KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES FOR MEASURING PROGRESS

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Danny Zeck, District 1 | Melanie Haas, District 2 | Michelle Dombrosky, District 3 | Ann E. Mah, District 4 | Cathy Hopkins, District 5
Dr. Deena Horst, District 6 | Dennis Hershberger, District 7 | Betty J. Arnold, District 8 | Jim Porter, District 9 | Jim McNiece, District 10

Tuesday, January 9, 2024
MEETING AGENDA

10:00 a.m.	1. Call to Order—Chair Melanie Haas
	2. Roll Call
	3. Mission Statement, Moment of Silence and Pledge of Allegiance
	4. Approval of Agenda
	5. Approval of December 12 & 13, 2023 Minutes
10:05 a.m.	6. Commissioner's Report—Dr. Randy Watson
10:30 a.m.	7. Citizens' Open Forum
10:45 a.m. (IO)	8. Evidence Based Practices with At-Risk Funds *Dr. Ben Proctor, Deputy Commissioner, Div. of Learning Services, KSDE*
11:15 a.m.	**BREAK**
11:25 a.m. (AI)	9. Act on Evaluation Review Committee Recommendations *Dr. Catherine Chmidling, Asst. Director, Accreditation and Design, KSDE*
11:30 a.m. (RI)	10. Receive Elementary PreK-6 Teacher Preparation Standards *Dr. Catherine Chmidling, Asst. Director, Accreditation and Design, KSDE*
11:40 a.m. (AI)	11. Act on Higher Education Accrediting Associations List *Shane Carter, Director, Teacher Licensure, KSDE*
11:50 A.M. (IO)	12. Presentation of Kansas Certificates in Child Nutrition Management *Kelly Chanay, Director, Child Nutrition and Wellness, KSDE*
Noon	**RECESS FOR LUNCH** (Board Policy Committee meets)
1:30 p.m. (IO)	13. Student Apprentice at KSDE: Reylli Lopez
2:00 p.m. (IO)	14. Information on KSBOE Role in Transferring Territory between School Districts *Scott Gordon, General Counsel, KSDE*

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only

Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Deborah Bremer at 785-296-3203, at least seven business days prior to a Kansas State Board of Education meeting.

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2:30 p.m.	(IO)	15. KESA Accreditation Framework Update with Social Emotional Learning Discussion
3:00 p.m.	(RI)	16. Receive $250,000 grant to Olathe USD for Common Assessments *Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services, KSDE*
3:10 p.m.		**BREAK**
3:20 p.m.	(IO)	17. Presentations on the Fentanyl Crisis *Jenni Ebert, Riley County Health Coordinator* and *KBI Director Tony Mattivi*
4:30 p.m.		**BREAK**
4:40 p.m.	(AI)	18. Act on Recommendations of Professional Practices Commission Scott Gordon, KSDE General Counsel and Dr. Jen Holt, Chair of PPC
4:50 p.m.	(IO)	19. Legislative Matters: Review of the meeting of the Special Education Funding Taskforce and Preview of the 2024 Session Dr. John Hess, Director, Fiscal Services and Operations, KSDE
5:20 p.m.		20. Recess into Executive Session for Personnel Matters of Non-Elected Employees
5:40 p.m.		**RECESS**

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Wednesday, January 10, 2024
MEETING AGENDA
Board Breakfast with Special Education Advisory Council in 509 at 8:00 a.m.

9:00 a.m.	1. Call to Order — Chair Melanie Haas
	2. Roll Call
9:05 a.m.	3. Career and Technical Student Organization (CTSO) Citizenship Day, Student Presidents of each chapter (8) will be speaking. *Natalie Clark, Asst. Director, Career Standards & Assessment, KSDE*
10:05 a.m. (AI)	4. Act on updated Kansas Early Learning Standards *Amanda Petersen, Director, Early Childhood, KSDE*
10:20 p.m. (AI)	5. Consent Agenda a. Receive monthly personnel report b. Receive personnel appointments to unclassified positions c. Act on recommendations for licensure waivers d. Act on Recommendations of the Licensure Review Committee e. Act to approve Kansas Registered Teacher Apprenticeship Pilot MeadowLARK grant funds f. Act to authorize the funding of contracts necessary for the Provision of Special Education and Title Services System of Technical Assistance g. Act to enter into Contract for Summer Academies Keynote Speaker
10:35 a.m. (AI)	6. Chair Report a. Remarks from the Chair b. Act on Board Travel Requests c. Committee Reports d. Board Attorney Report e. Requests for Future Agenda Items
11:00 a.m.	**ADJOURN**
12:00 p.m.	Visit with CTSO State Leaders at the Bishop Professional Development Center
1:00 p.m.	Round Table Discussion with CTSO State Leaders students

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MINUTES

Kansas State Board of Education

Tuesday, December 12, 2023

CALL TO ORDER

Vice Chair Porter called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, December 12, 2023, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. (00:01:37)

ROLL CALL

The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas (On Zoom)	Jim Porter
Dennis Hershberger	Danny Zeck
Cathy Hopkins	Jim McNiece

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND PLEDGE OF ALLEGIANCE

Vice Chair Porter read both the Board's Mission Statement and Kansans Can Vision Statement. He then asked for a moment of silence after which the Pledge of Allegiance was recited. Vice Chair Porter noted that the Executive Session will be moved to the February meeting because documentation is not available, and there is an alternative motion for the KESA Framework that has been placed in each Board member's folder for possible use when that issue is before the Board.

APPROVAL OF AGENDA

Vice Chair Porter asked to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrowsky asked for (e) and (f) to be taken off the consent agenda to be voted on separately. The Vice Chair asked for (l) and (k) to be taken off the consent agenda for technical reasons to be voted on separately. (00:04:10)

Dr. Horst moved to approve the agenda as amended: Items (e), (f), (l), and (k) will be taken off the consent agenda. Mrs. Arnold seconded. Motion carried 10-0. **MOTION** (00:05:12)

APPROVAL OF THE November 13 and 14, 2023 MINUTES

Dennis Hershberger noted a spelling error in "Hutchinson" and corrected a detail in his November committee report. Mrs. Arnold moved to accept the minutes of November 13 and 14, 2023 as written. Dr. Horst seconded. Motion carried 10-0. **MOTION** (00:06:10)

COMMISSIONER'S REPORT (00:06:30)

Commissioner Watson thanked the Board members for the immense effort they put into this work for Kansas schools. 500,000 Kansas students are individuals, he noted, not a statistic. He will be bringing ESSER issues to the Board over the next few months as the federal support program ends in September 2024.

Chronic absenteeism is a growing problem. There is a strong correlation between high absences and

achievement, graduation, and post-secondary effectiveness. The higher the poverty rate; the higher the absenteeism. here are two schools that have been effective in encouraging attendance: Salina and Haysville. Salina had an absentee rate of 32.8% and they dropped it to 24.1%. The largest decrease was in the highest poverty areas. The superintendent reports it is presently down to 20%. Haysville district was at 55% in 2021-22. They dropped that last year to 32.6% and as of Dec. 8 it was 20%. The answer in both districts was to focus on relationships with the students and families and create a new district attendance policy.

Dr. Watson explained the history of KESA 2.0. He pointed out that the process started in 2019 and has been developed over several years. Dr. Watson went over the *Kansans Can Strategic, Targeted State Board Goals*. He focused on De Soto USD 232 which has a 97.3% graduation rate; 71.8% post-secondary effectiveness; and 48.8% academic preparation for post-secondary. He noted this data is the "scoreboard", but it doesn't show the fundamentals. Schools must focus on each day, on the fundamentals and consistently work towards improvement.

CITIZEN'S OPEN FORUM (00:39:28)

Vice Chair Porter opened the forum at 10:30 a.m. and welcomed the citizens present. Each person was asked to keep their remarks within three minutes as is the Board policy.

G.A. Buie, Executive Director, United School Administrators and representing the Kansas Superintendents Association, spoke in support of the KESA accreditation process. He noted no process is perfect, but overall, the superintendents are supportive because focuses on school improvement.

Debbie Detmer, private citizen, Topeka, is not supportive of baby standards being created by government. She is concerned that the updated early learning standards will be used in a negative way.

Bev Shettler, representing the Kansas Independent Colleges Association, and the Kansas Association of Private Colleges, spoke about dyslexia training for teachers. She was part of the Kansas Dyslexia Taskforce and has created four courses of dyslexia training, using the principles of the science of reading.

Jason Johnson, Superintendent, USD 264 Clearwater, spoke in favor of the KESA accreditation. He addressed the foundations, noting they are not new but are important and should always be present. He urged the Board to pass KESA 2.0.

Phyliss Setchel, private citizen, Topeka, brought DVDs focused on the agenda to take over America and asked they be offered to the Board. She spoke to the history of infiltration to slowly put policies in place. The DVDs were left for the Board if they would like to view them. She linked the agenda to the communist party.

Blake Vargas, Superintendent, USD 436 Caney Valley, shared the success of his district. He attributes his staff and students with the success in the desire for continuous improvement. He strongly supports KESA 2.0 as an accreditation process which will help "focus on every student every day."

Dr. Jessica Dain, Superintendent, USD 203, Piper-Kansas City, advocated for KESA 2.0. She went over the key points of the accreditation program and why she supports it so strongly.

The forum was closed at 11:00.

BREAK (10 Min) (01:02:15)

RECEIVE EVALUATION REVIEW COMMITTEE (ERC) RECOMMENDATIONS (01:13:00)

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, KSDE, presented the evaluation recommendations which will be voted on in January for educator preparation program approvals at Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University. She ended her presentation by thanking all the people who were part of this evaluation process.

RECEIVE HIGH EDUCATION ACCREDITING ASSOCIATIONS LIST (01:15:00)

Shane Carter, Director, Teacher Licensure, KSDE, presented a list of accrediting associations in which valid credit and degrees are accepted and recognized as required by Licensure Regulation: 91-1-200 Definition of Terms. The State Board has not reviewed or approved the list in several years, however the Professional Standards Board reviewed the list during the September 2023 meeting and recommend that the State Board approve the current list without any changes. There are 8 accrediting associations: New England Commission of Higher Education, Middle States Commission of Higher Education, The Higher Learning Commission, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, Western Association of Schools and Colleges Senior Colleges and Schools Commission on Colleges, Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, and the Association for Biblical Higher Education.

AT RISK UPDATE (01:25:20)

Dr. Ben Proctor, Deputy Commissioner, Learning Services Division, KSDE, presented information on the At-Risk Program from both federal requirements and state legislative funding perspectives. He explained what the Evidence-based Practices list is and how it is used. Dr. Proctor explained At-Risk expenditures go to programs, personnel providing services, support for instructional personnel to get training, and services contracted. The KSBOE is responsible to make sure the expenditures on the At-Risk list are approved. School Districts are responsible to report and keep data on these expenditures.

Evidence-based practices are the source and standard to decide if an expenditure is valid. Evidence-based practice means an education delivery system (programs, services, curriculum, etc.) that has been based on peer-reviewed research showing consistently better student outcomes over a five-year period. Dr. Proctor shared the various criteria such as homelessness, being retained, not working at grade level, failing subjects, high rate of absenteeism, that a student must meet to be considered At-Risk. The Legislative Post-Audit Report recommended removing the five-year research requirement, KSDE should ensure that guidance reflects the At-Risk related statutes, reviewing all the programs, and that the districts should review the law for allowable uses for spending from the At-Risk fund.

RECESS FOR LUNCH (Board Policy Committee meets) (02:01:00)

KANSANS CAN RECOGNITION: USD 203 Piper-Kansas City GOLD IN INDIVIDUAL PLAN OF STUDY (03:32:00)

Nathalie Clark, Assistant Director, Career Technical Education, KSDE, introduced Superintendent Dr. Jessica Dain, Assistant Superintendent Dr. John Nguyen, and Polly Vader, coordinator for Real World Learning and CTE, who represent the USD 203. The district was honored by Kansans Can with a Gold Award for their outstanding work in the Individual Plan of Study (IPS). The district leaders described their process and what they believe has contributed to its success and the success of Piper students. “Building the future, one child at a time” is the motto of District USD 203. Polly Vader shared a video about the Capstone event that is the student IPS finale.

