FOREWORD

This document combines regulations for licensure with those for accrediting and approving teacher preparation programs. In Kansas, the ultimate purpose of program approval is to guarantee that all graduates meet minimum teaching qualifications as established by the State Board of Education. Under the approved program approach to licensure, an accredited teacher education institution submits its program for approval to the State Board of Education which is the approving agency as authorized by Article 6, Section 2(a) of the Kansas Constitution. Once the program is approved, the graduates of the program are eligible to be licensed to teach in Kansas elementary, middle or secondary schools, provided the applicant meets the requirements established by these regulations.

This handbook is provided as a service to the education personnel of Kansas. It is intended to give direction to those who are in charge of teacher education programs and those who employ the program graduates to educate the children and youth of our state.

Kansas State Department of Education

Susan Helbert
Interim Director, Teacher Licensure and Accreditation
shelbert@ksde.org

For additional information on Teacher Licensure and Accreditation visit our website at www.ksde.org
TABLE OF CONTENTS

LICENSUREMENT REGULATIONS .................................................................................................................... 6
91-1-200. Definition of terms. ............................................................................................................................ 6
91-1-201. Type of licensure ............................................................................................................................... 7
91-1-202. Endorsements ................................................................................................................................... 8
91-1-203. Licensure requirements ................................................................................................................... 10
91-1-204. Licensure of out-of-state and foreign applicants ........................................................................... 13
91-1-205. Licensure renewal requirements ..................................................................................................... 19
91-1-206. Professional development plans for license renewal ......................................................................... 23
91-1-207. Renewal of certificates issued before July 1, 2003 ........................................................................ 24
91-1-208. General requirements ................................................................................................................... 25
91-1-209. Additional endorsements ................................................................................................................ 25
91-1-210. License extension based upon military service ............................................................................. 27
91-1-211. Licensure review committee ........................................................................................................ 27
91-1-212. Vocational-technical certificates. (revoked) ................................................................................ 27
91-1-213. Criminal history records check ..................................................................................................... 27
91-1-214. In-service education definitions .................................................................................................... 28
91-1-215. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs ......................................................................................... 28
91-1-216. In-service education professional development council ................................................................ 29
91-1-217. Awarding of professional development points ............................................................................... 30
91-1-218. Expenditures for an in-service education program ....................................................................... 30
91-1-219. Career and technical education certificate .................................................................................... 33
91-1-220. Technical education special needs certificate ............................................................................. 33
91-1-221. Additional endorsements ............................................................................................................. 34

ACCREDITATION AND PROGRAM APPROVAL REGULATIONS FOR TEACHER EDUCATION INSTITUTIONS ................................................................................................................................. 34

91-1-70a. Accreditation .................................................................................................................................... 35
91-1-230. Institutional accreditation and program approval definitions ........................................................... 35
91-1-231. Procedures for initial accreditation of teacher education institutions ............................................. 36
91-1-232. On-site visits; recommendation; appeal .......................................................................................... 37
91-1-233. Innovative or experimental programs ............................................................................................ 38
91-1-234. Procedures for initial approval of teacher education programs ...................................................... 38
91-1-235. Procedures for renewing approval of teacher education program ................................................ 40

STUDENT TEACHING REGULATIONS ........................................................................................................ 42

91-19-1. Definitions ....................................................................................................................................... 42
91-19-2. Requirement of student teaching ..................................................................................................... 43
91-19-3. Student teacher contracts, liabilities and responsibilities ................................................................. 43

PROFESSIONAL PRACTICES REGULATIONS ............................................................................................... 45

91-22-1a. Denial, suspension, or revocation of license; public censure; grounds; report .................................. 46
91-22-2 Commission procedures ..................................................................................................................... 47
91-22-3 ........................................................................................................................................................... 47
91-22-4 Cases; use of case number and title .................................................................................................. 47
91-22-5a Complaints ....................................................................................................................................... 47
91-22-6 Violation of continuing contract laws ............................................................................................... 48
91-22-7 Answer; time to file; form; content; right to amend ........................................................................... 48
91-22-8 ........................................................................................................................................................... 48
91-22-9 Answer; time to file; form; content; right to amend ........................................................................... 49
91-22-10. ......................................................................................................................................................... 49
91-22-11. ......................................................................................................................................................... 49
91-22-12. ......................................................................................................................................................... 49
91-22-13. ......................................................................................................................................................... 49
91-22-14. .................................................................................................................................49
91-22-15. .................................................................................................................................49
91-22-16. .................................................................................................................................49
91-22-17. .................................................................................................................................50
91-22-18. .................................................................................................................................50
91-22-19. Service of order. .......................................................................................................50
91-22-21. .................................................................................................................................50
91-22-22. Hearing procedure. ....................................................................................................50
91-22-23. .................................................................................................................................50
91-22-24. .................................................................................................................................51
91-22-25. Decision of the commission; review by state board. ..................................................51
91-22-26. .................................................................................................................................51
MENTORING REGULATIONS ...............................................................................................52
91-41-1. Definitions ..................................................................................................................53
91-41-2. General requirements. ...............................................................................................53
91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying
for approval of a mentor teacher program shall submit an application containing the following statements
and descriptions: .......................................................................................................................53
91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In
determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor
teacher, each board shall consider the following criteria: .......................................................54
ENDORSEMENT CHART ........................................................................................................55
EDUCATOR PREPARATION PROGRAM STANDARDS .........................................................56
GENERAL EDUCATION .........................................................................................................57
PROFESSIONAL EDUCATION .............................................................................................58
EARLY CHILDHOOD CONTENT AREAS .............................................................................58
  EARLY CHILDHOOD UNIFIED ............................................................................................58
EARLY CHILDHOOD UNIFIED .............................................................................................59
ELEMENTARY CONTENT AREAS .........................................................................................59
  ELEMENTARY EDUCATION ...............................................................................................59
  ELEMENTARY EDUCATION UNIFIED ...............................................................................59
MIDDLE LEVEL CONTENT AREAS .........................................................................................59
  ENGLISH LANGUAGE ARTS ...............................................................................................59
  HISTORY, GOVERNMENT, AND SOCIAL STUDIES ........................................................59
  MATHEMATICS ..................................................................................................................63
  SCIENCE .............................................................................................................................63
SECONDARY CONTENT AREAS ..............................................................................................63
  AGRICULTURE ...................................................................................................................63
  BIOLOGY ............................................................................................................................63
  BUSINESS ...........................................................................................................................64
  CHEMISTRY .........................................................................................................................65
  EARTH AND SPACE SCIENCE ...........................................................................................66
  ENGLISH LANGUAGE ARTS ...............................................................................................66
  FAMILY AND CONSUMER SCIENCES .............................................................................66
  HISTORY, GOVERNMENT, AND SOCIAL STUDIES ........................................................66
  JOURNALISM ......................................................................................................................72
  MATHEMATICS ..................................................................................................................73
  PHYSICS .............................................................................................................................74
  PSYCHOLOGY .....................................................................................................................74
  SECONDARY EDUCATION UNIFIED ..................................................................................75
  SPEECH/THEATRE .............................................................................................................75
  TECHNOLOGY EDUCATION ..............................................................................................77
ALL LEVEL CONTENT AREAS ...............................................................................................77
  ART .................................................................................................................................77
  FOREIGN LANGUAGE .......................................................................................................77
<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH</td>
<td>77</td>
</tr>
<tr>
<td>INSTRUMENTAL MUSIC</td>
<td>79</td>
</tr>
<tr>
<td>MUSIC</td>
<td>80</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>80</td>
</tr>
<tr>
<td>VOCAL MUSIC</td>
<td>82</td>
</tr>
<tr>
<td>ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</td>
<td>83</td>
</tr>
<tr>
<td>SPECIAL EDUCATION CONTENT AREAS</td>
<td>83</td>
</tr>
<tr>
<td>DEAF OR HARD-OF-HEARING</td>
<td>83</td>
</tr>
<tr>
<td>EARLY CHILDHOOD UNIFIED</td>
<td>86</td>
</tr>
<tr>
<td>ELEMENTARY EDUCATION UNIFIED</td>
<td>86</td>
</tr>
<tr>
<td>GIFTED</td>
<td>86</td>
</tr>
<tr>
<td>HIGH INCIDENCE SPECIAL EDUCATION</td>
<td>86</td>
</tr>
<tr>
<td>LOW INCIDENCE SPECIAL EDUCATION</td>
<td>87</td>
</tr>
<tr>
<td>SPECIAL EDUCATION GENERALIST HIGH INCIDENCE</td>
<td>87</td>
</tr>
<tr>
<td>VISUALLY IMPAIRED</td>
<td>87</td>
</tr>
<tr>
<td>LEADERSHIP CONTENT AREAS</td>
<td>92</td>
</tr>
<tr>
<td>BUILDING LEADERSHIP</td>
<td>92</td>
</tr>
<tr>
<td>DISTRICT LEADERSHIP</td>
<td>92</td>
</tr>
<tr>
<td>SCHOOL SPECIALIST CONTENT AREAS</td>
<td>92</td>
</tr>
<tr>
<td>LIBRARY MEDIA SPECIALIST</td>
<td>92</td>
</tr>
<tr>
<td>READING SPECIALIST</td>
<td>92</td>
</tr>
<tr>
<td>SCHOOL COUNSELOR</td>
<td>92</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGIST</td>
<td>93</td>
</tr>
<tr>
<td>TEACHER LEADER</td>
<td>99</td>
</tr>
</tbody>
</table>
LICENSURE REGULATIONS

This section contains the regulations that establish the framework for licensure, including the types of licenses, levels of licensure, endorsement areas, requirements for each type of license and renewal requirements.
91-1-200. Definition of terms.

(a) "Accomplished teaching license" means a license issued to an individual who has successfully completed an advanced performance assessment designated by the state board for the purpose of identifying accomplished teaching, or who has achieved national board certification.

(b) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(c) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(d) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(e) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(f) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(g) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(h) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(i) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(j) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(k) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(l) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(m) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(n) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(o) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(p) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(q) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(r) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(s) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(t) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(u) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(v) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(w) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(x) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(y) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

(z) "Accredited experience" means teaching experience gained, under contract, in a school accredited by the state board or a comparable agency in another state while the teacher holds an endorsement valid for the specific assignment. A minimum of 90 consecutive days of substitute teaching in the endorsement area of academic preparation and in the same teaching position shall constitute accredited experience. Other substitute teaching experiences shall not constitute accredited experience.

...
(y) "Provisional school specialist endorsement license" means a license issued to an individual that allows access to practice as a school specialist while the individual is in the process of completing requirements for the school specialist license.

(x) "Provisional teaching endorsement license" means a license issued to an individual that allows access to practice in an endorsement area while the individual is in the process of completing requirements for that endorsement.

(aa) "Recent credit or recent experience" means credit or experience earned during the six-year period immediately preceding the filing of an application.

(bb) "Restricted teaching license" means a license that allows an individual limited access to practice under a special arrangement among the individual, a Kansas teacher education institution, and an LEA.

(cc) "Standard," when used to describe a license, means that the license is current, unrestricted, nonprobationary, nonprovisional, nonsubstitute, or nontemporary; is issued by the state board or a comparable agency in another state; and allows an individual to work as a teacher, administrator, or school specialist in accredited school systems in Kansas or another state.

(dd) "Standards board" means the teaching and school administration professional standards advisory board.

(ee) "State board" means state board of education.

(ff) "STEM license" means a license that allows an individual to teach only an approved subject in a hiring LEA, as specified in K.A.R. 91-1-203(m).

(gg) "Subject" means a specific teaching area within a general instructional field.

(hh) "Substitute teaching license" means a license issued to an individual that allows access to practice as a substitute as defined in K.A.R. 91-31-34(b).

(ii) "Teacher education institution" means a college or university that has an accredited administrative unit for the purpose of preparing teachers.

(jj) "Transitional license" means a license that allows an individual to temporarily practice if the individual held a license but does not meet recent credit, recent experience, or renewal requirements to qualify for an initial or professional license.

(kk) "Valid credit" and "credit" mean a semester hour of credit earned in, or validated by, a college or university that is on the accredited list maintained by the state board.

(ll) "Visiting scholar teaching license" means a license that allows an individual who has documented exceptional talent or outstanding distinction in a particular subject area to practice on a temporary, limited basis.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)

91-1-201. Type of licensure.

(a) The following types of licenses shall be issued by the state board:

(1) Accomplished teaching license;

(2) initial licenses, including the following:

(A) Initial school leadership license;

(B) initial school specialist license; and

(C) initial teaching license;

(3) emergency substitute teaching license;

(4) exchange school specialist license;

(5) exchange teaching license;

(6) foreign exchange teaching license;

(7) interim alternative license;

(8) professional licenses, including the following:

(A) Professional school leadership license;

(B) professional school specialist license; and

(C) professional teaching license;

(9) provisional school specialist endorsement license;

(10) provisional teaching endorsement license;

(11) restricted school specialist license;

(12) restricted teaching license;

(13) STEM license;
(14) substitute teaching license;
(15) transitional license; and
(16) visiting scholar teaching license.

(b) (1) Each initial license shall be valid for two years from the date of issuance.
(2) An initial teaching license may be issued for one or more of the following levels:
   (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
   (B) early childhood through late childhood (kindergarten through grade 6);
   (C) late childhood through early adolescence (grades 5 through 8);
   (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
   (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each initial school leadership license shall be issued for all levels.
(4) Each initial school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(c) (1) Each professional license shall be valid on the date of issuance. Each license shall expire on the license holder's fifth birthdate following issuance of the license.
(2) A professional teaching license may be issued for one or more of the following levels:
   (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
   (B) early childhood through late childhood (kindergarten through grade 6);
   (C) late childhood through early adolescence (grades 5 through 8);
   (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
   (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(3) Each professional school leadership license shall be issued for all levels.
(4) Each professional school specialist license shall be issued for the level that corresponds with the approved program completed by the applicant.

(d) (1) Each accomplished teaching license shall be valid for 10 years from the date of issuance.
(2) An accomplished teaching license may be issued for one or more of the following levels:
   (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
   (B) early childhood through late childhood (kindergarten through grade 6);
   (C) late childhood through early adolescence (grades 5 through 8);
   (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
   (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(e) Each substitute teaching license shall be valid on the date of issuance and shall be issued for all levels. Each substitute license shall expire on the license holder's fifth birthdate following issuance of the license.

(f) The first emergency substitute teaching license issued to an individual shall be valid for the school year in which it is issued and shall be issued for all levels. Each subsequent renewal of an emergency substitute license shall be valid for two consecutive school years.

(g) Each visiting scholar teaching license shall be valid through June 30 of the school year for which it is issued and shall be issued for the level corresponding with the teaching assignment.

(h) (1) Each exchange license shall be valid for two years from the date of issuance.
(2) An exchange teaching license may be issued for one or more of the following levels:
   (A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
   (B) early childhood through late childhood (kindergarten through grade 6);
   (C) late childhood through early adolescence (grades 5 through 8);
   (D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
   (E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(i) Each foreign exchange teaching license shall be valid through June 30 of the school year for which it is issued and shall be valid for the level corresponding with the teaching assignment.
(j) (1) Each restricted teaching license shall be valid for the school year in which the license is issued. Any restricted teaching license may be reissued for two additional consecutive school years if progress reports are submitted as required in K.A.R. 91-1-203 (h)(2).
(2) A restricted teaching license may be issued for one or more of the following levels:
(A) Late childhood through early adolescence (grades 5 through 8);
(B) early adolescence through late adolescence and adulthood (grades 6 through 12); or
(C) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(k) (1) Each restricted school specialist license shall be valid for three consecutive school years from the date of issuance.
(2) Each restricted school specialist license shall be issued for all levels.

(l) (1) Each transitional license shall be valid for the school year in which the license is issued.
(2) Each transitional license shall be nonrenewable.
(3) A transitional license may be issued for one or more of the following levels:
(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
(B) early childhood through late childhood (kindergarten through grade 6);
(C) late childhood through early adolescence (grades 5 through 8);
(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(m) (1) Each interim alternative license shall be valid for one year from the date of issuance.
(2) The initial one-year term shall be automatically extended for one additional one-year term if the licensee demonstrates progress toward achieving an initial or professional license. Each interim alternative license shall be nonrenewable after two years.
(3) An interim alternative license may be issued for one or more of the following levels:
(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
(B) early childhood through late childhood (kindergarten through grade 6);
(C) late childhood through early adolescence (grades 5 through 8);
(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(n) (1) Each provisional teaching endorsement license shall be valid for two years from the date of issuance.
(2) A provisional teaching endorsement license may be issued for one or more of the following levels:
(A) Early childhood (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3);
(B) early childhood through late childhood (kindergarten through grade 6);
(C) late childhood through early adolescence (grades 5 through 8);
(D) early adolescence through late adolescence and adulthood (grades 6 through 12); or
(E) early childhood through late adolescence and adulthood (prekindergarten through grade 12).

(o) (1) Each provisional school specialist license shall be valid for two years from the date of issuance.
(2) A provisional school specialist endorsement license shall be issued for all levels.

(p) (l) A nonrenewable license shall be issued to each applicant who meets all other requirements for an initial license except the assessments.
(2) Each nonrenewable license shall be valid only through June 30 of the school year for which the license is issued.

(q) (l) Each STEM license shall be valid only through June 30 of the school year for which the license is issued.


(a) Each license issued by the state board shall include one or more endorsements.
(b) Endorsements available for teaching at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
   (1) Early childhood;
   (2) early childhood unified;
   (3) deaf or hard-of-hearing;
   (4) visually impaired; and
   (5) school psychologist.

(c) Endorsements available for teaching at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
   (1) Elementary education;
   (2) elementary education, unified;
   (3) English for speakers of other languages (ESOL);
   (4) gifted;
   (5) high-incidence special education; and
   (6) low-incidence special education.

(d) Endorsements available for teaching at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:
   (1) English for speakers of other languages (ESOL);
   (2) English language arts;
   (3) gifted;
   (4) high-incidence special education;
   (5) history, government, and social studies;
   (6) low-incidence special education;
   (7) mathematics; and
   (8) science.

(e) Endorsements available for teaching at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:
   (1) Agriculture;
   (2) biology;
   (3) business;
   (4) chemistry;
   (5) communication technology;
   (6) earth and space science;
   (7) English for speakers of other languages (ESOL);
   (8) English language arts;
   (9) family and consumer science;
   (10) gifted;
   (11) high-incidence special education;
   (12) history, government, and social studies;
   (13) journalism;
   (14) low-incidence special education;
   (15) mathematics;
   (16) physics;
   (17) power, energy, and transportation technology;
   (18) production technology;
   (19) psychology;
   (20) speech and theatre;
   (21) special education generalist, high-incidence; and
   (22) technology education.

(f) Endorsements available for teaching at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:
   (1) Art;
   (2) deaf or hard-of-hearing;
   (3) English for speakers of other languages (ESOL);
   (4) foreign language;
(5) gifted;
(6) health;
(7) high-incidence special education;
(8) instrumental music;
(9) low-incidence special education;
(10) music;
(11) physical education;
(12) visually impaired; and
(13) vocal music.

(g) Endorsements available for school leadership at all levels shall be as follows:
   (1) Building leadership; and
   (2) district leadership.

(h) Endorsements available for school specialist fields at all levels shall be as follows:
   (1) Library media specialist;
   (2) reading specialist;
   (3) school counselor;
   (4) school psychologist; and
   (5) teacher leader.

(i) Endorsements available for the foreign exchange teaching license shall be issued in the content area and valid only for the local education agency approved by the commissioner.

(j) Endorsements available for the restricted teaching license shall be issued in the content area and valid only for the local education agency approved by the state board.

(k) Endorsements available for the provisional teaching endorsement license at the early childhood through late childhood license level (kindergarten through grade 6) shall be as follows:
   (1) English for speakers of other languages (ESOL);
   (2) gifted;
   (3) high-incidence special education; and
   (4) low-incidence special education.

(l) Endorsements available for the provisional teaching endorsement license at the early childhood license level (birth through kindergarten, birth through grade 3, or prekindergarten through grade 3) shall be as follows:
   (1) Early childhood; and
   (2) early childhood unified.

(m) Endorsements available for the provisional teaching endorsement license at the late childhood through early adolescence license level (grades 5 through 8) shall be as follows:
   (1) English for speakers of other languages (ESOL);
   (2) English language arts;
   (3) gifted;
   (4) high-incidence special education;
   (5) history, government, and social studies;
   (6) low-incidence special education;
   (7) mathematics; and
   (8) science.

(n) Endorsements available for the provisional teaching endorsement license at the early adolescence through late adolescence and adulthood license level (grades 6 through 12) shall be as follows:
   (1) Agriculture;
   (2) biology;
   (3) business;
   (4) chemistry;
   (5) communication technology;
   (6) earth and space science;
   (7) English for speakers of other languages (ESOL);
   (8) English language arts;
   (9) family and consumer science;
   (10) gifted;
   (11) high-incidence special education;
(12) journalism;
(13) low-incidence special education;
(14) mathematics;
(15) physics;
(16) power, energy, and transportation technology;
(17) production technology;
(18) psychology;
(19) speech and theatre;
(20) technology education; and
(21) history, government, and social studies.

(o) Endorsements available for the provisional teaching endorsement license at the early childhood through late adolescence and adulthood level (prekindergarten through grade 12) shall be as follows:
(1) Art;
(2) deaf or hard-of-hearing;
(3) English for speakers of other languages (ESOL);
(4) foreign language;
(5) gifted;
(6) health;
(7) high-incidence special education;
(8) instrumental music;
(9) low-incidence special education;
(10) music;
(11) physical education;
(12) visually impaired; and
(13) vocal music.

(p) Endorsements available for provisional school specialist endorsement license at all levels shall be as follows:
(1) Library media specialist;
(2) reading specialist; and
(3) school counselor.

(q) Each applicant for a license with a low-incidence or high-incidence special education endorsement, or a gifted, visually impaired, or deaf or hard-of-hearing endorsement, shall have successfully completed one of the following:
(1) A state-approved program to teach general education students; or
(2) a professional education component that allows students to acquire competency in the following:
   (A) The learner and learning: learner development, learning differences, and learning environments;
   (B) content: content knowledge and application of content;
   (C) instructional practice: assessment, planning for instruction, and instructional strategies;
   (D) professional responsibility: professional learning and ethical practice, leadership, and collaboration; and
   (E) the ability to apply the acquired knowledge to teach general education students.


91-1-203. Licensure requirements.

(a) Initial licenses.
(1) Each applicant for an initial teaching license shall submit to the state board the following:
   (A) An official transcript verifying the granting of a bachelor's degree;
   (B) verification from an accredited institution by the unit head or designee of completion of a teacher education program;
   (C) verification of successful completion of a pedagogical assessment as determined by the state board;
   (D) verification of successful completion of an endorsement content assessment as determined by the state board;
(E) verification of eight semester hours of recent credit;
(F) an application for an initial license; and
(G) the licensure fee.

