physics and related sciences. |
| 10.3.3 CK | The teacher is able to explain how technology and engineering connect through all fields of physics and related sciences. |
| 10.3.6a PS | The teacher demonstrates understanding of the use of technology in society and how it has influenced changes in the field of science. |
| 10.3.6b PS | The teacher applies the principles of physics to engineering design problems. |
PREVIOUS PROGRAM STANDARDS

PHYSICS

Early Adolescence through Late Adolescence

Grades 6-12

Standard #1  The teacher of physics demonstrates an understanding of the relationships between motions and forces.

Knowledge

1. The teacher knows that the motion of an object can be described in terms of its displacement, position, velocity, momentum, and acceleration.
2. The teacher understands Newton’s three laws of motion.
3. The teacher understands the concept of mechanical energy and that it can be classified as potential or kinetic.
4. The teacher knows that gravitation is a relatively weak, attractive force that acts upon and between any two masses.
5. The teacher knows that electric force is the attraction or repulsion that exists between two charged particles. Its magnitude is vastly greater than that due to gravity.
6. The teacher knows that electricity and magnetism are two aspects of a single electromagnetic force.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #2  The teacher of physics demonstrates an understanding of the conservation of mass and energy, and that the overall disorder of the universe is increased during every chemical and physical change.

Knowledge

1. The teacher knows that the mass/energy of the universe is constant.
2. The teacher understands that energy comes in many forms like gravitational, mechanical, electrical, magnetic, chemical, nuclear, radiative, solar, thermal, etc., and that it can be transformed between these forms.
3. The teacher knows that heat is the energy transferred from objects at higher temperature to objects at lower temperature.
4. The teacher knows that closed systems tend to become less organized and more disordered with time.
5. The teacher understands the basic laws and concepts of thermodynamics.
6. The teacher knows the thermal properties of matter and the modes of heat transfer.
7. The teacher knows that in nuclear reactions, and other situations, mass can be transformed to energy and vice-versa.

Performance

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

Standard #3  The teacher of physics demonstrates an understanding of the basic interactions of matter and energy.

Knowledge

1. The teacher understands basic wave theory.
2. The teacher knows that electromagnetic waves result when a charged object is accelerated.
3. The teacher knows that each kind of atom or molecule can gain or lose energy only in particular discrete amounts.
4. The teacher knows that electrons flow easily in some conductors (such as metals), meet resistance in others (such as glass), and have intermediate behavior in semiconducting materials.
5. The teacher knows basic atomic structure, nuclear structure and quantum mechanics.
6. The teacher knows the concepts of general and special relativity.
7. The teacher knows the photon theory of light and basic optics.
8. The teacher knows the basics of electrical circuits.

**Performance**

1. The teacher can utilize the content in this standard at a substantially greater depth than the level taught to students.

**Standard #4** The teacher of physics demonstrates an understanding of the nature of inquiry and the ability necessary to help students do scientific inquiry.

**Knowledge**

1. The teacher understands the nature of scientific inquiry.

**Performance**

1. The teacher develops, through experiences, a rich understanding and curiosity of the natural (material) world.
2. The teacher develops questions and demonstrates an understanding of the concepts that guide scientific investigations.
3. The teacher designs and conducts scientific investigations.
4. The teacher uses technology and mathematics to improve investigations and communications.
5. The teacher formulates and revises scientific explanations and models using logic and evidence.
6. The teacher formulates and revises scientific explanations and models.
7. The teacher communicates and defends a scientific argument.
8. The teacher plans and implements activities with different structures for inquiry including inductive (exploratory), correlational and deductive (experimental) studies.
9. The teacher uses questions to encourage inquiry and probe for divergent student responses, encouraging student questions, and responding with questions when appropriate.
10. The teacher encourages productive peer interactions and plans both individual and small group activities to facilitate inquiry.
11. The teacher plans and implements data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.

**Standard #5** The teacher of physics demonstrates an understanding of the basic relationships between science and technology.

**Knowledge**

1. The teacher understands that creativity, imagination, and a broad knowledge base are all required in the work of science and engineering.
2. The teacher knows that scientists in different disciplines ask different questions, use different methods of investigation, and accept different types of evidence to support their explanations.
3. The teacher knows that progress in science and technology can be affected by social issues and challenges.
4. The teacher knows that science and technology are pursued for different purposes.
5. The teacher knows that science advances new technologies. New technologies open new areas for scientific inquiry.

6. The teacher knows that scientific knowledge is made public through presentation at professional meetings and publications in scientific journals, while technological knowledge is often not shared for a variety of reasons.

7. The teacher knows that science and technology are essential components of modern society. Science and technology indicate what can happen, not what should happen. The latter involves human decisions about the use of knowledge.

8. The teacher understands that basic concepts and principles of science and technology should precede active debate about the economics, policies, politics, and ethics of various challenges related to science and technology.

**Performance**

1. The teacher can demonstrate the basic relationship between physics and technology.

**Standard #6 The teacher of physics demonstrates an understanding of science as a human endeavor, of the nature of science, and of science from historical perspectives.**

**Knowledge**

1. The teacher has first-hand knowledge of how to engage in extended science inquiry in a laboratory setting. Just as preservice teachers need to engage in practice teaching, they need to engage in practicing science.

2. The teacher has an understanding of science as both vocation and avocation.

3. The teacher recognizes the universality of basic science concepts and the influence of personal and cultural beliefs that embed science in society.

4. The teacher recognizes that society helps create the ways of thinking (mindsets) required for scientific advances, both toward training scientists and the education of a populace to utilize benefits of science (e.g., standards of hygiene, attitudes toward forces of nature, etc.).

5. The teacher recognizes society’s role in supporting topics of research and determining institutions where research is conducted.

**Performance**

1. The teacher relates science content to the real world.

2. The teacher links the study of physics to career opportunities.

3. The teacher explains how science uses peer review, replication of methods, and norms of honesty.

4. The teacher demonstrates an understanding of the nature of scientific knowledge and that science is a way of knowing.

5. The teacher explains the rules of evidence and can distinguish characteristics of knowledge in science from rules and knowledge in other disciplines.

6. The teacher explains and provides examples of conventions for research, evidence and explanation, distinguishing laws, theories, and hypotheses.

7. The teacher explains the history of science, including the historical development of current science theories and knowledge.

8. The teacher demonstrates an understanding of how to use mathematics and statistics to analyze and interpret data in the context of science.

9. The teacher demonstrates an ability to do limited but original research in science.
Standard #7  The teacher of physics demonstrates an understanding of the concepts and processes unifying science domains.

**Knowledge**
1. The teacher understands how the concepts and processes of system, order and organization; evidence, models and explanation; constancy, change and measurement; patterns of cumulative change; and form and function, unify the various domains of science.
2. The teacher demonstrates a basic understanding of the basic concepts and principles of biology, chemistry, and earth and space science as they relate to understanding physics.

**Performance**
1. The teacher relates science concepts to each other and even to ideas in other academic areas.
2. The teacher understands how the knowledge and mastery of each concept of physics grows and develops across the grade levels and adjusts instruction accordingly.
3. The teacher explains, answers questions, guides inquiry, generalizes accurately, and mentors and guides advanced students who need and benefit from the enrichment of their lessons due to the greater personal knowledge of physics than that expected of students.

Standard #8  The teacher of physics demonstrates an understanding of and an ability to teach science effectively.

**Knowledge**
1. The teacher understands how students learn science concepts and develop the abilities of science inquiry.
2. The teacher understands the abilities and developmental readiness of students to learn physics content and skills.
3. The teacher understands how to use appropriate applications of advanced technologies in teaching science.

**Performance**
1. The teacher identifies common student misconceptions in science, their source, and an appropriate teaching response.
2. The teacher provides the opportunity for student discovery and application of knowledge.
3. The teacher plans and uses science teaching strategies and models appropriate for learners with diverse backgrounds, abilities, and learning styles.
4. The teacher encourages students to develop scientific reasoning, critical thinking, and problem solving skills.
5. The teacher designs and adapts procedures and protocols for students to plan, execute, and communicate the results of laboratory and field-based studies in physics.
6. The teacher demonstrates the ability to effectively engage students in learning science, both individually and in-group work of various kinds.
7. The teacher facilitates student planned and conducted investigations.

Standard #9  The teacher of physics enacts a science curriculum that integrates content within the sciences and among other disciplines.

**Knowledge**
1. The teacher understands national and state standards for science education.
2. The teacher understands the importance of the district and school framework of goals, plans, materials, and resources for enacting quality science instruction.
3. The teacher is familiar with high-quality curricular materials in science.
4. The teacher knows several strategies for developing integrated units with science as the connecting theme.
5. The teacher knows where and how to access appropriate materials for conducting science investigations with students.

**Performance**
1. The teacher relates instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context.
2. The teacher identifies, evaluates, and selects a diverse set of appropriate and potentially useful instructional materials in science from a variety of sources including the World Wide Web.
3. The teacher develops and implements course plans, unit plans, and lesson plans with clear rationales, goals, methods, materials, and assessments.
4. The teacher creates learning experiences that integrate subject matter within the science disciplines and with other subjects using real life problems.
5. The teacher designs and implements learning activities that thematically relate science with other school subjects and community resources.
6. The teacher fosters student development and application of skills in language arts and mathematics in learning science.
7. The teacher demonstrates an awareness of current science curriculum issues and resources.

**Standard #10**  The teacher of physics understands how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding.

**Knowledge**
1. The teacher is aware of social and political issues in the community that are dependent upon an understanding of physics.
2. The teacher understands how physics concepts and processes are used in real life situations.
3. The teacher understands and relates the application of physics concepts to technological, societal, and cultural issues.

**Performance**
1. The teacher engages students in activities and projects in which they examine important social or technological issues related to physics.
2. The teacher engages students in investigating local science and technological issues.
3. The teacher instructs students in the processes of decision-making about science and technological issues and applications.
4. The teacher relates physics to the interest of students, to potential careers, and to knowledge in other domains.

**Standard #11**  The teacher of physics assesses students’ educational progress through a variety of methods.

**Knowledge**
1. The teacher knows how to align standards, goals, instruction, outcomes, and assessments in physics.
2. The teacher knows a variety of assessment strategies to evaluate the cognitive, psychomotor, social, and personal development of the learner in all aspects of physics.
3. The teacher knows techniques for identifying prior knowledge of physics concepts and abilities that lead students to construct new understandings.

**Performance**
1. The teacher uses the most appropriate methods for gathering information about student learning aligned with instructional goals and based on student characteristics, needs, and abilities.
2. The teacher demonstrates the ability to use multiple strategies to assess teaching and learning authentically consistent with national standards and goals for physics education.
Standard #12   The teacher of physics designs and manages safe and supportive learning environments.

**Knowledge**
1. The teacher understands the elements of a safe environment in all areas related to physics instruction.
2. The teacher understands liability and negligence, especially as it applies to physics teaching.
3. The teacher understands how to design, adapt, and use physical space, the outdoors, equipment, and resources to establish a positive learning environment.
4. The teacher understands the psychological and social environment conducive to the students’ intellectual, social, and personal growth in physics education.
5. The teacher understands the norms and values of a science learning community.

**Performance**
1. The teacher sets up procedures for safe handling, labeling, storage, and disposal of chemicals, electrical equipment, and science materials.
2. The teacher takes appropriate actions to prevent accidents in the laboratory and field.
3. The teacher follows appropriate procedures for reporting an emergency.
4. The teacher establishes the elements of an exciting and stimulating environment for physics.
5. The teacher establishes a productive learning community in the physics classroom.
6. The teacher plans and develops opportunities for students to learn from resources, events, and displays in the environment.

Standard #13   The teacher of physics improves teaching through ongoing professional practice.

**Knowledge**
1. The teacher understands the ethical standards and responsibilities of a professional science teacher.
2. The teacher is aware of the professional organizations and professional development opportunities available to support physics teachers.

**Performance**
1. The teacher accepts responsibility for working collaboratively with students, members of the community, and other educators to improve science education.
2. The teacher develops and states personal goals and philosophy of teaching based on research and contemporary values of the science education community.
3. The teacher becomes involved in professional science education activities and shares knowledge and ideas with colleagues.
Crosswalk: Previous versus New Foreign Language (PreK-12) Standards

General Information about this Revision:
- This set of standards will help our educators prepare their learners to succeed in the future global workforce, whether capitalizing on technology to access the global community or interacting with people and businesses of many cultural and linguistic backgrounds within our state borders. These align with the Kansans CAN Talking Points of Vision and Flexibility.
- The new standard 1 focuses more on the candidates’ language proficiency at acceptable levels to enable the classroom instruction to be conducted primarily in the target language which research and experts in the field indicate is the ideal method. Standards 2-7 focus on the application of language acquisition strategies in the classroom setting. Standard 8 focuses on the professional collaboration and advocacy necessary for 21st century teachers.
- The total number of standards was reduced where they overlapped and a standard specifically addressing assessment was added.
- These standards were developed by a wide range of experts from within various levels of education in Kansas drawing on current language acquisition best practices research and aligned with the Kansas World Language Standards, ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, and InTASC Standards for the Initial Preparation of Teachers of Foreign Languages.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>PREVIOUS STANDARDS</th>
<th>NEW STANDARDS</th>
<th>WHAT CHANGED?</th>
</tr>
</thead>
</table>
| Standard 2 | The teacher of a foreign language is proficient in the foreign language. | **Standard 1**: Language Proficiency: Interpersonal, Interpretive, and Presentational | **Additions to:**  
Content Knowledge indicators: Minimal levels of oral proficiency have been identified based on descriptors from the ACTFL Proficiency scale. Minimum proficiency in written interpersonal and interpretive areas have been left to the state for assessment in each language. |
FSI/ILR scale, or the equivalent. Minimum level of oral proficiency for Arabic, Chinese, Japanese, and Korean is “Intermediate High” as measured by the ACTFL Proficiency scale, “B1” in the European Framework or “1+” on the FSI/ILR scale, or the equivalent. Minimum proficiency in written interpersonal and interpretive areas will be the cut off scores determined by the state for the assessment in each language.