ACT ON ESSER III CHANGE REQUESTS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (04:10:25)

Doug Boline, Assistant Director, Special Ed and Title Services, presented the ESSER III change requests. Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund. The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, designed to support student learning and student needs associated with the pandemic.

The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to: provide guidance and oversight of school districts' plans (public and private schools) for expenditure of those federal funds, maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities. The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable, and meet the allowable uses. The information is then be presented to the State Board of Education for approval.

MOTION (04:15:15)

Mrs. Arnold moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER Distribution of Money and approve the public school district for ESSER III change requests as presented for use of federal Covid-19 relief funds. Mr. Hershberger seconded. Motion carried 9-0-1. Mrs. Dombrosky abstained.

ACT ON ACCREDITATION FRAMEWORK KESA 2.0 (04:18:19)

Dr. Jay Scott, Director, Accreditation and Design, KSDE, presented the proposal for KESA 2.0. Dr. Scott introduced many members of the School Improvement Team and noted they have worked for a year and a half on this framework.

Kelly Sturgeon, Senior Researcher, Division of Learning Services, who has worked for KSDE for 23 years, shared he has been involved with many school improvement projects, but he is able to say that this KESA 2.0 project is the single most important and significant policy he has known.

Beth Fultz, Director, Career Standards and Assessments Services, another longtime KSDE member, shared that the Four Fundamentals create coherence, as opposed to chasing isolated goals. She believes this framework can make a difference, and when she was thinking of retiring, she realized that KESA is worth staying for, because it is effective.

Dr. Scott shared this quote:
If you want effective accountability, you need to develop conditions that maximize internal accountability-conditions that increase the likelihood that people will be accountable to themselves and the group. Second, you need to frame and reinforce internal accountability with external accountability.
Michael Fullan, Coherence

Internal accountability needs to come first, Dr. Scott noted. KESA aligns the two pieces of accountability and emphasizes the internal. State Board Outcomes, Rose Capacities, Four Fundamentals (Structured Literacy, Standards Alignment, Balanced Assessment System, Quality Instruction), lead to the understanding that School Improvement and Accreditation are linked.

Two changes to the K-12 accreditation model in Kansas (KESA) are being proposed:
1. The Four Fundamentals will serve as a basis for accreditation determinations, in addition to student outcomes and compliance (existing).

2. An annual accreditation system where systems will have access to their peers, experts in the Four Fundamentals, and KSDE on a yearly basis. In this model, systems would need only be reviewed by the ARC if there exist persistent gaps in either the system's implementation of the Four Fundamentals, student outcomes, or compliance. If an ARC review is deemed necessary, the review takes place that year as opposed to waiting until a system is in a pre-determined accreditation year. If a system is showing progress in each of the three areas for accreditation, an ARC review would not be necessary, and the system would remain accredited.

The shift from KESA 1.0 to 2.0 shares the Kansans Can Vision and Outcomes; it is system level, there are high expectations for compliance. KESA 1.0 had an emphasis on the evidence of process (needs assessment, goals, foundational structures, successful HS Graduate). KESA 2.0 has 4 fundamentals. KESA1.0 had an OVT every year, but KESA 2.0 has a connection to peers, expert facilitation, and KSDE input every year. Dr. Scott explained that the OVT model was not consistent across systems. OVT was kept in place this year, but next year every system would be part of a "like" system meeting in a regional setting and it will be facilitated by an outside expert, and an action plan will be developed moving forward. In KESA 1.0, the ARC review year was chosen by the system. In KESA 2.0, the ARC review is an additional support for systems with persistent gaps in school improvement.

Dr. Ben Proctor presented a context for the proposal. He noted that nothing is perfect, but he believes in the education community in Kansas, especially at KSDE. The fundamentals are universally understood. Structures are the practices that the adults in the educational systems are involved in. If KESA is approved, there will be immediate mobilization and monthly updates to the Board on the progress. He emphasized that there will be KSDE staff accountability as they mobilize to build the protocols, processes, and procedures to implement this model. There will be monthly State Board updates on "The Build." Clear and consistent communication to school systems about expectations and protocols will be a priority.

Mrs. Meg Richards, Stem Program Manager, Career Standards and Assessment, and Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager, Career Standards and Assessment, shared information about reading, supporting both students and teacher training.

Dr. Jay Scott returned to the podium and spoke about the build of the full model with structures and lead indicators, protocols for peer collaboration and action planning, and templates for action plans. They will be focused on developing facilitation teams for KESA School Improvement days, creating "like" system groupings for KESA School Improvement days.

Dr. Jake Steel, Director, Strategy and Operational Alignment, presented an answer to Mrs. Hopkins question about why this KESA accreditation framework is unique. He noted there is not one model for accreditation nationwide. About half the states do accreditation; of those only 17 states have the system run through the State Board of Education; of those 17 states only 11 are trying to find a way to link accreditation and accountability.

MOTION
(05:34:25)

Mrs. Mah moved that the Kansas State Board of Education approve the development of the KESA 2.0 model, as presented, that is set to begin in the 2024-2025 school year. The KESA 2.0 model shall ensure that districts will be accredited based on the Four Fundamentals, the five Board outcomes, student outcomes, and compliance. The model shall also account for current accreditation regulations. The Board expects an updated, actionable model to be presented for approval by the Board once it is developed. An actionable model would be one that clearly lays out expectations for various levels of

accreditation, timelines involved, and responsibilities of KSDE, districts, and the ARC so that all aspects are in place prior to implementation. If this actionable model is not developed in time for training and staffing prior to July 2024, then implementation will be delayed. Staff will update the Board monthly on progress toward completion of the actionable model that defines accreditation expectations and requirements for school systems in Kansas. Mr. McNiece seconded. Motion carried 10-0.

BREAK (10 min) (05:43:59)

(06:00:25)

ACT ON LEGISLATIVE PRIORITIES

Dr. John Hess, Director, Fiscal Services and Operations, moderated a discussion with the Board on the 2024 Legislative Priorities document which was received in November. Board members Mrs. Mah and Mrs. Horst are the Legislative Liaisons for the Board and rely upon the full support (unanimous vote) and or consensus (majority) of the Board for the positions they take on legislative issues. Vice Chair Porter explained that there would be a vote taken on each item listed.

The motions are listed below, without the standard form of having one member make a motion to support and then having a second. These votes are for the purpose of guiding the Board Legislative Liaisons as they work with the Kansas State Legislature over the coming 2024 session.

Voting results of 12/12/2023 for the 2024 Legislative Positions of the Kansas State Board of Education:

It is our desire to work in concert with legislators to improve PreK-12 educational opportunities for each Kansas student. The Kansas State Board of Education has exclusive constitutional authority for general supervision of public schools which includes setting, but not limited to, course standards, determining high school graduation requirements and licensure of PreK–12 educators. The vision of the State Board is to lead the world in the success of each student.
As an elected body of 10 members, the State Board has established the following positions supporting existing and potential legislative issues of educational interest.

Academic Support Efforts: The Kansas State Board of Education supports the following:

- The goal of moving toward providing the first 12 post-secondary credit hours, tuition-free, during high school. Motion carried 6-4, Mr. Zeck, Mrs. Dombrosky, Mrs. Hopkins, and Mr. Hershberger voted no.
- The concept of public-private partnerships with business, and industry, etc. to allow for internships, mentoring, etc. Motion carried 7-3, Mr. Zeck, Mrs. Dombrosky, and Mrs. Hopkins voted no.
- The legislation which requires that the State Board of Education, the Department of Children and Families (DCF), and the Legislature work together to monitor the success of the Foster Child Report Card. Motion carried 10-0.
- Reduced waiting time after retirement to return to teaching and reduce or eliminate the financial penalty. Motion carried 10-0.

Multiple MOTIONS (06:04:00)

Health and Safety Issues: The Kansas State Board of Education supports the following:

- Support for expanded funding for the Safe and Secure Schools grant to meet needs.

Motion carried 8-2, Mr. Zeck and Mrs. Dombrosky voted no.

- The legislative recommendations of the School Bus Stop Arm Violation Committee. Motion carried 10-0.
- The efforts to reduce human trafficking in Kansas. Motion carried 10-0.
- The ongoing work and recommendations of the School Mental Health Advisory Council, including, but not limited to, bullying prevention; efforts for suicide prevention and awareness; and child abuse and neglect program. Motion carried 7-3, Mr. Zeck, Mrs. Dombrosky and Mr. Hershberger voted no.

Funding Issues: The Kansas State Board of Education is supportive of the following:

- The recommended funding levels approved by the Kansas Supreme Court and is appreciative of the Legislature's efforts to date to meet that agreement. (Previously approved by Board)
- Public education funds being provided to only public schools. Motion carried 10-0.
- Following state statute and moving toward funding 92% of the excess cost of special education. (Previously approved by Board)
- Continued coordination and investment in career and technical education programs that are aligned to workforce needs. Motion carried 9-1. Mrs. Dombrosky voted no.
- Opportunities to expand early childhood and kindergarten readiness. Motion carried 7-3. Mr. Zeck, Mrs. Dombrosky and Mrs. Hopkins voted no. *voted on 12/13/2023 after Early Childhood Education Presentations.
- Funding transportation of students in all unsafe situations, regardless of mileage. Motion carried 10-0.
- Continued funding for the Dyslexia Coordinator position. Motion carried 8-2. Mrs. Dombrosky and Mr. Zeck voted no.
- Funding teachers in LETRS reading training program when ESSER funding ends. Motion carried 10-0.
- Continued funding for teacher apprenticeship program. Motion carried 10-0.
- Increased state support on bond and interest. Motion carried 9-1. Mrs. Dombrosky voted no.
- Funding for early childhood education. Motion carried 7-3. Mr. Zeck, Mrs. Dombrosky and Mrs. Hopkins voted no. *voted on 12/13/2023 after Early Childhood Education Presentations.

Education Policy Governance: The Kansas State Board of Education supports:

- The constitutional authority given to the State Board of Education, the Kansas Legislature, and the Governor. Motion carried 10-0.
- The governance responsibilities assigned to the Kansas State High School Activities Association. Motion carried 10-0.
- The authority of local boards of education. Motion carried 10-0.

ACT ON RECOMMENDATIONS OF PROFESSIONAL PRACTICES COMMISSION (06:24:30)

Scott Gordon, General Counsel, KSDE and Dr. Jen Holt, Chair of the Professional Practices Commission (PPC) presented the recommendations of the PPC in respect to individual cases.

23-PPC-36

Licensee currently holds a Kansas professional teaching license. Between April 4, 2022, and July 13, 2022, Licensee engaged in a series of inappropriate communications with a 15-year-old student. Much of the communication was sexual in nature. On July 22, 2023, Licensee was sentenced after having been previously found guilty of Stalking, in violation of K.S.A. 21-5427(a)(1). The victim of his stalking was his former student. As a condition of Licensee's probation and as was agreed upon in his plea agreement, Licensee was ordered to surrender his teaching license. On October 18, 2023, Licensee voluntarily surrendered his license by way of a signed, notarized document. The Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Licensee's license be revoked immediately.

MOTION (06:27:59)

Mrs. Arnold moved that the Kansas State Board of Education revoke the license of 23-PPC-36. Mr. McNiece seconded. Motion carried 10-0.