(2) Each applicant for an initial school leadership license shall submit to the state board the following:
(A) An official transcript verifying the granting of a graduate degree;
(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;
(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate leadership program coursework;
(E) verification of successful completion of a school leadership assessment as determined by the state board;
(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(G) an application for an initial school leadership license;
(H) the licensure fee; and
(I) verification of five years of experience in a state-accredited school while holding a standard teaching or school specialist license and having achieved the professional-level license, a professional clinical license, or a full technical certificate.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:
(A) An official transcript verifying the granting of a graduate degree;
(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
(C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(D) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
(E) if application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;
(F) if application is made for a school counselor endorsement, one of the following:
   (i) A currently valid professional teaching license; or
   (ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);
(G) verification of successful completion of a school specialist assessment as determined by the state board;
(H) an application for an initial school specialist license; and
(I) the licensure fee.

(b) Professional licenses.

(1) Each applicant for an initial professional teaching license shall submit to the state board the following:
(A) Verification of successful completion of the teaching performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(C) an application for professional teacher license; and
(D) the licensure fee.

(2) Each applicant for an initial professional school leadership license shall submit to the state board the following:
(A) Verification of successful completion of the school leadership performance assessment prescribed by the state board while employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board;
(B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(C) an application for professional school leadership license; and
(D) the licensure fee.

(3) Each applicant for an initial professional school specialist license shall submit to the state board the following:
   (A) (i) Verification of successful completion of the school specialist performance assessment prescribed by the state board while the applicant is employed in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license; or
      (ii) if the applicant was issued an initial school specialist license with endorsement for school counselor as specified in paragraph (a)(3)(F)(i), verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency;
   (B) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
   (C) an application for professional school specialist license; and
   (D) the licensure fee.

(4) Each applicant for an initial professional school specialist license with endorsement for teacher leader shall submit to the state board the following:
   (A) An official transcript verifying the granting of a graduate degree;
   (B) (i) Verification from an accredited institution by the unit head or designee of completion of a graduate-level teacher leader program and verification of successful completion of an evidence-centered assessment; or
      (ii) verification by a teacher who has acquired the competencies established by the teacher leader standards of successful completion of an evidence-centered assessment;
   (C) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
   (D) verification of at least five years of accredited experience as a teacher, as a library media specialist or reading specialist, or as a school counselor meeting the requirements of paragraph (a)(3)(F)(i);
   (E) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate teacher leader program coursework;
   (F) verification of a currently valid professional teaching license;
   (G) an application for an initial professional school specialist license for teacher leader; and
   (H) the licensure fee.

Paragraphs (b)(4)(B)(i) and (ii) shall remain in effect only through July 1, 2016.

(5) When required by this subsection, the performance assessment for teaching and school specialist licenses shall be completion of at least a year-long approved mentoring program based on model mentoring program guidelines and chosen by the local education agency. The performance assessment for school leadership licenses shall be completion of at least a year-long approved mentoring program chosen by the local education agency and based on guidelines developed by a research-based leadership institute.

(c) Accomplished teaching licenses. Each applicant for an initial accomplished teaching license shall submit to the state board the following:
   (1) Verification of achieving national board certification issued by the national board for professional teaching standards;
   (2) verification of a currently valid Kansas professional teaching license;
   (3) an application for an accomplished teaching license; and
   (4) the licensure fee.

(d) Substitute teaching license. Each applicant for an initial substitute teaching license shall submit to the state board the following:
   (1) An official transcript from an accredited institution verifying the granting of a bachelor's degree;
   (2) verification from an accredited institution of completion of an approved teacher education program;
   (3) an application for substitute teaching license; and
   (4) the licensure fee.
(e) Emergency substitute teaching license. Each applicant for an emergency substitute teaching license shall submit to the state board the following:
   (1) An official transcript verifying the completion of at least 60 semester hours of general education coursework, professional education coursework, or a combination of these types of coursework;
   (2) an application for emergency substitute teaching license; and
   (3) the licensure fee.
(f) Visiting scholar teaching license.
   (1) Each applicant for a visiting scholar teaching license shall submit to the state board the following:
      (A) An application for a visiting scholar teaching license and the appropriate fee;
      (B) written verification from an administrator of an accredited or approved local education agency that the applicant will be employed if the license is issued; and
      (C) documentation of exceptional talent or outstanding distinction in one or more subjects or fields.
   (2) Upon receipt of an application for a visiting scholar teaching license, the following requirements shall be met:
      (A) The application and documentation submitted shall be reviewed by the commissioner of education or the commissioner's designee. As deemed necessary, other steps shall be taken by the commissioner of education or the commissioner's designee to determine the applicant's qualifications to be issued a visiting scholar teaching license.
      (B) A recommendation to the state board shall be made by the commissioner of education or the commissioner's designee on whether this license should be issued to the applicant.
   (3) The decision of whether a visiting scholar teaching license should be issued to any applicant shall be made by the state board.
(g) Foreign exchange teaching license.
   (1) Each applicant for a foreign exchange teaching license shall submit to the state board the following:
      (A) An application for a foreign exchange teaching license and the appropriate fee;
      (B) an official credential evaluation by a credential evaluator approved by the state board and listed on the state board's web site;
      (C) verification of employment from the local education agency, including the teaching assignment, which shall be to teach in the content area of the applicant's teacher preparation or to teach the applicant's native language; and
      (D) verification of the applicant's participation in the foreign exchange teaching program.
   (2) The foreign exchange teaching license may be renewed for a maximum of two additional school years if the licensee continues to participate in the foreign exchange teaching program.
(h) Restricted teaching license.
   (1) Each applicant for a restricted teaching license shall submit to the state board the following:
      (A) An application for a restricted teaching license and the appropriate fee;
      (B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;
      (C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;
      (D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;
      (E) verification that the local education agency will employ the applicant if the license is issued;
      (F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;
      (G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;
      (H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
         (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;
         (ii) the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;
(iii) the program provided to the applicant will meet the institution's approved professional education standards; and
(iv) the institution will provide the applicant with onsite support at the employing local education agency, including supervision of the applicant's teaching experience; and
(I) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the support that the applicant will receive.

(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall verify the following:
(A) The applicant's contract will be renewed.
(B) The local education agency will continue to assign an experienced mentor teacher to the applicant.
(C) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure.
(D) The institution will continue to support the applicant, on-site, as necessary.
(E) The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2) shall no longer be eligible to hold a restricted teaching license.

(i) Restricted school specialist license.

(1) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:
(A) An application for a restricted school specialist license and the appropriate fee;
(B) an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;
(C) verification of at least three years of full-time professional counseling or librarian experience;
(D) verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and
(E) documentation that the following conditions are met:
   (i) The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;
   (ii) the local education agency will employ the applicant if the license is issued;
   (iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;
   (iv) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;
   (v) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and
   (vi) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and
(F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:
   (i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;
   (ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;
   (iii) the program provided to the applicant will meet the institution's approved professional education standards;
   (iv) the institution will provide the applicant with on-site support; and
   (v) the institution has collaborated with the employing local education agency concerning the applicant's program.

(2) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:
(A) Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;
(B) verification from the chief administrative officer of the employing local education agency attesting to the following:
   (i) The applicant's contract will be renewed; and
   (ii) the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;
(C) a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
   (i) The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and
   (ii) the institution will continue to support the applicant, on-site, as necessary; and
(D) an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.
(3) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.

(j) Transitional license.
(1) Each applicant for a transitional license shall submit to the state board the following:
   (A) Verification of meeting the requirements for an initial or professional license as provided in K.A.R. 91-1-203(a) or (b) or K.A.R. 91-1-204(c), except for recent credit or recent experience; or
   (B) verification of having previously held an initial or professional Kansas license or certificate that has been expired for six months or longer;
   (C) an application for a transitional license; and
   (D) the licensure fee.
(2) Any person who holds a transitional license issued under paragraph (j)(1)(A) may upgrade that license to an initial or professional license by submitting to the state board the following:
   (A) Verification of accredited experience during the term of the transitional license; or
   (B) (i) Verification of having successfully completed eight hours of recent credit; or
      (ii) verification of meeting the requirements in K.A.R. 91-1-205(b)(3)(C), if the person meets the requirements of K.A.R. 91-1-206 and K.A.R. 91-1-215 through 91-1-219.
(3) Any person who holds a transitional license issued under paragraph (j)(1)(B) may upgrade that license to an initial or professional license by submitting to the state board verification of meeting the requirements in K.A.R. 91-1-205(a)(2) or (b).

(k) Provisional teaching endorsement license.
(1) Each applicant shall hold a currently valid initial or professional license at any level and shall submit to the state board the following:
   (A) Verification of completion of at least 50 percent of an approved teacher education program in the requested endorsement field;
   (B) a deficiency plan to complete the approved program requirements from the licensing officer of a teacher education institution;
   (C) verification of employment and assignment to teach in the provisional endorsement area;
   (D) an application for a provisional endorsement teaching license; and
   (E) the licensure fee.
(2) Each applicant for a provisional teaching endorsement license for high-incidence special education, low-incidence special education, deaf or hard of hearing, gifted special education, or visually impaired shall hold a currently valid initial or professional license and shall submit to the state board the following:
   (A) Verification of completion of coursework in the areas of methodology and the characteristics of exceptional children and special education, and completion of a practicum in the specific special education field;
   (B) a deficiency plan to complete the approved program requirements for the licensing officer of a teacher education institution;
   (C) verification of employment and the assignment to teach in the provisional endorsement area;
   (D) an application for a provisional endorsement teaching license; and
(E) the licensure fee.

(1) Provisional school specialist endorsement license. Each applicant shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a)(8) and shall submit to the state board the following:

(1) Verification of completion of 50 percent of an approved school specialist program;

(2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;

(3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;

(4) for a provisional school counselor endorsement license, verification from the employing local education agency that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period;

(5) an application for a provisional school specialist license; and

(6) the licensure fee.

(m) STEM license.

(1) Each applicant for a STEM license shall submit to the state board the following:

(A) An official transcript verifying the granting of an undergraduate or graduate degree in one of the following subjects: life science, physical science, earth and space science, mathematics, engineering, computer technology, finance, or accounting;

(B) verification of at least five years of full-time professional work experience in the subject;

(C) verification that a local education agency will employ the applicant and assign the applicant to teach only the subject specified on the license if the license is issued;

(D) verification that the hiring local education agency will provide professional learning opportunities determined as appropriate by the hiring local education agency;

(E) an application for the STEM license; and

(F) the licensure fee.

(2) Any applicant may apply for a STEM license valid for subsequent school years by submitting the following:

(A) The verification specified in paragraphs (m)(l)(C) and (D);

(B) an application for renewal; and


91-1-204. Licensure of out-of-state and foreign applicants.

(a) Despite any other licensure regulation, any person who meets the requirements of this regulation may be issued a license by the state board.

(b) Any applicant for an initial Kansas teaching or school specialist license who holds a valid teaching or school specialist license with one or more full endorsements issued by a state that has been approved by the state board for exchange licenses may be issued a two-year license, if the applicant's endorsements are based on completion of a state-approved program in that state.

(c) (1) Any person who holds a valid teaching, school leadership, or school specialist license issued by another state may apply for either an initial or a professional license.

(2) To obtain an initial teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) verification of successful completion of a pedagogical assessment prescribed by the state board or evidence of successful completion of a pedagogical assessment in the state in which the applicant holds a license;
(D) verification of successful completion of an endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(3) To obtain a professional teaching license, each applicant specified in paragraph (c)(1) shall submit the following:

(A) An official transcript verifying the granting of a bachelor's degree;

(B) verification from the unit head or designee of an accredited institution that the applicant has completed a state-approved teacher education program. If the applicant is seeking licensure to teach content in grades 8 through 12, this verification shall not be required if the applicant submits verification of having secured a commitment for hire from a local education agency;

(C) a copy of the applicant's currently valid out-of-state standard teaching license;

(D) (i) Evidence of successful completion of pedagogical, content, and performance assessments prescribed by the state board or evidence of successful completion of the three assessments in the state in which the applicant holds the standard license;

(ii) verification of at least three years of recent accredited experience under a standard license; or

(iii) verification of at least five years of accredited experience under a standard license;

(E) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(F) an application for a Kansas license; and

(G) the licensure fee.

(4) To obtain an initial school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;

(C) if application is made for a district leadership endorsement, verification from an accredited institution by the unit head or designee of completion of an approved building leadership program;

(D) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;

(E) verification of successful completion of a school leadership assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) an application for initial school leadership license;

(H) the licensure fee; and

(I) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full technical certificate.

(5) To obtain an initial school specialist license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;

(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;

(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;

(D) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;

(E) verification of successful completion of a school specialist assessment as determined by the state board;

(F) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;

(G) an application for an initial school specialist license; and

(H) the licensure fee.

(6) To obtain a professional school leadership license, each out-of-state applicant shall submit the following:

(A) An official transcript verifying the granting of a graduate degree;
(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school leadership program;
(C) verification of a minimum 3.25 cumulative GPA in graduate leadership program coursework;
(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(E) verification of five years of experience in a state-accredited school while holding a standard teaching license or standard school specialist license and having achieved the professional-level license, a professional clinical license, a leadership license, or a full technical education certificate;
(F) (i) Evidence of successful completion of the school leadership assessment and completion in a state-accredited school of the school leadership performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a standard school leadership license;
(ii) verification of at least three years of recent accredited experience in a school leadership position while holding a standard school leadership license; or
(iii) verification of at least five years of accredited school leadership experience under a standard school leadership license;
(G) an application for the professional school leadership license; and
(H) the licensure fee.

(7) To obtain a professional school specialist license, each out-of-state applicant shall submit the following:
(A) An official transcript verifying the granting of a graduate degree;
(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level specialist program;
(C) verification of a minimum 3.25 cumulative GPA in graduate school specialist program coursework;
(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(E) if application is made for a library media specialist endorsement, school counselor endorsement, or reading specialist endorsement, a currently valid professional teaching license;
(F) (i) Evidence of successful completion of the school specialist assessment and completion in a state-accredited school of the school specialist performance assessment prescribed by the state board or evidence of successful completion of the two assessments in the state in which the applicant holds a standard school specialist license;
(ii) verification of at least three years of recent accredited experience in a school specialist position while holding a valid standard school specialist license; or
(iii) verification of at least five years of accredited school specialist experience under a standard school specialist license;
(G) an application for the professional school specialist license; and
(H) the licensure fee.

(8) Any person who holds a valid initial or professional school specialist license as a school counselor in another state where the counselor license is issued without a classroom teaching requirement may apply for an initial or professional school specialist license with endorsement for school counselor.
(A) To obtain an initial school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board the following:
(i) An official transcript verifying the granting of a graduate degree;
(ii) verification from an accredited institution by the unit head or designee of completion of a graduate-level school counselor program;
(iii) verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
(iv) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; and
(v) evidence of successful completion of the school counselor assessment prescribed by the state board or evidence of successful completion of a school counselor content assessment in the state in which the applicant holds a license.
(B) Each applicant who is issued an initial school specialist license with endorsement for school counselor as specified in paragraph (c)(8)(A) shall upgrade to the professional school specialist license by submitting to the state board verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a
national or regional accrediting agency recognized by the state board and while the applicant holds an initial school specialist license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency.

(C) To obtain a professional school specialist license with endorsement for school counselor, each applicant specified in paragraph (c)(8) shall submit to the state board verification of all documentation specified in paragraph (c)(8)(A) and one of the following:

(i) Verification of at least three years of recent accredited experience as a school counselor while holding a valid, standard school counselor license;
(ii) verification of successful completion of a supervised internship year while the applicant is employed as a school counselor in a school accredited by the state board or by a national or regional accrediting agency recognized by the state board and while the applicant holds a standard school counselor license. The internship shall be for one full school year or two full semesters and shall be under the supervision of a teacher education institution in collaboration with the hiring local education agency; or
(iii) verification of at least five years of accredited school counselor experience under a standard school counselor license.

(d) (1) Any person who holds a valid professional teaching license in another state and has earned national board certification issued by the national board for professional teaching standards may apply for an accomplished teaching license, which shall be valid for as long as the national board certificate is valid.

(2) To obtain an accomplished teaching license, each applicant specified in paragraph (d)(1) shall submit the following:

(A) Evidence of current national board certification;
(B) verification of a valid professional teaching license issued by another state;
(C) an application for an accomplished teaching license; and
(D) the licensure fee.

(e) (1) (A) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program may apply for an interim alternative license.
(B) Any person who holds a valid license in another state earned through completion of an alternative teacher-education program and who has five or more years of accredited experience earned under a standard license, three years of which are continuous in the same local education agency, may apply for a professional teaching license by meeting the requirements of paragraph (c)(3).

(2) To obtain an interim alternative license, each applicant specified in paragraph (e)(1)(A) shall submit to the state board the following:

(A) An official transcript verifying the granting of a bachelor's degree;
(B) a copy of the applicant's currently valid out-of-state license;
(C) verification of completion of the alternative teacher-education program;
(D) verification of at least one year of recent accredited experience or at least eight semester hours of recent credit;
(E) an application for an interim alternative license; and
(F) the licensure fee.

(3) Each person who holds an interim alternative license shall submit to the commissioner of education, within the first six months of validity of the interim alternative license, a request for review of the application by the licensure review committee.

(A) Upgrading the interim alternative license to the standard initial license shall require verification of the following:

(i) Successful completion of all requirements set by the licensure review committee and approved by the state board; and
(ii) successful completion of a pedagogical assessment prescribed by the state board and successful completion of an endorsement content assessment prescribed by the state board.

(B) Upgrading the interim alternative license to the professional level license shall require verification of the following:

(i) A recommendation from the licensure review committee and approval by the state board with no additional requirements specified; and
(ii) verification that the person meets the requirements of KAR. 91-1-204(c)(3)(D).
(f) Any person who has completed an education program from a foreign institution outside of the United States may receive an initial license if, in addition to meeting the requirements for the initial license in KAR. 91-1-203, that person submits the following:

(1) An official credential evaluation by a credential evaluator approved by the state board; and
(2) if the person's primary language is not English, verification of passing scores on an English proficiency examination prescribed by the state board. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended Aug. 28, 2009; amended Aug. 12, 2011; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)

91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. 91-1-203 (a). The assessments required by S.B.R. 91-1-203 (a)(1)(C) and 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;
(2) the licensure fee; and
(3) verification that the person, within the term of the professional license being renewed, meets any of the following requirements:

(A) Has completed all components of the national board for professional teaching standards assessment for board certification;

(B) has been granted national board certification;

(C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or

(ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
(D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
(E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
(F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:
   (A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
   (B) an application for accomplished teaching license; and
   (C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

(1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
(2) an application for a substitute teaching license; and
(3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment to teach in the provisional endorsement area;
(3) an application for a provisional endorsement teaching license; and
(4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

(1) Verification of completion of at least 50 percent of the deficiency plan;
(2) verification of continued employment and assignment as a school specialist;
(3) an application for a provisional school specialist endorsement license; and
(4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

(1) Submit an application for a license and the licensure fee; and
(2) provide verification of one of the following:
   (A) Having met the requirements of paragraph (b)(3); or
   (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.

(3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

(1) Content endorsement standards as adopted by the state board;
(2) professional education standards as adopted by the state board; or
(3) service to the profession.
(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district’s local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:
   (1) The plan results from cooperative planning with a designated supervisor.
   (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
   (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)


(a) Each applicant renewing a valid certificate issued before July 1, 2003 shall renew that certificate based on the renewal requirements in effect at the time of the issuance of the certificate.

(b) Upon renewal of a certificate issued before July 1, 2003, the applicant shall be issued the appropriate license with content endorsements obtained before July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended July 18, 2008.)

91-1-208. General requirements.

(a) Application procedures. Application for each license, renewal, or duplicate license shall be made by the person seeking the license. Each application shall be submitted on a form provided by the state department of education. The form shall be filled out completely, including all names under which the applicant has been known. The application shall be submitted by mail or in person, with the correct fee and, when required, official documentation to the certification section of the state department of education.

(b) Child abuse and neglect central registry. Each application shall include a completed child abuse and neglect central registry release.

(c) Renewal period. Any license may be renewed up to six months before its expiration date.

(d) License registration. Each teacher or other licensed person employed in a public school shall file a valid license in the office of the superintendent of the district in which the person is employed. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 7, 2017.)

91-1-209. Additional endorsements.

(a) Any person who holds a currently valid teaching, school service, or school leadership license may add additional endorsements to that license by submitting to the state board the following:
   (1) Verification from an accredited institution by a unit head or designee of completion of an approved content area program;
   (2) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;
   (3) an application for an added endorsement; and
   (4) the application fee.

(b) (1) Any person who holds a currently valid teaching license with a science endorsement at the early adolescence through late adolescence and adulthood level may add an additional science endorsement for that level by submitting to the state board the following:
   (A) Verification of successful completion of the appropriate science endorsement content assessment prescribed by the state board;
   (B) an application for an added endorsement; and
(C) the application fee.

(2) This subsection shall remain in force and effect only through June 30, 2012.

(c) (1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the late childhood through early adolescence level by submitting to the state board the following:

(A) Verification from an accredited institution by a unit head or designee of completion of 15 semester credit hours in the content area for which endorsement is sought;

(B) verification of one of the following:

(i) A pedagogy course for the late childhood through early adolescence level; or

(ii) recent accredited experience of one year or more in one of the grades 5 through 8;

(C) verification of successful completion of the appropriate content assessment prescribed by the state board;

(D) an application for an added endorsement; and

(E) the application fee.

(2) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.

(3) This subsection shall remain in force and effect only through June 30, 2012.

(d) (1) Any person who holds a currently valid teaching license at any level may add a content area endorsement for the early adolescence through late adolescence and adulthood level by submitting to the state board the following:

(A) Verification from an accredited institution by a unit head or designee of completion of 50 percent or more of an approved content area program, including the content methods course;

(B) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board;

(C) an application for an added endorsement; and

(D) the application fee.

(2) Any person who holds a currently valid teaching license with a content area endorsement at the late childhood through early adolescence level may add the same content area endorsement at the early adolescence through late adolescence and adulthood level by submitting to the state board verification of meeting the requirements specified in paragraph (d)(1).

(3) Teaching endorsements for adaptive, functional, gifted, deaf or hard-of-hearing, and visually impaired shall not be available under this subsection.

(4) This subsection shall remain in force and effect only through June 30, 2012.

(e) (1) Any person who holds a valid out-of-state teaching license with an additional endorsement that was earned by completion of coursework specified by the other state may add that endorsement to the person’s Kansas license by submitting to the state board the following:

(A) A copy of the out-of-state license showing the endorsement;

(B) verification that the person completed the specified coursework;

(C) verification of successful completion of the appropriate endorsement content assessment prescribed by the state board or evidence of successful completion of an endorsement content assessment in the state in which the applicant holds a license;

(D) an application for an added endorsement; and

(E) the licensure fee.

(2) This subsection shall remain in force and effect only through June 30, 2012.