The previous list of 12 indicators are incorporated into New Standard 1 through established proficiency levels. All modes of communication are now divided into functions, including the presentational mode & use of technology.

<table>
<thead>
<tr>
<th>Standard 2</th>
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<tbody>
<tr>
<td><strong>PREVIOUS STANDARDS</strong></td>
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</table>
| **Standard 1**  The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students. | **Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts**  Candidates select and make accessible authentic and relevant perspectives, products, and practices from the target culture appropriate to the developmental needs and interests of learners. | Additions to:
Content Knowledge indicators:
All content concepts from Standards 1 & 8 have been retained through more concise language.
This standard has shifted from a focus on connecting with local cultures to a focus on accessing authentic target language resources wherever they may exist, whether locally or via technology, as there may not be access to a target language culture within the teacher’s community.
This standard echoes the 5 C’s of the National Standards in Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.

Professional Skills indicators:
All professional skills articulated in the previous Standard 1 are present in the new Standard 2. |
The former Standard 5 was too expansive, covering methods, resources, and classroom management. The new Standard 2 keeps the aspect of selection and application of age-appropriate authentic resources, while the methodology and classroom management aspects went into Standards 3 and 7 respectively.

### Standard 3

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</table>
| **Standard 3** The teacher of a foreign language demonstrates an understanding of second-language acquisition and its relation to first-language development including the history of second-language education in the United States. | **Standard 3**: Language Acquisition Theories and Instructional Methods for Second Language Learning Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences. | **Additions to:**
| **Content Knowledge indicators:** The specificity of the former Standard 3 regarding the history of second-language education and similarities with first-language acquisition has been replaced with the more general objectives of knowledge of a variety of pedagogical approaches and competency in developing focused lessons that skillfully apply selected approaches within the classroom setting. | **Professional Skills indicators**
| The previous list of 4 performance indicators in Standard 3 are incorporated into New Standard 3 indicators. To simplify Standard 5, the new Standard 3 keeps only the aspect of knowledge of second-language instructional methods. |
### Standard 4

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</table>
| **Standard 4** The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development. | **Standard 4**: Planning and Instruction Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners’ knowledge and skills towards meeting the Kansas World Language Standards. | **Additions to:**  
Content Knowledge indicators: The focus of the new Standard 4 is on understanding the Kansas World Language Standards as well as how learners develop.  
Professional Skills indicators: Standard 4 emphasizes candidates’ ability to plan engaging instructional practices and experiences and sequence and apply instructional skills based on the Kansas World Language Standards. Performance indicators 2, 3, and 4 of the former Standard 4 addressing individual learners’ needs have been moved to the new Standard 6 which focuses on Learner Development and Meeting Diverse Needs. |

### Standard 5

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</table>
| No previous standard | **Standard 5**: Assessment of Learning Candidates design formative and summative assessments using authentic target language materials, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting. | **Additions to:**  
Content Knowledge indicators: Candidates understand the importance of ongoing authentic formative and summative assessments in a variety of modes  
Candidates understand the value of reflection on the results of assessments and the adjustment of instruction accordingly. |
Professional Skills indicators: Candidates can design effective formative and summative assessments. Candidates reflect on and analyze the results of formative and summative assessments to support, verify, and document learning.
This standard aligns with ACTFL Standard 5 and InTASC Standard 6 which call for skillful assessments.

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<tbody>
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</table>
| **Standard 4** The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development. | **Standard 6:** Learner Development & Meeting Diverse Needs  
Candidates understand patterns of child and adolescent development, recognize individual differences in learners’ learning profiles, and provide foreign language learning opportunities that address the diverse needs of learners. | **Additions to:**  
The former Standard 9 knowledge indicators 1-3 about awareness of the diversity of learners’ backgrounds and the candidates’ collaboration with the community to support language learning are now in Standard 6. |
| **Standard 7** The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students. | | **Content Knowledge indicators:**  
Indicators addressing diverse learner backgrounds, levels, and needs were previously split between Standards 4 and 7. They are now combined in Standard 6. |
| **Standard 9** The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures. | | **Professional Skills indicators:**  
Specific IEP and 504 language is now included to ensure candidates are equipped to support learner exceptionality requirements. |
The former standard 7 focused on the candidate just modeling different modalities in class, but candidates are now expected to plan lessons and provide assessments that enable learners to demonstrate proficiency in different modalities that may better fit their learning styles or abilities.

## Standard 7

<table>
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</table>
| **Standard 5** The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking. | **Standard 7**: Creating a Supportive Learning Environment  
Candidates create a safe and supportive learning environment motivating learners to engage in positive social interaction and active learning. | **Additions to:**  
**Content Knowledge indicators:**  
All concepts from Standards 5 and 6 have been retained. The portion of the former Standard 5 referring to knowledge of effective classroom management techniques is now located here in Standard 7.  
**Professional Skills indicators:**  
The new Standard 7, Function 3 emphasizes candidates’ ability to help students learn to work productively and cooperatively towards learning goals - similar to the Kansans CAN outcome of “Working Together.” The new standard includes specific language regarding teaching students responsible and respectful technology use in virtual environments. |
<table>
<thead>
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</table>
| **Standard 9** The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures. | **Standard 8**: Professional Development, Advocacy, and Ethics. Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders. | **Additions to:**
Content Knowledge indicators:
The new Standard 8 includes all of former Standard 9’s performance indicators.
Functions 1 & 2 in the new standard are new to this document.
Function 1 focuses on candidates’ awareness of avenues for continued professional development and global partnerships.
Function 2 requires candidates to be familiar with data sources relevant to the benefits or uses of multilingual education.

Professional Skills indicators:
The candidates use reflective practice and seek further opportunities for personal growth in the target language and culture. The candidate is now asked to become an advocate for multilingual education in the globalization of the 21st century workforce. |
PROPOSED
Kansas Educator Preparation Program Standards for Foreign Language
Grades PreK-12

“Learners” are 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.

**Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational**
Candidates in foreign language teacher preparation programs possess proficiency in the target
languages they will teach. They are able to communicate effectively in interpersonal, interpretive,
and presentational contexts both in written and oral forms at a minimum level. Minimum level of
oral proficiency for French, German, Hebrew, Italian, Portuguese, Russian, & Spanish is
“Advanced Low” as measured by the ACTFL Proficiency scale, “B2” in the European
Frameworks, or “2” on the FSI/ILR scale, or the equivalent. Minimum level of oral proficiency
for Arabic, Chinese, Japanese, and Korean is “Intermediate High” as measured by the ACTFL
Proficiency scale, “B1” in the European Framework or “1+” on the FSI/ILR scale, or the
equivalent. Minimum proficiency in written interpersonal and interpretive areas will be the cut
off scores determined by the state for the assessment in each language.

**Function 1: Speak in the interpersonal mode of communication at the minimum levels described
above.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td>1.1.1 CK Candidates are aware of the levels of proficiency of the interpersonal mode of communication.</td>
<td>1.1.3 PS Candidates initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to complications or unforeseen events.</td>
</tr>
<tr>
<td>1.1.2 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to have direct and virtual contact with native speakers of the target language.</td>
<td>1.1.4 PS Candidates engage in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language.</td>
</tr>
</tbody>
</table>

**Function 2: Interpret printed texts, speech, and video by demonstrating literal, figurative, and symbolic comprehension.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to encounter authentic nonfiction texts, web content, videos, and literature.</td>
<td>1.2.2 PS As listeners, candidates understand short conventional narration and description with a clear underlying structure, though comprehension may be uneven. The listener understands the main facts, distinctive viewpoints, and some supporting details.</td>
</tr>
</tbody>
</table>
1.2.3 PS For readers of target languages that use a Roman alphabet, including classical languages, candidates understand conventional narrative and descriptive texts with a clear underlying structure though comprehension may be uneven. For readers of target languages that use a non-Roman alphabet or characters, candidates understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.

**Function 3: Present oral and written information to audiences of listeners or readers.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1 CK In oral communications, candidates demonstrate control of vocabulary, grammatical structures, and pronunciation.</td>
<td>1.3.3 PS Candidates express their own ideas in written and oral forms on practical, social, and professional topics in formal and informal registers in the target language.</td>
</tr>
<tr>
<td>1.3.2 CK In written communications, candidates demonstrate control of vocabulary, grammatical structures, and spelling.</td>
<td>1.3.4 PS Candidates deliver oral presentations without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.</td>
</tr>
</tbody>
</table>

**Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts**

**Candidates select and make accessible authentic and relevant perspectives, products, and practices from the target culture appropriate to the developmental needs and interests of learners.**

**Function 1: Demonstrate understanding of cultures relevant to the target language and facilitate comparison of cultures through the perspectives, products, and practices of those cultures.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 CK Candidates understand cultural realities as dynamic and complex.</td>
<td>2.1.4 PS Candidates develop authentic situations for exploring culture to increase pragmatic, semantic, sociological, and aesthetic understandings.</td>
</tr>
</tbody>
</table>
2.1.2 CK Candidates understand the need to expand their knowledge base of language, history, geography, economics, art, religion, politics, daily living and customs, social sciences, literature, and the origins of the target language.

2.1.5 PS Candidates engage learners in acquiring, updating, and re-evaluating their knowledge of the target culture.

2.1.3 CK Candidates understand the value of first-hand experiences in the target culture.

**Function 2: Demonstrate an understanding of linguistics, the dynamic nature of language, and language systems.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 CK Candidates understand language as dynamic and complex.</td>
<td>2.2.2 PS Candidates present language and culture in contextually meaningful situations.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Candidates facilitate comparison and contrast of learners’ knowledge of language with the target language.</td>
</tr>
</tbody>
</table>

**Function 3: Use the national and state standards and current technology to select, adapt, and integrate authentic literary and informative sources on cultural themes as well as interdisciplinary topics.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 CK Candidates are aware of developmentally appropriate authentic sources for literary and informative texts.</td>
<td>2.3.2 PS Candidates scaffold learners’ study of authentic resources, providing vocabulary or contextual support for comprehension.</td>
</tr>
</tbody>
</table>

**Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning**

Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.

**Function 1: Demonstrate an understanding of the theories of second language acquisition.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1 CK Candidates understand how articulated language acquisition models (e.g. FLES, FLEX, immersion) lead to different language outcomes.</td>
<td>3.1.3 PS Candidates select and employ a language acquisition model appropriate to the learners and the learning context.</td>
</tr>
</tbody>
</table>
3.1.2 CK Candidates understand that the language acquisition process is long-range and sequential.  

3.1.4 PS Candidates explain language learning theories and strategies to learners to assist them in becoming better language learners.

**Function 2: Applies appropriate and effective instructional methods.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1 CK Candidates know a variety of research-based instructional methods for teaching language.</td>
<td>3.2.3 PS Candidates employ appropriate instructional methods to improve learners’ specific linguistic skills.</td>
</tr>
<tr>
<td>3.2.2 CK Candidates understand the role that comprehensible input plays in the language acquisition process.</td>
<td>3.2.4 PS Candidates provide meaningful target language input (ACTFL goal is 90%) and scaffold instruction to assist learners in understanding this input.</td>
</tr>
<tr>
<td>3.2.5 PS Candidates present specific information on gestures and rhythmic properties and how to negotiate meaning.</td>
<td>3.2.6 PS Candidates immerse learners in target language communication through informative, directive, expressive, imaginative, and other interactive means.</td>
</tr>
</tbody>
</table>

**Standard 4: Planning and Instruction**

Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners’ knowledge and skills towards meeting the Kansas World Language Standards.

**Function 1: Demonstrate understanding of the Kansas World Language Standards and sequence learning experiences appropriately.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Professional Skills</th>
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</thead>
<tbody>
<tr>
<td>4.1.1 CK Candidates know content standards and how they are organized in the curriculum.</td>
<td>4.1.4 PS Candidates explicitly communicate objectives to learners and involve learners in identifying pathways to goal achievement.</td>
</tr>
<tr>
<td>4.1.2 CK Candidates know how content standards relate to other disciplines relevant to their learners’ interests and levels.</td>
<td>4.1.5 PS Candidates integrate cross-disciplinary skills that engage learners in meaningful application of content knowledge.</td>
</tr>
</tbody>
</table>
4.1.3 CK Candidates know how content builds and relates through short-term and long-term learning experiences.

4.1.6 PS Candidates systematically plan lessons and units with short term and long term goals.

**Function 2: Integrate the goals of the state standards in the design of engaging instructional practices and classroom experiences.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.2.1 CK Understand <em>interpersonal, interpretive, and presentational</em> modes of communication.</td>
<td>4.2.4 PS Candidates integrate 3 modes of communication in instruction.</td>
</tr>
<tr>
<td>4.2.2 CK Candidates know how to evaluate a range of evidence-based instructional strategies, resources, and technological tools for quality, accuracy, and effectiveness.</td>
<td>4.2.5 PS Candidates effectively plan and implement appropriate strategies, resources, and technological tools to meet the instructional goals.</td>
</tr>
<tr>
<td>4.2.3 CK Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, memorization and recall) and how these processes can be stimulated.</td>
<td>4.2.6 PS Candidates engage all learners in developing higher level questioning and meta-cognitive processes, asking questions that serve different purposes (e.g. probing for understanding, helping learners articulate their ideas, stimulating curiosity, and developing their own questions).</td>
</tr>
<tr>
<td></td>
<td>4.2.7 PS Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of the learning experience.</td>
</tr>
</tbody>
</table>

**Standard 5: Assessment of Learning**

Candidates design formative and summative assessments using authentic target language materials, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.