23-PPC-35

On June 22, 2020, Applicant pled guilty to and was convicted of misdemeanor theft after having previously been charged with felony burglary, felony criminal damage to property, and harassment by telephone. At the time of her criminal conduct, Applicant held an Initial Teaching License issued by the Kansas State Board of Education and had been licensed since 2014. Applicant testified that her criminal misconduct was the result of a highly emotional separation from her fiancé` during which she took a laptop computer from his residence and destroyed it. Applicant testified that she has since sought treatment as well as a leave of absence from her job(s) teaching to which she has since returned. The Professional Practices Commission recommends by a vote of 6-0, that Applicant's requested license be granted with public censure.

23-PPC-46

On October 21, 2015, Applicant pled guilty to and was convicted of three counts of misdemeanor theft. The acts for which she was convicted occurred between September 3, 2013, and December 16, 2014. While employed by the City of Attica, Kansas, as the city clerk, Applicant had access to the city's credit card which she used for personal gain and without the consent of her employer. As a condition of her probation, Applicant was ordered to pay over $8,000.00 in restitution to the city of Attica. The Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Applicant's requested license be granted.

23-PPC-48

On March 30, 2018, Applicant was convicted of Contributing to a Child's Misconduct, a misdemeanor, and of Hosting Minors Consuming Alcohol, a misdemeanor. Applicant was 21 years old at the time of the offense and subsequent conviction. The offense for which the Applicant was convicted occurred approximately six years ago. Applicant was not licensed in any professional manner at the time of his misconduct, nor was he a member of any legally recognized profession at that time. The Professional Practices Commission recommends by a vote of 6-0, that Applicant's requested license be granted on the condition that KSDE receive verification that his employer is aware of Applicant's criminal history and supports Applicant's desire to receive a license. KSDE has since received the requested verification.

Mrs. Arnold moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law in the Professional Practices Commission and follow all recommendations in the issuance of the licenses in cases 23-PPC-35; 23-PPC-46; and 23-PPC-48. Mrs. Horst seconded. 10-0 motion carried.

MOTION
(06:28:25)

(06:29:00)

ACT ON HANOVER RESEARCH

Dr. Ben Proctor, Deputy Commissioner, KSDE, explained Southeast Kansas Educational Service Center (SEKESC) will contract with Hanover to assist and advise KSDE staff in the development of our School Improvement Model. Hanover will assist and advise KSDE staff with the development of protocols for the KESA 2.0 annual review process. Hanover will provide KSDE staff with advisement and research briefs on our school improvement model, as we work to operationalize the Four Fundamentals in school systems across Kansas. This is a two-year proposal to begin in January 2024. Dr. Proctor shared how involved Hanover has been over the past few years with KSDE projects. They have been helping with the development of the School Improvement Model.

The Board discussed whether to fund this request for one year or two years. It was originally a request for two years. SEKESC would administer the program for 5% of the total grant. Dr. John Hess explained what the process would be if this work went through the contract bidding process and was not given directly to Hanover Research. It takes approximately six months to go through the state protocols and bidding.

Mrs. Arnold moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract for Southeast Kansas Educational Service Center (SEKESC) in an amount not to exceed $315,000 for the period January 2, 2024 – December 31, 2024, and the continuation of a second year of the contract would be reviewed in July of 2024. Seconded by Mr. Hershberger. Motion carried 9-1. Mr. Zeck voted no.

MOTION
(06:59:00)

ACT ON THE NEW TEACHER PROGRAM

Dr. Ben Proctor, Deputy Commissioner, KSDE, explained Smoky Hill Education Service Center will contract with The New Teacher Project (TNTP) to initiate statewide support for High Quality Instructional Materials (HQIM), as we look to strengthen quality instruction in Kansas.
This project will include the development and delivery of a data collection tool for instructional materials in English-Language Arts, Mathematics, and Science. This work will culminate in recommendations and guidance about the role of HQIM selection in the implementation of our Four Fundamentals. An instructional materials survey is developed and administered along with a FAQ document on the data collection process. Data is analyzed, a report is created, and next steps are determined.

Mrs. Arnold moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract with Smoky Hill Education Service Center in an amount not to exceed $57,138 for the period January 2, 2024 – December 31, 2024, for one year to be reassessed in July 2024. Mr. McNiece seconded. Motion carried 8-2. Mrs. Dombrosky and Mr. Zeck voted no.

MOTION
(07:05:54)

RECESS

Vice Chair Porter recessed the Board at 5:15 p.m. to reconvene Wednesday, December 13 at 9 a.m.

(07:06:32)

Jim Porter, Vice Chair

Deborah Bremer, Board Secretary

DRAFT MINUTES — UNOFFICIAL UNTIL APPROVED BY STATE BOARD

MINUTES

Kansas State Board of Education

Wednesday, December 13, 2023

CALL TO ORDER (00:05:03)

Vice Chair Porter called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, December 13, 2023, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas (on Zoom)	Jim Porter
Dennis Hershberger	Danny Zeck
Cathy Hopkins	Jim McNiece

RECEIVE UPDATED KANSAS EARLY LEARNING STANDARDS (KELS) (00:05:15)

Amanda Petersen, Director, Early Childhood, KSDE, presented the updated Early Learning Standards (birth to pre-kindergarten) which have been in the process of revision. She explained what the standards are, what they refer to, and why they are important. There were questions from the Board last month, and further discussions with different parties that led to some updates in the Standards.

Nathalie McClaine, Education Program Consultant, Early Childhood, KSDE, walked the Board step by step through the changes based on feedback. There was an in-depth conversation with the Board on issues such as electronic devices and their effect on child development, how play is involved in early learning, and the purpose of standards.

The standards will be presented for a vote in January.

VOTE ON TABLED ITEMS FROM LEGISLATIVE PRIORITIES

MOTIONS (00:55:02)

The two tabled items from the Legislative Priorities were voted on:

- Opportunities to expand early childhood and kindergarten readiness. **Motion carried 7-3. Mr. Zeck, Mrs. Dombrosky and Mrs. Hopkins voted no.**
- Funding for early childhood education. **Motion carried 7-3. Mr. Zeck, Mrs. Dombrosky and Mrs. Hopkins voted no.**

(Note: again, the standard procedure for voting was slightly different, just as during the Tuesday voting on Legislative Priorities. The vote was intended to guide the Board's Legislative Liaisons; therefore, the voting simply reflects where each Board member stands on the issues, and whether there is a unanimous agreement or a majority/consensus.)

The Board had a general discussion about needing more time to discuss these issues. Vice Chair Porter requested that a Board workshop on Legislative Priorities be set up to allow the Board to engage in a fuller way.

SPECIAL EDUCATION FUNDING HISTORY AND OVERVIEW (01:05:25)

Dr. John Hess, Director, Fiscal Services and Operations, gave an overview of the history of Special Ed Funding, how other states manage this type of funding, and what the present situation is in Kansas.

History of SPED funding in Kansas

Special Education for Exceptional Children Act (SEECA) was the first Kansas law that required provision of special education services to students with Individual Education Plans (IEP). It was carried in 1974, a year before the Individuals with Disabilities Education Act (IDEA) was carried by the U.S. Congress in 1975. In these landmark cases state aid to school districts was authorized to pay for these services. In Kansas, since this law was enacted in 1974, the method of supporting the schools in providing for special education has been to reimbursement them for the excess costs from that provision. Primarily the excess costs were for special education teacher salaries. Most of the special ed costs are personnel, teachers, and paraprofessionals. State aid often covered 100% of these excess costs through the mid-1980s.

In the 1990s the informal policy practice was to fund special education at 92% of excess costs. This was not in statute until the 2005 special session of the Legislature which was held in response to the Montoy vs. State lawsuit. From 1990 – 1999 the average percent of state aid for excess costs was between 77% and 95%. The general target, used by the Legislature and KSDE, was 92%. In the 1990s the practice of state aid being given to USDs for special education students with particularly costly services began in 1994 and was called Catastrophic State Aid.

In the 2000s, during the 2005 special session, there was an agreement to put 92% of excess costs into statute. Dr. Hess showed the actual cost of excess aid which has decreased since 2008. The history from 2008 to 2023 has decreases from 89.5% to 76.5% in 2023. Estimates lower this in the next few years to 62% in 2025-2026. The excess cost percentage has been propped up with ESSER funds and the American Rescue Plan act since Covid-19. As the federal aid goes away, the percentage will, in all likelihood, continue to decrease. Dr. Hess explained that the state aid has not been able to keep up with increased SPED funding. SPED funding levels have risen from $766 million in 2008 to over $1 billion in 2023.

How Kansas pays for SPED excess costs presently

Currently, in statute, KSA 72-3422, there is a formula for SPED state aid. The general formula is to take the total cost of providing SPED services, subtract the cost of regular education for SPED students and subtract federal aid for SPED. Dr. Hess emphasized this formula is designed to determine how much to appropriate (in advance) for SPED state aid. It is not designed to determine how much aid individual districts should receive. Excess costs means how much extra money needs to be spent on special education students when compared with non-special education students. This is mediated with other supports like Federal IDEA grants and Medicaid grants.

There are four different ways state aid is distributed:

1. Catastrophic state aid for students whose services are twice the per teacher entitlement from the prior year. The state reimburses 75% of costs above twice the per teacher entitlement.
2. Medicaid replacement state aid: based on the number of SPED students approved for Medicaid services. This is capped at $9 million per year.
3. Transportation state aid is reimbursed at 80% of actual travel expenditures for teachers and students.
4. Special education teacher state aid balance of appropriation is distributed as aid per FTE teachers, certified teachers 1.0 and paraprofessional is 0.4.

The current SPED estimate for 2024 is $528.2 million in state aid, 69.3% of excess costs. The dollar amount for the last 5-6 years has gone up because of the Gannon court case. Last year the Legislature increased it for two more years. As it goes up, it is not going up as fast as the actual costs of special education.

Dr. Watson asked Dr. Hess to explain why the amount of excess costs are rising when the percent of the excess costs are declining. Dr. Hess answered that there is an increase in the number of SPED students, which require additional staff and increases the costs to provide services, mostly teachers. He shared some statistics showing how the enrollment of students who are being provided special education has risen by 20% since 2001. Since 1998 the number of special ed teachers has risen 25% and paraprofessionals have risen by 93%.

Effects of not funding at 92%

Dr. Hess stated special education services must be provided, so when the excess costs are not funded at 92% it means there is less money available for the other students. The schools must take money out of their general funds and LOB supplemental accounts. If the state aid were 92%, the districts could implement updates for general education, new curriculum, textbooks, and technology to facilitate learning. Schools could provide additional academic and extracurricular opportunities, such as AP courses, vocational opportunities, and academic clubs. They could also provide salary increases for teachers, offer more professional development, and increase salaries for support staff.

There was a time for questions and Bert Moore, Director, Special Education and Title Services, shared stories from his experience as a principal, in terms of the practical challenges of meeting the needs of SPED students. He particularly noted the rise of students identified as having autism, and students who have emotional disturbance. These children often require an elevated level of supervision.

Dr. Hess continued with his presentation sharing how school districts must find ways to provide these federally and state mandated special education services. The schools transfer additional monies from district general funds or supplemental funds like Local Option Budgets (LOBs). The result is there is less money to pay for regular or non-SPED education. For instance, in FY 2023 an additional $375.1 million was transferred to SPED funding, when broken down this was $137.4 million from general funds and $237.7 million from LOBs.

The Board has been working on a four-year plan to raise the state aid to the prescribed 92%. Dr. Hess shared an amended plan for 2025-2028, based on new numbers, which set the additional cost per year at $82 million per year to allow the funding to catch up to 92% by 2028.

How different states fund SPED

Dr. Hess gave a very brief overview of how other states fund special education:

1. Single student weighting (flat weight) provides the same amount of state funding for each student.
2. Multiple student weighting provides different funding for various categories.
3. Resource based funding provides funding based on resources, such as salaries and materials.
4. Census based assumes a percent of students in each district will require special ed.
5. High cost which only covers students who need “catastrophic” aid.
6. Reimbursement (what Kansas does) districts report special education.
7. Hybrid mechanisms used by many states.