(f) (1) Except as prescribed in paragraph (f)(2), any person who holds a valid teaching license may add an additional teaching endorsement by submitting to the state board the following:

(A) Verification of successful completion of the endorsement content assessment prescribed by the state board;

(B) an application for an added endorsement; and

(C) the application fee.

(2) Teaching endorsements for early childhood, early childhood unified, early childhood through late childhood generalist, adaptive, functional, gifted, deaf or hard-of-hearing, or visually impaired shall not be available under paragraph (f)(1). (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 10, 2007; amended July 18, 2008; amended July 27, 2012.)
91-1-210. License extension based upon military service.

Any holder of a current initial or professional teaching, school specialist, or leadership license who enters active military service during the period the license is valid shall be granted an extension of the expiration date equal to the time in calendar days of active military service if all of the following requirements are met:
(a) Entry into active military service is on a full-time, 24-hour-per-day basis and occurs during a time of emergency as determined by the state board of education.
(b) An application for extension is submitted within one year after discharge or separation from active military service under honorable conditions.
(c) Verification of the length of time of active military service is provided.
(d) Application is made for an extension of the license.
(e) The licensure fee is paid. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 18, 2008.)

91-1-211. Licensure review committee.

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.
(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board.
(c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board.
(d) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-213. Vocational-technical certificates. (revoked)

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002; amended Jan. 2, 2004; revoked Aug. 5, 2005.)

91-1-214. Criminal history records check.

(a) Each person submitting any of the following shall also submit, at the time of the application, a complete set of legible fingerprints of the person taken by a qualified law enforcement agency or properly trained school personnel:
(1) An initial application for a Kansas certificate or license;
(2) an application for renewal of an expired Kansas certificate or license; or
(3) an application for renewal of a valid Kansas certificate or license, if the person has never submitted fingerprints as part of any previous application for a Kansas certificate or license issued by the state board. Fingerprints submitted pursuant to this regulation shall be released by the Kansas state department of education to the Kansas bureau of investigation for the purpose of conducting criminal history records checks, utilizing the files and records of the Kansas bureau of investigation and the federal bureau of investigation. A list of those applicants who are required to submit fingerprints at the time of license or
certificate renewal shall be maintained by the Kansas state department of education.
(b) Each applicant shall pay the appropriate fee for the criminal history records check, to be determined on an annual basis.
(c) In addition to any other requirements established by regulation for the issuance of any certificate or license specified in subsection (a), the submittal of fingerprints shall be a prerequisite to the issuance of any certificate or license by the state board. A person submitting an application who does not comply with this regulation shall not be issued a certificate or license. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Sept. 13, 2002; amended Oct. 31, 2014.)

91-1-215. In-service education definitions.

(a) “Content endorsement standards” means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.
(b) “Educational agency” means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
(c) “In-service education” means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
(d) “In-service education plan” and “plan” mean a detailed program for provision of professional or staff development, or both.
(e) “Noncontractual times” means periods of time during which an employee is not under a contractual obligation to perform services.
(f) “Professional development” means continuous learning that is based on individual needs and meets both of the following criteria:
   (1) The learning prepares a person for access to practice, maintains the person’s access to practice, builds an individual’s knowledge or skills, or is requested by the employing educational agency.
   (2) The learning positively impacts the individual or the individual’s students, school or school district.
(g) “Professional development council” and “PDC” mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency’s in-service education plan.
(h) “Professional development plan” means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
(i) “Professional development point” means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
(j) “Professional education standards” means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
(k) “Service to the profession” means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
(l) “Staff development” means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
(m) “State board” means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers’ in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who
will be affected.
(b) Procedures for development of an in-service plan shall include the following:
   (1) Establishment of a professional development council;
   (2) an assessment of in-service needs;
   (3) identification of goals and objectives;
   (4) identification of activities; and
   (5) evaluative criteria.
(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.
(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.
(e) An approved plan may be amended at any time by following the procedures specified in this regulation.
(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:
   (1) Be representative of the educational agency's licensed personnel; and
   (2) include at least as many teachers as administrators, with both selected solely by the group they represent.
(b) Each council shall have the following responsibilities:
   (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
   (2) to develop operational procedures; and
   (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
   (1) Independent observation;
   (2) written documentation; or
   (3) other evidence that is acceptable to the PDC.
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council
and may include any of the following:
(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:
(1) Consultant fees and honorariums;
(2) travel expenses for consultants;
(3) cost of materials used in training;
(4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
(5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
(6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
(7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:
(1) Rental or facilities;
(2) utilities;
(3) equipment;
(4) administrative expenses; and
(5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

91-1-220. Career and technical education certificate.

(a) Any individual may apply for a restricted career and technical education certificate, a full career and technical education certificate, a career and technical education endorsement certificate, or a career and technical education specialized certificate.

(b) (1) Each restricted career and technical education certificate shall be valid for two years from the date of issuance and shall be valid for instruction in grades 8 through 12.
(2) Each restricted career and technical education certificate shall be valid for providing instruction in career and technical education pathways for agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business management and administration; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; marketing; science, technology, engineering, and mathematics (STEM); and transportation, distribution, and logistics.

(c) Each applicant for a restricted career and technical education certificate shall submit the following to the state board:
(1) Verification that a local education agency will employ the applicant in a career and technical education pathway if the certificate is issued;
(2) verification of at least 4,000 hours of occupational work experience in the career and technical education content area in which the certificate is sought;
(3) documentation of the following:
   (A) Verification of occupational competency in the career and technical education content area. Verification shall be dependent upon the content area and may include any of the following:
       (i) Successful completion of any recognized competency exam;
       (ii) having a valid, appropriate occupational license in programs for which a license is required;
       (iii) holding the appropriate educational degree; or
       (iv) having a valid, industry-recognized credential;
   (B) a written plan to qualify for full certification during the four-year period immediately following issuance of the initial restricted career and technical education certificate. The plan shall be based upon completion of the requirements of a professional education program for a full career and technical education certificate;
   (C) verification from the employing local education agency that the agency has assigned a certified or licensed teacher with at least three years of experience to serve as a mentor for the applicant; and
   (D) verification from the employing local education agency that the applicant has completed a supervised practical training experience that addresses, at a minimum, lesson plan development, teaching methodologies, student assessment, and classroom management;
(4) an application for a restricted career and technical education certificate; and
(5) the certificate fee.
(d) Any individual may renew a restricted career and technical education certificate one time. Each applicant for renewal shall submit the following to the state board:
   (1) Verification of completion of at least 50 percent of the applicant's plan of study;
   (2) verification of continued employment in the career and technical education pathway;
   (3) an application for a restricted career and technical education certificate; and
   (4) the certificate fee.
(e) To qualify for a full career and technical education certificate, each individual holding a restricted career and technical education certificate shall meet the requirements for a full career and technical education certificate during the period of validity of the individual's restricted certification.
(f) (1) Each full career and technical education certificate shall be valid for five years from the date of issuance and shall be valid for instruction in grades 8 through 12.
   (2) Each full career and technical education certificate shall be valid for instruction in career and technical education pathways for agriculture, food, and natural resources; architecture and construction; arts, audio-video technology, and communications; business management and administration; finance; health science; hospitality and tourism; human services; information technology; law, public safety, and security; manufacturing; marketing; science, technology, engineering, and mathematics (STEM); and transportation, distribution, and logistics.
   (3) Each applicant for a full career and technical education certificate shall submit the following to the state board:
      (A) An application for a full career and technical education certificate and the appropriate fee;
      (B) documentation of successful completion of the professional education program for career and technical education certification as specified in subsection (g);
      (C) verification of successful completion of a pedagogical assessment as determined by the state board;
      (D) verification of successful completion of two years of teaching experience in a career and technical education pathway; and
      (E) verification of professional learning opportunities related to the content area during each year of the restricted certificate period.
(g) Each applicant for a full career and technical education certificate shall have successfully completed an approved professional education program delivered through an institution of higher education or an approved professional learning program provider. At a minimum, each approved professional education program shall provide the competencies specified in the professional education standards adopted by the state board in each of the following areas:
   (1) The learner and learning: learner development, learning differences, and learning environments;
(2) content: content knowledge and application of content;
(3) instructional practice: assessment, planning for instruction, and instructional strategies; and
(4) professional responsibility: professional learning, ethical practice, leadership, and collaboration.

(h) Any person may renew a full career and technical education certificate by submitting the following to the state board:
(1) An application for renewal and the required fee; and
(2)(A) Verification that the person, within the term of the current full career and technical education certificate, has earned at least 160 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include professional learning opportunities related to the content area during each year of the duration of the certificate; or
(B) if the applicant holds an advanced degree, verification that the person, within the term of the current full career and technical education certificate, has earned at least 120 professional development points under an approved individual development plan filed with a local professional development council. The individual development plan shall include professional learning opportunities related to the content area during each year of the duration of the certificate.

(i) Any person whose full career and technical education certificate has expired may apply for a transitional career and technical education certificate by submitting to the state board the following:
(1) An application for a transitional certificate; and
(2) the certification fee.

(j) Any person may upgrade a transitional career and technical education certificate to a full career and technical education certificate by submitting to the state board verification of meeting the renewal requirements in paragraph (h)(2).

(k) Any person who holds a valid teaching license or a full career and technical education certificate may add a career and technical education endorsement certification by submitting to the state board the following:
(1) An application for a career and technical education endorsement certification;
(2) verification of occupational competency in the career and technical education content area. Verification shall be dependent upon the content area and may include any of the following:
(A) Successful completion of any recognized competency exam;
(B) having a valid, appropriate occupational license in programs for which a license is required; or
(C) having a valid, industry-recognized credential; and
(3) the certification fee.

(1) A career and technical education specialized certificate may be issued to allow an individual with appropriate occupational knowledge, skills, and experience to instruct in a career and technical education pathway assignment.

(1) Each career and technical education specialized certificate shall be valid for three school years. Each certificate shall be valid only for the endorsed career and technical education area for grades 8 through 12 and only for the local education agency identified on the certificate.
(2) To obtain a career and technical education specialized certificate, each applicant shall submit to the state board the following:
(A) A written request for issuance from a local education agency that authorizes the applicant to teach each identified course;
(B) (i) Verification of an industry-recognized certificate in the technical profession and verification of at least five years of full-time work experience in the technical profession for which the industry-recognized certificate is held; or
(ii) verification of the applicant's occupational competency in the career and technical content area. Verification shall be dependent upon the content area and may include any of the following: successful completion of any recognized competency exam; having a valid, appropriate occupational license in programs for which a license is required; holding the appropriate educational degree; having an industry-recognized credential; or having 4,000 hours of occupational work experience related to the endorsed career and technical education area;
(C) an application for a career and technical education specialized certificate; and
(D) the certification fee.

(3) The career and technical education specialized certificate issued to each individual meeting the requirements of paragraph (1)(2) shall allow the individual to instruct in a career and technical education
pathway up to a .5 FTE assignment.

(4) Any person may renew a career and technical education specialized certificate by submitting the following to the state board:

(A) An application for renewal;

(B) the certification fee; and

(C) a written request for issuance by the local education agency authorizing the applicant to continue to teach each identified course. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008; amended, T-91-6-30-14, June 30, 2014; amended Oct. 24, 2014.)

91-1-221. Technical education special needs certificate.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 5, 2005; amended July 18, 2008; revoked July 7, 2017.)
ACCREDITATION AND PROGRAM APPROVAL REGULATIONS FOR TEACHER EDUCATION INSTITUTIONS
91-1-70a. Accreditation

The following portions of the document titled “CAEP accreditation standards,” as approved by the council for the accreditation of educator preparation (CAEP) board of directors on August 29, 2013, are hereby adopted by reference:
(a) Standard 1 on pages 2 and 3 and the related glossary on page 3;
(b) standard 2 and the related glossary on page 6;
(c) standard 3 on pages 8 and 9 and the related glossary on page 10, except for the following text in 3.2:
   (1) The second and third bulleted items; and
   (2) the three paragraphs immediately following the bulleted list;
(d) standard 4 on page 13; and
(e) standard 5 on pages 14 and 15 and the related glossary on page 15. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 1997; amended Jan. 4, 2002; amended July 7, 2017.)

91-1-230. Institutional accreditation and program approval definitions.

(a) "Academic year" means July 1 through the following June 30.
(b) "Annual report" means a document that an institution submits to the commissioner on a yearly basis in which the information specified by the commissioner concerning unit standards and operations, programs offered by the unit, and statistical data is presented.
(c) "Approved," when used to describe a teacher education program, means that the program meets the program standards prescribed in regulations adopted by the state board.
(d) "Approved with stipulation," when used to describe a teacher education program, means that the program has deficiencies in meeting the program standards prescribed in regulations adopted by the state board that the institution shall correct before being approved.
(e) "Commissioner" means the state commissioner of education or the commissioner’s designee.
(f) "Evaluation review committee" means the standing committee of the teaching and school administration professional standards board, or its successor, that is responsible for making accreditation and program approval recommendations to the state board.
(g) "Focused visit" means the on-site visit to a teacher education institution that has limited accreditation or accreditation with conditions by the state board and is seeking full accreditation.
(h) "Full accreditation" means the status assigned to a teacher education institution that is determined through a focused visit to meet substantially the accreditation standards adopted by the state board.
(i) "Initial visit" means the first on-site visit to a teacher education institution that is seeking accreditation for the first time from the state board.
(j) "Institutional candidate" means the designation assigned to an institution that is seeking accreditation for the first time from the state board.
(k) "Institutional candidate visit" means an on-site visit that takes place following the designation of institutional candidate status to a teacher education institution.
(l) "Institutional report" means a document that describes how a teacher education institution meets the accreditation standards adopted by the state board.
(m) "Limited accreditation" means the status assigned to a teacher education institution that is determined through an initial visit to meet substantially the accreditation standards adopted by the state board.
(n) "Not approved," when used to describe a teacher education program, means that the program fails substantially to meet program standards adopted by the state board.
(o) "Program report" means a written document that describes coursework, assessment instruments, and performance criteria used in a program to achieve the program standards established by the state board.
(p) "Progress report" means a written document that addresses the stipulations that are noted if a new program is approved with stipulation.
(q) "Review team" means a group of persons appointed by the commissioner to review and analyze reports from teacher education institutions and prepare reports based upon the review and analysis.
(r) "State board" means the state board of education.
(s) "Student teaching" means preservice clinical practice for individuals preparing to become teachers.
(t) "Teacher education institution" and "institution" mean a college or university that offers at least a four-year course of study in higher education and maintains a unit offering teacher education programs.

(u) "Teacher education program" and "program" mean an organized set of learning activities designed to provide prospective school personnel with the knowledge, competencies, and skills to perform successfully in a specified educational position.

(v) "Upgrade report" means a written document that addresses the stipulations noted if an existing program is approved with stipulation. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

91-1-231. Procedures for initial accreditation of teacher education institutions.

(a) Statement of intent. Each teacher education institution that desires accreditation by the state board shall submit a written statement of its intent to seek accreditation to the commissioner at least 24 months before the institution desires to have its initial visit. Upon receipt of this statement, the initial visit shall be scheduled by the commissioner.

(b) Preconditions.

(1) At least three semesters before the initial visit, the teacher education institution shall submit to the commissioner a preconditions report addressing each of the preconditions specified by the state board.

(2) Upon receipt of a preconditions report, the report shall be referred by the commissioner to the appropriate committee of the standards board. The committee shall review the report and determine whether all of the preconditions have been met.

(3) If all of the preconditions have been met, the committee shall recommend to the commissioner that the institution be designated an institutional candidate.

(4) If the committee determines that the preconditions have not been met, the committee shall notify the institution of the committee's determination and shall advise the institution that it may submit, within 30 days of the notice, additional or revised documentation for consideration by the committee.

(5) If additional or revised documentation is submitted, the committee shall review the documentation and make a final recommendation to the commissioner.

(6) The final determination of whether the preconditions are met shall be made by the commissioner. If the preconditions are met, the institution shall be designated as an institutional candidate.

(c) Institutional candidate visit. Following designation as an institutional candidate, an institutional candidate visit shall be scheduled by the commissioner. If it is determined, based upon the institutional candidate visit, that an institution has the ability to meet the requirements of a teacher education institution, the institution may submit programs for approval and proceed with a self-study and institutional report.

(d) Limited accreditation.

(1) To attain the status of limited accreditation, an institution shall schedule an initial visit for the institution with the commissioner and submit an institutional report that shall be in the form and shall contain the information prescribed by the commissioner. The institutional report shall be submitted at least 60 days before the date of the initial visit scheduled for the institution.

(2) After the initial visit, the institution shall be either granted limited accreditation or denied accreditation following the procedure set forth in K.A.R. 91-1-232.

(3) Each institution shall retain the status of limited accreditation for three academic years, unless the status is changed by the state board.

(4) For licensing purposes, each institution that is granted limited accreditation shall be deemed to have full accreditation.

(e) Full accreditation.

(1) (A) Any institution that has been granted limited accreditation from the state board may apply for full accreditation by scheduling a focused visit of the institution with the commissioner and submitting an institutional report that shall be in the form and shall contain the information prescribed by the commissioner.

(B) Each institution shall schedule the focused visit to be completed at least one year before the institution's limited accreditation expires.

(C) Each institution shall submit its institutional report at least 60 days before the date of the focused visit to the institution.
(D) After the focused visit, the institution shall be either granted full accreditation or denied accreditation following the procedures set forth in K.A.R. 91-1-232.

(2) Subject to subsequent action by the state board, the full accreditation of any teacher education institution shall be effective for seven academic years. However, each teacher education institution granted full accreditation by the state board shall submit an annual report to the commissioner on or before July 30 of each year.

(f) Renewal of accreditation. Any institution may request renewal of its accreditation status by following the procedures specified in K.A.R. 91-1-70a.

(g) Change of accreditation status.

(1) The accreditation status of any teacher education institution may be changed or revoked by the state board if, after providing an opportunity for a hearing, the state board finds that the institution has failed to meet substantially the accreditation standards adopted by the state board, that the institution has made substantial changes to the unit, or that other just cause exists.

(2) The duration of the accreditation status of an institution may be extended by the state board.

(3) (A) If limited or full accreditation of an institution is denied or revoked, the institution shall not admit any new students into its teacher education unit.

(B) The institution may recommend for licensure only those students who complete their programs by the end of the semester in which the accreditation denial or revocation occurs. The institution shall provide written notice to all other students in its teacher education unit at the time of accreditation denial or revocation that the institution is no longer authorized to recommend students for licensure.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

91-1-232. On-site visits; recommendation; appeal.

(a) On-site visits.

(1) After the scheduling of an initial visit, a continuing accreditation visit, or a focused visit, an on-site review team shall be appointed by the commissioner. The team shall be appointed at least one year before the date of the visit. The chairperson of the on-site review team and the number of on-site review team members shall be designated by the commissioner. An institution may challenge the appointment of a team member only on the basis of a conflict of interest.

(2) In accordance with procedures adopted by the state board, each on-site review team shall examine and analyze the institutional report, review electronic exhibits, conduct an on-site review of the teacher education institution, and prepare reports expressing the findings and conclusions of the review team. The review team reports shall be submitted to the commissioner. The reports shall be forwarded by the commissioner to the evaluation review committee and to an appropriate representative of the teacher education institution.

(3) Any institution may prepare a written response to a review team report. Each response shall be prepared and submitted to the commissioner within a designated time frame following receipt of a review team's report. Each response shall be forwarded by the commissioner to the evaluation review committee.

(b) Recommendation and appeal.

(1) The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate accreditation status to be assigned to the teacher education institution, 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.

(2) 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. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(3) If a request for a hearing is submitted according to paragraph (b)(2), 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 teacher education institution, 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. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(4) If a request for a hearing is not submitted within the time allowed under paragraph (2) 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. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

91-1-233 is reserved for possible future use.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:
(1) A written statement of the purpose and objectives of the proposed program;
(2) documentation of the need for the proposed program;
(3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
(4) a written description of the curricula to be used in the proposed program;
(5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
(6) a timetable that specifies the following information:
   (A) The sequence of activities that will occur;
   (B) the anticipated schedule of evaluative checkpoints;
   (C) identification of competencies to be acquired by the students; and
   (D) provisions for program design changes, if necessary, at selected intervals in the program.

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and the state board.

(b) Each teacher education institution offering an innovative or experimental program shall provide for continuing evaluation of the program, including performance criteria and follow-up at specified intervals. The provisions concerning evaluation of the program shall include a definition and specification of the kinds of evidence that will be gathered and reported. Each evaluation shall provide information to identify areas in the program that need improvement and to suggest new directions for program development. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 10, 2007.)

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 successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.

(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. Any institution may challenge the appointment of a review team member. The institution’s challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be 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 designated by the teacher education institution.

(2) Any institution may prepare a response to the review team’s report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team’s report. Receipt of the review team’s report shall be presumed to occur three days after mailing. 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 designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. 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 designated by 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 by certified mail within the time allowed under paragraph (e) (1), 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; amended July 7, 2017.)

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.)*
STUDENT TEACHING REGULATIONS

(a) "Approved educational agency" means an early childhood agency or an interlocal agency that has been granted approved status by the state board of education.

(b) "Cooperating teacher" means a certified or licensed staff member of an accredited or approved educational agency to whom a student teacher has been assigned and who is performing assigned duties in supervising and instructing the student teacher in actual teaching experiences with pupils.

(c) "Teacher education institution" means a college or university engaged in teacher preparation and accredited by the state board of education or a state-authorized agency of the state in which the institution is located.

(d) "Student teacher" means a student who has been issued a student teacher certificate by a teacher education institution to assume teaching responsibilities in an accredited or approved Kansas educational agency under the supervision of a cooperating teacher. (Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)

91-19-2. Student teacher certification.

(a) Each individual serving as a student teacher in an accredited or approved educational agency in Kansas shall hold a valid student teacher certificate.

(b) Issuance of student teacher certificates. Student teacher certificates shall be issued only to students who have fulfilled the requirements of the teacher education institution and have been recommended by the designated official responsible for teacher education at the teacher education institution. Only teacher education institutions shall issue student teacher certificates.

(c) Provision and filing of certificates. The state board of education shall provide student teacher certificate forms to teacher education institutions. Each student teacher serving in an accredited or approved educational agency shall file a valid student teacher certificate in the office of the administrator of the accredited or approved educational agency. The certificate shall be returned to the student teacher upon completion of the student teaching assignment. A copy of the student teacher certificate shall be filed with the state board of education and with the teacher education institution.

(d) Form of certificate. The form of the student teacher certificate shall be as prescribed by the state board.

(e) This rule and regulation shall take effect on and after July 1, 1989. (Authorized by and implementing K.S.A. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989.)

91-19-6. Student teacher contracts, liabilities and responsibilities.

(a) Necessity for written contracts. Each person certified for student teaching shall engage in student teaching only in educational agencies that are accredited or approved by the state board of education and have entered into a written contract with a teacher education institution. The contract shall set out all of the arrangements made between the teacher education institution and the cooperating accredited or approved educational agency.

(b) Assignment of student teachers. Only teacher education institutions shall assign student teachers to cooperating accredited or approved educational agencies for the purpose of student teaching.