**Function 1: Design and use ongoing authentic performance assessment using a variety of assessment models appropriate for all learners.**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5.1.1 CK Candidates understand the range, types, and purposes for summative and formative assessments.</td>
<td>5.1.3 PS Candidates balance the use of formative and summative assessment to support, verify, and document learning.</td>
</tr>
<tr>
<td>5.1.2 CK Candidates know how to design assessments that clearly communicate critical knowledge or skills and performance levels.</td>
<td>5.1.4 PS Candidates design assessments that align with learning objectives and methods while avoiding bias that can distort results.</td>
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<tr>
<td>5.1.5 PS Candidates design a variety of assessments to allow learners multiple ways of demonstrating their knowledge and skill.</td>
<td>5.1.6 PS Candidates prepare learners for assessments and make accommodations in assessments and testing conditions appropriate for all learners.</td>
</tr>
</tbody>
</table>

**Function 2: Reflect on and analyze the results of assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.**

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<tr>
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<tbody>
<tr>
<td>5.2.1 CK Candidates know how and when to gather specific data for analysis of learner progress towards objectives.</td>
<td>5.2.4 PS Candidates engage learners in assessing their own learning and use this to support learners in developing objectives and pathways to progress toward specific objectives.</td>
</tr>
<tr>
<td>5.2.2 CK Candidates know how to aggregate and disaggregate formative and summative data, identify patterns, and plan for scaffolding, enrichment, or acceleration for individuals or groups of learners.</td>
<td>5.2.5 PS Candidates adjust lesson plans based on assessment information and learner responses.</td>
</tr>
<tr>
<td>5.2.3 CK Candidates know how to effectively and confidentially report specific descriptive feedback on learners’ progress and scores guide learners’ progress toward the learning goals.</td>
<td>5.2.6 PS Candidates collaborate with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level.</td>
</tr>
</tbody>
</table>

**Standard 6: Learner Development & Meeting Diverse Needs**

Candidates understand patterns of child and adolescent development, recognize individual differences in learners’ learning profiles, and provide foreign language learning opportunities that address the diverse needs of learners.

**Function 1: Monitor progress and adjust instruction to address learner strengths and weaknesses.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1.1 CK Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 learners.</td>
<td>6.1.4 PS Candidates access professional partners, family, community, and online resources to implement relevant learning experiences suitable for all learners.</td>
</tr>
</tbody>
</table>
to the age, gender, culture, skills, and interests of the learners.

<table>
<thead>
<tr>
<th>Function 2: Address individual needs of learners with exceptionalities and meet the requirements specified by law.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
</tr>
<tr>
<td>6.1.2 CK Candidates know how to identify individual learner’s language levels, language backgrounds, learning styles, exceptionalities, and interests.</td>
</tr>
<tr>
<td>6.1.3 CK Candidates understand how cultural and gender differences can affect communication in the classroom.</td>
</tr>
<tr>
<td>6.1.7 PS Candidates access specialized professionals (e.g. special educators, related service providers, language learning specialists, media specialists) to design and deliver appropriate and effective learning experiences to meet unique learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7: Creating a Supportive Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates create a safe and supportive learning environment motivating learners to engage in positive social interaction and active learning.</td>
</tr>
<tr>
<td><strong>Function 1: Create a safe and supportive environment.</strong></td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
</tr>
<tr>
<td>7.1.1 CK Candidates understand how learner diversity can affect communication and know how to communicate effectively in differing environments.</td>
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<td>7.1.2</td>
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<td>--------</td>
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<tr>
<td>7.1.4</td>
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<td>7.1.5</td>
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</table>

**Function 2: Motivate learning through engaging activities.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.2.1 CK Candidates understand the relationship between motivation and engagement.</td>
<td>7.2.3 PS Candidates develop age-appropriate learning experiences that actively engage learners in developing their language skills.</td>
</tr>
<tr>
<td>7.2.2 CK Candidates know a variety of age-appropriate engaging instructional strategies related to language learning.</td>
<td>7.2.4 PS Candidates promote responsible use of interactive technologies to develop language skills locally and globally.</td>
</tr>
</tbody>
</table>

**Function 3: Develop positive working relationships within the classroom.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>7.3.1 CK Candidates know how to design learning experiences that build learner self-direction and ownership of learning.</td>
<td>7.3.3 PS Candidates collaborate with learners, families, and colleagues to build a safe, positive learning climate.</td>
</tr>
<tr>
<td>7.3.2 CK Candidates know how to help learners work productively and cooperatively with each other to achieve learning goals.</td>
<td>7.3.4 PS Candidates collaborate with learners to develop respectful interactions between individuals and between members within groups.</td>
</tr>
</tbody>
</table>

**Standard 8: Professional Development, Advocacy, and Ethics.** Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.

**Function 1: Engage in continuous professional learning opportunities to strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice.**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8.1.1 CK Candidates understand the value of collaborative growth through interactions with colleagues and specialists.</td>
<td>8.1.4 PS Candidates engage in structured individual and group professional learning opportunities.</td>
</tr>
<tr>
<td>8.1.2 CK Candidates understand the importance of maintaining and advancing their skills.</td>
<td>8.1.5 PS Candidates continue language investigations to enhance knowledge and skills.</td>
</tr>
</tbody>
</table>
specific to development of second-language acquisition.

8.1.3 CK Candidates know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on practices.

8.1.6 PS Candidates actively seek professional, community, and technological resources as support for analysis, reflection, and problem solving.

**Function 2: Advocate for the learning of languages and cultures by all students**

<table>
<thead>
<tr>
<th>Content Knowledge</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8.2.1 CK Candidates know how to access current research and data about the benefits of second language acquisition.</td>
<td>8.2.4 PS Candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</td>
</tr>
<tr>
<td>8.2.2 CK Candidates know how to access resources and data relevant to the importance of second language acquisition in the 21st century global community.</td>
<td>8.2.5 PS Candidates promote the value of second language acquisition by sharing relevant data significant to learner goals.</td>
</tr>
<tr>
<td>8.2.3 CK Candidates understand the importance of ongoing alliances to promote the goal of language acquisition for all P-12 students.</td>
<td>8.2.6 PS Candidates disseminate advocacy messages to all stakeholders in support of language acquisition.</td>
</tr>
</tbody>
</table>

**Function 3: Collaborate ethically and equitably with all learners, families, colleagues, and community stakeholders for learner growth.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>8.3.1 CK Candidates understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity among these spheres interferes with learning.</td>
<td>8.3.3 PS Candidates engage professionally with stakeholders to build a shared vision, establish expectations, and communicate progress toward shared goals.</td>
</tr>
<tr>
<td>8.3.2 CK Candidates understand schools as organizations within a historical, cultural, political, and social context and know how to work with others across the system to support learners.</td>
<td>8.3.4 PS Candidates seek appropriate opportunities to advocate for learners, strengthen the learning environment, and enact positive system changes.</td>
</tr>
</tbody>
</table>
Standard #1   The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.

Knowledge
1. The teacher is aware that language manifests itself in all aspects of life.
2. The teacher knows how the target culture and target language interrelate.
3. The teacher understands linguistic and cultural realities as dynamic and complex and views perspectives of language and culture in relation to practices and products.
4. The teacher knows both formal and informal aspects of the target language: geography, history, economics, the arts, religion, politics, daily living and customs, social sciences, literature, and origins of the language.
5. The teacher knows the benefits of internalizing and personalizing the study of target language and culture.
6. The teacher understands the value of first-hand experiences in the target culture.

Performance
1. The teacher presents the target language, its literature, and its culture in contextually meaningful situations.
2. The teacher explains the interrelated connections between the target language and the target culture.
3. The teacher engages the students in continual opportunities to update and re-evaluate their knowledge and understanding of changing cultural realities and their appreciation for the historical development of both language and culture.
4. The teacher develops authentic situations for exploring both high culture and popular culture to increase pragmatic, semantic, sociological, and aesthetic experiences of the target culture through literature.
5. The teacher relates personal experiences with the target language and culture.
6. The teacher seeks opportunities for first-hand experiences in the target culture such as study/travel abroad, cultural immersion within the United States, and through Internet communication.

Standard #2   The teacher of a foreign language is proficient in the foreign language.

Knowledge
1. The teacher is aware of the levels of proficiency in the basic skills in foreign language and his or her own level.
2. The teacher understands the importance of maintaining and advancing his or her skills.

Performance
1. The teacher demonstrates advanced proficiency in the target language to converse according to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines.
2. The teacher initiates, sustains, and brings to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events.
3. The teacher narrates and describes with paragraph-length connected discourse in the target language.
4. The teacher engages in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language.
5. The teacher can express his or her own ideas on practical, social, and professional topics in most formal and informal writing styles in the target language.
6. The teacher can write most kinds of correspondence, such as memos, social and business letters, short research papers, and statements of position in areas of special interest in the target language.
7. The teacher demonstrates control of a full range of structures, spelling, and non-alphabetic symbol production in the target language.
8. The teacher uses a wide vocabulary to hypothesize and present written arguments or points of view in the target language.
9. The teacher uses appropriate formal and informal styles for various purposes and audiences in the target language.
10. The teacher includes learning activities in the target language that capitalize on proficiency levels in each skill: listening, speaking, reading, and writing.
11. The teacher interacts frequently with persons who are also skilled in the target language, locally or outside the local setting.
12. The teacher creates opportunities for self, students, and the wider community to have direct contact with native speakers of the target language.

Standard #3  The teacher of a foreign language demonstrates an understanding of second-language acquisition and its relation to first-language development including the history of second-language education in the United States.

Knowledge
1. The teacher knows theories of first- and second-language acquisition and learning.
2. The teacher knows how to relate knowledge of first-language to second-language acquisition.

Performance
1. The teacher explains language learning theory to help students become better language learners.
2. The teacher creates lessons that reflect thought about first- and second-language acquisition methods.
3. The teacher helps students understand their learning styles and how they relate to language learning.
4. The teacher continues language investigations to enhance understanding of second-language acquisition.

Standard #4  The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development.

Knowledge
1. The teacher understands that the foreign language process must be long-range and sequential to ensure continuity.
2. The teacher knows that in learning a foreign language, comprehension precedes production, linguistic abilities develop in stages, student output is not error-free, language is more readily produced in an affective environment, and language, a singularly human endeavor, is produced systematically.
3. The teacher knows that in learning a foreign language, the sociolinguistic context of language learning is a practical necessity, meaningful extracurricular activities enhance developing language skills of students, and community outreach is a meaningful use of foreign language skills.

Performance
1. The teacher uses a comprehensive target-language vocabulary to provide interesting and appropriate input.
2. The teacher allows student output to occur in the target language when ready.
3. The teacher provides a comfortable environment for correcting errors.
4. The teacher encourages students to progress at their own developmental rates.
5. The teacher uses the textbook as a resource but not as the ultimate guide for instruction.
6. The teacher develops classroom activities and uses authentic materials that are meaningful, purposeful, and realistically appropriate.
7. The teacher presents specific information on gestures and rhythmic properties of language.
8. The teacher promotes, creates, and seeks out opportunities for practicing the language within the local community or abroad.
Standard #5  The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.

Knowledge
1. The teacher understands the differences between convergent and divergent thinking processes and recognizes methods, techniques, and resources appropriate to the diversity of the students.
2. The teacher understands foreign language instructional principles and techniques and knows how to integrate cultural knowledge, literature, history, and customs through group learning, discussions, journals, oral presentations, drama, and multi-media projects into instruction.
3. The teacher knows about foreign language learning and the need to vary materials with human and technological resources.

Performance
1. The teacher chooses, creates, uses, and adjusts methods and resources to achieve different learning goals based on continual evaluations of students’ developmental needs and interests.
2. The teacher immerses students in foreign language communication through informative, directive, expressive, imaginative, and other interactive means.
3. The teacher uses role play and communication activities to give students the opportunity to practice foreign language creatively and cooperatively, in cultural situations.
4. The teacher, to promote students’ critical understanding, presents alternative, diverse concepts and representations of foreign language culture, and encourages the students to assume cultural perspectives other than their own.

Standard #6  The teacher of a foreign language motivates both individuals and groups to create a target language learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Knowledge
1. The teacher understands human motivation and behavior for organizing and supporting individual and group work in learning a foreign language.
2. The teacher understands the principles of effective classroom management and strategies to promote equity, positive relationships, cooperation, and purposeful learning of a foreign language in the classroom.
3. The teacher recognizes how to help students become self-motivated to learn a second language.

Performance
1. The teacher creates a smoothly functioning community in which students assume responsibility for themselves and one another in learning a foreign language.
2. The teacher engages students in individual and group learning activities that help them develop the motivation to achieve and respond to the challenge of high expectations for learning a foreign language.
3. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks for learning a foreign language.

Standard #7  The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.

Knowledge
1. The teacher understands the value of listening, speaking, reading, and writing in the communication process.
2. The teacher is aware of various learning modes appropriate for students from diverse backgrounds and those with special needs.
3. The teacher understands how cultural and gender differences can affect communication in the classroom.

Performance
1. The teacher demonstrates the ability to communicate with accuracy in oral form: diction, grammar, appropriate register, drama expression, volume and pitch, enunciation and pronunciation.
2. The teacher demonstrates the ability to communicate with accuracy and appropriateness in written form: vocabulary, mechanical skills, physical and organization form, style and tone, voice, development of ideas, sentence structure and fluency, and discourse.
3. The teacher demonstrates the ability to listen and comprehend.
4. The teacher uses a variety of teaching and assessment activities to accommodate differing learning modes such as audio presentations, written expression, video presentations, group activities, individual performances, physical activities (e.g., cooking, drama, dance, visual art, music), oral and written practice, speaking and conversational opportunities, cultural presentations, technology usage, and others that meet the needs of emotional, social, cultural, physical, and mental development of the students.
5. The teacher uses techniques to develop the scope and depth of students’ higher order thinking skills.

Standard #8 The teacher of a foreign language integrates knowledge of and encourages interactions with the local cultures and the general school curriculum through a foreign language.