Overall, states have vastly diverse ways of handling special ed funding.

BREAK (10 min) (01:54:08)

CONSENT AGENDA (02:07:00)

Vice Chair Porter asked for a motion on the consent agenda items a, b, c, d, g, h, i and j.

a. Receive monthly personnel report.
b. Receive personnel appointments to unclassified positions.

c. Act to approve local professional development plans.
d. Act on recommendations for licensure waivers.
g. Act on request from USD 273 Beloit for capital improvement (bond and interest) state aid.
h. Act on request from 273 Beloit to hold a bond election.
i. Act on request from USD 409 Atchison for capital improvement (bond and interest) state aid.
J. Act on request from USD 409 Atchison to hold a bond election.

Mr. McNiece moved the Kansas State Board of Education approve the items on the Consent Agenda. Mrs. Arnold seconded the motion. Motion carried 9-0. Mrs. Dombrosky was not present. **MOTION** (02:07:13)

REMOVED FROM THE CONSENT AGENDA TO BE VOTED ON INDIVIDUALLY:

k. Act on request from USD 458 Basehor-Linwood for capital improvement (bond and interest) state aid.
l. Act on request from USD 458 Basehor-Linwood to hold a bond election.

Vice Chair Porter moved that the Kansas State Board of Education approve items k and l, for USD 458 Basehor-Linwood for capital improvement (bond and interest) state aid and to hold a bond election. Dr. Horst seconded. Motion carried 10-0. **MOTION** (02:09:16)

e. Act on contract with College Board for AP seminar: English 10 assessments

Mrs. Mah moved that the Kansas State Board of Education approve the contract with the College Board for AP seminar: English 10 assessments. Mr. McNiece seconded. Motion carried 8-2. Mrs. Dombrosky and Mr. Zeck voted no. **MOTION** (02:09:45)

f. Act on request to contract with an individual for BPA State Advisor Services (KS Business Professionals of America)

Dr. Horst moved that the Kansas State Board of Education approve the contract with an individual for BPA State Advisor Services. Mrs. Mah seconded. Motion carried 8-1-1. Mrs. Dombrosky voted no. Mr. Zeck abstained. **MOTION** (02:10:15)

CHAIR REPORT

There were no remarks from the Chair this month. (02:10:33)

BOARD TRAVEL

Mr. McNiece moved to approve Board travel requests as presented. Mrs. Dombrosky seconded. Motion carried 10-0. **MOTION** (02:14:00)

COMMITTEE REPORTS

There were no committee reports.

BOARD ATTORNEY REPORT

Attorney Mark Ferguson shared the recent Attorney General (AG) report on the disposition of property. He noted the AG opinion is not law, but it is guidance. This opinion arose from SB113 which became law in April of 2023. The Newton school district requested an AG opinion soon after the law took effect.

FUTURE AGENDA ITEMS

Vice Chair Porter shared he would like to have a Board Workshop on the Legislative Priorities and answer

the request from the Board of Regents on reading.

Mrs. Hopkins would like an overview of the teacher licensure process, especially with in the context of the interstate compact.

Mr. Zeck would like a presentation on fentanyl.

Mr. Hershberger would like a discussion on Social Emotional Learning. He would like to hear from KSDE curriculum staff.

Mrs. Arnold agreed that a discussion about Social Emotional Learning is needed; outlining what exactly it is and what it does.

ADJOURN
(02:25:46)

Vice Chair Porter adjourned the December Board meeting at 11:20 am.

The Board will meet next on January 9 and 10, 2024.

Jim Porter, Vice Chair

Deborah Bremer, Board Secretary

REQUESTS FOR FUTURE AGENDA ITEMS
ADJOURNMENT

Jim Porter, Vice Chair

Deborah Bremer, Board Secretary

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Agenda Number: 8

Meeting Date: 1/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Evidence-Based Practices with At-Risk Funds

From: Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services

The Kansas State Board of Education has the following responsibilities related to supporting the utilization of at-risk funds:

Identify and approve evidence-based best practices for at-risk programs that are focused on:
Students who are eligible to receive at-risk services or who face identifiable barriers to success.
Providing evidence-based instruction and support services to such students.
Evaluating outcomes for students including but not limited to attendance, academic progress, graduation rates, and pursuit of postsecondary attainment.

Additionally, The State Board shall review a list of approved at-risk educational programs and the list shall be posted on the department's website, with a link prominently displayed on the homepage.

KSDE staff will present the process used to evaluate each item on the Evidence-Based Practices list. This presentation will provide the Board with important information about how the programs and practices meet the requirements of the current law related to at-risk expenditures. KSDE staff will share data on how many programs and practices fully meet the law, partially meet the law, and those that do not meet the requirements of the law related to using at-risk funds. This agenda item will inform future updates as the State Board considers recommendation to the legislature on potential adjustments to the law based on the practices and programs that do have evidence to support at-risk student populations. Additionally, KSDE staff will be positioned to provide stronger guidance to school districts as they utilize at-risk funds that align with the evidence found for the programs on the list.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/9/2024**
Catherine Chmidling	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Evaluation Review Committee for higher education program approvals

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for preparation program approvals for Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

Explanation of Situation Requiring Action:

The Evaluation Review Committee is submitting the following recommendations to the State Board regarding educator preparation program approvals for Fort Hays State University, Friends University, Pittsburg State University, and Wichita State University.

The educator preparation program review processes are guided by Kansas regulations 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider's specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations.

Following the institutional application and receipt of complete program reports, review teams of trained evaluators were appointed to review the educator preparation programs for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider's license and endorsement preparation programs' alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation program.

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be

assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.
These recommendations were submitted to the December 2023 State Board agenda as a Receive item.

Agenda Number: 10

Meeting Date: 1/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION
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Item Title: Receive Educator Preparation Program Standards for Elementary Education PreK-6

From: Dr. Catherine Chmidling, Asst. Director, Accreditation and Design

Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the knowledge and skills educators need for today's learning context. The Educator Preparation Providers use program standards to develop their preparation programs and submit those programs for review and approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

A standards revision committee was developed, representing PreK-12 and higher education, with a focus on increasing attention to literacy and ensuring the elementary preparation standards encompass the full scope of the license for PreK- through Grade 6. The draft standards have been reviewed by the Professional Standards Board and were posted to receive public comments via the KSDE website. Following public comments, the standards are sent for State Board of Education consideration. If approved, the Educator Preparation Providers (higher education institutions) will revise current programs to align to the updated standards and develop new programs around the updated standards.

Attached are the revised standards for Elementary Education Pre-K-6 and a crosswalk showing the changes made from the 2017 Elementary standards. Staff and a representative from the standards revision committee will explain the process, present the standards, and answer questions. **The draft standards will be submitted as an Action item at the February 2024 Kansas State Board of Education meeting.**

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November 16, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On October 30, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Fort Hays State University continuing programs through December 31, 2029:

Biology 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

English Language Arts 6-12, I, continuing
- Areas for Improvement
- Standards 1-7, Sci Reading
- None

School Counselor PreK-12, A, continuing
- Areas for Improvement
- Standards 1-8
- None

School Psychologist B-Gr 3, PreK-12, A, continuing
- Areas for Improvement
- Standards 1-12
- None

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To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On October 30, 2023, the Evaluation Review Committee reviewed applications for program approval for Friends University.

Documents that were received and considered include the Institutional Program Reports, Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University continuing programs through June 30, 2029:

English Language Arts 6-12, I, continuing
- Areas for Improvement
- Standards 1-7, Sci Reading
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Speech/Theatre, 6-12, I, continuing
- Areas for Improvement
- Standards 1-6
- None

World Languages PreK-12, I, continuing
- Areas for Improvement
- Standards 1-8
- None

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November 16, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Pittsburg State University

Introductory Statement:

On October 30, 2023, the Evaluation Review Committee reviewed applications for program approvals for Pittsburg State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Pittsburg State University continuing programs through December 31, 2030.

Chemistry 6-12, I, continuing
- Areas for Improvement
- Standards 1-8
- None

Family and Consumer Sciences 6-12, I, continuing
- Areas for Improvement
- Standards 1-5
- None

Mathematics 6-12, I, continuing
- Areas for Improvement
- Standards 1-7
- None

Physics 6-12, I, continuing
- Areas for Improvement
- Standards 1-10

None

School Psychologist PreK-12, A, continuing

Areas for Improvement

Standards 1-11

None

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November 16, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On October 30, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Wichita State University continuing programs through December 31, 2029.

Biology 6-12, I, continuing
- Areas for Improvement
- Standards 1-10
- None

English Language Arts 5-8, I, continuing
- Areas for Improvement
- Standards 1-7
- None

English Language Arts 6-12, I, continuing
- Areas for Improvement
- Standards 1-7, Sci Reading
- None

Innovative Early Childhood Unified B-3 / Elementary PreK-6 TAP, I, continuing
- Areas for Improvement
- ECU Standards 1-8, Elementary Standards 1-7, Sci Reading
- None

Restricted 5-8, 6-12, PreK-12, I, continuing
- Areas for Improvement
- Standards 1-10, Sci Reading

None

School Counselor PreK-12, A, continuing

Areas for Improvement

Standards 1-8

None

School Psychologist PreK-12, A, continuing

Areas for Improvement

Standards 1-11

None

Science 5-8, I, continuing

Areas for Improvement

Standards 1-10

None

PROGRAM REVIEW PROCESS

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following 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.)

Receive item: Educator Preparation Program Standards for Elementary Education PreK-6

Board Goals:
Provide an effective educator in every classroom

Explanation:
Educator Preparation Program Standards establish program approval requirements to ensure that preparation programs in Kansas provide educator candidates with the knowledge and skills educators need for today's learning context. The Educator Preparation Providers use program standards to develop their preparation programs and submit those programs for review and approval, and for continuous monitoring and improvement of their programs. The standards also help to establish professional learning requirements for licensure renewal.

A standards revision committee was developed, representing PreK-12 and higher education, with a focus on increasing attention to literacy and ensuring the Elementary preparation standards encompass the full scope of the license for PreK- through Grade 6. The draft standards have been reviewed by the Professional Standards Board and were posted to receive public comments via the KSDE website. Following public comments, the standards are sent for State Board of Education consideration. If approved, the Educator Preparation Providers (higher education institutions) will revise current programs to align to the updated standards and develop new programs around the updated standards.

Attached are the revised standards for Elementary Education Pre-K-6 and a crosswalk showing the changes made from the 2017 Elementary standards. Staff and a representative from the standards revision committee will explain the process, present the standards and answer questions. The draft standards will be submitted as an Action item at the February 2024 Kansas State Board of Education meeting.

ELEMENTARY EDUCATION
Pre-Kindergarten through Sixth Grade

The Elementary license grade range was revised to Pre-Kindergarten through Sixth Grade via regulations revision on March 17, 2023.

"Learner(s)" is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin. See other operational definitions in the glossary at the end of this document.

Standard 1: Professional Practice
The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and participates in ongoing professional growth.

Function 1: The Learner and Learner Development.
The teacher candidate understands how learners grow and develop recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Content Knowledge

1.1.1CK The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes.
1.1.2 CK The teacher candidate understands the role of language and culture in learning.
1.1.3 CK The teacher candidate demonstrates an understanding of stages of development in growth and learning and influences that impact growth and learning (culture, socioeconomic status, etc).
1.1.4 CK The teacher candidate accesses resources to better understand the whole child, and demonstrates readiness to collaborate with families, colleagues, other school professionals, and external community agencies to promote the intellectual, social, behavioral, emotional, and physical growth and well-being of all children.
1.1.5 CK The teacher candidate can identify and select a variety of appropriate tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical).