(c) Student teacher responsibilities. Accredited or approved educational agency administrators and cooperating teachers to whom the student teachers are assigned, in cooperation with the designated officials of the teacher education institution and in conformity with the terms of the contract required by this regulation, shall determine when and to what extent student teachers shall assume responsibilities or enter into teaching activities in the assigned accredited or approved educational agency.
(d) Supervision of student teachers. Student teachers shall be under the supervision of cooperating teachers and administrators of the accredited or approved educational agencies to which the student teachers are assigned. Student teachers shall not be expected to assume tasks or responsibilities not generally assigned to teachers.

(e) Student teachers prohibited from serving as regular or substitute teachers. Certified student teachers shall be prohibited from serving as regular or substitute teachers in Kansas-accredited or Kansas-approved educational agencies. (Authorized by and implementing K.S.A. 2007 Supp. 72-1392; effective, E-70-36, July 31, 1970; effective Jan. 1, 1971; amended May 1, 1979; amended July 1, 1989; amended July 18, 2008.)
PROFESSIONAL PRACTICES
REGULATIONS
91-22-1a. Denial, suspension, or revocation of license; public censure; grounds; report.

(a) Any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause, including any of the following:
(1) Conviction of any crime punishable as a felony;
(2) conviction of any crime involving a minor;
(3) conviction of any misdemeanor involving theft;
(4) conviction of any misdemeanor involving drug-related conduct;
(5) conviction of any act defined in any section of article 36 of chapter 21 of the Kansas statutes annotated;
(6) conviction of an attempt under K.S.A. 21-3301, and amendments thereto, to commit any act specified in this subsection;
(7) commission or omission of any act that injures the health or welfare of a minor through physical or sexual abuse or exploitation;
(8) engaging in any sexual activity with a student;
(9) breach of an employment contract with an education agency by abandonment of the position;
(10) conduct resulting in a finding of contempt of court in a child support proceeding;
(11) entry into a criminal diversion agreement after being charged with any offense or act described in this subsection;
(12) obtaining, or attempting to obtain, a license by fraudulent means or through misrepresentation of material facts; or
(13) denial, revocation, cancellation, or suspension of a license in another state on grounds similar to any of the grounds described in this subsection.

(b) A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a).

(c) A certified copy of a journal entry of conviction or other court document indicating that an applicant or license holder has been adjudged guilty of, or has entered a plea of guilty or nolo contendere to, a crime shall be conclusive evidence of the commission of that crime in any proceeding instituted against the applicant or license holder to deny, suspend, or revoke a license.

(d) In any proceeding instituted against an applicant or license holder to deny, suspend, or revoke a license for conduct described in subsection (a) of this regulation, the fact that the applicant or license holder has appealed a conviction shall not operate to bar or otherwise stay the proceeding concerning denial, suspension, or revocation of the license.

(e) (1) Suspension or revocation of a license shall suspend or revoke all endorsements on the license.
(2) Suspension of a license shall be for a definite period of time. A suspended license shall be automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension. If the license expired during the period of suspension, the individual may make an application for a new license at the end of the suspension.
(3) Revocation of a license shall be permanent, except as provided in subsection (g) of this regulation.

(f) Any applicant for licensure whose license has been suspended, canceled, revoked, or surrendered in another state shall not be eligible for licensure in Kansas until the applicant is eligible for licensure in the state in which the suspension, cancellation, revocation, or surrender occurred.

(g) (1) Except as provided in K.S.A. 72-1397 and amendments thereto, any person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation may apply for a license by completing an application for a license and submitting evidence of rehabilitation to the Kansas professional practices commission. The evidence shall demonstrate that the grounds for denial or revocation have ceased to be a factor in the fitness of the person seeking licensure. Factors relevant to a determination as to rehabilitation shall include the following:
(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
(C) the present fitness of the person to be a member of the profession;
(D) the actions of the person after the denial or revocation;
(E) the time elapsed since the denial or revocation;
(F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
(G) the number of incidents of improper conduct; and
(H) discharge from probation, pardon, or expungement.

(2) A person who has been denied a license or who has had a license revoked for conduct described in subsection (a) of this regulation shall not be eligible to apply for a license until at least five years have elapsed from the date of conviction of the offense or commission of the act or acts resulting in the denial or revocation or, in the case of a person who has entered into a criminal diversion agreement, until the person has satisfied the terms and conditions of the agreement.

(h) Before any license is denied, suspended, or revoked by the state board for any act described in subsection (a) of this regulation, the person shall be given notice and an opportunity for a hearing to be conducted before the professional practices commission in accordance with the provisions of the Kansas administrative procedure act.

(i) The chief administrative officer of a public or private school accredited by the state board shall promptly notify the commissioner of education of the name, address, and license number of any license holder who is dismissed, resigns, or is otherwise separated from employment with a school for any act described in subsection (a) of this regulation. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506; effective May 19, 2000.)

91-22-2 Commission procedure.

(a) A majority of the full membership of the commission shall constitute a quorum for the purpose of conducting business. A majority vote of the full membership of the commission shall be required for the passage of any motion or resolution.

(b) Secretary. Upon receiving a complaint, the chairperson shall be notified by the commission's secretary. The chairperson shall determine and give authorization for the secretary to initiate processing procedures. An accurate file of all votes, official acts, and proceedings of the commission shall be kept by the secretary. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-3

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-4 Cases; use of case number and title.

Each matter coming before the commission and requiring a decision by it shall be known as a "case" and shall receive a case number and title descriptive of the subject matter. Each case shall be recorded by the secretary by caption and case number. The case number and title shall be used on all instruments filed in the case and shall appear in all correspondence or communications. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)

91-22-5a Complaints.

(a) The commission, on its own motion, or a member of the teaching or school administration profession may initiate proceedings before the commission by filing a complaint in writing alleging that a license holder or applicant has engaged in any conduct for which a license issued by the state board may be denied, suspended, or revoked under K.A.R. 91-22-1a and amendments thereto. The complaint shall be filed with the commission's secretary.
(b) Each person filing a complaint shall set forth in the complaint the following information:

1. The name and address of the complainant;
2. The name and last known address of the license holder or applicant charged;
3. The act or acts for which the license is sought to be denied, suspended, or revoked; and
4. The relief sought.

The complaint shall be typed, signed, and verified by the complainant or accompanied by an affidavit attesting to the veracity of the contents of the complaint. Written instruments or documents under the control of or known to a complainant that are relevant to the charges shall be attached as exhibits or, if unavailable, referenced in the complaint.

(c) A complaint that does not state a good faith or prima facie case shall be tabled by the commission. The complainant shall be notified in writing of the action. The complainant shall be permitted to withdraw or amend the complaint. If the complainant decides to file an amended complaint, that complaint shall be filed within 10 days after service of the notice of action by the commission.

(d) A complaint or amended complaint that states a good faith cause of action shall be served on the person charged in the complaint by certified mail, return receipt requested.

(e) Surrender of license. A member of the teaching or school administration profession may voluntarily surrender the member's license to the commission. The action of surrender shall be investigated by the commission. A recommendation shall be made by the commission to the state board for disposition of the license.

(f) Complainant motivated by malice. A complainant who is found by the commission to have been maliciously motivated in filing a complaint or to have acted fraudulently may be disciplined by the state board by public censure or by the suspension, cancellation, or revocation of the complainant's license. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective May 1, 1979; amended May 19, 2000.)

91-22-7 Violation of continuing contract laws.

A complaint filed directly with the state board pursuant to K.S.A. 72-1383 or K.S.A. 72-5412, and amendments thereto, alleging that a license holder is in breach of the license holder's employment contract with a local board shall be referred to the commission for investigation, hearing, and the entry of an initial order regarding licensure. If the investigation reveals a settlement provision or liquidated damages clause in local board policy or in the contract of the employee, so that the employee could make a financial settlement to a local district governing authority or be relieved of contractual commitment by other agreed means, the case shall be dismissed by the commission.

(Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-8.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-9 Answer; time to file; form; content; right to amend.

(a) Any person charged in a complaint shall have 20 days after receipt of the complaint in which to file an answer. If no answer is filed within the prescribed period, the person shall be deemed to have admitted the allegations contained in the complaint and to have acquiesced in the proposed action. Any answer to a complaint shall be filed with the commission's secretary by certified mail, return receipt requested, or by personal delivery.

(b) Each person filing an answer shall type, sign, and verify the contents of the answer. The caption of any answer shall repeat the caption of the complaint in response to which it is filed, except that the title shall state “answer” instead of “complaint.”

(c) Each person filing an answer shall set forth each responsive allegation or defense in clear and concise language and in separately numbered paragraphs. The person filing the answer shall admit or deny each allegation contained in the complaint. If the person is without knowledge or information sufficient to form a belief as to
the truth of an allegation, the person shall state this in the answer, and this shall have the effect of a denial. Each person filing an answer shall attach to the answer as exhibits or, if unavailable, shall reference in the answer any written instruments or documents under the control of, or known to, the person filing the answer that are relevant to the charges in the complaint or that the person intends to use in defending the charges.

(d) Any person filing an answer may amend the answer once as a matter of course at any time within 30 days after service of the complaint. Each amended answer shall be filed with the commission's secretary by restricted mail, return receipt requested, or by personal delivery.

(e) Upon application to, and order of, the commission's secretary, the time in which to file an answer may be extended once as a matter of course for a period not to exceed 10 additional days. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-10.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)

91-22-11.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-12.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)


(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)

91-22-14.


91-22-15.


91-22-16.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)
91-22-17.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1978; amended May 1, 1979; revoked May 19, 2000.)

91-22-18.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; revoked May 19, 2000.)


Except as otherwise provided in this article, service of an order, notice, motion, or brief shall be made upon a party in a proceeding before the commission in accordance with K.S.A. 77-531 and amendments thereto. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)

91-22-21.


91-22-22 Hearing procedure.

(a) All hearings before the commission shall be conducted in accordance with the provisions of the Kansas administrative procedure act. The chairperson to the commission, or another member designated by the chairperson, shall serve as the presiding officer.

(b) Continuance; extensions of time and adjournments.

(1) Upon showing good cause in a timely manner, any person having a substantial interest in the outcome of the proceedings shall be entitled to one continuance or extension of time. Additional continuances may be granted by the chairperson. When the commission is not in session or conducting a prehearing or hearing, the interested person shall send a written motion for a continuance or extension of time to the commission's chairperson or secretary. When sending the motion, the interested party shall allow sufficient time to postpone any hearing that has been set.

(2) While the commission is in session and conducting a prehearing or hearing, the presiding officer may entertain oral motions for continuances, extensions of time, and adjournments. Oral motions may be granted or denied by the presiding officer or the commission. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8506 and 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; amended May 19, 2000.)

91-22-23.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 19, 2000.)

(Authorized by and implementing K.S.A. 1984 Supp. 72-8507; effective Jan. 1, 1972; amended May 1, 1979; amended May 1, 1982; amended May 1, 1985; revoked May 19, 2000.)

91-22-25 Decision of the commission; review by state board.

(a) Following a hearing, an initial order shall be entered by the commission, in accordance with the provisions of the Kansas administrative procedure act, setting forth its decision and recommended action. The evidence may be deliberated upon by the commission and its decision may be voted upon by the commission in the presence of all parties, or it may recess into executive session to deliberate and then vote upon the matter in open session. The decision in each case shall include a recommended disposition of the case, which may be any of the following:
   (1) Dismissal of the complaint;
   (2) denial, suspension, or revocation of the respondent's license; or
   (3) public censure of the respondent.
(b) The initial order of the commission shall be delivered by the commission's secretary to the commissioner of education, to be placed on the state board's agenda. A final order, in accordance with K.S.A. 77-527 and amendments thereto, shall be made by the state board. (Authorized by article 6, section 2 of the Kansas Constitution; implementing article 6, section 2 of the Kansas Constitution and K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; amended May 19, 2000.)

91-22-26.

(Authorized by K.S.A. 72-8507; effective Jan. 1, 1972; amended Feb. 15, 1977; amended May 1, 1979; revoked May 19, 2000.)
MENTORING REGULATIONS
91-41-1. Definitions.

(a) "Board" means any local board of education.
(b) "Certificated" or "licensed" means holding a valid certificate or license issued by the state board.
(c) "Continuous assistance" means ongoing, structured, and unstructured contact throughout the school year.
(d) "Kansas exemplary educators network" means the Kansas teacher of the year program, Milken family foundation national educator awards program, presidential award for excellence in math and science teaching, and the Christa McAuliffe fellowship program.
(e) "Mentor teacher" means a certificated or licensed teacher who meets the following criteria:
   (1) Has completed at least three consecutive school years of employment in the same school district;
   (2) has been selected by the board on the basis of having demonstrated exemplary teaching ability as indicated by criteria established by the state board in these regulations; and
   (3) has participated in, and successfully completed, a training program for mentor teachers provided for by the board in accordance with guidelines prescribed by the state board.
(f) "Mentor teacher program" means a program established and maintained by a board for the purpose of providing probationary teachers with the professional support and continuous assistance of an on-site mentor teacher.
(g) "On-site" means at the location where a probationary teacher is assigned.
(h) "Probationary teacher" means a certificated or licensed teacher to whom the provisions of K.S.A. 72-5438 through 72-5443, and amendments thereto, do not apply.
(i) "School year" means July 1 through June 30.
(j) "State board" means the state board of education.
(k) "Training" means professional development provided to mentor teachers to enable them to support and assist probationary teachers. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-2. General requirements.

(a) Each board making application for a grant of state moneys for a mentor teacher program shall submit a completed application to the state board on or before August 1 of the school year.
(b) Each board receiving state funds for a mentor teacher program shall submit an annual evaluation report to the state board. The report shall be submitted on or before June 30. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)

91-41-3. Criteria for evaluating applications and approving mentor teacher programs. Each board applying for approval of a mentor teacher program shall submit an application containing the following statements and descriptions:

(a) A statement of the district's purpose or purposes for establishment of the mentor teacher program;
(b) a description of the year-long continuous assistance activities to be provided under the program, including a description of the structured contact time between the mentor teacher and the probationary teacher and the unstructured opportunities to be provided under the program;
(c) a description of the expectations for district administrators in supporting the program;
(d) a description of how the mentor teacher program aligns with other professional development initiatives in the district;
(e) a description of the method to be used to assign a mentor teacher to a probationary teacher giving consideration to endorsement areas, grade levels, and building assignment;
(f) a description of the process to be used for reassignment of a successor mentor if the original mentor is unable to fulfill responsibilities; and
(g) a description of how the program will establish ongoing professional development and support for each mentor teacher under the program. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)
91-41-4. Criteria for determining exemplary teaching ability for qualification as a mentor teacher. In determining whether a teacher has demonstrated exemplary teaching ability for qualification as a mentor teacher, each board shall consider the following criteria:

(a) Professional competency as indicated by the board's most recent evaluation of the teacher under K.S.A. 72-9001 through K.S.A. 72-9006, and amendments thereto, including competency in the teacher's area of certification or licensure, effective communication skills, and efficacy of instruction; and

(b) recognition, if any, under national or state programs, including the national board teaching certification program and the Kansas exemplary educators network. (Authorized by and implementing K.S.A. 2000 Supp. 72-1414; effective, T-91-1-18-01, Jan. 18, 2001; effective May 4, 2001.)
**ENDORSEMENT CHART**

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Early Childhood Birth-Grade 3 and Birth-Kindergarten</th>
<th>EC-Late Childhood K-6</th>
<th>Late Childhood-Early Adol. Grades 5-8</th>
<th>Early Adol.-Late Adol./Adulthood Grades 6-12</th>
<th>EC-Late Adolescence/Adulthood PreK-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Unified</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education Unified</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History, Government, and Social Studies</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History, Government, and Social Studies</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Education Unified</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Theatre</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Education</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Technology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power, Energy, Transportation Technology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Technology</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf or Hard-of-Hearing</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Leadership</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Leadership</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Leadership</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal Music</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>x</td>
<td></td>
<td></td>
<td>(Prov not available if direct entry)</td>
<td></td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Incidence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>ESOL</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Low Incidence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**Provisional is available**

**Combined general education and special education curriculum**

**Must be done with a general education license**

x = Endorsement is available at this level
The following section contains the educator standards that accompany the licensure regulations. Teacher education institutions build their programs around these standards that include general education standards, professional education standards and content standards. General education standards are guidelines for institutions and cover knowledge of communication, world cultures, mathematics, the natural world, social, emotional and physical well-being and the arts. The professional education standards are based on standards developed by member states of the Interstate New Teacher Assessment and Support Consortium (INTASC). Kansas made some adaptations to the INTASC standards and added standards on integration of curriculum, history and philosophy of education and technology. The professional education standards are used by schools, colleges and departments of education as they build their professional education coursework to accompany all the endorsement areas. The remainder of the standards are the content standards for each of the endorsement areas. Approved educator preparation programs for the endorsement areas will be based on the content standards.
GENERAL EDUCATION

Standard #1  The educator uses the modes of effective communication including listening, viewing, and speaking to promote active inquiry, collaboration, and interaction.

Knowledge
1. The educator understands the acquisition and development of language and is able to utilize and to analyze written and oral expression according to contemporary standards.
2. The educator understands how non-print and non-verbal communication relates to all types of communication.
3. The educator recognizes how gender, cultural, regional, and social differences affect language.
4. The educator understands the techniques of persuasion and how techniques of communication can influence human action and thinking.

Performance
1. The educator demonstrates sensitivity to cultural differences.
2. The educator demonstrates skill in written expression.
3. The educator models effective oral communication techniques by expressing ideas fluently, asking questions, and responding appropriately.
4. The educator demonstrates critical thinking skills including analysis, synthesis, and evaluation in all forms of communication.
5. The educator practices effective listening techniques.
6. The educator practices effective viewing techniques including understanding information, critiquing, and evaluating a message, and appreciating a performance.

Standard #2  The educator demonstrates an understanding of world cultures.

Knowledge
1. The educator understands the major concepts in the study of world cultures and civilizations and has an awareness of persistent contemporary and emerging issues as they affect cultures and civilizations.
2. The educator understands the major concepts of the humanities and the behavioral and social sciences.
3. The educator acquires multiple perspectives in viewing various world cultures.

Performance
1. The educator uses various theories of the behavioral and social sciences.
2. The educator identifies and describes the factors that contribute to cooperation and factors that cause disputes within and among cultures and civilizations.
3. The educator integrates the arts and humanities as a means of understanding the world’s culture.

Standard #3  The educator understands the role that mathematics plays in everyday life, is able to use basic mathematical and statistical concepts in solving the problems of everyday life, and is able to communicate with others about these concepts.

Knowledge
1. The educator understands the concepts and relationships in number systems and the uses that are made of real numbers in everyday life.
2. The educator understands ways data can be displayed and described, including the use of measures of central tendency and variation, fundamental concepts of experimental and theoretical probability, and uses of statistics and probability in everyday life.
3. The educator understands the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and recognizes both valid and invalid forms of reasoning.
4. The educator understands both metric and customary measurement and fundamental geometric concepts including shapes and their properties and relationships.
5. The educator knows how mathematics is used to model and solve everyday life problems and to communicate about everyday life.

Performance
1. The educator solves problems using different strategies, verifies and interprets results, and generalizes solutions.
2. The educator summarizes, represents, and interprets data in various forms, including graphical, tabular and statistical.
3. The educator performs basic operations with real numbers in various modes using paper and pencil, using mental calculations, and using a calculator; estimates the answer to a calculation; and judges the reasonableness of a numerical solution to a problem.
4. The educator analyzes both valid and invalid forms of reasoning and uses various types of valid reasoning to make and refine conjectures and construct logical arguments.
5. The educator constructs symbolic representations of real-world problems and manipulates these to solve such problems.
6. The educator communicates with others about mathematical concepts, processes, and symbols.

**Standard #4** The educator understands the natural world as interconnecting phenomena explained by scientific processes and understands the responsibilities of being stewards of the natural world.

**Knowledge**
1. The educator understands the history of science.
2. The educator understands the major concepts and processes of inquiry that are central to the fields of science.
3. The educator understands how the sciences are interconnected and related to other disciplines.
4. The educator knows how various processes of inquiry are used in the sciences to gather and interpret information.
5. The educator understands that humans are an active part of the world of science, including biology, earth and space and physical science.

**Performance**
1. The educator effectively uses the processes of scientific inquiry including appropriate mathematical and computer skills to learn about the subject and carry out scientific investigations.
2. The educator demonstrates an understanding of various ways that the natural world is interconnected.
3. The educator describes how sciences are related to other disciplines.

**Standard #5** The educator understands the importance of physical, emotional, and social well-being.

**Knowledge**
1. The educator knows the ways to develop and maintain healthy lifestyles.
2. The educator understands developmental theories relative to physical, emotional, and social well-being.
3. The educator understands how personal interests, capabilities, and perceptions contribute to life and personal choices.

**Performance**
1. The educator cultivates personal interests and activities which contribute to personal well-being.
2. The educator encourages practices that support physical, emotional, and social well-being.

**Standard #6** The educator understands the importance of the fine arts in contemporary society.

**Knowledge**
1. The educator will have a holistic and multidimensional understanding of the fine arts (music, visual arts, drama, dance, and literature).
2. The educator understands common vocabulary used across the fine arts.

**Performance**
1. The educator demonstrates the ability to make informed choices about the products of the fine arts.
2. The educator describes how the fine arts are related to other disciplines.

### PROFESSIONAL EDUCATION

The Kansas State Board of Education adopted new Professional Education preparation program standards on January 13, 2015. They were edited to include ESOL and virtual learning on April 29, 2016. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:


### EARLY CHILDHOOD CONTENT AREAS

#### EARLY CHILDHOOD UNIFIED
Birth through Kindergarten

The Kansas State Board of Education adopted new Early Childhood Unified Birth through Kindergarten preparation program standards on May 12, 2015. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:
EARLY CHILDHOOD UNIFIED
Birth through Third Grade
The Kansas State Board of Education adopted new Early Childhood Unified Birth through Third Grade preparation program standards on May 12, 2015. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

ELEMENTARY CONTENT AREAS

ELEMENTARY EDUCATION
Kindergarten through Sixth Grade
The Kansas State Board of Education adopted new Elementary Education preparation program standards on July 11, 2017. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

ELEMENTARY EDUCATION UNIFIED
Kindergarten through Sixth grade
The Kansas State Board of Education adopted Elementary Education Unified preparation program standards on February 14, 2017. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

MIDDLE LEVEL CONTENT AREAS

ENGLISH LANGUAGE ARTS
Late Childhood through Early Adolescence
Grades 5-8
The Kansas State Board of Education adopted new English Language Arts Grades 5-8 preparation program standards on December 8, 2015. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

HISTORY, GOVERNMENT, AND SOCIAL STUDIES
Late Childhood through Early Adolescence
Grades 5-8

Standard #1  The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

  Knowledge
  1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.
  2. The teacher understands the major beliefs of many of the world’s major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.
  3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.
  4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.
  5. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.
  6. The teacher understands past events have affected contemporary and current historical issues and events.