Knowledge
1. The teacher understands the culture(s) of the foreign language.
2. The teacher knows how to integrate aspects of the foreign language with other curricula.

Performance
1. The teacher creates lessons incorporating the foreign language culture(s).
2. The teacher helps students research the foreign language culture(s).
3. The teacher accesses opportunities within and outside of the community to increase cultural awareness.
4. The teacher collaborates with and integrates other educational segments (e.g., content areas and/or levels) to emphasize foreign language culture(s).

Standard #9 The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures.

Knowledge
1. The teacher is familiar with various cultural and language backgrounds of the local school personnel, the community, and area.
2. The teacher recognizes and identifies the various community agencies that work with families who speak different languages.
3. The teacher recognizes school and community organizations that foster positive relationships with families of different cultural backgrounds.

Performance
1. The teacher shares linguistic and cultural expertise with the community (e.g., language clubs, social events, education programs, and field trips).
2. The teacher uses local, national, and international resources to foster student learning.
3. The teacher advocates for foreign language education for all students to prepare them to function in a multilingual and multicultural community at home and abroad.
To: Commissioner Randy Watson
From: Dale Dennis
Subject: Legislative Matters

Board Goals: Governmental Responsibility

REVIEW GOVERNOR’S BUDGET RECOMMENDATIONS FOR FISCAL YEARS 2017, 2018 AND 2019

The status of the State Board's budget recommendations for Fiscal Years 2017, 2018, and 2019 will be discussed.

REVIEW EDUCATION LEGISLATION

A report on the status of education legislation will be reviewed with the State Board of Education.
To: Commissioner Randy Watson  
From: Gwen Kramer, Wendy Fritz  
Subject: Personnel Report  
Board Goals: Governmental Responsibility

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<tr>
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<th>July</th>
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<th>Sept</th>
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<td><strong>Recruiting (data on 1st day of month)</strong></td>
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<td>8</td>
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Total Employees 225* as Pay Period Ending 12/3/2016. 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

Staff Initiating:  Director:  Commissioner:
Gwen Kramer  Wendy Fritz  Randy Watson

Meeting Date:  2/14/2017

Item Title:
Act on appointments of persons to Unclassified Special Projects Positions

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education confirm the appointment of:

Jason Howe to the position of Applications Developer on the Information Technology team, effective Jan. 17, 2017, at an annual salary of $44,990.40. This position is funded by Title VI-B, Consolidated Administration Pool, and Migrant.

Explanation of Situation Requiring Action:

Jason Howe will manage the advanced technical work required to support the Early Childhood, Special Education and Title Services team. This position is responsible for programming and modifying application software, identifying and documenting application requirements, and preparing system designs and detailed specifications from which application software is written. Functions include maintenance of websites and web applications; analysis, design, programming, and maintenance of applications; design, development and maintenance of data sources; troubleshooting and resolving application issues; addressing data requests as assigned; and supporting data inquiries as assigned. Applications and procedures will adhere to standards and security procedures of the IT Department and the agency. The tasks of this position directly support the Agency's ability to communicate with schools, districts, and the public.
To: Commissioner Randy Watson
From: Madeleine Burkindine
Subject: KSSB & KSSD Second Quarter Reports (FY 2017)
Board Goals: Governmental Responsibility

The Second Quarter Reports (FY 2017) have been prepared for the Kansas State School for the Deaf and the Kansas State School for the Blind. Both documents are attached for the State Board of Education's review.
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KANSAS STATE SCHOOL FOR THE DEAF

VISION, MISSION, AND ACCREDITATION

VISION
A school, a community, a society in which hearing acuity is incidental, barriers are minimized, human potential is maximized and people are judged by their contributions and their character.

MISSION
To ensure that all students achieve their full potential in a language-rich environment.

ACCREDITATION
KSD was awarded full accreditation through CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf).

PROFESSIONAL DEVELOPMENT/ASSESSMENTS/CURRICULUM
Our two weeks of professional development inservices prior to the start of school was followed up by two days of workshops in October and November. The main presenter was Jeremy Warren, a certified trainer in managing aggressive behavior. Jeremy trained the elementary, secondary and residential staff on how to recognize a cycle of escalating behaviors and how to defuse that behavior before the student loses control.

Our principals have been working with their staff on a new school improvement plan to be implemented at the beginning of the 2017-18 school year. The secondary department selected improving time management skills as their initial goal. They are researching interventions that will be put into place for the fall of 2017. The elementary department selected improving vocabulary, specifically using vocabulary in a variety of ways. Interventions in American Sign Language (ASL) will be developed first and then transferred to written English.

In preparation for the State Assessment this spring, we have created several interim assessments for teachers to use with their students in ELA and Math. The assessments are well designed and user friendly.
BILINGUAL DEPARTMENT

Secondary students enjoyed the annual Optimist oratorical contest on October 27th. Two students won using spoken English and two students won using ASL—this shows the true diversity of what our bilingual students can do. The sixth annual local ASL Bowl competition was held on October 28th. Two other schools from the Wichita area with deaf and hard of hearing students joined the competition. There were so many students performing that the poetry portion of the ASL Bowl carried over to Monday morning of the following week. The students who won the oratorical and ASL bowl, along with the Academic Bowl team, went to the Missouri School for the Deaf to compete against seven other schools for the Deaf in the GPSD Triathlon Tournament which took place November 10-13. KSD took first place in the Academic Bowl competition, second place in the Oratorical Contest, and won three out of six first place medals in the ASL Bowl earning KSD the GPSD Triathlon Cup for the second year in a row!

INSTRUCTIONAL SERVICES

ELEMENTARY DEPARTMENT

Early Childhood Center

Students in preschool have been acquiring American Sign Language (ASL) and English through play and experimentation. Examples of areas of acquisition include but are not limited to field trips, hands-on activities, social skills and centers where students take part in story retelling, following and/or signing back directions, one-on-one number correspondence, labeling/naming, making and/or performing requests, fingerspelling, and writing their names. In the pre-kindergarten class, students have started bringing home weekly journals to draw pictures and dictate to parents for them to write down. They also have started learning pre-primer Dolch words using printed cards. With the Dolch word cards, students read the work and then sign it. For deeper semantic development, students learn and explain the functions and associations of the words after recognizing them. Students are also taught basic mathematics: one-on-one correspondence, shapes, and adding and subtracting in ASL.

Elementary School

Elementary students who have been deprived of their heritage language of ASL have been attending ASL Immersion class for 45-55 minutes daily. The class uses content topics (following the social studies and science state standards) to acquire and develop conversational language skills in ASL. It is the quickest way to remediate language deprivation, and already four students out of 11 have exited from ASL immersion after having achieved the minimum conversational level of 4. The assessment tool used to measure and develop individual student language goals for the teacher to plan, instruct and assess is called Kendall Conversational Proficiency Level. Once exited from ASL Immersion class, the students continue to receive specialized ASL therapy through pull-out ASL tutoring services. Such services, including the ASL immersion class under the Bilingual Department, are on each student’s Individualized Education Program (IEP).
SECONDARY DEPARTMENT

TRANSITION SERVICES
The transition coordinator, secondary principal, and curriculum director are working to establish our role in the new Individual Plans of Study (IPS) required by the state for all students in grades 8 through 12. Because all of our students already have Transition Plans, we are exploring the possibility of integrating the two documents to meet the needs of our students and satisfy the requirements of the IPS.

MIDDLE SCHOOL STUDENTS GO TO HARVESTERS
Every year the KSD middle school students go to Harvesters to help out during the holiday season. This is a very enriching experience which helps teach them about being good citizens of the US, their community and school, and about giving back to others. This year the students took part in putting together boxes of bread for pantries around the KC Metro area. In addition to physical labor, the students were able to talk with some of the individuals who work at Harvesters and some of the people in need who come to Harvesters for help.

VETERANS DAY
On November 11, KSD middle school students and staff attended and participated in the Johnson County Veterans Day Observance held at the Korean War Memorial in Overland Park. Three students, assisted by a teacher, signed the Pledge of Allegiance and the National Anthem. Other students also participated by handing out programs for the ceremony as people arrived for the event. To show respect for our veterans, all of the students helped fold up and put away chairs after the event.

GALLAUDET’S BATTLE OF THE BOOKS
KSD middle school students participated in Gallaudet University’s annual Battle of the Books competition. Students were assigned three books to read in two months. They read Roller Girl by Victoria Jamieson, A Long Walk to Water by Linda Sue Park, and Who Was William Shakespeare by Celeste Davidson Mannis. On December 6th, students participated in battles with students from other schools for the Deaf via videophone. Our students did a wonderful job of reading and participating in the matches which were all very competitive. The first match was against Illinois School for the Deaf (KSD 32; Illinois 36) the second match was against Metro Deaf School (KSD 36; Metro Deaf 38), and the third match was against California School for the Deaf-Fremont (KSD 26; California 22).

PERFORMING ARTS: “THE BUTLER DID IT!”
The KSD high school drama class performed “The Butler Did It!” by Todd Wallinger on December 13th and 14th (voice interpreted performance). It was a clever murder mystery that was enjoyed by both the performers and the audiences—who were kept guessing until the very end.
OUTREACH

AUDIOLOGY

Auditory Training Unit (ATU) - An ATU is a wireless assistive listening device commonly referred to as an FM system. Students who are deaf/hard of hearing may utilize this device in the classroom to improve the signal-to-noise ratio. It picks up the teacher’s voice through a microphone and transmits it to the student wearing a receiver.

**AUDIOLOGY/Hearing Assistive Technology (HAT) REPORT**

<table>
<thead>
<tr>
<th>HAT Consults</th>
<th>ATU Calls</th>
<th>ATU Emails</th>
<th>Comp Eval</th>
<th>IEPs Attended</th>
<th>HA/CI Checks/Repairs</th>
<th>Non-KSD Parent Calls</th>
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<tbody>
<tr>
<td>33 Consultations:</td>
<td>82</td>
<td>1,000</td>
<td>15</td>
<td>6</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Arkansas City</td>
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<tr>
<td>Burlingame</td>
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<tr>
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<td>Winfield</td>
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Quarter 1

| 7 Consultations: | 60 | 612 | 15 | 8 | 13 | 0 |
| Ft. Leavenworth | | | | | | |
| Lansing Elementary | | | | | | |
| Lansing Jr. High | | | | | | |
| Overbrook | | | | | | |
| Paola | | | | | | |
| St. James | | | | | | |
| Westmoreland | | | | | | |

Quarter 2

HA – Hearing Aid
CI – Cochlear Implant
**AUDITORY TRAINING UNIT (ATU) LEASE PROGRAM – QUARTER 2**

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<tr>
<td>Current Collected</td>
<td>$67,098.66</td>
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**BIRTH – THREE SERVICES**

Services were provided to the following networks:

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</tr>
<tr>
<td></td>
<td>• Johnson County Infant/Toddler Services</td>
</tr>
<tr>
<td></td>
<td>• Leavenworth County Infant/Toddler Network</td>
</tr>
<tr>
<td></td>
<td>• Northeast Kansas Infant/Toddler Network</td>
</tr>
<tr>
<td></td>
<td>• Northwest Kansas Infant/Toddler Services</td>
</tr>
<tr>
<td></td>
<td>• Pottawatomie/Wabaunsee Infant/Toddler Network</td>
</tr>
<tr>
<td></td>
<td>• REACH tiny-k Infant/Toddler Services</td>
</tr>
<tr>
<td></td>
<td>• Salina Infant/Toddler Network</td>
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<tr>
<td></td>
<td>• Shawnee County Infant/Toddler Services</td>
</tr>
<tr>
<td></td>
<td>• Sunflower Infant/Toddler</td>
</tr>
<tr>
<td></td>
<td>• TLEC Infant/Toddler Program</td>
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<tr>
<td></td>
<td>• Wyandotte County Infant/Toddler Services</td>
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<table>
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<tbody>
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<td>• Johnson County Infant/Toddler Services</td>
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<td>• Leavenworth County Infant/Toddler Network</td>
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<tr>
<td></td>
<td>• Northeast Kansas Infant/Toddler Network</td>
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<tr>
<td></td>
<td>• Northwest Kansas Infant/Toddler Services</td>
</tr>
<tr>
<td></td>
<td>• Pony Express</td>
</tr>
<tr>
<td></td>
<td>• Pottawatomie/Wabaunsee Infant/Toddler Network</td>
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<td>• Salina Infant/Toddler Network</td>
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<td>• Shawnee County Infant Toddler Services</td>
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<tr>
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<td>• Wyandotte County Infant/Toddler Services</td>
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249
### OTHER OUTREACH SERVICES OVERVIEW

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<th>Service</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations/Observations/Evaluations</td>
<td>65</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of participants in workshops, trainings, professional developments</td>
<td>29</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of families participating in Family Signs Kansas</td>
<td>10</td>
<td>11</td>
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<tr>
<td>Families served by Sound START</td>
<td>31</td>
<td>31</td>
<td></td>
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</tr>
<tr>
<td>Number of future teachers of the deaf enrolled in the State Personnel Development Grant (SPDG) program</td>
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<td>5</td>
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</table>

### ADDITIONAL SERVICES OVERVIEW

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<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail, email, telephone and in-person contacts</td>
<td>1,411+</td>
<td>1,077+</td>
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</tr>
<tr>
<td>Listserv</td>
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</tr>
<tr>
<td>• Members (cumulative)</td>
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<td>287</td>
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<tr>
<td>• Messages sent</td>
<td>22</td>
<td>26</td>
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<tr>
<td>Lending Library</td>
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<tr>
<td>• Materials checked out</td>
<td>22</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONFERENCES AND COLLABORATIONS – FY 17