Professional Skills

1.1.6 PS The teacher candidate designs and implements developmentally appropriate relevant and rigorous learning experiences for all students.
1.1.7 PS The teacher candidate identifies readiness for learning (including, but not limited to, second language acquisition, culture, and family/community values) and understands how development in any one area may affect performance in others.
1.1.8 PS The teacher candidate communicates and collaborates in a variety of ways with all stakeholders about student intellectual, social, emotional, behavioral and physical growth and well-being, expanded learning opportunities, and civic engagement and participation.

1.1.9 PS The teacher candidate can utilize a variety of tools to document and track progress of student growth and development (intellectual, social, emotional, behavioral, and physical)

Function 2: Learner Differences.

The teacher candidate uses understanding of individual differences and diverse cultures and communities to develop, maintain, and advocate for inclusive learning environments and high expectations that enable and support each learner.

Content Knowledge

1.2.1CK The teacher candidate recognizes their own biases (eg. learner differences, diverse cultures, communities, families, etc.) and the impact on expectations for and relationships with learners and their families.

1.2.2 CK The teacher candidate demonstrates understanding of differentiation and intervention strategies and theories.

1.2.3 CK The teacher candidate demonstrates understanding of the characteristics, strengths, and challenges of learners with exceptionalities, and English language learners.

1.2.4 CK The teacher candidate can analyze and collect instructional resources and materials from a variety of sources to best meet the needs of all students

Professional Skills

1.2.5 PS The teacher candidate collects and analyzes data to advocate for the needs of the learner, reflect on practice, and differentiate instruction.

1.2.6 PS The teacher candidate collaborates with other education professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

1.2.7 PS The teacher candidate demonstrates a commitment to and advocates for the equitable and ethical treatment of all learners and their families.

1.2.8 PS The teacher candidate utilizes evidence-based resources reflecting best practice, and incorporates strategies for planning, instruction, and assessment to provide services for addressing varying learning differences or needs (i.e., English language learners, exceptionalities, disabilities and gifted learners).

1.2.9 PS The candidate scaffolds student instruction to support student learning.

1.2.10 PS The candidate accommodates instruction for individual differences in cognitive, linguistic, sociocultural, and behavioral domains of learning.

Function 3: Learning Environment

The teacher candidate works with others to create safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction, active engagement, and self-directedness.

Content Knowledge

1.3.1CK The teacher candidate is thoughtful and responsive to establishing a culture for learning and creating an environment of respect and rapport.

1.3.2 CK The teacher candidate demonstrates an understanding of how to create a safe, inclusive environment based on theory and best practices (i.e. documenting and managing student behavior, creating rules and procedures, organizing physical space).

Professional Skills

1.3.3 PS The teacher candidate reflects on professional practice (teaching, co-teaching, learning, collaboration, and professional experiences), and provides evidence for continued improvement.
1.3.4 PS The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
1.3.5 PS The teacher candidate effectively organizes physical space, establishes classroom rules, routines, and responsibilities to manage student behavior and provides an environment conducive to learning.

Function 4: Professional Responsibility
The teacher candidate engages in ongoing professional learning and reflection to continually evaluate practice (particularly the effects of choices and actions on learners, families, other professionals, and the community). The teacher candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

Content Knowledge
1.4.1 CK The teacher candidate demonstrates an understanding of the expectations of the profession including codes of ethics, professional standards of practice, and relevant laws and policies.
1.4.2 CK The teacher candidate demonstrates an understanding of how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
1.4.3 CK The teacher candidate demonstrates an understanding of laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
1.4.4 CK The teacher candidate demonstrates an understanding of schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
1.4.5 CK The teacher candidate demonstrates an understanding of spheres of influence that enhance or interfere with student learning.
1.4.6 CK The teacher candidate demonstrates an understanding of how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to face and virtual contexts.
1.4.7 CK The teacher candidate demonstrates an understanding of ways to impact school climate and culture in a positive manner.
1.4.8 CK The teacher candidate demonstrates an understanding of disciplinary literacy practices.

Professional Skills
1.4.9 PS The teacher candidate collaborates with a variety of stakeholders to promote learner growth and development.
1.4.10 PS The teacher candidate evaluates and reflects on the effects of their professional decisions and actions.
1.4.11 PS The teacher candidate reflects on personal biases and accesses resources and learning opportunities to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

1.4.12 PS The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

1.4.13 PS The teacher candidate engages collaboratively in the school-wide effort to build and maintain a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

1.4.14 PS The teacher candidate engages in meaningful and appropriate professional learning experiences (e.g., local and national organizations, podcasts, peer-reviewed journal articles, webinars, publications, conventions) aligned with their own needs and the needs of the learners, school, and system.

1.4.15 PS The teacher candidate implements disciplinary literacy practices (i.e., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various discipline-specific strategies when reading in the discipline).

1.4.16 PS The teacher candidate can find and apply the current content standards required by the state.

Standard 2: Mathematics

The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.

Function 1: Content

The teacher candidate uses the tools of inquiry, structures of mathematics, and content concepts of mathematics to create learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.

Content Knowledge

2.1.1 CK The teacher candidate knows and utilizes the Pre- K-6 student mathematical content standards, counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) and learning progressions as appropriate.

2.1.2 CK The teacher candidate demonstrates an understanding of the basic strands of mathematics developmentally appropriate for Pre-K-6 students in the following domains: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

2.1.3 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to mathematics.

Professional Skills

2.1.4 PS The teacher candidate uses CRA model (concrete, representational and abstract) and explanations within the mathematical domains to guide students through appropriate learning progressions and to assist each student's achievement.

2.1.5 PS The teacher candidate designs and provides mathematical learning experiences that assist students in understanding, questioning, and analyzing ideas from diverse perspectives.

2.1.6 PS The teacher candidate creates mathematics lessons inclusive of appropriate time, materials, technology and instructional support for all students' learning.

2.1.7 PS Within mathematics lessons, the teacher candidate provides time, materials, and instructional support for students to use disciplinary literacy skills in mathematics in terms of graphically representing information, narrative statements related to graphs of data, and descriptions of processes students use to solve problems.

2.1.8 PS The teacher candidate demonstrates understanding of mathematics by utilizing the NCTM 8 mathematical practice standards:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

2.1.9 PS The teacher candidate integrates concepts, processes, and examples from interrelated subjects.

Function 2: Assessment

The teacher candidate uses a variety of assessments appropriate to the field of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability), to engage students in their own growth, monitor progress, communicate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions surrounding mathematics.

Content Knowledge

2.2.1 CK The teacher candidate demonstrates an understanding of how to access and design formative and summative assessments to address specific learning goals and individual differences while minimizing sources of bias.

2.2.2 CK The teacher candidate demonstrates an understanding of when and how to evaluate and report learner progress aligned to standards.

2.2.3 CK The teacher candidate provides effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

2.2.4 CK The teacher candidate demonstrates an understanding of data analysis to understand patterns and gaps in learning, to guide planning and instruction, and to provide feedback to learners.

2.2.5 CK The teacher candidate engages learners in analyzing their own assessment results to set goals for their own learning.

Professional Skills

2.2.6 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document mathematical learning.

2.2.7 PS The teacher candidate engages students and provides opportunities for students to demonstrate mathematical knowledge and skill, in a variety of ways, as part of the assessment process.

2.2.8 PS The teacher candidate designs mathematical assessments that align learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

2.2.9 PS The teacher candidate provides opportunities for students to engage in self-assessment of their mathematical knowledge and skills.

2.2.10 PS The teacher candidate proactively plans and adjusts instruction to meet the diverse needs of all students.

2.2.11 PS The teacher candidate models and structures processes that assist students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans instruction using a variety of instructional strategies that support all learners in meeting appropriate and rigorous learning goals by drawing upon knowledge of mathematical content areas (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional

relationships, statistics and probability) cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

2.3.1 CK The teacher can connect concepts and use differing strategies to engage learners in critical thinking, creativity, and collaborative mathematical problem solving related to authentic local and global issues.

2.3.2 CK The teacher candidate demonstrates an understanding of the variety of mathematical practices (problem solving, reasoning, modeling, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, making connections).

2.3.3 CK The teacher candidate identifies developmentally appropriate manipulatives, tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology related to mathematics.

Professional Skills

2.3.4 PS The teacher candidate engages learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences, as applied to mathematics.

2.3.5 PS The teacher candidate provides developmentally appropriate mathematical activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

2.3.6 PS The teacher candidate demonstrates and monitors appropriate use of the mathematical tools (rulers, compasses, geoboards, number lines, calculators, etc.), as well as assistive technology.

2.3.7 PS The teacher candidate matches the mathematical problems to be solved to the appropriate tools that are required.

2.3.8 PS The teacher candidate plans and implements developmentally appropriate instruction specific to each student, groups of students or the whole group to support meeting goals and objectives, while developing a deep understanding of mathematics.

2.3.9 PS The teacher candidate can select and apply a variety of instructional strategies appropriate for differing levels of instruction within mathematical concepts to meet the needs of all students.

2.3.10 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of mathematics.

2.3.11 PS The teacher candidate uses cross-disciplinary connections to make knowledge of varied content areas connected and meaningful.

Standard 3: Science

The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Function 1: Content

The teacher candidate understands major concepts, assumptions, and debates across science disciplines. The candidate applies scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices in order to engage learners in science concept and skill development.

Content Knowledge

3.1.1 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in physical sciences (matter and its interactions; motion and stability – forces and interactions; energy; waves and their applications in technologies for information transfer).

3.1.2 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in life sciences (organisms – structures and processes; ecosystems – interactions, energy, and dynamics; heredity – inheritance and variation of traits; biological evolution – unity and diversity; human impact).

3.1.3 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to major concepts of health (nutrition, wellness and safety) that promotes a healthy lifestyle.

3.1.4 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in earth and space sciences (Earth's place in the universe; Earth's systems; Earth and human activity).

3.1.5 CK The teacher candidate demonstrates understanding of disciplinary core ideas related to concepts in engineering, technology, and applications of science (engineering design; links among engineering, technology, science, and society).

3.1.6 CK The teacher candidate demonstrates understanding of cross-cutting concepts integrated throughout the different science and engineering disciplines (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change).

3.1.7 CK The teacher candidate demonstrates understanding of the nature of science and uses scientific and engineering practices as operational tools of inquiry (asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information).

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

Professional Skills

3.1.9 PS The teacher candidate generates curiosity, exploration, and understanding of science phenomena that guide learners to increasingly sophisticated conceptual understandings based on evidence and explanatory reasoning.

3.1.10 PS The teacher candidate designs and provides learning experiences that foster creativity in solving engineering problems, and that focus on testing and optimizing design solutions.

3.1.11 PS The teacher candidate recognizes that science is an application of process skills (e.g., scientific method, engineering design process, "hands on/minds on").
3.1.12 PS The teacher candidate designs and provides interactive learning experiences that encourage learners to engage in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.
3.1.13 PS The teacher candidate plans and conducts lessons that actively engage learners in accessible and meaningful learning experiences (which may include physical sciences, life sciences, health, earth and space sciences, environmental/agricultural studies) that guide learners through developmentally appropriate learning progressions.
3.1.14 PS The teacher candidate plans and conducts lessons that focus on identifying concepts that cut across all science and engineering disciplines (cross-cutting concepts).
3.1.15 PS The teacher candidate integrates concepts, practices, and examples from other disciplines (e.g., literacy, mathematics, physical education, music, art, social studies) into science lessons.
3.1.16 PS Within science lessons, the teacher candidate provides time, materials and instructional support for students to apply appropriate disciplinary literacy skills (i.e., knowledge and strategies for reading technical and informational texts, conducting research, writing in the discipline, graphic representations of information, narrative statements related to graphs of data, and descriptions of processes student use to solve problems).