  Performance
  1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.
  2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
  3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.
  4. The teacher is able to use art, literature, folklore and music in designing lessons in world history.
  5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
  6. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.
  7. The teacher is able to create learning experiences around contemporary and current historical issues and events.

Standard #2  The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

  Knowledge
  1. The teacher understands pre-Columbian cultures in the Americas.
  2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
  3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
  4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
  5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
  6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
  7. The teacher understands the significant events of the Civil War and Reconstruction.
  8. The teacher understands the evolution of nativism and the growth of immigration.
  9. The teacher understands the closing of the frontier and the rise of industrialism and labor.
 10. The teacher understands past events have affected contemporary and current historical issues and events.

  Performance
  1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.
  2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
  3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
  4. The teacher is able to use art, literature, folklore and music in designing lessons in U.S. history.
  5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
  6. The teacher is able to select readings and curricula in U.S. history that are developmentally appropriate for students.
Standard #3  The teacher of comprehensive history has knowledge and understanding of significant individuals, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge
1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in Brown v. Board of Education.
9. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
10. The teacher understands the significance of well-known Kansans on the national scene.

Performance
1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to use art, literature, folklore and music in designing lessons in Kansas history.
5. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curricula in Kansas history that are developmentally appropriate for students.

Standard #4  The teacher of comprehensive history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge
1. The teacher knows and understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
2. The teacher knows and understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.
3. The teacher has a working knowledge of the Kansas curricular standards.
4. The teacher knows and understands various purposes and types of local, state, and national repositories of primary source collections.
5. The teacher knows and understands the current debates in the teaching of history.

Performance
1. The teacher is able to evaluate the intellectual soundness of historical writings.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments which require students to use and evaluate primary sources.
4. The teacher is able to use art, literature, folklore, and music in designing lessons.
5. The teacher is able to design lessons which take into consideration the gender, racial, class, cultural, and religious sensitivities of students.
6. The teacher is able to select readings and curriculum which are developmentally appropriate for the students.

Standard #5  The teacher of comprehensive history has knowledge and understanding of governmental systems in the United States and other nations.

Knowledge
1. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.
2. The teacher understands the tension between the dual roles of government as protector of rights and provider of order.
3. The teacher understands the importance of major Supreme Court cases in American history.
4. The teacher understands how the American concept and practice of civil liberties has evolved over time.
5. The teacher understands various political and economic systems.
6. The teacher understands the function and the distribution of powers among the legislative, executive, and judicial branches at the state and national levels.
7. The teacher understands the methods by which we elect government officials and issues regarding civic responsibilities of citizens in the American constitutional government.

Performance
1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.

Standard #6  The teacher of comprehensive history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge
1. The teacher knows and understands the effect of scarcity on prices, production, consumption, and distribution of goods or services.
2. The teacher knows and understands the types of economic institutions found in market economies.
3. The teacher knows and understands the role of money and the Federal Reserve system in the national economy.
4. The teacher knows and understands how trade agreements affect international trade and economic and social conditions.
5. The teacher knows how the demand and supply of labor is influenced by productivity, education, skills, and retraining.

Performance
1. The teacher is able to use the concepts of supply and demand to make a decision.
2. The teacher is able to give examples of absolute and comparative advantage between nations.

Standard #7  The teacher of comprehensive history has knowledge and understanding of the spatial organizations of the earth’s surface and the relationships among people, places, and physical and human environments.

Knowledge
1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth’s surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.

Performance
1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher uses geographic tools and technology to interpret and justify spatial organization.
3. The teacher is able to use regions to analyze past and present geographic issues to answer geographic questions.

Standard #8  The teacher of comprehensive history has knowledge and understanding of social systems and interactions.

Knowledge
1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references.
4. The teacher knows and understands cultural unity and diversity within and across groups.
5. The teacher understands the various forms institutions take, and explains how they develop and change over time.
6. The teacher understands how societies establish and maintain order.

**Performance**
1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to analyze the interactions of ethnic, material or cultural influences in specific institutions or events.
4. The teacher is able to demonstrate how cultural differences can affect communication, discussion, decision-making and problem solving.
5. The teacher is able to use the principles of sociology to interpret the past and present and to plan for the future.

**MATHEMATICS**
Late Childhood through Early Adolescence
Grades 5-8
The Kansas State Board of Education adopted new Mathematics Grades 5-8 preparation program standards on September 8, 2015. They can be found on www.ksde.org at the following link:

**SCIENCE**
Late Childhood through Early Adolescence
Grades 5-8
The Kansas State Board of Education adopted new Science preparation program standards on November 09, 2016. They can be found on www.ksde.org at the following link:
http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Education-Standards

**SECONDARY CONTENT AREAS**

**AGRICULTURE**
Early Adolescence through Late Adolescence
Grades 6-12
The Kansas State Board of Education adopted new Agriculture preparation program standards on January 13, 2015. They can be found on www.ksde.org at the following link:
http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Education-Standards

**BIOLOGY**
Early Adolescence through Late Adolescence
Grades 6-12
The Kansas State Board of Education adopted new Biology preparation program standards on November 09, 2016. They can be found on www.ksde.org at the following link:
http://www.ksde.org/Agency/Division-of-
**BUSINESS**

Early Adolescence through Late Adolescence

Grades 6-12

**Standard #1** The teacher of business demonstrates content knowledge of and skills in the use of computers.

**Knowledge**

1. The teacher understands the standard features and operation of typical business, information processing, and productivity software.
2. The teacher is familiar with computer-based multimedia tools.
3. The teacher knows of resources available through telecommunications and the processes for accessing those resources.
4. The teacher is familiar with current computer platforms and the operating systems commonly used.
5. The teacher understands the principles of computer networks.
6. The teacher has a functional knowledge of internal computer organization and architecture, and a computer programming language.

**Performance**

1. The teacher demonstrates proper use of typical business, information processing, and productivity software to solve application problems.
2. The teacher uses software to create multimedia presentations.
3. The teacher accesses information from a variety of sources.
4. The teacher uses current computer platforms and operating systems.
5. The teacher can outline the components of computer networks.
6. The teacher explains the internal computer operation.
7. The teacher evaluates, selects, and uses computers, software, and related technology to support the instructional and learning process.
8. The teacher uses a computer programming language.

**Standard #2** The teacher of business uses instructional strategies that encourage development of students’ higher order cognitive skills (decision-making, critical thinking, problem-solving) with regard to business and technological issues and problems.

**Knowledge**

1. The teacher understands the principles of problem-solving and critical thinking.

**Performance**

1. The teacher models appropriate problem-analysis and problem-solving techniques.
2. The teacher uses technology to solve problems, collect data, manage information, and make decisions.

**Standard #3** The teacher of business demonstrates knowledge of current curricula, curricular issues, and trends related to computer and business education.

**Knowledge**

1. The teacher understands the curriculum development, funding, and program approval processes.
2. The teacher understands emerging technologies.
3. The teacher is familiar with journals and other resources for keeping current.
4. The teacher is aware of professional organizations in business and computer fields.
5. The teacher understands curricular issues and trends related to business and computer education.

**Performance**

1. The teacher identifies and implements a model curriculum.
2. The teacher describes the impact of emerging issues and trends in computer and business education.
3. The teacher keeps informed of current knowledge by using relevant professional literature, identifying professional organizations and participating in educational opportunities.

**Standard #4** The teacher of business demonstrates knowledge of future educational opportunities and careers in business and computer fields based on exploratory or working experiences in business.

**Knowledge**
1. The teacher maintains current knowledge in trends about career opportunities in the field of business and computers.
2. The teacher is familiar with skills and knowledge needed for transition from school to work.

**Performance**
1. The teacher presents career information as an integral part of the instructional process.
2. The teacher models and teaches skills and attitudes desired in the world of work.
3. The teacher experiences workplace environments.

**Standard #5** The teacher of business demonstrates an understanding of general business operations, marketing functions, and international business environments.

**Knowledge**
1. The teacher understands business principles and various forms of business ownership.
2. The teacher understands economic issues and the impact of the United States economic system of capitalism and other economic systems in the world.
3. The teacher candidate understands the functions of marketing and marketing techniques used in the United States and globally.

**Performance**
1. The teacher describes changes in business and economic trends.
2. The teacher identifies and analyzes various management principles and types of business ownership.
3. The teacher develops a business plan that includes factors related to financing, marketing, and legal responsibilities of business owners.
4. The teacher demonstrates the ability to teach the seven marketing principles and entrepreneurial concepts.

**Standard #6** The teacher of business understands the role of accounting in the workforce.

**Knowledge**
1. The teacher understands basic business and accounting concepts, theories, and terminology.

**Performance**
1. The teacher uses mathematics to analyze and solve financial problems.
2. The teacher uses manual and computerized accounting methods.

**Standard #7** The teacher of business understands the role of leadership, teamwork, and communication in the workforce.

**Knowledge**
1. The teacher understands effective business and computer communication skills including writing, reading, speaking, and listening.
2. The teacher understands the importance of leadership and teamwork skills in the field of business.

**Performance**
1. The teacher uses effective business communications skills (including writing, reading, speaking, and listening) and applies the principles of communication to the employability process.
2. The teacher demonstrates leadership and teamwork skills.

**Standard #8** The teacher of business understands business law, ethics, and financial planning.

**Knowledge**
1. The teacher is aware of the purpose, characteristics, and classifications of business, labor, and consumer laws.
2. The teacher understands ethics in society.
3. The teacher understands financial planning for individuals.

**Performance**
1. The teacher describes labor, consumer, and business law.
2. The teacher identifies ethical business practices.
3. The teacher describes consumer rights, services of financial institutions, saving and investing plans, credit laws, types of insurance, tax forms, and retirement planning.

---

**CHEMISTRY**

Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Chemistry preparation program standards on March 14, 2017. They can be found on [www.ksde.org](http://www.ksde.org) at the following link: [http://www.ksde.org/Agency/Division-of-](http://www.ksde.org/Agency/Division-of-)
EARTH AND SPACE SCIENCE
Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Earth and Space Science preparation program standards on November 09, 2016. They can be found on www.ksde.org at the following link:

ENGLISH LANGUAGE ARTS
Early Adolescence Through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new English Language Arts Grades 6-12 preparation program standards on December 8, 2015. They can be found on www.ksde.org at the following link:

FAMILY AND CONSUMER SCIENCES
Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Family and Consumer Science Grades 6-12 preparation program standards on February 13, 2018. They can be found on www.ksde.org at the following link:

HISTORY, GOVERNMENT, AND SOCIAL STUDIES
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1  The teacher of U.S. history and U.S. government, and world history has knowledge and understanding and can create learning experiences around historical concepts and their interrelationships.

Knowledge
1. The teacher understands that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
2. The teacher understands the key concepts from the study of history such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.
3. The teacher understands how to investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment.
4. The teacher understands significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

**Performance**

1. The teacher is able to construct learning experiences so that students can apply key concepts from the study of history such as time, chronology, causality, change conflict and complexity to explain, analyze and show connections among the patterns of historical change and continuity.

2. The teacher guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weight evidence for claims and searching for causality.

3. The teacher creates experiences so that learners are able to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

**Standard #2** The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the world, and is able to utilize essential analytical and research skills.

**Knowledge**

1. The teacher understands the accomplishments of early Ancient and Middle Eastern Civilizations.

2. The teacher understands the major beliefs of many of the world’s major religious and belief systems including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Daoism.

3. The teacher understands the major accomplishments, characteristics, and important individuals of early civilizations in South and East Asia.

4. The teacher understands the political, social, and economic institutions of Medieval Europe and their interaction with the Islamic world.

5. The teacher understands the basic elements of life in Feudal Japan including the Shogunate and the Meiji Restoration.

6. The teacher understands the key events and individuals of the Renaissance, Reformation, and Catholic Reformation.

7. The teacher understands the major events, movements, and individuals of the Age of Absolutism and the Enlightenment.

8. The teacher understands the interaction and mutual impact among Europe, Africa, Asia, and the Americas during the Age of Exploration and Imperialism.

9. The teacher understands the Age of Revolutions and their impact from 1763 through 1848 including the American Revolution, French Revolution, and the Revolutions of 1820, 1830, and 1848.

10. The teacher understands the important individuals and movements of the nineteenth century in the fields of economics and science.

11. The teacher understands the rise of nationalism in the world community.

12. The teacher understands the origins, course, and consequences of World War I, World War II, and the Cold War and the consequences of the post-Cold War era and the struggle for human rights.

13. The teacher understands comparative history, including but not limited to the formation, development, and evolution of civilizations, and their interaction with each other.

**Performance**

1. The teacher is able to evaluate the intellectual soundness of historical writings in world history.

2. The teacher is able to conduct historical research using primary sources and sound historical methodology.

3. The teacher is able to construct assignments in world history that require students to use and evaluate primary and secondary sources.

4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.

5. The teacher is able to select readings and curriculum in world history that are developmentally appropriate for students.

6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.

7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.
Standard #3 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding to create learning experiences for students related to the history of the United States.

**Knowledge**
1. The teacher understands chronological thinking that assists in distinguishing the past, present and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines; and can compare alternative models for periodization.
2. The teacher understands historical analysis and interpretation; understands the difference between historical facts and interpretations.
3. The teacher understands how to conduct historical research.
4. The teacher understands the historical content in United States history as it relates to the development of the continent of North America.
5. The teacher understands the relationship of social, political, economic and cultural history and the history of science and technology in the United States.

**Performance**
1. The teacher creates experiences to enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts and other graphic organizers; and draw upon visual, literary or musical sources.
2. The teacher creates experiences to assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America.

Standard #4 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of the United States, and is able to utilize essential analytical and research skills.

**Knowledge**
1. The teacher understands pre-Columbian cultures in the Americas.
2. The teacher understands the English, French, Spanish, and African colonial experiences in America.
3. The teacher understands the origins, conduct, and impact of the American Revolution and the early development of the United States Constitution.
4. The teacher understands the origins and development of the major political movements in the United States up to and including the Era of Good Feelings.
5. The teacher understands major issues, reform movements, and contributions of individuals during the Jacksonian era.
6. The teacher understands the major issues that contributed to sectionalism and the outbreak of the Civil War.
7. The teacher understands the significant events of the Civil War and Reconstruction.
8. The teacher understands the evolution of nativism and the growth of immigration.
9. The teacher understands the ongoing struggle for the United States to realize its identity through its diversity.
10. The teacher understands the closing of the frontier and the rise of industrialism and labor.
11. The teacher understands the major reform movements in late-nineteenth-century America until World War I, including Populism, Progressivism, Suffrage, and Prohibition.
12. The teacher understands the origins and growth of American internationalism and imperialism including the Spanish-American War, Philippine Insurrection, World War I, and World War II.
13. The teacher understands the social, cultural, and economic developments within the United States between the Wars.
14. The teacher understands the social revolution unfolding in the United States during the late 1950s through the early 1970s and the conservative movement in the late twentieth century.

**Performance**
1. The teacher is able to evaluate the intellectual soundness of historical writings in U.S. history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in U.S. history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in U.S. history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #5 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant individual, groups, ideas, events, and developments in the history of Kansas, and utilizes essential analytical and research skills.

Knowledge
1. The teacher understands the diversity of American Indians who lived in Kansas and their interaction with European and American explorers.
2. The teacher understands the purposes of the Oregon and Santa Fe Trails, and the experiences of travelers and settlers.
3. The teacher understands the impact of federal policies that influenced Kansas history from the military protection of the trails through the emigrant Indians to the American settlement of the state.
4. The teacher knows and understands the territorial history of Kansas and the issue of slavery in the struggle for statehood.
5. The teacher understands the settlement of Kansas including railroad expansion, cattle drives, and immigration.
6. The teacher understands the role of Kansans in the national reform movements such as Populism, Progressivism, and Socialism.
7. The teacher understands the development and importance of the three major economic mainstays in Kansas – agriculture, fossil fuels, and aviation.
8. The teacher understands the environmental and economic problems in Kansas during the 1920s and 1930s and their long-term impact.
9. The teacher understands the struggle for civil rights in Kansas including the Supreme Court decision in Brown v. Board of Education.
10. The teacher understands the effect of depopulation, urbanization, and economics in the second half of the twentieth century.
11. The teacher understands the significance of well-known Kansans on the national scene.

Performance
1. The teacher is able to evaluate the intellectual soundness of historical writings in Kansas history.
2. The teacher is able to conduct historical research using primary sources and sound historical methodology.
3. The teacher is able to construct assignments in Kansas history that require students to use and evaluate primary and secondary sources.
4. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.
5. The teacher is able to select readings and curriculum in Kansas history that are developmentally appropriate for students.
6. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.
7. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

Standard #6 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history.

Knowledge
1. The teacher understands the organization and functions of a democratic government and the rights, privileges, and responsibilities of citizens on which democracy is based.
2. The teacher understands the role of professional organizations for historians and history educators, including the American Historical Association, the Organization of American Historians, The National Council for History Education, the National Council for the Social Studies, and their state level affiliates.
3. The teacher understands the nature and use of the Advanced Placement exams, the SAT II in history, and Kansas/National History Day.

4. The teacher has a working knowledge of the Kansas curricular standards.

5. The teacher understands various purposes and types of local, state, and national repositories of primary source collections.

6. The teacher understands the current debates in the teaching of history.

**Performance**

1. The teacher is able to evaluate the intellectual soundness of historical writings.

2. The teacher is able to conduct historical research using primary sources and sound historical methodology.

3. The teacher is able to construct assignments that require students to use and evaluate primary and secondary sources.

4. The teacher is able to integrate the theories and practices of history with other disciplines such as civics and government, geography, economics and sociology.

5. The teacher is able to use art, literature, folklore, and music in designing lessons.

6. The teacher is able to design lessons that take into consideration the gender, racial, cultural, and religious sensitivities of students.

7. The teacher is able to select readings and curriculum that are developmentally appropriate for the students.

8. The teacher develops and implements effective research strategies and exhibits the results of this work using a variety of formats including but not limited to speaking, writing, and creating multimedia productions.

9. The teacher engages in historical thinking skills including but not limited to analyzing primary and secondary historical materials for evidence of continuity and change and differentiating between and making comparisons of historical facts and historical interpretations.

**Standard #7** The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of governmental systems in the United States and other nations.

**Knowledge**

1. The teacher understands the origins of governmental authority, recognizes the need for government, and identifies the crucial functions of government, including laws and rules.

2. The teacher understands the Declaration of Independence, the United States Constitution, and the Kansas Constitution.

3. The teacher understands the differences between limited and unlimited government and the importance of limitations on governmental power.

4. The teacher understands the America idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to America life and government.

5. The teacher understands the importance of major Supreme Court cases in American history.

6. The teacher understands how the American concept and practice of civil liberties has evolved over time.

7. The teacher understands how the government of the United States operates under the Constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system.

8. The teacher understands various political and economic systems.

9. The teacher understands citizenship, its rights and responsibilities, and the importance of participating effectively in civic life.

10. The teacher understands the purpose of international relations on both regional and world-wide levels.

11. The teacher understands how ideas, theories and modes of historical inquiry can be used to analyze historical and contemporary developments and to inform and evaluate actions concerning public policy.

**Performance**

1. The teacher is able to compare and contrast various political systems/economic systems of the world in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture.

2. The teacher is able to develop lesson plans which encourage participatory citizenship.

3. The teacher is able to evaluate, take, and defend differing positions on issues regarding the proper relationships among local, state, and national governments.

4. The teacher is able to research and analyze policies, actions, and issues regarding the rights of individuals.
5. The teacher demonstrates political science skills that exemplify the major subjects of study in political science including but not limited to constitutional interpretation, issue analysis and public policy, the rule of law, and the role of the individual.

Standard #8 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

Knowledge
1. The teacher understands how the market system works in the United States.
2. The teacher knows characteristics of traditional command, market and mixed economies.
3. The teacher understands in the United States, federal government budgetary policy and the Federal Reserve System’s monetary policy influence the overall levels of employment, output and prices.
4. The teacher understands how trade agreements affect international trade and economic and social conditions.
5. The teacher understands the importance of economic growth to an economy and how the gross national product is used to measure it.
6. The teacher understands that a nation’s overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.

Performance
1. The teacher is able to present and explain the economic principles and concepts in the context of past and current local, regional, national and international issues.
2. The teacher is able to give examples of how unlimited wants and limited resources led to choices that have involved opportunity costs in an historical setting.
3. The teacher is able to analyze and explain how economic choices made by business or governments have intended and unintended consequences.
4. The teacher uses graphs, tables and economic data to acquire, process and report information from an economics perspective.
5. The teacher presents opportunities for students to analyze the characteristics, distribution and migration of human populations on the earth’s surface.

Standard #9 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of the spatial organizations of the Earth’s surface and the relationships among people, places, and physical and human environments.

Knowledge
1. The teacher understands the spatial organization of people, places, and environments that form regions on the earth’s surface.
2. The teacher understands how economic, political, cultural, and social processes interact to shape patterns of human populations.
3. The teacher understands the effects of interactions between human and physical systems.
4. The teacher understands the factors that contribute to human and physical changes in regions.
5. The teacher understands renewable and nonrenewable resources and their pattern of distribution.
6. The teacher understands the primary geographic causes for world trade and economic interdependence.
7. The teacher understands the forces of cooperation and conflict among people in pursuit of scarce resources or other spatial anomalies and how those forces influence the division and control of the earth’s surface.
8. The teacher understands the distribution patterns of ecosystems and ecosystems with hemispheres and the challenges faced by both systems.

Performance
1. The teacher is able to use maps and graphic representations to locate and present information about people, places, and environments.
2. The teacher is able to describe and analyze the characteristics, structure, and patterns of different populations through the use of demographic concepts.
3. The teacher is able to use the appropriate vocabulary, methodologies and technical tools of geography to explain and analyze problems of regions and human environment interaction.

Standard #10 The teacher of U.S. history and U.S. government, and world history has knowledge and understanding of social systems and interactions.

Knowledge
1. The teacher understands the nature of culture as an integrated whole which adapts to environmental or social change.
2. The teacher understands concepts such as role, status and social class in describing the connections and interactions of individuals, groups, and institutions in society.
3. The teacher understands the various forms institutions take, and explains how they develop and change over time.
4. The teacher understands how societies establish and maintain order.
5. The teacher understands the concepts of role, status and social class.
6. The teacher understands the principles and theories of sociology as they are affected by past and current local, regional, national and international issues.

Performance
1. The teacher is able to compare and analyze societal patterns for preserving and transmitting culture.
2. The teacher is able to apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
3. The teacher is able to access opportunities within and outside the community to increase cultural awareness.

JOURNALISM
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of journalism demonstrates knowledge of the history of American journalism.

Knowledge
1. The teacher understands the historical influence of journalism on American culture.
2. The teacher knows the impact that societal and technological changes have had on American journalism.
3. The teacher knows the role and responsibilities of a free press in a democratic society.