CDC Parent-to-Parent Subcommittee
Children’s Mercy Hospital
Consortium of Low-Incident Teacher Preparation Programs (CLIPP)
Families Together
International Reading Association
Johnson County Infant-Toddler Services
Kansas Commission for the Deaf/Hard-of-Hearing
Kansas Domestic Violence Project
Kansas Multi-Tiered System of Supports (MTSS) Symposium
Kansas Parent Support Group
Kansas Speech-Hearing Association (KSHA)
Kansas State Department of Education Annual Conference
Kansas Technical Assistance System Network (TASN) Leadership Conference
Kansas Technical Assistance System Network (TASN) Provider (Teachers of the Deaf SPDG)
Mid-America Regional Council – Regional Community Disaster Resiliency Steering Committee
Outreach Family Workshop

SB323 Language Assessment Committee
Sound Beginnings
Sound START
Special Education Advisory Council (SEAC)
Topeka Parent Group
Wyandotte County Early Childhood Interagency Coordinating Council

Indicates those added 2nd quarter
## Budget/Revenue & Expenditures by Fund

### FY 2017 Budget/Revenue vs Expenditures To Date 12/31/16 Balance

<table>
<thead>
<tr>
<th></th>
<th>FY 2017 Budget/Revenue</th>
<th>Expenditures To Date 12/31/16</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>8,813,829</td>
<td>4,646,313</td>
<td>4,167,516</td>
</tr>
<tr>
<td><strong>Federal Aid:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch &amp; Breakfast</td>
<td>43,906</td>
<td>19,169</td>
<td>24,737</td>
</tr>
<tr>
<td>Special Education – Regular</td>
<td>228,213</td>
<td>25,239</td>
<td>202,974</td>
</tr>
<tr>
<td>Other</td>
<td>16,400</td>
<td>8,200</td>
<td>8,200</td>
</tr>
<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
<td>288,519</td>
<td>52,608</td>
<td>235,911</td>
</tr>
<tr>
<td>Fees/Tuition</td>
<td>700,319</td>
<td>175,380</td>
<td>524,939</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>11,536</td>
<td>0</td>
<td>11,536</td>
</tr>
<tr>
<td>Building</td>
<td>1,160,687</td>
<td>387,394</td>
<td>773,293</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,974,890</strong></td>
<td><strong>5,261,695</strong></td>
<td><strong>5,713,195</strong></td>
</tr>
</tbody>
</table>

*Contractual Services* - includes communications, postage, printing, rent, travel, utilities, professional services

*Commodities* - includes gasoline, paper, office supplies, food, educational materials, etc.
FY 2017

Kansas State School for the Blind
2nd Quarterly Report

October 1 – December 31, 2016
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MISSION

*KSSB is a catalyst and leader in the development of exemplary programs and practices in vision services in Kansas. We build local capacity throughout the state via strategic partnerships to ensure learners with visual impairments are able to assume responsible roles in society and lead fulfilling lives.*

TRAININGS/WORK GROUPS/PROFESSIONAL DEVELOPMENT

**Self Determination** — Our professional development focus continues to be promoting student “self-determination”, which can be defined as having choices within, and control over, one’s life. Our goal is to ensure that each student leaves KSSB with the ability to effectively advocate and represent himself as a competent, skilled contributor to his community. Two outside consultants are facilitating this effort with instructional, field service, and dorm staffs ensuring fidelity of implementation by making on-site observations and conducting small-group learning sessions via web conference.

**CVI Training** — KSSB staff participated in a Cortical Visual Impairment training, in conjunction with the Children’s Center for Visual Impairments and Dr. Linda Lawrence, a pediatric ophthalmologist. Physicians from Children’s Mercy were on hand to listen to a presentation by Dr. Gordon Dutton regarding his conceptualization of vision known as “The Tree of Visual Perception”.

**Infinitec** — A learning campaign was developed and implemented for field service and dorm staffs using the video modules within the Infinitec site. KSSB staff has added videos to the Infinitec content library and are part of the Kansas Infinitec Consortium (KIC).

**Tort Claims Presentation** — John Smith from the Kansas Attorney General’s Office presented on the Tort Claims Act. The presentation shared information regarding liability for state employees.

EVENTS

**White Cane Day** — KSSB celebrated White Cane Day the entire week of October 10th-14th. Activities included:

- Student presentations and readings
- Student awards for good cane use
- An open house
- Visits to the community to educate the public on the importance of the day
- White Cane Day t-shirts worn by students and staff
- Group photo to commemorate the event/celebration
BOYS AND GIRLS WEEKENDS – The annual fall Boys Weekend event was held at KSSB October 21st – 23rd. The theme for the weekend was “Show Us Your Talents”. Fourteen boys enjoyed the weekend with lots of sports activities and a Caribbean cookout.

Sixteen girls enjoyed their time together and participating in activities during the annual fall Girls Weekend held November 11th – 13th. The theme for the special event was “The Season of Giving”.

SCIENCE FAIR – The elementary students got to show off their science experiments during an Open House held on Friday, November 4th. Concepts like fluid dynamics, displacement, diffusion, friction, and evaporation were studied. Students created hypotheses, conducted tests, and drew conclusions that they were able to share with our guests.

COSB AND AMERICAN PRINTING HOUSE FOR THE BLIND (APH)

ANNUAL MEETINGS – The COSB annual meeting in Louisville was held October 5th and 6th followed by the APH annual conference October 6th – 9th. The superintendent and director of instruction attended both events and brought back information and resources to share with staff. The COSB theme was on building partnerships within states to improve services for both students and adults with visual impairments. This theme reinforces the importance of our efforts to connect with adult service agencies, businesses, non-profits, parents, and other advocacy groups to improve post-secondary outcomes for our own students.

APH introduced three new “groundbreaking” products:

- Braille Blaster (free braille transcription software)
- Orbit Reader 20 (a lower cost refreshable braille display)
- Graphiti (a tactile touch display)

STATE ASSESSMENTS

Preparations have been made for students to take the state assessments. Students and teachers have been entered into the appropriate state data systems (KITE and KIDS). Students who meet the criteria for taking the DLM have been identified and teachers have reviewed materials and familiarized themselves with the test protocols.

PROGRAMS/SUPPORT/TEAMS

TRANSITION PROGRAM – Our Transition Program is under continual review to determine what’s working well and what adjustments need to be made. Instructional and dorm staff are meeting together regularly now to coordinate instruction and record data to ensure students are on track to meet their individual goals. Field Service staff, the Deaf-Blind Project staff, and social work staff are promoting the program to families and Teachers of the Visually Impaired (TVIs) across the state. Administrative staff is reaching out to adult service agencies (VR) to determine how we might formalize working relationships with this program.
FIELD SERVICES

Field Services had a busy second quarter with service requests for Learning Media Assessments and Assistive Technology Evaluations keeping the team busy. Requests for these services came from:

- Blue Valley
- Dodge City
- Garden City
- Geary County
- Hutchinson
- Salina
- TARC
- Topeka
- Wichita

Regional Community of Practice seminars for teachers and paraprofessionals working with students with visual impairments continued this quarter. These demonstrative and collaborative meetings were held in Hutchinson, Kansas City, Overland Park, Topeka, and Wichita.

DEAF-BLIND PROJECT

The Deaf-Blind Project hired a Family Engagement Coordinator who will encourage parents to take an active role in their child’s education and development. A Deaf-Blind Family Day was held October 22nd at the Deanna Rose Farmstead in Olathe. Nine families came to the event to network and learn about upcoming educational opportunities. The Project is coordinating with KDHE, KSDE, Families Together, and other state agencies to maximize resources and training opportunities. The project has also signed a Memorandum of Understanding with the Helen Keller National Center to promote transition outcomes for students who are deaf-blind.
### KANLOVKIDS LOW VISION CLINICS

<table>
<thead>
<tr>
<th>Low Vision Clinics</th>
<th>Students Evaluated</th>
<th>Number of Clinics</th>
<th>Clinic Sites</th>
<th>Number of Adults (parents, teachers, other service providers) in attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 1</strong></td>
<td>36</td>
<td>6</td>
<td>Dodge City (1) Girard (1) Kansas City (3) Oskaloosa (1)</td>
<td>172</td>
</tr>
<tr>
<td><strong>Quarter 2</strong></td>
<td>34</td>
<td>13</td>
<td>Garden City (1) Hays (1) Kansas City (4) Lawrence (1) Manhattan (1) Topeka (2) Wichita (3)</td>
<td>107</td>
</tr>
<tr>
<td><strong>Quarter 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quarter 4</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016-2017 TASN - PERSONNEL DEVELOPMENT GRANT

KSSB Field Service Staff Teaching University Courses

KSSB Field Services Director, Aundrayah Shermer, is the university instructor for the Orientation and Mobility (O&M) courses for both UNL and MSU.

KSSB Field Services team member, Robert Taylor, is the university instructor for the Assistive Technology class for UNL.

Completed Program

Newly recruited 2016-2017

University of Nebraska Lincoln (UNL) – Current TVI Students

| Completed TVI program and earned endorsement – Spring/Summer 2016 | 3 | Centralia Lawrence Overland Park |
| On track to complete TVI program and earn endorsement – Spring 2017 | 3 | Lyndon Ozawkie Topeka |
| On track to complete TVI program and earn endorsement – Spring 2018 | 2 | Goddard Wichita |
| On track to complete TVI program and earn endorsement – Fall 2018 | 2 | Garden City Topeka |
| On track to complete TVI program and earn endorsement – Fall 2018 | 1 | Garden City (Mid-Plains Grant) |

Texas Tech University (TTU) – TVI and COMS Students

| Completed COMS program and certification - Fall 2015 | 1 | Garden City |
| Completed TVI program and earned endorsement – Spring 2016 | 1 | Wichita |
| Completed COMS program and certification – Summer 2016 | 1 | Winfield |
| Completed COMS program and certification - Fall 2016 | 1 | Ensign |
| On track to complete COMS program and certification – Summer 2017 | 1 | Wichita |
| On track to complete TVI program and earn endorsement – Fall 2017 | 1 | Overland Park |
| On track to complete COMS program and certification – Fall 2018 | 1 | Olathe |
**Missouri State University (MSU) – TVI Students**

| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Wichita |
| On track to complete TVI program and earn endorsement – Spring 2017 | 1 | Lyons |
| On track to complete TVI program and earn endorsement – Fall 2017 | 1 | Kansas City |
| On track to complete TVI program and earn endorsement – Spring 2018 | 1 | Kansas City |

**Totals**

| Students in Training | 15 | TVIs – 13  
| COMS – 2 |
| Students Completed Program | 7 | TVIs – 4  
| COMS – 3 |
KANSAS INSTRUCTIONAL RESOURCE CENTER (KIRC)

Jerri Lynn Knight has been hired as the new Library Assistant at KIRC. The first quarter has been busy with getting materials out to the school districts so students could begin their academic year commensurate with their classroom peers.

USD STUDENTS SERVED WITH KIRC MATERIALS SUPPORT (by KSBE DISTRICT)

<table>
<thead>
<tr>
<th>Region</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>102</td>
<td>106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>104</td>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>80</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>129</td>
<td>129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>107</td>
<td>105</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>97</td>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>101</td>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>138</td>
<td>138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>107</td>
<td>107</td>
<td></td>
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</tr>
<tr>
<td>X</td>
<td>101</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIRC</td>
<td>33</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,099</td>
<td>1,104</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VALUE OF NEW MATERIALS PURCHASED FOR USDs WITH FEDERAL QUOTA FUNDS (by KSBE DISTRICT)

<table>
<thead>
<tr>
<th>Region</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>$ 31,009</td>
<td>$ 13,801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>$ 16,244</td>
<td>$ 6,236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>$ 2,049</td>
<td>$ 3,002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>$ 28,908</td>
<td>$ 14,535</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>$ 8,368</td>
<td>$ 3,774</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>$ 17,258</td>
<td>$ 12,406</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>$ 5,288</td>
<td>$ 14,215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>$ 4,542</td>
<td>$ 10,151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>$ 5,758</td>
<td>$ 4,271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>$ 15,889</td>
<td>$ 11,485</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIRC</td>
<td>$ 9,646</td>
<td>$ 13,978</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KSSB</td>
<td>$ 6,985</td>
<td>$ 5,576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$ 151,944</td>
<td>$ 113,430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials/Services Provided</td>
<td>1st Quarter</td>
<td>2nd Quarter</td>
<td>3rd Quarter</td>
<td>4th Quarter</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Number of Materials in Circulation to USDs</td>
<td>15,250</td>
<td>16,722</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Braille Pages Transcribed/Embossed for Students</td>
<td>2,552</td>
<td>4,168</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Statewide Teacher Training for USDs**

On November 18 in Salina, Amanda Leuck Ph.D. and Dr. Linda Lawrence presented “Cerebral Visual Impairment: Another Way of Seeing”. Ocular visual functions as well as higher order processing function of the visual brain were addressed towards developing an understanding of how each child experiences the world.

**Statewide Collaborations for Improved Services**

KIRC Coordinator – 2nd Quarter Activities:

- Collaborated with the Delores R. Benjamin Transcribing group to provide Braille textbooks and educational materials for Kansas’ blind students enrolled in public school programs. UEB certified Proofreader was contracted.

- The Deaf-Blind Library (professional literature) was relocated to the KIRC area. A complete inventory of the professional collection was completed by the Library Assistant.

- Prepared 2017 APH Registration packets.
### Budget/Revenue & Expenditures by Fund

<table>
<thead>
<tr>
<th></th>
<th>FY 2017 Budget/Revenue</th>
<th>Expenditures To Date 12/31/16</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>5,343,990</td>
<td>2,669,663</td>
<td>2,674,327</td>
</tr>
<tr>
<td>Federal Aid:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Lunch</td>
<td>24,900</td>
<td>11,077</td>
<td>13,823</td>
</tr>
<tr>
<td>Special Education</td>
<td>549,813</td>
<td>207,072</td>
<td>342,741</td>
</tr>
<tr>
<td>Other</td>
<td>20,000</td>
<td>0</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Subtotal – Federal Aid</strong></td>
<td>594,713</td>
<td>218,149</td>
<td>376,564</td>
</tr>
<tr>
<td>Fees</td>
<td>326,852</td>
<td>62,403</td>
<td>264,449</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td>800,636</td>
<td>551,707</td>
<td>248,929</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,066,191</td>
<td>3,501,922</td>
<td>3,564,269</td>
</tr>
</tbody>
</table>

* **Contractual Services** includes communications, postage, printing, travel, utilities, professional services, repairs, rentals, Accessible Arts, etc.