Function 2: Assessment

The teacher candidate understands and uses a variety of assessment strategies appropriate to science and engineering fields to engage learners in their own growth, monitor learning progress, communicate appropriate feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Content Knowledge

3.2.1 CK The teacher candidate demonstrates knowledge how to select and implement a variety of formative and summative assessments to address science learning goals and individual learner differences.
3.2.2 CK The teacher candidate demonstrates an understanding of how to evaluate learner progress against standards.
3.2.3 CK The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
3.2.4 CK The teacher candidate understands how to communicate assessment findings to relevant stakeholders.
3.2.5 CK The teacher candidate understands the importance of metacognitive approaches for learners to be engaged in monitoring and guiding their own learning.
3.2.6 CK The teacher candidate understands common sources of bias in assessing science learning and the impacts such biases have on learners.

Professional Skills

3.2.7 PS The teacher candidate balances the uses of formative and summative assessments as appropriate to support, verify, and document science learning, and to adjust and revise instructional practices.

3.2.8 PS The teacher candidate designs formative assessments to elicit learners' prior thinking about science concepts and to recognize common misconceptions and naïve understandings in science.
3.2.9 PS The teacher candidate designs performance-based assessments that document conceptual and skill development while learners engage in science practices.
3.2.10 PS The teacher candidate designs science assessments that align with the science and engineering practices, the disciplinary core ideas, and the cross-cutting concepts integrated within each science standard.
3.2.11 PS The teacher candidate provides constructive and descriptive feedback to learners in ways that support concept and skill development.
3.2.12 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of learners.
3.2.13 PS The teacher candidate assures that learners self-assess their science conceptual learning and skill development.

Function 3: Instructional Practice

The teacher candidate plans, implements instruction that supports all learners to engage with curiosity, creativity, and increasing skill in science and engineering practices; that supports learners in developing increasingly more sophisticated science and engineering core ideas and cross-cutting concepts; and that integrates other disciplines.

Content Knowledge

3.3.1 CK The teacher candidate demonstrates knowledge of science and engineering practices and how they relate to learners.
3.3.2 CK The teacher candidate demonstrates knowledge of the central roles that curiosity, creativity, evidence, and sense-making have in science learning.
3.3.3 CK The teacher candidate understands how to connect prior concepts with new challenges that stimulate science learning.
3.3.4 CK The teacher candidate demonstrates an understanding of the importance of learning progressions, concept development with increasing levels of sophistication, and constructivist learning theory in relation to science learning.
3.3.5 CK The teacher candidate demonstrates knowledge of the importance of aligning instruction with learning cycles.
3.3.6 CK The teacher candidate demonstrates knowledge of developing inquiry-based science and engineering lessons.
3.3.7 CK The teacher candidate demonstrates an understanding of engaging learners in collaborative thinking and problem-solving related to authentic science and engineering phenomena and issues.
3.3.8 CK The teacher candidate demonstrates an understanding of instructional factors that commonly contribute to bias in learner engagement and achievement in science.
3.3.9 CK The teacher candidate demonstrates an understanding of safety considerations in relation to science instruction.
3.3.10 CK The teacher candidate demonstrates an understanding of disciplinary literacy specific to the sciences.
3.3.11 CK The teacher candidate demonstrates how to find and access resources (i.e., community resources, funding/grant opportunities, content experts, materials etc.).

Professional Skills

3.3.12 PS The teacher candidate stimulates learner reflection on prior conceptual understanding, links new concepts to familiar concepts, and makes connections to learner experiences, as appropriate to science and engineering concepts.
3.3.13 PS The teacher candidate provides authentic phenomena that foster curiosity and creativity, and guides learners in evidence gathering and sense-making to develop deeper understandings.
3.3.14 PS The teacher candidate provides developmentally appropriate science activities that engage learners in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; obtaining, evaluating, and communicating information.
3.3.15 PS The teacher candidate guides activities (e.g., discussion, writing, drawing, modeling, and presenting) that engage learners in constructing their own understandings with increasing levels of sophistication.
3.3.16 PS The teacher candidate incorporates scientific tools, materials, and technology in developmentally appropriate science investigations.
3.3.17 PS The teacher candidate demonstrates an ability to motivate, engage, and support learners by providing science activities that align with a learning cycle, such as the 5E learning cycle (Engage, Explore, Explain, Elaborate, Evaluate).
3.3.18 PS The teacher candidate adjusts science instruction to meet the needs of diverse individuals and groups of learners, including those of traditionally under-represented groups in science and engineering.
3.3.19 PS The teacher candidate incorporates an understanding of [Bloom's] levels of learning to engage learners in individual, small group, and large group configurations to support deep understanding of science.
3.3.20 PS The teacher candidate incorporates cross-disciplinary connections (e.g., literacy, mathematics, physical education, music, art, social studies) into science learning.
3.3.21 PS The teacher candidate incorporates the most current best practices to ensure the safety of all learners, maintains equipment properly, stores and disposes of chemicals safely, and handles and cares for animals in an appropriate manner.
3.3.22 PS The teacher candidate provides developmentally appropriate scientific inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3.3.23 PS The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions and promote each learner's achievement of content standards.

Standard 4: Social Studies

The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.

Function 1: Content.

The teacher candidate demonstrates an understanding of central concepts, tools of inquiry, disciplines and thematic strands of the social studies by creating developmentally appropriate learning experiences.

Content Knowledge

4.1.1 CK The teacher candidate demonstrates an understanding of and can identify the qualities of informed, thoughtful, and engaged citizens.

4.1.2 CK The teacher candidate identifies and uses the ten NCSS organizing themes of the social studies to plan developmentally appropriate lessons:

1. Culture
2. Time, Continuity, and Change
3. People, Places, and Environment
4. Individual Development and Identity
5. Individuals, Groups, and Institutions
6. Power, Authority and Governance
7. Production, Distribution, and Consumption
8. Science, Technology, and Society
9. Global Connections
10. Civic Ideals and Practices

4.1.3 CK The teacher candidate will demonstrate an understanding of the information, concepts, theories, analytical approaches and values perspectives, including differing world views, important to teaching social studies.

4.1.4 CK The teacher candidate demonstrates the ability to develop problem-solving, critical-thinking, and application activities related to the social studies.

4.1.5 CK The teacher candidate will demonstrate knowledge of civics and government including (a) individuals, groups, and institutions, (b) power, authority, and governance, and (c) civic ideals and practices.

4.1.6 CK The teacher candidate will demonstrate knowledge of geography (Kansas and regions of the world) including (a) people, places, and environments, and (b) local, regional, national, and global connections.

4.1.7 CK The teacher candidate will demonstrate knowledge of economics (Kansas and regions of the world) including (a) production, distribution, and consumption, and (b) science, technology, and society.

Professional Skills

4.1.8 PS The teacher candidate uses multiple representations and explanations within the discipline to guide student learning.

4.1.9 PS The teacher candidate applies knowledge of the state content standards in the social studies in their planning of instruction.

Function 2: Assessment

The teacher candidate assesses instruction and student learning consistent with the long-range purposes of social studies and communicates meaningful feedback.

Content Knowledge

4.2.1 CK The teacher candidate demonstrates an understanding that assessment practices should be goal oriented, appropriate in level of difficulty, feasible, and cost effective.

4.2.2 CK The teacher candidate understands the variety assessments appropriate to each field of social studies: people and places, civics and government, geography, economics, and history.

4.2.3 CK To interpret student understanding of social studies content, the elementary teacher candidate knows a variety of assessments to assess student understanding of the content.

Activities may call for speech (recitation, discussion, role playing), writing (short answers, longer compositions as students acquire the necessary competencies), or other kinds of goal-oriented action.

Professional Skills

4.2.4 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document social studies learning.

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

4.2.6 PS The teacher candidate designs social studies assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

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

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

4.2.9 PS As the teacher candidate observes, listens, questions, and responds, the candidate adjusts instruction to meet the diverse needs of students.

4.2.10 PS The teacher candidate models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate plans and implements social studies instruction using a variety of instructional strategies that support all learners in meeting meaningful and rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge

4.3.1 CK The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.2 CK The teacher candidate demonstrates a thorough understanding of inquiry-based learning that engage learners in critical thinking, creativity and collaborative problem solving.

4.3.3 CK The teacher candidate demonstrates knowledge of the developmentally appropriate ways of creating experiences to help students understand the social studies standards (sense of self, families, then and now, community, Kansas and regions of the US, a new nation through the 1800s, and ancient world history).

Professional Skills

4.3.4 PS The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.

4.3.5 PS The teacher candidate provides developmentally appropriate social science inquiry strategies within STEM (science, technology, engineering, and mathematics) activities and programs that require critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

4.3.6 PS The teacher candidate is able to describe, and use appropriately, a variety of instructional strategies and materials to impact student learning in elementary social studies.

4.3.7 PS The teacher candidate uses their knowledge of higher levels of learning to plan and implement instruction specific to each student, groups of students, or the whole group, to

support their learning goals and objectives, while developing a deep understanding of social studies.

4.3.8 PS The teacher candidate adjusts social studies instruction to meet the needs of individuals and groups of students.

4.3.9 PS The teacher candidate demonstrates an ability to motivate, engage, and support the students in their study of social studies.

4.3.10 PS The teacher candidate uses cross-disciplinary connections (literacy, mathematics, science) and social studies interconnections (within the NCSS themes) to make knowledge of varied content areas connected and meaningful.

Standard 5: Theoretical and Foundational Knowledge of Literacy

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice

The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Content Knowledge

5.1.1 CK The candidate demonstrates an understanding of the aspects of cognition and behavior that affect reading and writing development.

5.1.2 CK The candidate knows the phases in the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

5.1.3 CK The candidate demonstrates an understanding of how to use text-based discussions as a means of improving reading comprehension and developing academic vocabulary.

5.1.4 CK The candidate demonstrates an understanding of how to apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

5.1.5 CK The candidate demonstrates knowledge of the literature about key elements of reading comprehension (i.e., the reader, the text, and the foundational skills to support comprehension).

5.1.6 CK The candidate can articulate the rationale for the use of multiple texts in various genres and formats, including print, digital, visual, and multimodal.

5.1.7 CK The candidate demonstrates a knowledge of the structure of language and its relationship to literacy development and acquisition.

5.1.8 CK The candidate demonstrates an understanding of how knowledge about literacy acquisition has changed over time and has influenced literacy instruction.

5.1.9 CK The candidate demonstrates an understanding of instructional strategies that promote deep comprehension.

5.1.10 CK The candidate demonstrates an understanding of instructional routines that are appropriate for each major genre: informational text, narrative text, and argumentation.

5.1.11 CK The candidate demonstrates knowledge of the evidence-based instructional approaches that support writing of specific types of text and tasks.

5.1.12 CK The candidate demonstrates an understanding of the major skill domains that contribute to written expression.

5.1.13 CK The candidate demonstrates an understanding of the developmental phases of the writing process.

5.1.14 CK The candidate demonstrates an understanding of the appropriate uses of assistive technology in written expression.

5.1.15 CK The candidate demonstrates an understanding of how to provide opportunities for students to plan, draft, and revise in collaboration with peers and adults (e.g., interactive writing, family journals, observation logs).
5.1.16 CK The candidate demonstrates an understanding of how to invite students to write narrative, informational text, and other genres.
5.1.17 CK The candidate demonstrates an understanding of how to use models of environmental print and writing (signs and labels) to develop students' understanding of writing and the writing process.
5.1.18 CK The candidate demonstrates an understanding of how to use the backgrounds and interests of students to engage them in authentic writing experiences.
5.1.19 CK The candidate demonstrates an understanding of how to encourage learners to demonstrate understanding through personal interpretation, multiple means of expression, and with multiple text types (e.g., digital, visual print).
5.1.20 CK The candidate demonstrates an understanding of how to provide opportunities for writing across the curriculum and in a variety of settings (e.g., centers, free writing, sharing writing with a family member).
5.1.21 CK The candidate demonstrates an understanding of how writing develops (scribbling, strings of letters, invented spelling).
5.1.22 CK The candidate demonstrates an understanding of the use of writing as a means of communicating with a variety of audiences for multiple purposes, and the importance of experiences in communicating writing through a variety of purposes (e.g., pre-K grocery lists, signs, invitations), styles, and genres (e.g., narrative, expository, persuasive).
5.1.23 CK The candidate demonstrates an understanding of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
5.1.24 CK The candidate demonstrates an understanding of how writing is used to facilitate learning (e.g., drawing pictures, note-taking, keeping records, research).
5.1.25 CK The candidate demonstrates understanding of the most intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological) and explains major research findings regarding how linguistic and cognitive factors contribute to the prediction of literacy outcomes.