Performance
1. The teacher explains the historical influence of journalism on American culture.
2. The teacher describes how technology and social forces have changed the nature of American journalism.
3. The teacher guides the students in understanding the responsibilities of a free press.

Standard #2 The teacher of journalism demonstrates knowledge of how language and images shape thinking and behavior.

Knowledge
1. The teacher understands the rhetorical attributes of language and images.
2. The teacher knows how media messages are crafted to elicit specific behaviors.

Performance
1. The teacher guides students to be informed about media manipulative techniques.
2. The teacher guides students to be critical consumers of media.

Standard #3 The teacher of journalism demonstrates knowledge of legal and ethical issues pertaining to scholastic journalism.

Knowledge
1. The teacher knows the legal rights and ethical responsibilities of student journalists, faculty advisers, and school administrators.
2. The teacher understands legal terms applicable to scholastic journalism.
3. The teacher knows state law pertaining to scholastic journalism.
4. The teacher knows court cases that impact scholastic journalism.
5. The teacher is aware of professional resources that provide legal advice and assistance to scholastic journalism programs.

Performance
1. The teacher practices ethical decision-making as applied to scholastic journalism.
2. The teacher guides student journalists in ethical decision-making.
3. The teacher instructs students in legal terms, state law, and court cases affecting scholastic journalism.
4. The teacher adheres to laws governing scholastic journalism.

Standard #4 The teacher of journalism demonstrates proficiency in various types of journalistic writing, reporting, scriptreading, and copyediting.

Knowledge
1. The teacher defines and differentiates journalistic genres, such as news, sports, feature, and opinion articles.
2. The teacher understands the writing of journalistic devices, such as headlines and cutlines.
3. The teacher knows the basics of reporting, including interviewing, researching, assessing newsworthiness, and selecting sources.
4. The teacher knows the basic techniques used for presenting stories for both radio and television.
5. The teacher knows Associated Press style and the journalistic standards governing punctuation, spelling, and English usage.

**Performance**
1. The teacher prepares student reporters to gather adequate and newsworthy information.
2. The teacher guides the student writing of effective journalistic genres and devices for both print and broadcast media.
3. The teacher trains students to edit copy for style, conventions, and space.

**Standard #5** The teacher of journalism demonstrates proficiency with the organizational and technical aspects of scholastic journalism.

**Knowledge**
1. The teacher understands publication management, including finances, marketing, and circulation.
2. The teacher understands design and layout principles.
3. The teacher knows contemporary technology appropriate to scholastic journalism and broadcast media.
4. The teacher knows the basic elements of photojournalism for both print and broadcast media.
5. The teacher knows the basic elements of broadcast journalism.

**Performance**
1. The teacher supervises the students in devising and executing a plan to finance publications.
2. The teacher guides the staff in devising and executing a plan to maximize circulation and readership of publications.
3. The teacher instructs students in effective design and layout of school publications.
4. The teacher directs the students in the use of contemporary technology appropriate to the technical printing procedures used in the production of newspapers and the technical procedures used in both radio and television broadcasting.

**Standard #6** The teacher of journalism demonstrates effective methods of teaching scholastic journalism.

**Knowledge**
1. The teacher knows current and proven methods of teaching scholastic journalism.
2. The teacher knows how to organize and manage school publications.
3. The teacher knows techniques for evaluating student journalistic products and performances.
4. The teacher knows how to organize and manage broadcast media.

**Performance**
1. The teacher applies appropriate journalism teaching methods in the classroom.
2. The teacher efficiently supervises school publications and broadcast productions.
3. The teacher establishes and applies standards for evaluating student products and performances in both print and broadcast media.

**Standard #7** The teacher of journalism understands the role of media products to communicate with a variety of audiences, purposes, occasions and contexts.

**Knowledge**
1. The teacher is knowledgeable about various methods that can be used to create aural and visual products.
2. The teacher knows how to analyze characteristics of various methods to create media.

**Performance**
1. The teacher can demonstrate how to create media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.
2. The teacher can demonstrate how to create media products, such as computer applications, video and audio tapes, recordings, live presentations and props.
3. The teacher can demonstrate advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

**MATHEMATICS**

Early Adolescence through Late Adolescence

Grades 6-12

73
The Kansas State Board of Education adopted new Mathematics Grades 6-12 preparation program standards on September 8, 2015. They can be found on www.ksde.org at the following link:

**PHYSICS**
Early Adolescence through Late Adolescence
Grades 6-12

The Kansas State Board of Education adopted new Physics preparation program standards on March 14, 2017. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Education-Resources/Higher-Education-Standards

**PSYCHOLOGY**
Early Adolescence through Late Adolescence
Grades 6-12

Standard #1 The teacher of psychology understands the major theoretical approaches, research findings, and historical trends in the science of psychology.

**Knowledge**
1. The teacher demonstrates an understanding of the major theoretical approaches in psychology: behavioral, biological, cognitive, psychoanalytic, and social.
2. The teacher possesses a knowledge of the history of psychology including, but not limited to, the major theoretical approaches of behavioral, biological, cognitive, psychoanalytic, and social psychology.
3. The teacher is aware of emerging areas in psychology such as cross-cultural and evolutionary psychology.
4. The teacher is aware of expanding areas in psychology such as human factors and health psychology.

**Performance**
1. The teacher can compare and contrast the behavioral, biological, cognitive, psychoanalytic, and social approaches to psychology.
2. The teacher can explain the contributions of the major theoretical approaches/disciplinary areas as they relate to the study of human development, personality, and abnormal psychology.
3. The teacher demonstrates awareness of emerging areas in psychology such as cross-cultural psychology and evolutionary psychology.
4. The teacher demonstrates awareness of expanding areas in psychology such as human factors and health psychology.

Standard #2 The teacher of psychology demonstrates an understanding of the use of major research methods in psychology, including design, data analysis, and interpretation.

**Knowledge**
1. The teacher understands how to locate information, formulate research questions and hypotheses, design an ethical study, collect and analyze data using descriptive and inferential statistics, interpret the results and report them in the format of the American Psychological Association (APA).

**Performance**
1. The teacher locates research, theory, and information necessary to plan, conduct, and interpret results of research studies.
2. The teacher formulates a testable research hypothesis.
3. The teacher designs basic studies to address psychological questions using different research methodologies.
4. The teacher demonstrates APA guidelines for the ethical treatment of human and nonhuman research participants.
5. The teacher collects and analyzes the data designed to answer a psychological question using basic descriptive and inferential statistics.
6. The teacher reports the results in APA format.

**Standard #3 The teacher of psychology applies the major theoretical approaches in psychology to reality-based personal, social, motivational, emotional, educational, and organizational issues.**

**Knowledge**
1. The teacher recognizes the value of psychology in understanding and suggesting solutions for actual problems.
2. The teacher understands the application of psychology to the areas of abnormal behaviors, psychological assessment; motivational/emotional aspects of behavior; stress, coping, and health; education; and industries and organizations.

**Performance**
1. The teacher suggests psychologically-based solutions to actual problems including, but not limited to, those encountered in education and business and industry.
2. The teacher explains the various etiologies and treatments for abnormal behaviors.
3. The teacher explains the uses of psychological assessment.
4. The teacher incorporates knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping, and health.

**SECONDARY EDUCATION UNIFIED**
**Early Adolescence through Late Adolescence**
**Grades 6-12**

The Kansas State Board of Education adopted new Secondary Education Unified preparation program standards on December 12, 2017. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

**SPEECH/THEATRE**
**Early Adolescence through Late Adolescence**
**Grades 6-12**

**Standard #1** The teacher of speech/theatre has practical knowledge and skills in teaching and critically evaluating intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.

**Knowledge**
1. The teacher knows how to develop and use criteria for evaluating and selecting materials for speech communication instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands intrapersonal, interpersonal, small group communication, public speaking, listening, and communication theory.
3. The teacher understands various assessment techniques utilized in the communication classroom.

**Performance**
1. The teacher guides students to select and evaluate the appropriateness of their communication strategies.
2. The teacher uses technology to enhance the preparation, presentation, and evaluation of student communication.
3. The teacher uses various assessment tools to evaluate the student.
4. The teacher stays current with communication research.

**Standard #2** The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating debate and forensic co-curricular activities.

**Knowledge**
1. The teacher knows how to coach debate and forensic events offered at Kansas tournaments and festivals.
2. The teacher is aware of legal and ethical issues regarding student performances.
3. The teacher understands the administrative aspects relating to coaching debate and forensics, including the hosting of tournaments and festivals.

**Performance**
1. The teacher explains and demonstrates the various debate and forensic events.
2. The teacher utilizes tournament-judging criteria in preparing the students for presentations.
3. The teacher instructs students in appropriate use of copyright materials.
4. The teacher is able to participate in and/or host tournaments/festivals.
5. The teacher participates in administering and maintaining a debate and/or forensics program.

**Standard #3** The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating mass media.

**Knowledge**
1. The teacher is aware of the historical development of the mass media and the role mass media play in local, national, and global societies.
2. The teacher understands how persuasion techniques in mass media influence audience attitudes and behaviors.
3. The teacher understands characteristics of various forms of mass media and the supportive technological trends.
4. The teacher is aware of analytical criteria in the students’ selection and use of mass media.

**Performance**
1. The teacher explains and demonstrates the significance of mass media in students’ own lives.
2. The teacher guides students to critically evaluate messages of the mass media.

**Standard #4** The teacher of speech/theatre has practical content knowledge and skills in teaching and critically evaluating technical theatre, design, history, dramatic literature, performance techniques, and directing.

**Knowledge**
1. The teacher knows the artistic and pragmatic purposes, procedures, and challenges of the theatre and its designers.
2. The teacher recognizes the styles, major movements, and interaction between theatre history and dramatic literature.
3. The teacher understands the basic duties and procedures of the theatrical director and is familiar with the potential challenges that often accompany direction of a theatrical production.
4. The teacher stays current with dramatic literature, technology, and performance techniques.

**Performance**
1. The teacher designs and constructs unified scenic environments, properties, costumes, make-up, lighting, and sound with available resources to communicate visual and aural concepts appropriate to selected scripts and improvised dramas.
2. The teacher identifies, analyzes, and interprets human actions, conflicts, and themes as expressed in scripted plays and improvised dramas.
3. The teacher coaches actors to develop, communicate, and sustain consistent characters in improvisations and formal theatre productions.
4. The teacher is able to direct theatre productions selecting appropriate scripts and effectively communicating directorial production choices to actors and technicians during rehearsals and production meetings.

**Standard #5** The teacher of speech/theatre has practical content knowledge and skills, needed in managing theatrical presentations in collaboration with others.

**Knowledge**
1. The teacher is aware of legal, safety, and ethical issues regarding student performances.
2. The teacher knows how to direct, design, and administer a theatre program.
3. The teacher is aware of available resources and technology that could enhance a theatre program.

**Performance**
1. The teacher instructs and demonstrates appropriate safety precautions when working with students on theatre activities and ensures that students practice theatre safety.
2. The teacher instructs students in and demonstrates appropriate use of copyright materials.
3. The teacher participates in administering and maintaining a theatre program and effectively communicates with the appropriate personnel.

**Standard #6** The teacher of speech/theatre has practical knowledge and skill in teaching and critically evaluating theatre as a tool for learning about self and culture.

**Knowledge**
1. The teacher knows how to develop and use criteria for evaluating and selecting materials for theatre instruction, recognizing issues such as equity in gender, age, ethnicity, lifestyle, and socioeconomic status.
2. The teacher understands the ramifications of ethics and artistic choices in the uses and/or presentations of theatre.

**Performance**

1. The teacher explains and demonstrates how diverse skills used in theatre transfer to students’ own lives.
2. The teacher utilizes cultural and historical information when preparing for, collaborating with, and evaluating student work.
3. The teacher utilizes dramatic activities and theatre productions that promote self-discovery, build productive and creative relationships, and empathize with the human condition.
4. The teacher uses a variety of strategies to stimulate students’ creativity, critical thinking skills, and self-awareness through theatre arts.
5. The teacher guides students in the use of theatre as a means for self-evaluation as a theatre artist.

**TECHNOLOGY EDUCATION**

**Early Adolescence through Late Adolescence**

**Grades 6-12**


**ALL LEVEL CONTENT AREAS**

**ART**

**Early Childhood through Late Adolescence/Adulthood**

**PreK-12**


**FOREIGN LANGUAGE**

**Early Childhood through Late Adolescence/Adulthood**

**PreK-12**


**HEALTH**

**Early Childhood through Late Adolescence/Adulthood**

**PreK-12**
Standard #1  The teacher of health education understands health education content, disciplinary concepts, and applies these concepts to the content knowledge development of a healthy educated person.

**Knowledge**
1. The teacher has knowledge of the relationship of the ten health education content areas (community health, consumer health, environmental health, family life, mental/emotional health, injury prevention, nutrition, personal health, prevention/control of disease, substance use/abuse) and six adolescent risk behaviors (tobacco use, nutritional behavior, sedentary lifestyle, sexual behavior, intentional/unintentional injury, other drugs) and how they relate to the national health education standards.
2. The teacher has knowledge of the interrelationship of media and technology on behavior and health.
3. The teacher has knowledge of interactions within the body.
4. The teacher has knowledge of prevention of disease and other health problems.
5. The teacher has knowledge of valid prevention and intervention strategies for maintaining health.
6. The teacher has knowledge of the effects of harmful and risk-taking behaviors.
7. The teacher understands human sexuality, including information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
8. The teacher has knowledge of developmentally appropriate and culturally sensitive health education instructional strategies.
9. The teacher has knowledge of instructional strategies that enhance decision-making and goal setting essential to develop life-long skills to implement and sustain health-enhancing behaviors.
10. The teacher understands the process of curriculum development and ability to integrate into other content areas.
11. The teacher has knowledge of evaluation skills to determine if the program has an impact on students and demonstrates the effectiveness of the teaching/learning process.

**Performance**
1. The teacher demonstrates how messages from various media influence health behaviors.
2. The teacher evaluates the influence of technology on personal, family, and community health.
3. The teacher demonstrates how health is influenced by the interaction of body systems.
4. The teacher identifies ways to reduce risks related to health problems.
5. The teacher demonstrates skill in presenting information about sexually transmitted diseases, especially acquired immune deficiency syndrome (AIDS).
6. The teacher applies teaching and learning theory.
7. The teacher incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
8. The teacher demonstrates a variety of classroom management strategies.
9. The teacher incorporates desirable personal skill performance at various developmental levels.
10. The teacher utilizes formative and summative evaluation techniques.
11. The teacher utilizes effective instruction and assessment techniques.

Standard #2  The teacher of health education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.

**Knowledge**
1. The teacher has knowledge of the role of health education relative to individuals, school, and community.
2. The teacher has knowledge of the influence of non-school factors on learning and engagement in health education (family circumstances, community settings, health and economic conditions).
3. The teacher has knowledge of the laws related to learner rights, as well as teacher rights and responsibilities (equity, inclusion, confidentiality, privacy, and child abuse).
4. The teacher has knowledge of professional organizations and resources available for continued professional growth.
5. The teacher has knowledge of strategies for communications and socialization with school colleagues, parents/community members and how it impacts quality instruction.

**Performance**
1. The teacher acts as an advocate in the school and community to promote a variety of health education opportunities.
2. The teacher identifies and consults with other school and community professionals to improve the learning of all learners.
3. The teacher consults professional literature, colleagues, professional associations, and other resources to develop as a learner and a teacher.
4. The teacher participates in the professional health education community within the broader field of education.
5. The teacher recognizes and is responsive to signs of distress and seeks assistance from appropriate professionals.

**Standard #3** The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.

**Knowledge**
1. The teacher uses knowledge of a variety of communication techniques that allow for the promotion of health.
2. The teacher uses knowledge of appropriate verbal and nonverbal cues and how to use these cues in the teaching situation.
3. The teacher uses knowledge of how diversity and environmental differences may affect communication.
4. The teacher uses knowledge of current technological innovations and tools specific to enhance the learning of health education for all learners.
5. The teacher uses knowledge of areas of special needs including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers.
6. The teacher has knowledge of differences in approaches to learning and health education.

**Performance**
1. The teacher communicates in ways that demonstrate sensitivity to diversity and environmental differences.
2. The teacher models effective communication strategies and communicates information through a variety of media.
3. The teacher uses appropriate instructional strategies, services, and resources to meet special and diverse learning needs.
4. The teacher selects and implements developmentally appropriate instruction that is sensitive to multiple needs, learning styles, and experience of learners.

**Standard #4** The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**
1. The teacher has knowledge of strategies to help learners demonstrate responsible personal and social behavior that promotes positive relationships, a productive learning environment and a healthy lifestyle.
2. The teacher has knowledge of factors related to intrinsic motivation and strategies to help learners become self-motivated to pursue a healthy lifestyle.

**Performance**
1. The teacher uses a variety of strategies and developmentally appropriate practices to motivate learners to participate in healthy activities both in/out of the classroom situation.
2. The teacher develops managerial and instructional routines that create smoothly functioning learning experiences in a safe health education environment.
3. The teacher uses a variety of strategies to promote personal responsibility and appropriate social behavior in a safe health education environment.

---

**INSTRUMENTAL MUSIC**

*Early Childhood through Late Adolescence/Adulthood*

*PreK-12*

The Kansas State Board of Education adopted new Instrumental Music Grades PreK-12 preparation program standards on April 19, 2016. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:

**MUSIC**

Early Childhood through Late Adolescence/Adulthood

PreK-12

The Kansas State Board of Education adopted new Music Grades PreK-12 preparation program standards on April 19, 2016. They can be found on www.ksde.org at the following link:


**PHYSICAL EDUCATION**

Early Childhood through Late Adolescence/Adulthood

PreK-12

Standard #1 The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.

**Knowledge**

1. The teacher has knowledge of critical elements and sequencing of basic motor skills.
2. The teacher has knowledge of concepts and strategies related to physical activity and fitness.
3. The teacher has knowledge of methods to incorporate physical activity into other content areas.
4. The teacher has knowledge of the relationship among physical activity, fitness, and health.
5. The teacher has knowledge of historical, philosophical, sociological, and psychological factors associated with diverse populations and associated physical activities.
6. The teacher has knowledge of the physiological, anatomical and mechanical systems of the human body, as well as how these systems adapt to physical activity, and how they contribute to motor performance, fitness, and wellness.
7. The teacher has knowledge of a wide variety of activities, including individual, dual and team sports, games, lifelong leisure activities, dance, rhythms, and tumbling.
8. The teacher has knowledge of developmentally appropriate PreK-12 physical activity and skill development.

**Performance**

1. The teacher demonstrates fundamental motor skills and competency in individual, dual and team sports, games, lifelong leisure activities, dance, rhythms, and tumbling.
2. The teacher applies disciplinary concepts and principles in the selection of developmentally appropriate activities.
3. The teacher incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
4. The teacher supports and encourages learner expression through movement.
5. The teacher identifies and applies appropriate first aid and injury procedures in emergency classroom situations.

Standard #2 The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.

**Knowledge**

1. The teacher has knowledge of physical, cognitive, social and emotional development and the impact on learning associated with making instructional decisions.
2. The teacher has knowledge of expected developmental progressions and ranges of individual variation and can identify levels of readiness.
3. The teacher has knowledge of the value of practice opportunities for growth and development.
4. The teacher has knowledge of safety issues when planning and implementing instruction and the ability to respond correctly to special safety needs.

**Performance**

1. The teacher assesses individual and group performance in order to design safe instruction that meets learner developmental needs in physical, cognitive, social and emotional domains.
The teacher encourages learners to reflect and make decisions on prior knowledge, experiences and skills, and to assume responsibility in their learning.

The teacher encourages learners to reflect on and make decisions on physical activity based on the learners’ current cognitive, physical, emotional and social development.

Standard #3 The teacher of physical education understands the need to foster relationships with colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.

Knowledge
1. The teacher has knowledge of the role of physical education relative to individuals, school and community.
2. The teacher has knowledge of the influence of non-school factors on learning and engagement in physical activity (family circumstances, community settings, health and economic conditions).
3. The teacher has knowledge of the laws related to learner rights, as well as teacher rights and responsibilities (equity, inclusion, confidentiality, privacy, and child abuse).
4. The teacher has knowledge of professional organizations and resources available for continued professional growth.
5. The teacher has knowledge of strategies for communication and socialization with school colleagues, parents, community members and how it impacts quality instruction.

Performance
1. The teacher acts as an advocate in the school and community to promote a variety of physical activity opportunities.
2. The teacher identifies and consults with other school and community professionals to improve the learning of all students.
3. The teacher consults professional literature, colleagues, professional associations and other resources to develop as a learner and as a teacher.
4. The teacher participates in the professional physical education community and within the broader field of education.
5. The teacher recognizes and is responsive to signs of distress and seeks assistance from appropriate professionals.

Standard #4 The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.

Knowledge
1. The teacher has knowledge of the variety of communication techniques for the promotion of lifelong learning through physical activity.
2. The teacher has knowledge of appropriate verbal and nonverbal cues and how to use these cues in teaching situations.
3. The teacher has knowledge of how diversity and environmental differences may affect communication in an activity setting.
4. The teacher has knowledge of current technological innovations and tools specific to physical education that enhance student learning.
5. The teacher has knowledge of areas of special needs, including physical and emotional challenges, learning disabilities, sensory difficulties and language barriers.
6. The teacher has knowledge of differences in approaches to learning and physical performance.

Performance
1. The teacher communicates in ways that demonstrate sensitivity to diversity and environmental differences.
2. The teacher communicates and models effective communication strategies through a variety of media.
3. The teacher uses appropriate strategies, services, and resources to meet special and diverse learning needs.
4. The teacher selects and implements developmentally appropriate instruction that is sensitive to multiple needs, learning styles, and experiences of learners.

Standard #5 The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Knowledge
1. The teacher has knowledge of how to design instructional sequences and learning experiences that maximize learner participation and success.
2. The teacher has knowledge of a variety of direct and indirect teaching methodologies including their effectiveness and appropriateness for the learning experience and the students.
3. The teacher has knowledge of how to design inclusionary learning experience for children with special needs.
4. The teacher has knowledge of the characteristics of a safe learning environment for all learners.

**Performance**
1. The teacher applies learning theory, philosophical principles, and curricular models in the development of physical education programs.
2. The teacher selects instructional strategies based on developmental levels, learning styles, and safety issues.
3. The teacher designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on the principles of effective instruction.
4. The teacher utilizes inclusionary practices for students of all abilities.
5. The teacher uses a variety of teaching styles and approaches to adopt, modify, and enhance learning within the various multiple intelligences.

**Standard #6** The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.

**Knowledge**
1. The teacher has knowledge of how to select, use, and interpret developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
2. The teacher has knowledge of assessment procedures and construction or modification of assessment instruments in order to effectively measure performance levels.

**Performance**
1. The teacher uses a variety of formal and informal assessment techniques to assess learner progress and involve learners in self-assessment.
2. The teacher maintains records of learner performance and can communicate learner progress based on a variety of appropriate indicators.
3. The teacher evaluates the scope and sequence of the physical education programs to ensure student progress and appropriate participation and learning for all learners.