** **Commodities** includes gasoline, paper, office supplies, food, educational materials, etc.

*** **Other** includes scholarships/tuition paid by federal grants; voluntary retirement incentive
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Dale Dennis
Deputy Commissioner: Dale Dennis
Commissioner: Randy Watson
Meeting Date: 2/14/2017

Item Title:
Request from USD 264, Clearwater, 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 264, Clearwater, 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 264, Clearwater, 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 264 plans to use the bond proceeds to pay the costs to construct, furnish, and equip additions to and make renovations and other improvements to existing district facilities including Clearwater Elementary West, Clearwater Intermediate Center, Clearwater Middle School and Clearwater High School for enhanced safety and security, improved teaching and learning environments, educational and building operating efficiencies, and improved student, staff, and patron accessibility.

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

### Unified School District 264-Clearwater

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Amount/Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Current equalized assessed tangible valuation *</td>
<td>$68,244,816</td>
</tr>
<tr>
<td>2.</td>
<td>Percentage of bond debt limit</td>
<td>14%</td>
</tr>
<tr>
<td>3.</td>
<td>Amount of bond debt limit</td>
<td>$9,554,274</td>
</tr>
<tr>
<td>4.</td>
<td>State Aid Percentage</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>* Includes assessed valuation of motor vehicle</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Amount of bond indebtedness at present time</td>
<td>$9,225,000 13.5</td>
</tr>
<tr>
<td>6.</td>
<td>Amount of bond indebtedness requested</td>
<td>$15,820,000 23.2</td>
</tr>
<tr>
<td>7.</td>
<td>Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
<td>$25,045,000 36.7</td>
</tr>
<tr>
<td>8.</td>
<td>Estimated amount of bond indebtedness authorized without approval</td>
<td>$9,554,274 14.8</td>
</tr>
<tr>
<td>9.</td>
<td>Amount of bond indebtedness above bond debt limit requested</td>
<td>$15,490,726 22.7</td>
</tr>
</tbody>
</table>

### Percent of Equalized Assessed Valuation - Current Year

- 13.5%
- 23.2%
- 36.7%
- 14.8%
- 22.7%

### 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

---

**January 9, 2017**

Craig Neuenswander  
Director, School Finance

**January 9, 2017**

Dale M. Dennis  
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Dale Dennis
Deputy Commissioner: Dale Dennis
Commissioner: Randy Watson
Meeting Date: 2/14/2017

Item Title:
Request from USD 265, Goddard, 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 265, Goddard, 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 265, Goddard, 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 265 plans to use the bond proceeds to pay the costs to construct, furnish, and equip additions (including needed storm shelters) to and make renovations and other improvements to existing district facilities including Amelia Earhart Elementary, Apollo Elementary, Clark Davidson Elementary, Explorer Elementary, Oak Street Elementary, Challenger Intermediate, Discovery Intermediate, Goodard Middle School, Eisenhower Middle School, Goddard High School, Eisenhower High School, Academy, and the district field house for enhanced safety and security, improved teaching and learning environments, educational and building operating efficiencies, ADA and other code compliance, and improved student, staff, and patron accessibility.

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

Unified School District 265-Goddard

County: Sedgwick

1. Current equalized assessed tangible valuation * $294,086,654
2. Percentage of bond debt limit 14%
3. Amount of bond debt limit $41,172,131
4. State Aid Percentage 31%

* Includes assessed valuation of motor vehicle

5. Amount of bond indebtedness at present time $129,760,000 44.1
6. Amount of bond indebtedness requested $52,000,000 17.7
7. Total amount of bond indebtedness if request approved (Lines 5 + 6) $181,760,000 61.8
8. Estimated amount of bond indebtedness authorized without approval $41,172,131 14.0
9. Amount of bond indebtedness above bond debt limit requested $140,587,869 47.8

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

January 10, 2017 Craig Neuenswander
Date Director, School Finance

January 10, 2017 Dale M. Dennis
Date Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 d. (3)

Staff Initiating: Dale Dennis
Deputy Commissioner: Dale Dennis
Commissioner: Randy Watson
Meeting Date: 2/14/2017

Item Title:
Request from USD 423, Moundridge, McPherson 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 423, Moundridge, McPherson 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 423, Moundridge, McPherson 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 423 plans to use the bond proceeds to pay the costs to construct, furnish, and equip: (1) additions at the existing site of the high school and middle school to create a K-12 campus; (2) renovations and improvements to existing district facilities, including but not limited to energy efficiency/HVAC, security, technology, infrastructure, roof, windows, parking lot, site improvements and building renovations, and asbestos/mold abatement; and (3) improvements to the district's athletic facilities, including a new gymnasium and renovations to the district's existing high school and middle school gymnasium.

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

### Unified School District 423-Moundridge

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$51,267,137</td>
<td></td>
</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$7,177,399</td>
<td></td>
</tr>
<tr>
<td>4. State Aid Percentage</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>* Includes assessed valuation of motor vehicle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Amount of bond indebtedness at present time                               | $160,000         | 0.3        |

6. Amount of bond indebtedness requested                                    | $20,995,000      | 41.0       |

7. Total amount of bond indebtedness if request approved (Lines 5 + 6)       | $21,155,000      | 41.3       |

8. Estimated amount of bond indebtedness authorized without approval         | $7,177,399       | 14.0       |

9. Amount of bond indebtedness above bond debt limit requested               | $13,977,601      | 27.3       |

### 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

---

**Date**: January 13, 2017  
**Director, School Finance**: Craig Neuenswander

**Date**: January 13, 2017  
**Deputy Commissioner**: Dale M. Dennis
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e. (1)

Staff Initiating: Dale Dennis
Deputy Commissioner: Dale Dennis
Commissioner: Randy Watson
Meeting Date: 2/14/2017

Item Title:

Act on request from USD 264, Clearwater, Sedgwick County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 264, Clearwater, Sedgwick County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond & interest) state aid. USD 264, Clearwater, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 264 plans to use the bond proceeds to pay the costs to construct, furnish, and equip additions to and make renovations and other improvements to existing district facilities including Clearwater Elementary West, Clearwater Intermediate Center, Clearwater Middle School, and Clearwater High School for enhanced safety and security, improved teaching and learning environments, educational and building operating efficiencies, and improved student, staff, and patron accessibility.

The application contains the following non-instructional-related items: elementary office/storm shelter and middle school office/lunchroom/storm shelter.

Based upon the following criteria, staff recommends that this application for capital improvement (bond & interest) state aid be approved.

1. The vote to submit the application for state aid 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 for State Aid

**Unified School District 264-Clearwater**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Current equalized assessed tangible valuation *</td>
<td>$68,244,816</td>
</tr>
<tr>
<td>2.</td>
<td>Percentage of bond debt limit</td>
<td>14.00%</td>
</tr>
<tr>
<td>3.</td>
<td>Amount of bond debt limit</td>
<td>$9,554,274</td>
</tr>
<tr>
<td>4.</td>
<td>State Aid Percentage</td>
<td>24%</td>
</tr>
<tr>
<td>5.</td>
<td>Amount of bond indebtedness at present time</td>
<td>$9,225,000 13.5%</td>
</tr>
<tr>
<td>6.</td>
<td>Amount of bond indebtedness requested</td>
<td>$15,820,000 23.2%</td>
</tr>
<tr>
<td>7.</td>
<td>Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
<td>$25,045,000 36.7%</td>
</tr>
<tr>
<td>8.</td>
<td>Estimated amount of bond indebtedness authorized without approval</td>
<td>$9,554,274 14.0%</td>
</tr>
<tr>
<td>9.</td>
<td>Amount of bond indebtedness above bond debt limit requested</td>
<td>$15,490,726 22.7%</td>
</tr>
</tbody>
</table>

**Percent of Equalized Assessed Valuation - Current Year**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>$9,225,000 13.5%</td>
</tr>
<tr>
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<td>$15,820,000 23.2%</td>
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<td>7.</td>
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<tr>
<td>8.</td>
<td>$9,554,274 14.0%</td>
</tr>
<tr>
<td>9.</td>
<td>$15,490,726 22.7%</td>
</tr>
</tbody>
</table>

**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

**Date and Signatures**

- January 9, 2017
  - Craig Neuenswander
    - Director, School Finance
- January 9, 2017
  - Dale M. Dennis
    - Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on request from USD 265, Goddard, Sedgwick County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 265, Goddard, Sedgwick County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond & interest) state aid. USD 265, Goddard, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 265 plans to use the bond proceeds to pay the costs to construct, furnish, and equip additions (including needed storm shelters) to and make renovations and other improvements to existing district facilities including Amelia Earhart Elementary, Apollo Elementary, Clark Davidson Elementary, Explorer Elementary, Oak Street Elementary, Challenger Intermediate, Discovery Intermediate, Goddard Middle School, Eisenhower Middle School, Goddard High School, Eisenhower High School, Academy, and the district field house for enhanced safety and security, improved teaching and learning environments, educational and building operating efficiencies, ADA and other code compliance, and improved student, staff, and patron accessibility.

The application contains the following non-instructional-related items: parking and locker/meeting rooms estimated to cost approximately $400,000.

Based upon the following criteria, staff recommends that this application for capital improvement (bond & interest) state aid be approved.

1. The vote to submit the application for state aid 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.

(continued)
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 for State Aid

<table>
<thead>
<tr>
<th>Unified School District 265-Goddard</th>
<th>County: Sedgwick</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$294,086,654</td>
</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14.00%</td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$41,172,131</td>
</tr>
<tr>
<td>4. State Aid Percentage</td>
<td>31%</td>
</tr>
<tr>
<td>* Includes assessed valuation of motor vehicle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Equalized Assessed Valuation - Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Amount of bond indebtedness at present time</td>
</tr>
<tr>
<td>6. Amount of bond indebtedness requested</td>
</tr>
<tr>
<td>7. Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
</tr>
<tr>
<td>8. Estimated amount of bond indebtedness authorized without approval</td>
</tr>
<tr>
<td>9. Amount of bond indebtedness above bond debt limit requested</td>
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<tr>
<td>(X) 5-210-106 Resolution</td>
</tr>
<tr>
<td>( ) 5-210-108 Publication Notice</td>
</tr>
<tr>
<td>(X) 5-210-110 Application</td>
</tr>
<tr>
<td>(X) 5-210-114 Equalized Assessed Valuation</td>
</tr>
</tbody>
</table>

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January 10, 2017

Craig Neuenswander
Director, School Finance

January 10, 2017

Dale M. Dennis
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e. (3)

Staff Initiating: Dale Dennis  Deputy Commissioner: Dale Dennis  Commissioner: Randy Watson

Meeting Date: 2/14/2017

Item Title:

Act on request from USD 298, Lincoln, Lincoln County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 298, Lincoln, Lincoln County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond & interest) state aid. USD 298, Lincoln, Lincoln County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 298 plans to use the bond proceeds to pay the costs to: (1) replace the existing roof at Lincoln High School; (2) replace the existing HVAC rooftop units at Lincoln High School; (3) replace the existing roof at Lincoln Elementary School; (4) install HVAC rooftop units at Lincoln Elementary School; and (5) construct community tornado shelters at Lincoln High School and Lincoln Elementary School.

Based upon the following criteria, staff recommends that this application for capital improvement (bond & interest) state aid be approved.

1. The vote to submit the application for state aid 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 for State Aid

**Unified School District 298 - Lincoln**  
*County: Lincoln*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Percent of Equalized Assessed Valuation - Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$37,591,034</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$5,262,744</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. State Aid Percentage</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Includes assessed valuation of motor vehicle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Amount of bond indebtedness at present time</td>
<td>$0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>6. Amount of bond indebtedness requested</td>
<td>$4,900,000</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>7. Total amount of bond indebtedness if request approved (Lines 5 + 6)</td>
<td>$4,900,000</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>8. Estimated amount of bond indebtedness authorized without approval</td>
<td>$5,262,744</td>
<td>14.0</td>
<td></td>
</tr>
<tr>
<td>9. Amount of bond indebtedness above bond debt limit requested</td>
<td>$0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

**Forms Requested**

- (X) 5-210-118 General Information
- (X) 5-210-106 Resolution
- (  ) 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

---

**December 20, 2016**  
Craig Neuenswander  
Director, School Finance

**December 20, 2016**  
Dale M. Dennis  
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:

Act on request from USD 423, Moundridge, McPherson County, to receive Capital Improvement (Bond & Interest) State Aid

Board Goals:

Governmental Responsibility

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 423, Moundridge, McPherson County, to receive capital improvement (bond & interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under 2016 Senate Bill 323, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond & interest) state aid. USD 423, Moundridge, McPherson County, has made such a request. If approved, the district would receive capital improvement (bond & interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid.

USD 423 plans to use the bond proceeds to pay the costs to construct, furnish, and equip: (1) additions at the existing site of the high school and middle school to create a K-12 campus; (2) renovations and improvements to existing district facilities, including but not limited to energy efficiency/HVAC, security, technology, infrastructure, roof, windows, parking lot, site improvements and building renovations, and asbestos/mold abatement; and (3) improvements to the district's athletic facilities, including a new gymnasium and renovations to the district's existing high school and middle school gymnasium.

The application contains the following non-instructional-related items: parking lot.