Professional Skills

5.1.26 PS The candidate provides reading-writing connections as a support for comprehension to guide students through appropriate learning progressions and to promote each student's achievement.
5.1.27 PS The candidate designs and provides English/language arts learning experiences that encourage students to understand, question, and analyze ideas from diverse perspectives.
5.1.28 PS The candidate identifies the aspects of cognition and behavior that affect reading and writing development and adapts teaching accordingly.
5.1.29 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.
5.1.30 PS The candidate demonstrates how to apply knowledge of narrative and expository text structure to plan instruction for students.

Function 2: Science of Reading

The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Content Knowledge

5.2.1CK The candidate recognizes that reading comprehension is a product of both word identification and language comprehension (Simple View of Reading).

5.2.2 CK The candidate demonstrates an understanding of the comprehensive view of literacy learning noted on Scarborough's Reading Rope recognizing that language comprehension and word identification are both integral parts of literacy teaching and learning.

5.2.3 CK The candidate demonstrates understanding of Ehri's Phases of Word Learning.

5.2.4 CK The candidate is able to identify the components of and utilize the four-part language processing model that illustrates how the brain reads words.

5.2.5 CK The candidate demonstrates an understanding of the distinguishing characteristics of dyslexia and other reading and language disabilities, and how symptoms of reading difficulties are likely to change over time.

5.2.6 CK The candidate demonstrates an understanding of the underlying research and literature about the developmental stages of oral language (e.g., babbling, telegraphic stage, beginning oral fluency) and how language development and processes affect overall literacy development.

5.2.7 CK The candidate demonstrates an understanding that oral language is comprised of interrelated components (i.e., phonology, morphology, semantics, syntactics, pragmatics).

5.2.8 CK The candidate demonstrates an understanding of how to take a systematic, explicit, multisensory, recursive approach to spelling development.

5.2.9 CK The candidate demonstrates an understanding of explicit and systematic methods to teach writing to all learners. (Simple View of Writing)

Professional skills

5.2.10 PS The candidate designs and implements explicit, systematic, cumulative, and multimodal/multisensory instruction at the word-level (phonemic basis for oral language, phonics instruction, syntax, and semantics) and text-level (word meaning, fluency, critical analysis, multiple perspectives).

5.2.11 PS The candidate designs instruction based on student need related to both word identification and language comprehension.

5.2.12 PS The candidate can identify a student's level of word reading based on Ehri's Phases of Word Reading and design instruction that scaffolds future learning.

5.2.13 PS The candidate demonstrates the ability to adapt instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

Function 3: Interdisciplinary Foundation of Literacy

The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

Content Knowledge

5.3.1 CK The candidate demonstrates an understanding of integrating literacy across the curriculum.

5.3.2 CK The candidate demonstrates an understanding of the influences new literacies and digital learning have across the curriculum.

5.3.3 CK The teacher candidate demonstrates an understanding of the skills necessary to access information using digital devices across the curriculum.

5.3.4 CK The candidate demonstrates an understanding of how to use intentional grouping structures (e.g., centers, whole group, small groups, paired reading, individual reading, teacher read alouds) to provide opportunities for reading across the curriculum.

5.3.5 CK The teacher candidate demonstrates an understanding of appropriate (i.e., choral reading, echo reading, whisper reading, silent reading) and inappropriate (i.e., round robin, popcorn) reading strategies within various student grouping structures across the curriculum.

5.3.6 CK The candidate demonstrates an understanding of using strategies to assist students in developing research skills and to motivate students to become critical consumers of different types of texts (e.g., digital, visual, print, multimodal).

5.3.7 CK The candidate demonstrates an understanding of how to teach students to critically evaluate, closely read, and make intra-textual and intertextual connections.

Professional Skills

5.3.8 PS The candidate authentically integrates concepts, processes, and examples from science, literature, mathematics, music, art, and social studies in lessons.

5.3.9 PS The candidate integrates reading across the discipline and curriculum.

5.3.10 PS The candidate demonstrates disciplinary literacy strategies to enhance learning.

5.3.11 PS The candidate uses knowledge of students' backgrounds and interests to develop reading experiences that enhance student vocabulary, comprehension, and critical thinking.

Function 4: Knowledge of Standards and Curriculum

The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners.

Content Knowledge

5.4.1 CK The teacher candidate demonstrates an understanding that state and local standards have an influence on literacy curriculum and instruction.

5.4.2 CK The teacher candidate demonstrates understanding of evaluating various literacy curricula to determine their alignment with research and the ways in which they meet the needs of learners, taking into consideration their developmental, social, cultural, linguistic, and academic diversity.

5.4.3 CK The teacher candidate demonstrates an understanding of literacy curricula alignment with local, state, and professional standards.

5.4.4 CK The teacher candidate demonstrates an understanding of evidence-based literacy strategies aligned to district and state standards.

Professional Skills

5.4.5 PS The teacher candidate selects and implements evidence-based literacy strategies aligned to district and state standards.

Standard 6: Structured Literacy Instruction (Elements and Principles)

The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy

The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Content Knowledge

6.1.1 CK The candidate demonstrates an understanding for the rationale for explicit, systematic, cumulative, multisensory, and multimodal language-learning techniques.

6.1.2 CK The candidate demonstrates an understanding of the language processing requirements of proficient reading: phonological awareness, orthography, phonics, semantics, syntax, and discourse.

6.1.3 CK The candidate demonstrates an understanding of the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling and vocabulary knowledge.

6.1.4 CK The candidate demonstrates an understanding of how to accommodate for individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Professional skills

6.1.5 PS The candidate creates English/language arts lessons using a multisensory/multimodal approach inclusive of appropriate time, materials, technology, and instructional support for pre-K/elementary students' learning.

6.1.6 PS The candidate differentiates instruction (adjusting in terms of intensity, focus, group size, delivery mode, and materials) according to student need.

Function 2: Knowledge of Phonemic Awareness

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Content Knowledge

6.2.1CK The candidate demonstrates an understanding for how to pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

6.2.2 CK The candidate demonstrates an understanding of phonological sensitivity.

6.2.3CK The candidate demonstrates an understanding of phonemic awareness difficulties in learners.

6.2.4 CK The candidate demonstrates an understanding of the progression of phonemic awareness skill-development, across age and grade.

6.2.5 CK The candidate demonstrates an understanding for the general and specific goals of phonemic awareness instruction.

6.2.6 CK The candidate demonstrates an understanding of evidence-based principles for teaching letter formation, both manuscript and cursive.

6.2.7 CK The candidate demonstrates an understanding for the principles of phonemic awareness instruction: brief, multisensory, conceptual, articulatory, auditory verbal.

Professional Skills

6.2.8 PS The candidate designs instruction to explicitly and systematically teach students to recognize, identify and manipulate the sounds of spoken language.

Function 3: Phonics and Orthography

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Content Knowledge

6.3.1 CK The candidate demonstrates an understanding of research based, basic foundations of writing (i.e., correct letter formation, spelling, writing, keyboarding, grammar, conventions, word choice).

6.3.2 CK The candidate demonstrates an understanding for the structure of English orthography and patterns and rules that inform teaching of single and multi-syllable regular word reading.

6.3.3 CK The candidate demonstrates an understanding for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

6.3.4 CK The candidate demonstrates an understanding of how to apply, in practice, considerations for the structure of English orthography and the rules that inform the teaching and spelling of single and multi-syllable regular words.

Professional Skills

6.3.5 PS The candidate models and provides accurate feedback on correct letter formation in manuscript and cursive writing

6.3.6 PS The candidate designs word recognition and spelling lessons by following a structured phonics lesson plan.

6.3.7 PS The candidate demonstrates the ability to teach irregular words in small increments using special techniques.

6.3.8 PS The candidate demonstrates how to apply in practice, considerations for systematically, cumulative, and explicitly teaching basic decoding and spelling skills.

Function 4: Fluency

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency.

Content Knowledge

6.4.1 CK The candidate demonstrates an understanding of the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.2 CK The candidate demonstrates an understanding for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

6.4.3 CK The candidate demonstrates an understanding for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.4 CK The candidate demonstrates an understanding for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Professional Skills

6.4.5 PS The candidate demonstrates an understanding of how to apply in practice considerations for varied techniques and methods for building reading fluency.

6.4.6 PS The candidate demonstrates an understanding of how to apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

6.4.7 PS The candidate demonstrates an understanding of how to apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Function 5: Morphology and Vocabulary

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Content Knowledge

6.5.1 CK The candidate demonstrates an understanding of utilizing morphology to increase student word learning, vocabulary and as an aid in comprehension.

6.5.2 CK The candidate demonstrates an understanding for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

6.5.3 CK The candidate demonstrates an understanding for the sources of wide differences in students' vocabularies.

6.5.4 CK The candidate demonstrates an understanding for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

6.5.5 CK The candidate demonstrates an understanding for the role and characteristics of direct, explicit methods of vocabulary instruction.

Professional Skills

6.5.6 PS The candidate designs and/ or implements instruction utilizing morphology to increase student word learning, vocabulary to aid comprehension.

6.5.7 PS The candidate designs and/or implements lessons that engage students in direct, explicit methods of vocabulary instruction

Function 6: Listening and Reading Comprehension

The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Content Knowledge

6.6.1 CK The candidate demonstrates an understanding of the role of sentence comprehension in listening and reading comprehension for various levels of text complexity.

6.6.2 CK The candidate demonstrates an understanding of methods for teaching comprehension systematically and explicitly to all learners.

6.6.3 CK The candidate demonstrates an understanding of the teacher's role as an active mediator of the text-comprehension process.

6.6.4 CK The candidate demonstrates an understanding of how metacognition guides students' development of monitoring their own comprehension and analysis of different types of text.

6.6.5 CK The candidate demonstrates an understanding of strategies to guide students' self-selection of appropriate texts to increase motivation and engagement.

6.6.6 CK The candidate demonstrates an understanding of how to differentiate instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.

6.6.7 CK The candidate demonstrates an understanding of how to teach the use of graphic and semantic organizers to support comprehension.

6.6.8 CK The candidate demonstrates an understanding of how to teach literary devices (i.e., figurative language, nuance of words, alliteration).
6.6.9 CK The candidate demonstrates an understanding of the structures and features of texts that support comprehension.
6.6.10 CK The candidate demonstrates an understanding of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Professional Skills

6.6.11 PS The candidate purposefully chooses different types of texts based on the learning objective, to include use of decodable texts for support of beginning readers.
6.6.12 PS The candidate uses multiple texts in various genres and formats, including print, digital, visual, and multimodal.
6.6.13 PS The candidate provides explicit instruction related to providing students with necessary skills and strategies to access complex text.
6.6.14 PS The candidate creates read aloud experiences using high-quality texts to develop vocabulary and comprehension, using a variety of high-quality texts and genres to meet individual students' needs and interests.
6.6.15 PS The candidate applies metacognitive teaching strategies to guide students' development of monitoring their own comprehension and analysis of different types of text.
6.6.16 PS The candidate applies teaching strategies that guide students' self-selection of appropriate texts to increase motivation and engagement.
6.6.17 PS The candidate differentiates instruction, tasks, and materials (print and digital) that are appropriate and culturally responsive to all learners.
6.6.18 PS The candidate applies knowledge of how to use graphic and semantic organizers to support comprehension.
6.6.19 PS The candidate applies knowledge of literary devices (i.e., figurative language, nuance of words, alliteration) to support comprehension.
6.6.20 PS The candidate applies knowledge of the structures and features of texts that support comprehension.
6.6.21 PS The candidate applies knowledge of how to teach the types (i.e., biography, how to) and features (i.e., description, cause and effect, sequence) of informational texts.

