

# Kansas Plan to Ensure Equitable Access to Excellent Educators



July 2016

## Kansas Equity Gaps

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

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

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

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

## Definitions:

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

## Kansas Answers to Key Question

Out-of-Field    Inexperienced    Unqualified

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

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

## Strategy 1: Ongoing Professional Learning

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

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

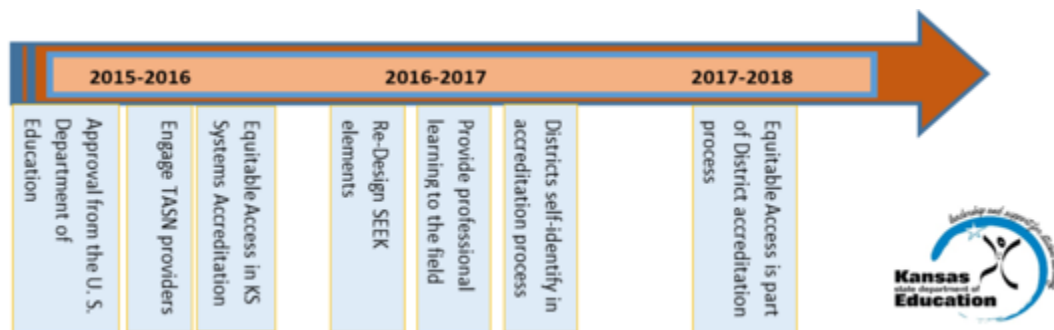
- *Ongoing Development of SEEK*
- *Ongoing Training around SEEK*

## Strategy 3: Teacher Preparation

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

## Strategy 4: A System of Teacher Evaluation

- *Kansas Teacher Evaluation System*



For more information, contact:

Sandy Guidry  
Assistant Director  
785-296-1101  
[squidry@ksde.org](mailto:squidry@ksde.org)  
[www.ksde.org](http://www.ksde.org)



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