Based upon the following criteria, staff recommends that this application for capital improvement (bond & interest) state aid 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 for State Aid

<table>
<thead>
<tr>
<th>Unified School District 423-Moundridge</th>
<th>County: McPherson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current equalized assessed tangible valuation *</td>
<td>$51,267,137</td>
</tr>
<tr>
<td>2. Percentage of bond debt limit</td>
<td>14.00%</td>
</tr>
<tr>
<td>3. Amount of bond debt limit</td>
<td>$7,177,399</td>
</tr>
<tr>
<td>4. State Aid Percentage</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Includes assessed valuation of motor vehicle

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<tr>
<th>Percent of Equalized Assessed Valuation - Current Year</th>
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</thead>
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<tr>
<td>9. Amount of bond indebtedness above bond debt limit requested</td>
</tr>
</tbody>
</table>

### Forms Requested

- (X) 5-210-118 General Information
- (X) 5-210-106 Resolution
- ( ) 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

---

January 13, 2017  
Craig Neuenswander  
Director, School Finance

January 13, 2017  
Dale M. Dennis  
Deputy Commissioner
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Susan Helbert
Director: Scott Myers
Commissioner: Randy Watson

Meeting Date: 2/14/2017

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.
<table>
<thead>
<tr>
<th>District</th>
<th>Dist. Name</th>
<th>First Name</th>
<th>Last Name</th>
<th>Subject</th>
<th>Recomm.</th>
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<tr>
<td>D0202</td>
<td>Turner-Kansas City</td>
<td>Christopher</td>
<td>Richards</td>
<td>High Incidence Special Ed</td>
<td>Approved*</td>
</tr>
<tr>
<td>D0202</td>
<td>Turner-Kansas City</td>
<td>Brian</td>
<td>Arnold</td>
<td>High Incidence Special Ed</td>
<td>Approved</td>
</tr>
<tr>
<td>D0202</td>
<td>Turner-Kansas City</td>
<td>Natalie</td>
<td>Post</td>
<td>High Incidence Special Ed</td>
<td>Approved*</td>
</tr>
<tr>
<td>D0253</td>
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* First Renewal  **Final Renewal
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* First Renewal    **Final Renewal
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on Calendar Year 2017 Licenses for Commercial Driver Training Schools

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education issue Calendar Year 2017 licenses to these recommended commercial driver training schools: Harder Performance Driving School, Overland Park; and Double Team Driving School, Olathe.

These schools will be licensed from Jan. 1, 2017 to Dec. 31, 2017.

Explanation of Situation Requiring Action:
The Driver's Training School License Act (K.S.A. 8-273 et seq.) requires that any person, partnership, or corporation providing driving instruction to ten (10) or more persons per calendar year for the purpose of meeting requirements of licensed driving of motor vehicles in Kansas, must secure a license from the State Board of Education. If approved, the proposed commercial driver training schools will be able to provide driving instruction to each qualified enrollee.

The Driver's Training School License Act (K.S.A. 8-273 et seq.) was established in 1965. In the past 10 years the number of schools has quadrupled. Each year the commercial schools must be audited by the Department of Education.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 h
Meeting Date: 2/14/2017

Staff Initiating: Melissa Fast
Director: Scott Smith
Commissioner: Randy Watson

Item Title:
Act on recommendations for funding Title II Part B Math and Science Partnership Grants for 2017-2018

Board Goals:
Ensure effective, visionary leaders in every school

Recommended Motion:
It is moved that the Kansas State Board of Education approve the recommendations of the Mathematics Partnership Review Committee for the new and additional funding for the Title II Part B Mathematics and Science Partnership Grants for 2017-18.

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-8 teachers through two-week intensive professional development institutes and at least three to four days of follow-up, job-embedded professional development throughout the school year.

Kansas received $1,086,431 of which $1,032,109 must be awarded to school districts/university partnerships through a competitive grant process that partners high-need school districts, an institution of higher education mathematics teacher preparation program and a mathematics or engineering department.

A panel of Kansas educators who independently rate the grant applications using a scoring rubric reviews grant applications. Highest scoring grants meeting the minimum requirements of Public Law 107-110 are recommended for funding.

The initial grants are for two years with year two funding dependent on grantees fulfilling grant requirements. The range of funding for each year is $50,000-$200,000. Funding for continuation grants will be considered this spring for the partnerships already in place.

Following are the recommendations for first year funding:

Kansas State University – the amount of $155,242

University of Saint Mary – the amount of $179,869
in partnership with: USD 378, USD 323, USD 379, USD 429, USD 438, USD 233, USD 416

Emporia State University – the amount of $194,605
in partnership with: Pittsburg State University, USD 443, USD 461, USD 484, USD 446
Item Title:

Act on recommendations of the Evaluation Review Committee for higher education accreditations and program reviews

Board Goals:

Provide an effective educator in every classroom

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for “Accreditation” for Kansas State University and Kansas Wesleyan University, and “Program Approval” for Friends University, Fort Hays State University, Pittsburg State University, and Wichita State University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education programs (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team’s report and each institution’s response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted, the initial recommendation became the final recommendation. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

*If approved, new programs are always assigned the “new program approved with stipulation” status.
January 30, 2017

To:       Dr. Randy Watson, Commissioner

From:  Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Kansas State University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for accreditation for Kansas State University.

Documents that were received and considered include the Institutional Report, offsite team report, Institutional addendum, KSDE-NCATE/CAEP Team Report, and waiver of Institutional rejoinder.

ACCREDITATION RECOMMENDATION

Recommend “Accreditation” through December 31, 2023.

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<td>3 Field Experiences and Clinical Practice</td>
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Standard 4 - Moving toward target (developing or emerging)

Next visit—Spring 2023

Areas for Improvement (AFIs):

Standard 1-6

None
January 30, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Kansas Wesleyan University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for accreditation for Kansas Wesleyan University.

Documents that were received and considered include the Institutional Report, offsite team report, Institutional addendum, KSDE-NCATE/CAEP Team Report, and waiver of Institutional rejoinder.

ACCREDITATION RECOMMENDATION

Recommend “Accreditation” through December 31, 2023.

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Standard 2 - Moving toward target (developing or emerging)

Next visit—Fall 2022

Areas for Improvement (AFIs):
Standard 1-6
None
ACCREDITATION PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE’s Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

**Limited Accreditation.** This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

**Denial of Accreditation.** This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Unit Accreditation Board of NCATE render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

**ACCREDITATION DECISIONS AFTER THE FIRST VISIT**

After an institution’s first accreditation visit, the ERC/UAB will render one of the following accreditation decisions:

**Accreditation for five years.** This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the accreditation visit.

**Accreditation for two years with a focused visit.** This accreditation decision indicates that the unit has not met at least one of the KSDE/NCATE standards. When the ERC/UAB renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.
If accreditation for two years with a focused visit granted, the ERC/UAB will require a focused visit on the unmet standard(s) within two years of the accreditation decision. After a focused visit, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit’s original accreditation cycle.

**Accreditation for two years with a full visit.** This accreditation decision indicates that the unit has not met one or more of the standards. When the ERC/UAB renders this decision, the unit has accredited status, but must satisfy provisions by meeting previously unmet standard(s) within an established time period.

If accreditation for two years with a full visit is granted, the ERC/UAB will require a full visit within two years of the semester of the accreditation decision. After a full visit, the ERC/UAB will (1) grant accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for five years following the semester in which the accreditation visit occurred. This scheduling establishes and maintains the unit’s seven-year accreditation cycle.

1 “First accreditation” refers to institutions not accredited by NCATE at the time of their visit.

**Denial of Accreditation.** This accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

**Revocation of Accreditation.** Following a full visit that occurs as a result of an accreditation for two years with a full visit decision, this accreditation decision indicates that the unit has not sufficiently addressed the unmet standard(s).

2 Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.
ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the UAB/ERC will render one of the following decisions:

**Accreditation for seven years.** This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

**Accreditation for five years.** This accreditation decision indicates that the unit meets each of the six KSDE/NCATE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution’s attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in NCATE’s action letter in preparation for its next visit. The next on-site visit is scheduled for five years following the semester of the continuing accreditation visit.

**Accreditation for two years with a focused visit.** This accreditation decision indicates that the unit has not met at least one of the KSDE/NCATE standards. When the ERC/UAB renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation for two years with a focused visit granted, the ERC/UAB will require a focused visit on the unmet standard(s) within two years of the accreditation decision. After a focused visit, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit’s original accreditation cycle.

**Accreditation for two years with a full visit.** This accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems across the standards that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation for two years with a full visit is granted, the unit must schedule an on-site visit within two years of the semester in which the accreditation decision was rendered. The unit must address all KSDE/NCATE standards in effect at the time of the full review. Following the on-site review, the ERC/UAB will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the two-year visit.
Revocation of Accreditation. Following a comprehensive site visit that occurs as a result of a ERC/UAB decision to accredit for two years with a focused or full visit, this accreditation decision indicates that the unit does not meet one or more of the KSDE/NCATE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

Accreditation can also be revoked by action of the UAB under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Unit Accreditation Board at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of NCATE to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.
January 30, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for program approvals for Friends University.

Documents that were received and considered include the Institutional Program Report, KSDE Team Report, and Institutional Rejoinder to the KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATION

Recommend “New Program Approved with Stipulation” for the following program through December 31, 2018.

Innovative/Experimental Elementary Education I, K-6 NEW program

Areas for Improvement:
Criteria 1-15
None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
January 30, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Fort Hays State University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and Institutional Rejoiners to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2024.

History, Government, and Social Studies I, 6-12 continuing program
Areas for Improvement:
Standards 1-10
None

Gifted A, PreK-12 continuing program
Areas for Improvement:
Standards 1-8
None

Library Media Specialist A, PreK-12 continuing program
Areas for Improvement:
Standards 1-7
None

School Psychology A, B-3, PreK-12 continuing program
Areas for Improvement:
Standards 1, 4, 7, 9-11
None

Standard 2 (Met)
AFI 2.1: Assessment 7 does not fully align with Standard 2.
Rationale 2.1: Assessment 7 data is not disaggregated for Standard 2. Rejoinder data table was not provided.

Standard 3 (Met)
AFI 3.1: Assessment 7 is not fully aligned to the standard.
Rationale 3.1: Assessment 7 data table was not provided with the rejoinder.
AFI 5.1: Assessment 7 is not fully aligned to the standard.
Rationale 5.1: Assessment 7 data table was not provided with the rejoinder.

Standard 6 (Met)
AFI 6.1: Assessment 7 is not fully aligned to the standard.
Rationale 6.1: Assessment 7 data table was not provided with the rejoinder.

Standard 8 (Met)
AFI 8.1: Assessment 7 is not fully aligned to the standard.
Rationale 8.1: Assessment 7 data is not disaggregated by standard. Data table was not provided with the rejoinder.

Standard 12 (Met)
AFI 12.1: Assessment 7 is not fully aligned to the standard.
Rationale 12.1: Assessment 7 data table was not provided with the rejoinder.

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
January 30, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Pittsburg State University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for program approvals for Pittsburg State University.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and Institutional Rejoinders to the KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following programs through December 31, 2024.

**Biology I, 6-12 continuing program**
Areas for Improvement: Standards 1-18
None

**Early Childhood Unified (ECU) I, Birth-Grade 3 continuing program**
Areas for Improvement: Standards 1-13
None

**English for Speakers of Other Languages (ESOL) A, PreK-12 continuing program**
Areas for Improvement: Standards 1-10
None

**Mathematics I, 5-8 continuing program**
Areas for Improvement: Standards 1-9
None

**Mathematics I, 6-12 continuing program**
Areas for Improvement: Standards 1-9
None

**Physics I, 6-12 continuing program**
Areas for Improvement: Standards 1-13
None

**Restricted I, 6-12 continuing program**

*Areas for Improvement:*

**Standards 1-13**

None

**Innovative/Experimental SPED High Incidence I, 6-12 continuing program**

*Areas for Improvement:*

**Standards 1-8**

None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”

(New programs must be operationalized within two years of KSBE approval.)
January 30, 2017

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On January 27, 2017, the Evaluation Review Committee reviewed the application for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, KSDE Team Reports, and Institutional Rejoinders.

PROGRAM APPROVAL RECOMMENDATION

Recommend “Approved” for the following program through December 31, 2024.

Gifted A, PreK-12 continuing program
Areas for Improvement:
Standards 1-8
None

Recommend “New Program Approved with Stipulation” for the following program through December 31, 2018.

Innovative/Experimental I, Birth-Grade 3, K-6 NEW program
Areas for Improvement:
Criteria 1-15
None

All New Programs may only be assigned the status of “New Program Approved with Stipulation” or “Not Approved.”
(New programs must be operationalized within two years of KSBE approval.)
PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE’s Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:
• New Program Approved with Stipulation
• Not Approved.

Renewal program decisions are:
• Approved
• Approved with Stipulation
• Not Approved.
The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) An institution may prepare a response to the review team’s report. This response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the evaluation review committee for a
hearing before the committee to appeal the initial recommendation. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program, and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. *(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)*
91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be
assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Item Title:
Act on contract with the Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections

Board Goals:
Governmental Responsibility

Recommended Motion:
It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas 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 $39,600.

Explanation of Situation Requiring Action:
In order to participate in the Summer Food Service Program and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short-term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 15, 2017 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.
REQUEST AND RECOMMENDATION FOR BOARD ACTION

Staff Initiating: Jay Scott
Director: Scott Smith
Commissioner: Randy Watson

Meeting Date: 2/14/2017

Item Title:
Act to continue contract to reimburse the Kansas Board of Regents for services provided by a Career Pathways Coordinator

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 authorize the Commissioner of Education to continue a contract with the Kansas Board of Regents to fund the services of a Career Pathways Coordinator position.