**Standard #7** The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**Knowledge**
1. The teacher has knowledge of developmentally appropriate strategies and practices to motivate learners to participate in physical activity.
2. The teacher has knowledge of strategies to help learners demonstrate responsible personal and social behavior that promotes positive relationships and a productive learning environment in physical activity settings.
3. The teacher has knowledge of factors related to intrinsic motivation and strategies to help learners become self-motivated movers.
4. The teacher has knowledge of a variety of classroom management strategies in the physical education setting.

**Performance**
1. The teacher uses a variety of strategies and developmentally appropriate practices to motivate learners to participate in physical activity in/out of the physical education classroom.
2. The teacher develops managerial and instructional routines that create smoothly functioning learning experiences in a safe physical education environment.
3. The teacher uses a variety of strategies to promote personal responsibility, appropriate social behavior and a safe climate in physical education.

**VOCAL MUSIC**

*Early Childhood through Late Adolescence/Adulthood*  
*PreK-12*

The Kansas State Board of Education adopted new Vocal Music Grades PreK-12 preparation program standards on April 19, 2016. They can be found on www.ksde.org at the following link:  
http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
K-6, 5-8, 6-12, PreK-12

The Kansas State Board of Education adopted new English for Speakers of Other Languages (ESOL) preparation program standards on May 09, 2017. They can be found on www.ksde.org at the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Higher-Education-Resources-TLA/Higher-Education-Standards

SPECIAL EDUCATION CONTENT AREAS

DEAF OR HARD-OF-HEARING
Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12

Standard #1  The teacher of deaf or hard-of-hearing students demonstrates understanding of philosophical, historical, and legal foundations of education for such students.

Knowledge
1. The teacher understands the current educational definitions of infants and children with hearing loss, including State of Kansas identification criteria, labeling issues, and current national and state incidence and prevalence figures.
2. The teacher understands models and theories, and historical developments that provide the basis for educating infants and children who are deaf or hard-of-hearing as consistent with a range of educational program philosophies.
3. The teacher understands variations in beliefs, traditions, values, and social and cultural issues impacting the education of children who are deaf or hard-of-hearing.
4. The teacher is aware of issues in definition and identification procedures for individuals who are deaf or hard-of-hearing.
5. The teacher understands the rights and responsibilities of parents, general education students, teachers and schools as they relate to students who are deaf or hard-of-hearing.
6. The teacher is aware of the unique aspects of natural and least restrictive environment (LRE) as applied to children who are deaf or hard-of-hearing.
7. The teacher is aware of the findings and concerns of the President’s Commission on Education of the Deaf, and of the United States Department of Education policy guidance on deaf students’ education services.

Performance
1. The teacher conducts instruction and other intervention activities in accordance with the requirements of federal and state laws.
2. The teacher applies understanding of theory, philosophy and models of practice to educating infants and children who are deaf or hard-of-hearing.
3. The teacher articulates pros and cons of current issues and trends in educating infants and children who are deaf or hard-of-hearing (e.g., LRE).
4. The teacher weighs the effect of various educational placement options with regard to cultural identity, linguistic, academic, and social-emotional development.
5. The teacher identifies the major contributors to the growth and improvement of past-to-present knowledge and practice in the field of educating infants and children who are deaf or hard-of-hearing.

Standard #2  The teacher of deaf or hard-of-hearing infants and children understands that a variety of factors both intrinsic and external, influence communication, cognitive, emotional, and social development.

Knowledge
1. The teacher understands visual, spatial, tactile and auditory aspects can affect communication.
2. The teacher understands research in cognition related to infants and children who are deaf or hard-of-hearing.
3. The teacher understands various etiologies that can result in additional sensory, motor or learning differences in infants and children who are deaf or hard-of-hearing.
4. The teacher understands how families and/or other caregivers affect the overall development of infants and children who are deaf or hard-of-hearing.
5. The teacher understands that emotional factors may affect infants and children who are deaf or hard-of-hearing and may place them at risk for social and academic difficulties.
6. The teacher understands how onset of hearing loss, age of identification, degree of loss, and implementation of services may affect the development of infants and children who are deaf or hard-of-hearing.
7. The teacher understands how early comprehensible communication influences infants and children who are deaf or hard-of-hearing, their families, and/or other caregivers.
8. The teacher recognizes a variety of communication modes used by infants and children who are deaf or hard-of-hearing.

**Performance**

1. The teacher uses information and appropriate resources to understand the cognitive, physical, cultural, social, and emotional needs of infants and children who are deaf or hard-of-hearing.
2. The teacher identifies factors related to quality and quantity of incidental language on learning experiences, which impact the language development of infants and children who are deaf or hard-of-hearing.
3. The teacher describes how sensory input and the ability to express oneself affects the development of language, cognition, emotional and social skills of infants and children who are deaf or hard-of-hearing.
4. The teacher articulates the impact of cultural/familial factors on the development of communication skills in infants and children who are deaf or hard-of-hearing.
5. The teacher can identify the primary language and mode of communication used by the infant or child who is deaf or hard-of-hearing.

**Standard #3** The teacher of deaf or hard-of-hearing infants and children demonstrates assessment, diagnosis, and evaluation knowledge and skills related to students with special needs.

**Knowledge**

1. The teacher understands how deafness and hearing impairments affect learning.
2. The teacher understands specialized terminology used in the assessment of infants and children who are deaf or hard-of-hearing.
3. The teacher knows the components of an appropriate evaluation for eligibility, placement and program planning decisions for infants and children who are deaf or hard-of-hearing (including necessary accommodations).
4. The teacher knows how to advocate for the appropriate assessment of infants and children who are deaf or hard-of-hearing and who experience an additional disabling condition.
5. The teacher understands legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with infants and children who are deaf or hard-of-hearing.

**Performance**

1. The teacher selects, administers, and interprets appropriate assessment tools utilizing the natural, native or preferred language of infants and children who are deaf or hard-of-hearing.
2. The teacher gathers and interprets communication samples from infants and children who are deaf or hard-of-hearing. These samples include, but are not limited to, non-verbal acts such as eye gaze and gestures as well as linguistic acts such as sign or speech.
3. As part of the IEP team, the teacher will determine appropriate modifications or accommodations for state and local assessments.

**Standard #4** The teacher of deaf or hard-of-hearing infants and children demonstrates knowledge and skill in planning and implementing effective instruction for infants and children who are deaf or hard-of-hearing based upon knowledge of subject matter, infant or child, community, and curriculum goals.

**Knowledge**

1. The teacher understands sources of specialized materials for infants and children who are deaf or hard-of-hearing.
2. The teacher knows components of non-linguistic communication for infants and children who are deaf or hard-of-hearing. The teacher is aware of information related to American Sign Language (ASL) and English used by infants and children who are deaf or hard-of-hearing.
3. The teacher understands the procedures and technologies to educate infants and children who are deaf or hard-of-hearing for a range of modes or philosophies.
4. The teacher understands current theories of how languages develop.
5. The teacher is aware of the best practices regarding first language development and second language acquisition (such as ASL to English or English to ASL).
6. The teacher knows ways to facilitate cognitive and communicative development, including speech in children who are deaf or hard-of-hearing.
7. The teacher understands techniques of stimulation and utilization of residual hearing in infants and children who are deaf or hard-of-hearing and multiply disabled, instructional strategies, and appropriate teaching practices.
8. The teacher recognizes the legal requirement to provide instruction in the infant or child's primary language and mode of communication.
9. The teacher understands characteristics of various existing communication modes used with infants and children who are deaf or hard-of-hearing.
10. The teacher has a working knowledge of assistive devices and technology used by infants and children who are deaf or hard-of-hearing.
11. The teacher understands the value of developing an effective individualized family service plan (IFSP) or individualized education program (IEP) to drive overall planning for instruction.

Performance
1. The teacher selects, designs, produces and utilizes technology, media, materials, and resources required to educate infants and children who are deaf or hard-of-hearing.
2. The teacher infuses speech skills into academic areas as indicated on the infant or child's IFSP or IEP.
3. The teacher modifies program, instructional process and learning environment to meet the physical, cognitive, cultural, and communication needs of infants and children who are deaf or hard-of-hearing.
4. The teacher applies first and second language teaching strategies appropriate to the needs of infants and children who are deaf or hard-of-hearing.
5. The teacher demonstrates ability to modify incidental language by facilitating a barrier-free communication environment for infants and children who are deaf or hard-of-hearing.
6. The teacher provides appropriate activities for infants and children who are deaf or hard-of-hearing to promote literacy in English and/or ASL.
7. The teacher demonstrates proficiency in or can advocate for using the primary language of an infant or child.

Standard #5 The teacher of deaf or hard-of-hearing infants and children promotes learning by providing supportive environments that encourage participation of infants and children who are deaf or hard-of-hearing.

Knowledge
1. The teacher understands unique and cultural factors related to hearing loss that may influence the management of classrooms and other environments that include infants and children who are deaf or hard-of-hearing.
2. The teacher is aware of transitional needs at various educational levels for infants and children who are deaf or hard-of-hearing.

Performance
1. The teacher selects, adapts, and implements classroom strategies that reflect understanding of each child’s or infant's needs, including primarily visual deaf culture where appropriate.
2. The teacher designs a classroom environment that maximizes opportunities for visually oriented or auditory learning in infants and children who are deaf or hard-of-hearing.

Standard #6 The teacher of deaf or hard-of-hearing infants and children demonstrates effective communication and collaboration skills and knowledge related to infants and children who are deaf or hard-of-hearing and their families.

Knowledge
1. The teacher recognizes and understands concerns of parents, families, and/or other caregivers involved with individuals who are deaf or hard-of-hearing.
2. The teacher is aware of resources to help parents and others with concerns that may include but are not limited to educational options, communication modes and/or philosophies for individuals who are deaf or hard-of-hearing.
3. The teacher understands roles and responsibilities of other teachers and support personnel in educational practices for infants and children who are deaf or hard-of-hearing and their families.
4. The teacher is knowledgeable of consumer and professional organizations, publications, and journals relevant to the field of educating infants and children who are deaf or hard-of-hearing and their families.

5. The teacher is aware of services provided by governmental and non-governmental agencies or individuals in managing students who are deaf or hard-of-hearing.

**Performance**
1. The teacher creates opportunities for interaction with communities of individuals who are deaf or hard-of-hearing on a local, state and national level.
2. The teacher prepares students in the appropriate use of interpreters, tutors, note-takers and other support personnel.
3. The teacher facilitates communication between the infant or child and his or her family, caregivers and peers.
4. The teacher interacts with support personnel to meet the communication needs of infants and children and of the primary caregivers.
5. The teacher provides families and/or other caregivers with the knowledge and skills to make appropriate choices and establish priorities needed to enhance development and transition for children who are deaf or hard-of-hearing.

**Standard #7** The teacher of deaf or hard-of-hearing students demonstrates professionalism and ethical practices related to individuals who are deaf or hard-of-hearing.

**Knowledge**
1. The teacher understands the responsibilities inherent in teaching infants and children who are deaf or hard-of-hearing and their families.
2. The teacher is aware of current publications and journals relevant to the field of education of infants and children who are deaf or hard-of-hearing and their families.

**Performance**
1. The teacher seeks out resources for acquiring additional knowledge and skills related to educating infants and children who are deaf or hard-of-hearing and their families.
2. The teacher actively seeks interaction with the deaf community or participates in training programs to maintain and improve ASL, English signs, or cues and to continue to enhance understanding of deaf culture.
3. The teacher participates in the activities of professional organizations relevant to educating infants and children who are deaf or hard-of-hearing and their families.

**EARLY CHILDHOOD UNIFIED**
Birth to Kindergarten and Birth to Grade 3

See Early Childhood Unified Content Areas above

**ELEMENTARY EDUCATION UNIFIED**
K-6

See Elementary Education Unified Content Area above

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

The Kansas State Board of Education adopted new Gifted preparation program standards on April 19, 2016. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:


**HIGH INCIDENCE SPECIAL EDUCATION**
K-6, 5-8, 6-12, PreK-12
The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the mild through moderate range.

**The Kansas State Board of Education adopted new High Incidence Special Education preparation program standards on May 12, 2015. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:**


### LOW INCIDENCE SPECIAL EDUCATION

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

The following teaching standards should be used to prepare individuals to adapt the curriculum to assist the learning of children and youth who have learning problems and needs in the severe to profound range.

**The Kansas State Board of Education adopted new Low Incidence Special Education preparation program standards on May 12, 2015. They can be found on [www.ksde.org](http://www.ksde.org) at the following link:**


### SPECIAL EDUCATION GENERALIST HIGH INCIDENCE

**Grades 6-12**

See Secondary Education Unified Content Area above

**VISUALLY IMPAIRED**

Early Childhood and Early Childhood through Late Adolescence/Adulthood

Birth through Third Grade, PreK-12

**Standard #1** The teacher of the visually impaired demonstrates understanding of philosophical, historical, and legal foundations of education for individuals who are blind or visually impaired.

**Knowledge**

1. The teacher has a working knowledge of federal and state entitlements, laws and state regulations that relate to the provision of specialized equipment, materials, and services for learners with visual impairments. The teacher can identify major legislation related to the above.
2. The teacher has knowledge of Braille literacy issues, history, and laws.
3. The teacher has knowledge of historical foundations for the education of children with visual impairments, including those with deaf-blindness and multiple disabilities.
4. The teacher understands the current educational definitions of students with visual impairments, including identification criteria, labeling issues, and current incidence and prevalence figures.
5. The teacher is aware of current issues in early intervention, special education and visual impairment.
6. The teacher is aware of visual impairment consumer advocacy issues.
7. The teacher understands the components of appropriate, high quality service delivery models for infants and children with visual impairments and their families and knows how to advocate for their provision within the school bureaucracy.

**Performance**

1. The teacher articulates a personal philosophy of education related to instructing infants and children who are visually impaired and their families.
2. The teacher safeguards due process rights related to assessment, eligibility, and placement for infants and toddlers who are visually impaired.
3. The teacher conducts instruction and other professional activities in accordance with the requirements of federal and state law and local district policies and procedures.

Standard #2 The teacher of the visually impaired demonstrates understanding of learners’ diversity and provides support for students’ cognitive, physical, social, and emotional development.

**Knowledge**

1. The teacher understands the functional and educational implications of eye conditions and the ways they affect student learning.
2. The teacher knows about the normal development of the human visual system.
3. The teacher knows the basic terminology related to the structure and function of the human visual system.
4. The teacher knows the basic terminology related to diseases and disorders of the human visual system.
5. The teacher knows how visual impairment affects the development and use of the secondary senses.
6. The teacher knows the effects of a visual impairment on human development.
7. The teacher understands the implications of dual sensory impairments and other disabilities on the learning and development of infants and children with visual impairments.
8. The teacher understands the psychosocial aspects of a visual impairment.
9. The teacher understands the effects of medications on the visual system and on learning.
10. The teacher has knowledge of visual and perceptual processes in learning the utilization of low vision.

**Performance**

1. The teacher communicates with parents, educators, and others, in easily understood language, the implications of an infant or a child's visual impairment upon the learning experience and the psychosocial aspects of the child’s life, and ensures that instructional strategies across the school address these implications.
2. The teacher collaborates with children, parents, and the instructional team to ensure that individual learning styles and characteristics and their interface with visual impairments are considered in the development of instructional strategies.

Standard #3 The teacher of the visually impaired demonstrates assessment, diagnostic, and evaluation knowledge and skills related to infants and children who are visually impaired and their families.

**Knowledge**

1. The teacher understands how visual impairments affect learning and experience.
2. The teacher understands specialized terminology used in assessing individuals who are visually impaired.
3. The teacher understands the ethical considerations and legal provisions, regulations, and guidelines (federal, state, and local) related to assessment of individuals with visual impairments, including the legal, as compared to functional, definitions of blindness and low vision, and the reliability issues of instruments not designed for individuals with visual impairments.
4. The teacher understands the relationships between assessment, individualized education program (IEP) development, placement and instruction as they affect vision impairment related services.
5. The teacher is knowledgeable of disability-specific assessment instruments and procedures, and understands the many areas of functioning, i.e., communication skills, technology, orientation and mobility, social/ emotional, etc., that should be considered.
6. The teacher knows how to obtain necessary resources to organize an assessment process for infants and children with visual impairments that have dual sensory loss or additional disabilities and their families.

**Performance**

1. The teacher interprets eye reports and other vision-related diagnostic information.
2. The teacher adapts and uses various assessment procedures appropriately when evaluating individuals with visual impairments.
3. The teacher gathers and interprets background information about academic, medical and family history, as it relates to the infant or child's visual impairment.
4. The teacher assesses communication skills and develops instructional strategies from these evaluation results.
5. The teacher assesses disability-specific technology needs.
6. The teacher identifies instruments and techniques appropriate for transition planning for infants and children with visual impairments.
7. The teacher performs the procedures used for screening, pre-referral, and referral of infants and children who are visually impaired, including functional vision evaluations, and learning media assessments. The teacher ensures that the recommendations indicated by the screening, assessment and evaluation data form the basis of the vision-related intervention strategies used across the learning environment.
8. The teacher collaborates with health professionals as needed to ensure that school-wide vision screening efforts
benefit from the teacher’s knowledge of specialized assessment techniques.

**Standard #4 The teacher of the visually impaired demonstrates knowledge and skill in planning and implementing effective instruction based upon knowledge of subject matter, child needs, the general curriculum goals, school environment, and community.**

**Knowledge**

1. The teacher understands that the visual system is heavily relied upon for learning, conceptualization, problem solving, and knows alternative techniques to maximize student access to developmentally appropriate activities (for young children) and to the general education curriculum (for school-aged children).
2. The teacher knows what constitutes an appropriate, disability-specific curriculum for visually impaired individuals and how to individualize that curriculum to meet student needs within the context of the general educational curriculum.
3. The teacher understands the educational implications of deaf-blindness and multiple disabilities, and knows how to address the vision impairment related learning needs of such individuals.
4. The teacher knows teaching methods for the development of special auditory, tactual, and modified visual communication skills for infants and children who are visually impaired, including Braille reading and writing, including slate and stylus, handwriting, listening skills and compensatory auditory skills, typing and keyboarding skills; and technology for individuals with visual impairments. The teacher is also aware of current best practices utilized in the general curriculum to teach reading and communication arts.
5. The teacher knows disability-unique teaching methods and tools to assist learners to acquire compensatory academic skills, including the use of an abacus and talking calculator, tactile graphics, adapted science equipment, and tape recorders, etc.
6. The teacher knows alternative methods to develop basic concepts needed by infants and children who do not learn visually.
7. The teacher knows methods to teach visual efficiency skills, including instruction in the use of print adaptations, optical devices, and non-optical devices for students who have usable vision.
8. The teacher knows methods to develop alternative organization and study skills for students who are visually impaired.
9. The teacher knows methods to prepare students who are visually impaired for structured orientation and mobility assessment and instruction, and understands the limits of intervention by non-orientation mobility certified personnel.
10. The teacher knows methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
11. The teacher knows methods to teach human sexuality to students who are visually impaired, using tactual models and other appropriate instructional materials.
12. The teacher knows methods to develop adapted physical and recreational skills for infants and children who are visually impaired.
13. The teacher knows methods to develop social and daily living skills as needed by students with visual impairments, with an emphasis on family input and participation.
14. The teacher knows strategies for developing career awareness for students who are visually impaired.
15. The teacher knows strategies for promoting self-advocacy and responsibility in students who are visually impaired.
16. The teacher knows functional life skills instruction strategies relevant to independent community and personal living, and employment for individuals who are visually impaired including methods for accessing printed public information, methods for accessing community services, methods for accessing public transportation, and methods for acquiring practical skills.
17. The teacher knows techniques for modifying instructional methods and materials for students who are visually impaired and how to assist regular classroom teachers in implementing these modifications.
18. The teacher knows methods to communicate instructional objectives in ways that enhance the abilities of visually impaired learners to conceptualize key elements, particularly concepts generally presented in a visual format.
19. The teacher knows strategies for fostering higher level thinking and problem solving, including alternative reasoning and decision making skills appropriate for students with visual impairments.
20. The teacher knows how to obtain specialized instructional materials for students with visual impairments.

**Performance**

1. The teacher interprets and uses assessment data to plan instruction for infants and children with visual
impairments.
2. The teacher selects and uses appropriate technologies to accomplish instructional objectives for infants and children who are visually impaired, and integrates the technologies into the instructional process, including the production of tactile or visually enhanced graphics, the use of adaptive technology devices, and other instructional tools.
3. The teacher can modify instruction to the individual needs of infants and children with visual impairments and additional disabilities.
4. The teacher sequences, implements, and evaluates individual disability-related learning objectives for infants and children with visual impairments and their families.
5. The teacher implements and collaborates with other service providers on techniques related to the development of ocular-motor skills in infants and children with visual impairments such as focus, tracking, accommodations, and eye-hand coordination.
6. The teacher utilizes strategies such as concept mediation, organization skills and hands-on, realistic experiences to enhance learning opportunities for students with visual impairments.
7. The teacher demonstrates proficiency in writing, transcribing, proofreading, and interlining Grade II Braille and Nemeth Code Braille materials, using slate and stylus, brailewriter, and computer technology in order to provide students with visual impairments literacy skills and access to text materials at the same level as their sighted peers, and in a manner appropriate to students’ individual learning objectives.

Standard #5 The teacher of the visually impaired promotes learning by working in collaboration with other educators, professionals, and parents, to establish school and classroom learning environments conducive to learning by infants and children with visual impairments.

Knowledge
1. The teacher understands the appropriate duties and responsibilities of paraeducators and other related service personnel who work directly with and/or provide special materials to infants and children who are visually impaired.
2. The teacher understands how to integrate specialized technologies and approaches to instruction into the larger school environment by working collaboratively with various instructional team members involved in educating students with visual impairments.
3. The teacher is sufficiently familiar with the computer technology and other devices used by students with visual impairments to support their usage throughout the school environment.
4. The teacher understands the requirements of the general education curriculum sufficiently to support students with visual impairments accessing that curriculum, and knows how to ensure that the disability-specific curriculum works in unison with general education.

Performance
1. The teacher collaborates with other instructional team members to create learning environments that develop and encourage self-advocacy and independence in students who are visually impaired.
2. The teacher prepares, obtains, organizes, and efficiently provides modified learning materials for students who are visually impaired, including the management and supervision of paraprofessionals and other related service personnel assigned to assist in the process.
3. The teacher creates learning environments that are multi-sensory and accessible to students with visual impairments, including those with dual sensory loss or additional disabilities.
4. The teacher plans and conducts community-based learning experiences beneficial to learners who are visually impaired.
5. The teacher develops plans to identify, assess, and teach daily living skills necessary for independence of infants and children who are visually impaired and their families.

Standard #6 The teacher of the visually impaired demonstrates knowledge and skill in addressing behavioral concerns, facilitating problem solving, and developing the social skills of infants and children with visual impairments.