Explanation of Situation Requiring Action:
The Kansas Board of Regents (KBOR), in cooperation with the Kansas State Department of Education (KSDE), supports a position titled Career Pathways Coordinator. This position assists the Director of Academic Affairs and Assistant Director of Career and Technical Education. The Career Pathways Coordinator serves as a liaison between the Kansas Board of Regents and the Kansas Department of Education to provide coordination and support to implement the vision and objectives of the KSDE/KBOR College and Career Ready Taskforce. This initiative strategically links secondary and postsecondary education programs for the express purpose of aligning secondary and postsecondary expectations and improving career guidance within a career pathway.

Although the Career Pathways Coordinator is an employee of KBOR, KSDE provides funds to finance 50 percent of the employee’s total salary and benefits, and also provides funds to finance applicable equipment and supplies, and reimburse the KBOR for business and travel expenses necessary for the employee to complete duties related to KSDE.

This agreement’s original effective date was March 1, 2015, set to automatically renew for three one-year periods. Approval is sought for the period July 1, 2017 to June 30, 2018 in an amount not to exceed $50,000.
Item Title:

Act to continue a contract with Kansas State University for Carl D. Perkins Leadership Grant Activities

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 authorize the Commissioner of Education to continue a contract with Kansas State University to provide Carl D. Perkins leadership grant activities.

Explanation of Situation Requiring Action:

Under the Carl D. Perkins Career and Technical Act, a percentage of funds are available specifically for leadership grant activities as part of the Kansas Association for FFA. It is recommended that the State Board authorize continuation of a contract with Kansas State University to provide Carl D. Perkins leadership grant activities for the position of Executive Director of FFA, which is housed on K-State's campus. The contracted amount is not to exceed $75,427 and is effective July 1, 2017 to June 30, 2018.

Renewal of the ongoing contract with Kansas State University will allow the Agency to continue services for the Kansas Association of FFA in leadership training, organization procedures, professional development training, and other services for organizational activities.
To: Kansas State Board of Education
Subject: Receive request for cultural diversity and ethnic studies

Time will be allowed to discuss the current status of ethnic and diversity education in Kansas schools. The attached document is intended to provide information about what is currently written in the standards. In 2013, the Kansas State Board of Education adopted the Kansas Standards for History, Government and the Social Studies.
KANSAS HGSS STANDARDS AND ETHNIC STUDIES

THIS DOCUMENT IS INTENDED TO PROVIDE INFORMATION TO THE BOARD ABOUT THE CURRENT STATUS OF ETHNIC AND DIVERSITY EDUCATION IN THE STATE. THE COURSES REFERENCED IN THIS DOCUMENT ARE REQUIRED OF EVERY STUDENT. IN 2013 THE BOARD ADOPTED THE KANSAS STANDARDS FOR HISTORY, GOVERNMENT AND THE SOCIAL STUDIES. STANDARD #3 IS OFTEN REFERRED TO AS THE DIVERSITY STANDARD AND IS INCLUDED IN ITS ENTIRETY IN THIS DOCUMENT.
Mission Statement:

The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

Standard # 3

Societies are shaped by beliefs, ideas, and diversity.

Benchmark:

3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.

3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.

3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.

3.4 The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.

Effective instruction includes

Multiple perspectives and disciplines

Using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, supports students’ ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.
7th Grade – Kansas History    Kansas: To the Stars through Difficulty (1865—1890s)

In this unit students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state’s government, economy, and culture. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

**Ideas**
- homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads

**People/ Roles**
- Buffalo Soldiers, Satanta, Cyrus K. Holliday, Fred Harvey, Joseph McCoy, Exodusters, ethnic and religious immigrants

**Places/ Institutions**
- Abilene, Ellsworth, Dodge City, Nicodemus, Topeka, Atchison, Leavenworth, Wichita

**Events**
- Homestead Act, Medicine Lodge Treaty, Sand Creek Massacre, cattle drives, land grant universities

**Sample Compelling Questions**

- What were the consequences of decisions made when deciding where to build a railroad? (Standard 1)
- How successful was the Civil War in improving minority rights in Kansas? (Standard 2)
- How did ethnic and religious immigrants impact the culture of the state? (Standard 3)
- In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)
- How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

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7th Grade – Kansas History    Kansas and a Changing World (1950s—2000s)

In this unit, students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas’ social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and *Brown v Topeka Board of Education* in advancing civil rights.

**Ideas**
- civil rights, Cold War, Communism, rise of interstate transportation

**People/ Roles**
- Oliver Brown, Charles Scott, Thurgood Marshall, Harry Colmery, Gordon Parks, Robert Dole, Nancy Landon Kassebaum, Georgia Neese Clark, Dwight Eisenhower
Sample Compelling Questions

- How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
- In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
- In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
- How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
- How was the Kansas economy impacted by Cold War conflicts? (Standard 5)

8th Grade US History Constitutional Age to International Expansion

Regionalism and Expansion: 1800s—1850s

This period follows the nation’s regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States.

Ideas
- Manifest Destiny, western expansion, Second Industrial Revolution, sectionalism and racism, slavery, abolitionism, enslaved person resistance, American Indian resistance, women’s rights, immigration, trails, expansion of railroads, Second Great Awakening

People/Roles
- Nat Turner, Henry Clay, Brer Rabbit, George Fitzhugh, James Polk, Elizabeth Cady Stanton, Frederick Douglass, Washington Irving, Henry David Thoreau, Edgar Allan Poe, Harriet Jacobs, Maria Ruiz de Burton

Places/Institutions
- Texas Republic, Chicago, southern states, northern states, western territories and states, Mexican Cession lands, Liberia

Events
- Indian Removal Acts, Nullification Crisis, Mexican-American War, California Gold Rush, Oregon Fever, Underground
Railroad, Seneca Falls Convention, growth of technology, spread of agriculture, rise of cities

Sample Compelling Questions

- Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1)
- How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2)
- How did the economic ideas of business owners change the lives of workers? (Standard 3)
- How has the idea of women’s rights both changed and remained the same since the mid-1800s? (Standard 4)
- How did the growth of the United States impact the lives of Americans? (Standard 5)

11th Grade US History International Expansion to the Present

Expansion and Imperialism

In this unit, students will analyze the events and circumstances that start the United States on the road to becoming a foreign power. Students will examine how the United States’ efforts at globalization led to conflict in the Philippines, Cuba, Puerto Rico, and the building of the Panama Canal. Students will also evaluate the motives behind the acquisition of the Hawaiian Islands as a territory of the United States.

Ideas  yellow journalism, Open Door Policy, spheres of influence, Latin America interventions, motives for imperialism, legacy of imperialism


Places/Institutions  Cuba, China, Latin America, Philippines, Guam, Puerto Rico

Events  Panama Canal, Russo-Japanese War, Great White Fleet, annexation of Hawaii, 1898 Treaty of Paris

Sample Compelling Questions

- How did American foreign policy choices affect its relationships with old world powers? (Standard 1)
- As new international territories were added to the American political sphere, what sort of issues arose and how were they solved? (Standard 2)
- Is imperialism contrary to the principles of American democracy? (Standard 3)
- How did the actions of the United States during the age of expansion and imperialism impact the peoples of Cuba, Puerto Rico, the Philippines, Hawaii and Panama in the 20th century? (Standard 4)
• Why did the United States seek and acquire new territories and expand its area, influence, and power during the period? (Standard 5)

World War II and the Aftermath

In this unit, students will examine the response of the United States to the growing tensions in Europe during the 1930s. While World War II started in September 1939 when Germany invaded Poland, the United States did not enter the war until after the Japanese attack on Pearl Harbor in 1941. Students will trace the rapid growth of the United States' war machine as it used the mechanization skills perfected in the previous quarter century. They will analyze the impact of the war on the home front and on the treatment of minorities. Students will examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war.

Ideas
- causes of World War II, changes on the home front, treatment of minorities (Zoot Suit Riots, etc.), appeasement policy, Four Freedoms, isolationism to intervention

People/Roles

Places/Institutions
- theaters of war, Midway, Stalingrad, Normandy, Poland, map changes post-World War II, Pearl Harbor, Berlin

Events
- Nuremburg Trials, creation of the United Nations (UN), holocaust and genocide, Yalta Conference, Geneva Convention, Potsdam, Manhattan Project, D-Day, death of FDR, the creation of Israel, Japanese internment

Sample Compelling Questions

- How did the choices made by the United States during the 1930s impact Europe as World War II began? (Standard 1)
- In what ways was the cause of minority groups in the U.S. advanced by World War II? (Standard 2)
- How does the United States’ choice to use the atomic bomb challenge American ideas about human rights? (Standards 3)
- In what ways did the atomic bomb change the world? (Standard 4)
- How did America’s international influence change after World War II? (Standard 5)

Pgs. 96-97
Civil Rights, Social Change

Race issues have been a part of the American history landscape since the nation’s beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.

Ideen
integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society

People/roles

Places/institutions
Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Asbury, Three Mile Island

Events

Sample Compelling Questions

- What were the most important choices made that advanced the United States towards greater equality? (Standard 1)
- Under what circumstances, if any, is civil disobedience justified? (Standard 2)
- In what ways were politics, economics, history, and geography obstacles to social change in the United States? (Standard 3)
- What social, political and economic changes have occurred as a result of civil rights movements? (Standard 4)
- What factors led to the rise of the environmental movement and how has it progressed? (Standard 5)
US Government

Human and Civil Rights in American Democracy

Students need to understand that American democracy evolved from the “tyranny of the majority” that could be found in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. Key Supreme Court cases such as Dred Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. Students should know the basic outline of the history of the Civil Rights Movement, the struggle for women’s suffrage, and later movements for equality.

Ideas procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience


Places/Institutions student’s rights, Miranda Rules, Supreme Court, civil rights law, Americans with Disabilities Act (ADA), Title I, Title IX, affirmative action

Events fair and speedy trial, capital punishment, hate crime, diversity, segregation

Sample Compelling Questions

- What might justify acts of civil disobedience? (Standard 1)
- Where do your rights end and your neighbor’s begin? (Standard 2)
- How could it be possible for everyone to be in a minority group? (Standard 3)
- What is the role of the Supreme Court in determining human and civil rights? (Standard 4)
- In what ways might limits on our rights be justified? (Standards 5)

State and Local Government

As citizens, most students will directly interact with state and local government more than with the federal government. Students should be introduced to the organization and functions of city and county government and the role of school boards. It would be useful for students to follow one or two issues of local significance, such as city, county, or school board policy that directly affect them. Local and state elected official as well as local journalists are possible guest speakers for government classes. Federalism should be reinforced while studying state and local government.

Ideas federalism, mayor council government, council manager government, eminent domain

People/ Roles mayor, council/commissioners, state legislators, governor, state judicial system
Sample Compelling Questions

- How and why do local governments influence the choices people make on where they live and work? (Standard 1)
- What level of government is best able to protect the rights of minority groups? (Standard 2)
- How does a community’s diversity affect state and local governments? (Standard 3)
- What is the impact of state and local government on the quality of life in my community? (Standard 4)
- Which level of government (federal, state, local) should have the most impact on our lives? (Standard 5)

Politics, Interest Groups, and Media

Informed citizens need to understand how the political process works, the role of interest groups, and the role of media, in spreading information. Citizens thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions. Once an opinion has been formed, they actively engage in the political process.

Sample Compelling Questions

- How should we decide what to believe? (Standard 1)
- How do personal values and beliefs influence who we vote for? (Standards 2)
- How do diversity and the varied ideas and beliefs of a community affect the political system? (Standard 3)
- How has the role of the lobbyist and media in politics changed over time? (Standard 4)
- What should be the responsibilities of the media and interest groups in a democracy? (Standard 5)
To: Kansas State Board of Education
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
   - Appointment of two members to serve on interview team for superintendent of Kansas State School for the Blind and Kansas State School for the Deaf
January 31, 2017

Via Electronic Mail
Gene Neely
National Education Association
gene.neely@knea.org

and

Nancy Frazier, President
Kansas School for the Deaf NEA
nfrazier@kssdb.org

Re: Notification of Intent to Negotiate

Dear Mr. Neely and Ms. Frazier:

On behalf of the Kansas State Board of Education and the Administration of the Kansas State School for the Deaf (KSSD), please consider this letter as statutory notice, pursuant to K.S.A. § 72-5423, that the Board intends to negotiate and bargain with the School for the Deaf NEA for the contract period beginning July 1, 2017.

KSSD desires to negotiate the following: The term of the Negotiated Agreement. The Administration proposes a two (2) year agreement.

This letter should serve as the notice of the topics and items that KSSD proposes to negotiate.

Very truly yours,

GATES SHIELDS FERGUSON
SWALL HAMMOND, P.A.

By: Mark A. Ferguson
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:

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<th>Pay Period Ends</th>
<th>Deadline to Report</th>
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<td>2/25/2017</td>
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WEDNESDAY, FEBRUARY 15, 2017
WORK SESSION

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<th>Time</th>
<th>Activity</th>
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| 9:00 – 10:30 a.m. | Location: Landon State Office Building  
Room 509  
Topeka, Kansas  
Discussion: Chairman Jim Porter and Vice Chair Kathy Busch will lead.  
Break |
| 10:40 a.m. – 1:00 p.m. | Topic: Individual Plans of Study implementation, to include:  
- Update from Kathleen Mercer, Career Pathways Coordinator, and  
  Jay Scott, KSDE Assistant Director of Career and Technical Ed.  
- Demonstration by state-preferred vendor Career Cruising  
- Presentation on school model |

Next Meeting: March 14 and 15, 2017 in Topeka
To: Commissioner Randy Watson

From: Jay Scott

Subject: Individual Plans of Study – Career Cruising

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

This will be an informational presentation on Individual Plans of Study (IPS), specifically the tool many districts across the state are using, Career Cruising. The State Board will hear from KSDE on the IPS initiative and then a representative from Career Cruising will present to the State Board a demonstration of the online career development system.

Following the Career Cruising presentation, USD 308 Hutchinson representatives will present how the district has implemented Career Cruising with their students and provide examples of activities the students complete within the Career Cruising system.