Knowledge
1. The teacher understands that infants and children with visual impairments may face unique challenges within the social environment of the home, school, and community, and knows how to address such issues.
2. The teacher understands common behavioral issues associated with visual impairments, and knows how to help infants and children, parents, and instructional teams address such concerns.

Performance
1. The teacher collaborates with infants and children, parents, and instructional teams on strategies to increase
social interactions between individuals with visual impairments and their peers in school and community.

2. The teacher provides strategies to students with visual impairments for dealing with real and perceived discriminatory attitudes on the part of individuals who are non-disabled.

3. The teacher collaborates with students, parents, and instructional teams to provide experiences that enhance the development of positive self-esteem and self-advocacy skills in students with visual impairments.

4. The teacher coordinates interventions that address the psycho-social needs of infants and families with visual impairments and their families.

5. The teacher uses strategies for promoting responsibility in students with visual impairments regarding the management of their schoolwork and arranging for materials and supports as needed.

6. The teacher serves as a resource to students, parents, and instructional teams in meeting the behavioral and social needs of students with dual sensory impairments or additional disabilities.

7. The teacher assists students with degenerative eye conditions to achieve a smooth transition to alternative skills.

**Standard #7** The teacher of the visually impaired demonstrates effective communication and collaborative skills and knowledge related to working with parents, instructional teams, and other professionals and service providers to address the overall educational, social, and health needs of infants and children with visual impairments.

**Knowledge**

1. The teacher knows how to work collaboratively across the learning environment with parents and instructional teams to ensure that infants and children with visual impairments receive adequate support.

2. The teacher has knowledge of disability advocacy organizations, support groups, and professional organizations and their importance as resources to assist in learning outcomes and transition planning for students with visual impairments and their families.

3. The teacher understands the current importance of parents as partners in educational planning for infants and children with visual impairments, and knows how this collaboration can be used to achieve greater learning outcomes for students.

**Performance**

1. The teacher creates opportunities for students, parents, and instructional teams to access networks of adults with visual impairments and disability-related organizations that may support student learning objectives and transition planning.

2. The teacher uses the skills of collaborative teaming to assist the school as a whole in all aspects of educating a student who is blind or visually impaired.

3. The teacher uses strategies for collaborating with parents and other professionals in planning appropriate transitions for individuals who are visually impaired.

4. The teacher of the visually impaired accesses specialized resources in planning for the instruction and transition of infants and children with dual sensory impairments or additional disabilities.

5. The teacher serves as a liaison, as appropriate, between parents and eye care professionals to help ensure infants and children receive needed health services and to promote greater understanding of treatment plans on the part of infants and children, parents, and instructional team members.

6. The teacher creates opportunities for inclusion of infants and children with visual impairments in extra-curricular activities with non-disabled and disabled peers.

**Standard #8** The teacher of the visually impaired demonstrates professional and ethical practices consistent with the highest standards of pedagogy, confidentiality, and commitment to continued professional growth.

**Knowledge**

1. The teacher understands the responsibilities inherent in entering the field of blindness and visual impairments, and paramount among these responsibilities is the duty to ensure that all infants and children with visual impairments have access to the same quality of education offered their peers who are not visually impaired.

**Performance**

1. The teacher actively seeks to keep skills and knowledge current by participating in continuing education and professional development opportunities and in professional and consumer organizations related to visual impairments.
LEADERSHIP CONTENT AREAS

BUILDING LEADERSHIP
Early Childhood through Late Adolescence/Adulthood
PreK-12
The Kansas State Board of Education adopted new Building Leadership preparation program standards on May 12, 2015. They can be found on www.ksde.org at the following link:

DISTRICT LEADERSHIP
Early Childhood through Late Adolescence/Adulthood
PreK-12
The Kansas State Board of Education adopted new District Leadership preparation program standards on May 12, 2015. They can be found on www.ksde.org at the following link:

SCHOOL SPECIALIST CONTENT AREAS

LIBRARY MEDIA SPECIALIST
Early Childhood through Late Adolescence/Adulthood
PreK-12
The Kansas State Board of Education adopted new Library Media Specialist preparation program standards on September 8, 2015. They can be found on www.ksde.org at the following link:

READING SPECIALIST
Early Childhood through Late Adolescence/Adulthood
PreK-12
The Kansas State Board of Education adopted new Reading Specialist preparation program standards on December 8, 2015. They can be found on www.ksde.org at the following link:

SCHOOL COUNSELOR
Early Childhood through Late Adolescence/Adulthood
PreK-12

SCHOOL PSYCHOLOGIST
Early Childhood and Early Childhood through Late Adolescence/Adulthood
Birth through Third Grade, PreK-12

Standard #1 The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

Knowledge
1. The school psychologist has knowledge of current research and effective data-based decision-making and problem-solving processes including those used for screening and evaluation which emphasize collecting multiple sources of data (record review, interview, observation, and tests) for making decisions.
2. The school psychologist has knowledge of varied psychological and educational assessment methods validated for the problem area under consideration, including record review, formal and informal test administration, functional behavior assessment, curriculum-based measurement, interviews, observations, and/or ecological or environmental assessment.
3. The school psychologist has knowledge of methods to link assessment results with intervention.

Performance
1. The school psychologist systematically collects information to identify strengths and needs and uses the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for decisions that have been made.
2. The school psychologist collects data on individual students, families (as appropriate), educational and health programs, classroom environments, and other aspects of schools and other agencies to evaluate problems and needs, to assess current status, and to evaluate the effectiveness of the decision-making process.
3. The school psychologist collects data about school and home environments and cognitive, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.
4. The school psychologist evaluates the components of environments that facilitate or impede learning or behavioral changes for infants and children and identifies how environmental factors and children's characteristics interact to affect academics and social/behavioral outcomes (i.e. functional behavior assessment).
5. The school psychologist uses data to design, implement, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.
6. The school psychologist assists school and other agency administrators with assessment and data-based decision-making designed to meet accountability responsibilities.
7. The school psychologist applies knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in the identification of factors that influence learning and behavior.
8. The school psychologist administers, scores, and interprets individual tests of cognition, achievement, and social or emotional development.
9. The school psychologist translates assessment results to clear, concise psycho-educational reports.
10. The school psychologist maintains confidential records of evaluations and assessments.

Standard #2 The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

Knowledge
1. The school psychologist has knowledge of theories, current research, and models of consultation, collaboration, and conflict resolutions.
2. The school psychologist has knowledge of interviewing skills for children, families, and teachers.
3. The school psychologist has knowledge of multidisciplinary team development and research.
**Performance**
1. The school psychologist uses effective collaboration and consultation strategies to convey ideas and information while working with people in various situations and of diverse backgrounds.
2. The school psychologist has positive interpersonal skills and listens, adapts, addresses ambiguity, and is patient in difficult situations.
3. The school psychologist establishes and maintains rapport throughout the problem-solving process.
4. The school psychologist clearly presents and disseminates information to diverse audiences.
5. The school psychologist selects and applies consultation principles and strategies appropriate to each situation.
6. The school psychologist facilitates team meetings effectively.
7. The school psychologist uses effective conflict-resolution strategies in the school community.
8. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and/or other agency.

**Standard #3** The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of intervention.

**Knowledge**
1. The school psychologist has knowledge of learning theories and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.
2. The school psychologist has knowledge of cognitive and pre-academic/academic skills of infants and children with different abilities, disabilities, strengths, and needs, and of assessment and instructional strategies for use with students with diverse backgrounds and experiences.
3. The school psychologist has knowledge of principles of student-centered learning.
4. The school psychologist has knowledge of empirically-demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.
5. The school psychologist has knowledge of current information and research about advances in curriculum and instruction.
6. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward pre-academic/academic goals.
7. The school psychologist has knowledge of methods to assess treatment integrity (the extent to which treatment programs are being implemented in the ways in which they were intended).

**Performance**
1. The school psychologist uses child-centered learning principles to help children develop their abilities to be self-regulated learners.
2. The school psychologist assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.
3. The school psychologist assists in implementing a variety of assessment techniques and instructional methods to enhance learning of infants and children at the individual, group, and systems levels.
4. The school psychologist, in collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.
5. The school psychologist shares current information and research about advances in curriculum and instruction with educators, parents, and the community at large to promote improvement in instruction and student achievement.
6. The school psychologist helps schools and other agencies develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and standards accomplishment.
7. The school psychologist links assessment information to the development of instructional strategies to meet the individual learning needs of children.
8. The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward academic goals and assist in revising instructional methodology as necessary.
9. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies factors that constitute a successful outcome.

**Standard #4** The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

**Knowledge**

94
1. The school psychologist has knowledge of current research and developmental processes in behavioral, social, affective, and adaptive domains.

2. The school psychologist has knowledge of sound principles of behavioral, affective, adaptive, and social assessment and behavior change.

3. The school psychologist has knowledge of socialization and life skills of infants and children with different abilities, disabilities, strengths, and needs.

4. The school psychologist has knowledge of direct and indirect intervention strategies for use with infants and children with diverse backgrounds and experiences.

5. The school psychologist has knowledge of consultation, behavior management, and counseling strategies that enhance appropriate child behavior.

6. The school psychologist has knowledge of strategies that result in optimal instructional environments, foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.

7. The school psychologist has knowledge of research on classroom climate and ecological and behavioral approaches to classroom management.

8. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward goals.

9. The school psychologist has knowledge of treatment integrity (the extent to which treatment of programs are being implemented in the ways in which they were intended).

**Performance**

1. The school psychologist provides effective consultation, behavior assessment and interventions, and counseling services.

2. The school psychologist develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches, that will assist teachers and families in teaching pro-social behavior.

3. The school psychologist applies the principles of generalization and transfer of training in the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).

4. The school psychologist provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.

5. The school psychologist assists teachers, families, and others with helping children become responsible for their own behavior.

6. The school psychologist assists parents and other adult caregivers with development and implementation to behavior change programs in the home in order to facilitate the learning and development of their children.

7. The school psychologist uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, classroom).

8. The school psychologist incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).

9. The school psychologist links assessment information to the development of strategies to address individual behavioral, affective, adaptive, and social goals for infants and children.

10. The school psychologist uses appropriate assessment techniques, including treatment integrity, to assess progress toward goals and assist in revising instructional or intervention strategies as necessary.

11. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributed to the outcome and identifies the factors that constitute a successful outcome.

**Standard #5** The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

**Knowledge**

1. The school psychologist has knowledge of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in infant and child development and learning.

2. The school psychologist has knowledge of current research on individual differences, abilities, and disabilities.

3. The school psychologist has knowledge of characteristics, prevalence, development, etiology, diagnostic systems, taxonomies, and the differential diagnosis of human exceptionalities.

**Performance**

1. The school psychologist incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes.
2. The school psychologist assists schools in identifying what is needed for students with diverse characteristics to succeed and what instructional or other modifications are required to address children's difficulties.

3. The school psychologist promotes practices that help infants, children and families of all backgrounds feel welcome and appreciated in the school and community.

4. The school psychologist assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.

**Standard #6** The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Knowledge**
1. The school psychologist has knowledge of systems organization, policy development, and educational climate.
2. The school psychologist has knowledge of resources and services in general and special education.
3. The school psychologist has knowledge of how to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for infants, children, and families.
4. The school psychologist has knowledge of program evaluation methods and data analysis techniques for evaluation of early childhood and school programs.

**Performance**
1. The school psychologist assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
2. The school psychologist applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system.
3. The school psychologist facilitates decision-making and collaboration, and fosters a commitment to quality, effective services for all infants, children, youth, and families.
4. The school psychologist contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families.
5. The school psychologist assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities.
6. The school psychologist assists in the development of policies and procedures to promote safe and violence free schools.

**Standard #7** The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**Knowledge**
1. The school psychologist has knowledge of current theory and research about infant, child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors, crises in schools and communities, and other factors influencing human behavior.
2. The school psychologist has knowledge of mental health promotion and prevention practices and programs.
3. The school psychologist has knowledge of effective crisis intervention.
4. The school psychologist has knowledge of resources to address a wide variety of behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

**Performance**
1. The school psychologist identifies and recognizes behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.).
2. The school psychologist develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems.
3. The school psychologist collaborates with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disaster, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).
4. The school psychologist collaborates with other health care professionals to promote behaviors that lead to good health for infants and children and promotes mental health in schools and other agencies.
5. The school psychologist facilitates environmental changes that support health and adjustment of infants and children.
6. The school psychologist routinely accesses resources to address behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

Standard #8  The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Knowledge
1. The school psychologist has knowledge of the influences of family systems on children’s cognitive, motivational, and social characteristics and how these affect development and academic performance.
2. The school psychologist has knowledge of methods to promote collaboration and partnerships among parents, educators, and others in the community to improve outcomes for students.
3. The school psychologist has knowledge of cultural issues that impact home-school collaboration.
4. The school psychologist has knowledge of family, home, and community factors that work to support learning and achievement in school.

Performance
1. The school psychologist designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.
2. The school psychologist provides support and assistance for parents and helps them become comfortable, active, effective participants in school functions or activities (e.g., provides support for parents when participating on special education and IFSP/IEP teams and encourages parent involvement in school wide committees and improvement teams).
3. The school psychologist facilitates collaboration between schools and parents in designing school curriculum and interventions for students.
4. The school psychologist educates schools and communities regarding the influence of family involvement on children's development and achievement and advocates for parent involvement in planning for their children and school governance whenever feasible.
5. The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming for infants and children includes multiple agencies.
6. The school psychologist understands the relationship between infants, their families and community agencies and assists in coordinating services when programming for infants.

Standard #9  The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Knowledge
1. The school psychologist has knowledge of basic principles of research design, including single subject design and quantitative and qualitative research techniques.
2. The school psychologist has knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct investigations.
3. The school psychologist has knowledge of program evaluation techniques and methods.
4. The school psychologist has knowledge of psychological and educational measurement principles and psychometric standards.

Performance
1. The school psychologist applies principles of research when designing research studies and evaluating others' research, including its internal and external validity.
2. The school psychologist bases practice on sound research and translates new research findings into service delivery.
3. The school psychologist applies findings from intervention research when designing intervention programs (e.g., educational, mental health).
4. The school psychologist evaluates the psychometric properties of the assessment methods used in data-based decision making, including published tests.
5. The school psychologist provides leadership to personnel in schools and other agencies in understanding and using research and evaluation data.
6. The school psychologist applies knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data.

7. The school psychologist integrates knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.

8. The school psychologist provides information about relevant research findings to school personnel, parents, and the public.

Standard #10 The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Knowledge
1. The school psychologist has knowledge of the history and foundations of the profession including various service models and methods.
2. The school psychologist has knowledge of public policy applicable to services to infants, children and families.
3. The school psychologist has knowledge of ethical, professional, and legal standards.
4. The school psychologist has knowledge of skills needed to acquire career-long professional development.

Performance
1. The school psychologist applies methods from psychology, education, special education, health care, and related fields, in work with infants, children, parents, and professionals in school and other agencies.
2. The school psychologist adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties.
3. The school psychologist promotes due process guidelines in all decisions affecting students.
4. The school psychologist maintains accepted standards in assessment, consultation, intervention, and general professional practice.
5. The school psychologist fulfills all legal requirements.
6. The school psychologist advocates for the rights and welfare of infants, children and families and promotes new public policies and practices in schools and other settings.
7. The school psychologist evaluates personal knowledge, professional competencies, and outcomes of services to determine specific needs for continuing professional development.
8. The school psychologist recognizes personal limitations, biases, and areas of expertise.
9. The school psychologist plans and implements systematic and effective techniques to enhance professional development.
10. The school psychologist advocates for continuing professional development opportunities for all personnel.

Standard #11 The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

Knowledge
1. The school psychologist has knowledge of relevant information sources and technology.
2. The school psychologist has knowledge of technology resources for infants and children (e.g., instructional software and adaptive technology for individuals with disabilities).

Performance
1. The school psychologist uses word processing, spread sheets, test scoring software and other computer resources to function more effectively and efficiently.
2. The school psychologist uses information resources and technology (e.g., CD ROM, the World Wide Web, e-mail, interactive television, distance learning technology) to acquire information, current research findings, and continuing professional development.
3. The school psychologist uses technology when designing, implementing, and evaluating instructional programs or interventions for infants, children and youth.

Standard #12 The school psychologist must complete an internship supervised by the recommending institution as part of the performance assessment for this license. The candidate must enroll in internship program credit hours during the first year under the conditional license as a full-time employee. If the employee is working only half-time, the internship can be spread out over two years. The employing district shall provide a mentor, either from within the employing district or a neighboring one, from the same endorsement field and under conditions described in 91-41-1 through 91-41-4. The university must assign a supervisor during the internship period. The university-assigned supervisor will verify the completion of the internship requirements by the candidate and the university will verify the candidate has met the standard for the professional license after the internship has been completed successfully.
TEACHER LEADER
PreK-12

Standard #1  The teacher leader is able to apply strategies of adult learning across teacher leadership activities.

Knowledge: The teacher leader demonstrates knowledge of
1. The differences in knowledge acquisition and transfer for children and adults
2. Stages of career development and learning for colleagues
3. Effective use of individual and group interactions such as collaboration, networking, facilitation, team building, and conflict resolution
4. Effective listening, oral communication, presentation skills, and expression in written communication
5. Research and exemplary practice on “organizational change and innovation”

Performance: The teacher leader
1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups
2. Assesses teachers’ content knowledge and skills throughout professional learning
3. Fosters mutually respectful and productive relationships among colleagues
4. Uses effective communication skills and processes
5. Demonstrates the ability to adapt to the contextual situation and make effective decisions
6. Demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
7. Improves colleagues’ acquisition and application of knowledge and skills

Standard #2  The teacher leader is able to advance the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice focused on improving curriculum, instruction, and assessment.

Knowledge: The teacher leader demonstrates knowledge of
1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
2. Models and protocols for effective observation and feedback
3. Role and use of critical reflection in improving professional practice

Performance: The teacher leader
1. Recognizes, analyzes, and works toward improving the quality of colleagues’ professional and instructional practices
2. Uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
4. Develops, leads and promotes a culture of self-reflection and reflective dialogue
5. Applies mentoring as well as coaching practices to support colleagues’ individual and group professional improvement and career development

Standard #3  The teacher leader is able to improve the quality of colleagues’ collaboration and interaction with families and other stakeholders.

Knowledge: The teacher leader demonstrates knowledge of
1. Child development and conditions in the home, culture and community and their influence on educational processes
2. Contextual considerations of the family, school, and community and their interaction with educational processes
3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

Performance: The teacher leader
1. Develops colleagues’ abilities to form effective relationships with families and other stakeholders
2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools
3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard #4  The teacher leader is able to initiate and facilitate colleagues’ design and implementation of action research and analysis of data for individual and group decision making.

Knowledge: The teacher leader demonstrates knowledge of
1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes
**Performance:** The teacher leader  
1. Models and facilitates relevant and targeted action research  
2. Models and facilitates analysis and application of research findings to improve educational outcomes  
3. Engages colleagues in identifying research questions as well as designing and conducting action research to improve educational outcomes  
4. Facilitates the analysis of data for informed decision making to improve educational results with a focus on increased productivity, effectiveness and accountability  
5. Assists with application and supports dissemination of action research findings to improve educational outcomes  

**Standard #5** The teacher leader is able to develop and support collaborative teams and promote collegial interactions that improve the effectiveness of practice.  
**Knowledge:** The teacher leader demonstrates knowledge of  
1. Collaboration, facilitation, team building, and conflict resolution techniques  
2. Influence of individual characteristics on group interactions  
3. Structures and processes for collaborative work  
4. The process of development of group goals and objectives  
**Performance:** The teacher leader  
1. Facilitates development of a responsive culture with shared vision, values, and responsibility  
2. Applies understanding of team members’ characteristics to develop collaborative teams  
3. Guides purposeful collaborative interactions, inclusive of team members’ ideas and perspectives  
4. Promotes team-based responsibility for assessing and advancing the effectiveness of practice  
5. Creates structures and processes for collaborative teams that promote collegiality and result in improved practice  

**Standard #6** The teacher leader is able to identify and assess opportunities for educational improvement, and advocate effectively for them within and beyond the school community  
**Knowledge:** The teacher leader demonstrates knowledge of  
1. Effective identification and interpretation of data, research findings, and exemplary practices (e.g., Multi-Tiered System of Support)  
2. Alignment of opportunities with identified needs  
3. Synthesis of information to support a proposal for educational improvement  
4. Local, state and national policy decisions and their influence on instruction  
5. The process to impact policy and to advocate on behalf of students and the community  
**Performance:** The teacher leader  
1. Identifies and evaluates needs and opportunities  
2. Generates ideas to effectively address solutions/needs  
3. Analyzes feasibility of potential solutions and relevant policy context  
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities  

**Standard #7** The teacher leader is able to inform and facilitate colleagues’ selection or design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions that improve the quality of instruction and student learning.  
**Knowledge:** The teacher leader demonstrates knowledge of  
1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes  
2. Analysis and interpretation of data from multiple sources  
3. Use of formative and summative data to inform the continuous improvement process  
**Performance:** The teacher leader  
1. Informs and facilitates colleagues’ selection or design of suitable evaluation instruments to generate data that will inform instructional improvement  
2. Informs and facilitates colleagues’ interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other relevant sources) to guide instructional decisions and improve educational practice  

**Standard #8** The teacher leader is able to inform and facilitate the design and implementation of coherent, integrated and differentiated professional development based on assessed student and teacher needs.  
**Knowledge:** The teacher leader demonstrates knowledge of  
1. Selection and evaluation of professional development resources appropriate to the identified need(s) along the professional career continuum.
2. The standards of high quality professional development and their relevance to improved learning
3. Application of the concepts of adult learning to the design and implementation of professional development
4. Effective use of professional development needs assessment, designs, protocols, and evaluation tools
5. The role of 21st century skills and technologies in educational practice
6. The role of shifting cultural demographics in educational practice

**Performance:** The teacher leader
1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs
3. Involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
4. Utilizes and facilitates the use of technology and media literacy as appropriate
5. Continually assesses the effectiveness of professional development activities and adjusts appropriately
The mission of the Kansas State Board of Education is 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. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

---

**District 1**
Janet Waugh
JWaugh1052@seol.com

**District 2**
Steve Roberts
nvsmath@gmail.com

**District 3**
John W. Bacon
jwbacon@seol.com

**District 4**
Carolyn L. Wims-Campbell
campbell4ksboe@gmail.com

**District 5**
Sally Cauble, Vice-Chair
scauble@swk.net

**District 6**
Deena Horst
deena@worldinc.net

**District 7**
Kenneth Willard
kwillard48@gmail.com

**District 8**
Kathy Busch
kathy.busch@seol.com

**District 9**
Jana Shaver, Chairman
jshaver@carleone.net

**District 10**
Jim McNiece
nampine@yahoo.com

---

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, age, disability, or sex in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE, General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 600, Topeka, KS 66612-1212, (785) 296-3531.

Revised: October 2014