Function 7: Principles of Structured Literacy

The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Content Knowledge

6.7.1 CK The candidate plans and implements instruction that is direct, explicit and clearly focused on specific learning outcomes.
6.7.2 CK The candidate identifies and utilizes data in planning and delivery of lessons.
6.7.3 CK The candidate plans and implements instruction that is intentionally built upon previously learning and is carefully scaffolded through targeted, prompt feedback.
6.7.4 CK The candidate identifies and utilizes instruction that is highly interactive, multimodal and engaging through instructional decisions for texts and tasks.

Professional Skills

6.7.5 PS The candidate designs and implements instruction based on a systematic progression of learning outcomes

6.7.6 PS The candidate uses explicit instruction when teaching to provide clarity and provides timely and accurate feedback to students.

6.7.7 PS The candidate demonstrates how to apply multisensory routines to enhance student engagement and learning.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools

The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Content Knowledge

7.1.1 CK The candidate demonstrates an understanding of the reasons for selecting assessments.

7.1.2 CK The teacher candidate demonstrates an understanding of the basic statistics commonly utilized in formative and summative assessments.

7.1.3 CK The teacher candidate demonstrates an understanding of informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.

7.1.4 CK The teacher candidate demonstrates an understanding of how to measure students' language development.

7.1.5 CK The teacher candidate demonstrates an understanding of how to measure students' disciplinary literacy including academic vocabulary (e.g., using a vocabulary knowledge scale to determine academic vocabulary knowledge and growth, assessing student background knowledge, and assessing student knowledge of various disciplinary literacy strategies when reading across the curriculum).

Professional Skills

7.1.6 PS The teacher candidate measures students' language development.

7.1.7 PS The teacher candidate evaluates the strengths and limitations of various assessment instruments.

Function 2: Application of Assessment

The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Content Knowledge

7.2.1 CK The teacher candidate recognizes the types of data sources available for measuring student learning (e.g., standards, assessment frameworks, performance tasks and observation including daily conversation, reading fluency error analysis, and writing samples).

7.2.2 CK The teacher candidate demonstrates an understanding of how to use well-validated screening tests designed to identify students at risk for reading and writing difficulties.

7.2.3 CK The teacher candidate understands how to apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

Professional Skills

7.2.4 PS The teacher candidate selects assessments for specific purposes and understands the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.

7.2.5 PS The teacher candidate administers and appropriately scores formal and informal literacy assessments at the individual, group, and classroom levels.

7.2.6 PS The teacher candidate uses results of various assessment measures to inform and/or modify instruction.

7.2.7 PS The teacher candidate uses multiple sources of assessment data to inform instruction and intervention at the individual student, class, and grade levels.

7.2.8 PS The teacher candidate uses classroom screening measures, informal assessments, formative and benchmark progress monitoring tools, and summative outcome measures and can interpret data in various formats.

7.2.9 PS The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document literacy learning.

7.2.10 PS The teacher candidate engages students in multiple ways of demonstrating literacy knowledge and skills as part of the assessment process.

7.2.11 PS The teacher candidate designs literacy assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

7.2.12 PS The teacher candidate assures that the students self-assess their literacy knowledge and skills.

7.2.13 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonological and phonemic awareness including emergent literacy.

7.2.14 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for phonics and decoding.

7.2.15 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for vocabulary and fluency.

7.2.16 PS The teacher candidate selects and applies formal and informal assessment methods and uses data to guide and differentiate instruction, monitor student progress, and select teaching strategies that support readers as they construct literal and inferential meaning, including author's use of language.

7.2.17 The teacher candidate selects and applies formal and informal assessment methods and uses data to guide instruction and monitor student progress for written expression.

Function 3: Student Progress Monitoring and Reporting

The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Content Knowledge

7.3.1 CK The teacher candidate can identify student progress markers (e.g., strengths, needs, literacy goals).

7.3.2 CK The teacher candidate summarizes and communicates (orally and in writing) the meaning of assessment data to share with students, parents, and other teachers and engages families in dialogue about how to support their child's literacy development.

7.3.3 CK The teacher candidate values and integrates the cultural and societal contributions of both home and school in the assessment processes and practices (e.g., student writing artifacts).
7.3.4 The teacher candidate collaborates with colleagues (e.g., literacy coaches and specialists, special educators, teacher assistants) to examine assessment trends for young learners, specific assessments, administration guidelines, and potential issues (e.g., assessing levels of complexity, narrative/informational text differences).

Professional Skills

7.3.5 PS The teacher candidate uses assessment tools to identify students at risk for reading difficulties.
7.3.6 PS The teacher candidate uses assessment data and progress monitoring in a MTSS framework across the tiers.
7.3.7 PS The teacher candidate strives to do no harm and to act in the best interests of culturally, linguistically, and economically diverse students; students with dyslexia, dysgraphia and other literacy disorders; and other struggling readers.
7.3.8 PS The teacher candidate maintains public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
7.3.9 PS The teacher candidate respects objectivity by reporting assessment and intervention results accurately and truthfully.
7.3.10 PS The teacher candidate respects the confidentiality of students.

Function 4: Diverse Learners

The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

Content Knowledge

7.4.1 CK The teacher candidate demonstrates an understanding of essential concepts about diversity including, but not limited to, funds of knowledge, linguistic variation, cultural competence and learning, intersectionality, and social inequity.
7.4.2 CK The teacher candidate demonstrates an understanding of how cultural practices and norms within and across diverse communities and school settings influence student learning.
7.4.3 CK The teacher candidate demonstrates an understanding of the development and use of first and additional languages.
7.4.4 CK The teacher candidate demonstrates awareness of dialectal differences and their impact on student identity and learning.
7.4.5 CK The teacher candidate demonstrates an understanding of students' multiple ways of communicating, variations in discourse, and language expression.
7.4.6 CK The teacher candidate demonstrates an understanding of various pedagogies related to diversity (e.g., culturally and linguistically relevant pedagogies).
7.4.7 CK The teacher candidate demonstrates an understanding of how to forge family, community, and school relationships to enhance students' literacy learning.
7.4.8 CK The teacher candidate demonstrates an understanding of how to encourage collaborative, reciprocal relationships among family.
7.4.9 CK The teacher candidate demonstrates an understanding of how to encourage and facilitate student, family, and community empowerment.

Professional Skills

7.4.10 PS The teacher candidate identifies the forms of diversity present in schools and communities in which they teach and interact.
7.4.11 PS The teacher candidate interacts with families and communities in both school-based and community-based settings.
7.4.12 PS The teacher candidate sets high expectations for learners and implements instructional practices that are responsive to students' diversity.
7.4.13 PS The teacher candidate leverages students' ways of communicating variations in discourse and language expression to provide optimal instructional practices that support social development and identities of diverse learners.
7.4.14 PS The teacher candidate identifies diversity as a core asset in instructional planning, teaching, and selecting texts and materials.
7.4.15 PS The teacher candidate creates a learning environment that builds on the numerous funds of knowledge that students and their families possess.
7.4.16 PS The teacher candidate engages students as agents of their own learning through art, multimodal experiences, and the use of all their cultural and linguistic resources.
7.4.17 PS The teacher candidate identifies and recognizes stereotypes in literature and responds appropriately.

Standard 8: Creative Experiences

The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.

Function 1: Foundations of Fine Arts

The teacher candidate has a foundational knowledge of elements of visual art, music, dance, theater, movement and physical activity and why they are meaningful for students in supporting learning in a variety of content areas.

Content Knowledge

8.1.1 CK The teacher candidate is aware of the traditions and language of the disciplines including the basic styles and thematic influences of artists, designs, traditions, and movements of each.

8.1.2 CK The teacher candidate knows and uses the vocabulary and processes used in each discipline.

8.1.3 CK The teacher candidate integrates developmentally appropriate strategies including artistic expression, play, and physical activity that impact brain development and learning.

8.1.4 CK The teacher candidate practices proper attribution and adheres to copyright regulations.

Professional Skills

8.1.5 PS The teacher candidate uses multiple representations (CRA model) and explanations within the disciplines to guide students through appropriate learning progressions and to promote each student's achievement.

8.1.6 PS The teacher candidate designs and provides creative experiences that encourage students to understand, question, and analyze ideas from diverse perspectives, cultures, and historical periods.

8.1.7 PS The teacher candidate creates lessons integrating all disciplines that include appropriate techniques, materials, technology and instructional support for students' learning, problem solving, and communication.

8.1.8 PS The teacher candidate uses appropriate learning theories related to the disciplines across the curriculum to meet the needs of individuals and groups of students.

Function 2: Assessment

The teacher candidate selects, applies, and evaluates a variety of assessments appropriate to creative experiences.

Content Knowledge

8.2.1 CK The teacher candidate can direct students to analyze, describe, discuss, interpret, and critique their own works and the works of others.

8.2.2 CK The teacher candidate provides direction, guidance, and feedback to ensure that students are actively engaged in lessons, knowing their purpose and objectives.

Professional Skills

8.2.3 PS The teacher candidate engages students in multiple ways of demonstrating knowledge and skill as part of the formative and summative assessment process.

8.2.4 PS The teacher candidate observes, listens, questions, responds, and adjusts instruction to meet the diverse needs of students.

8.2.5 PS The teacher candidate designs and models processes that guide students in examining their own thinking and learning as well as the performance of others.

Function 3: Instruction

The teacher candidate implements effective instructional strategies that actively engage students in creating, performing, and responding to emphasize interrelationships of the arts and movement with other disciplines.

Content Knowledge

8.3.1 CK The teacher develops lessons that connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving, and communication related to local and global issues.

8.3.2 CK The teacher candidate utilizes the various tools, supplies, and technology used in creative experiences.

8.3.3 CK The teacher candidate implements the methods of introducing students to creative experiences, motivating them to explore, encouraging them to use the language of the disciplines, and developing an appreciation and respect for the disciplines.

Professional Skills

8.3.4 PS The teacher candidate sets appropriate, meaningful, and rigorous learning goals for the integration of creative experiences.

8.3.5 PS The teacher candidate uses student knowledge and skills to facilitate opportunities for children to describe, use, touch, and manipulate materials and supplies.

8.3.6 PS The teacher candidate prepares a safe and supportive environment for creative experiences.

8.3.7 PS The teacher candidate provides developmentally appropriate activities across disciplines that require critical thinking, creativity, collaborative problem solving, and communication.

8.3.8 PS The teacher candidate adjusts instruction to meet the needs of individuals and groups of students.

Glossary

8 Mathematical Practice Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

CRA model: CRA (sometimes called CSA or CPA) is a three-phase instructional approach with each phase building on and explicitly connecting to the previous instruction. Concrete is the first phase, often referred to as "the doing stage", when instruction focuses on using manipulatives or concrete objects. Representation (semi-concrete or pictoral) is the second phase, often referred to as "the seeing stage", when instruction connects the concrete manipulatives to drawing, pictures, and other visual representations of concrete objects. Abstract is the third phase, often referred to as "the symbolic stage", when instruction connects the concrete and semi-concrete representations to using only numbers and mathematical symbols or to mentally solving problems. The three phases are flexible and reflective of students' readiness to explain concepts and to fluently apply strategies with different levels of representation. At every level, there should be parallel modeling of each representation with mathematical vocabulary and numbers. https://vctm.org/Concrete-Representational-and-Abstract-Building-Fluency-from-Conceptual-Understanding

Disciplinary literacy practices: Disciplinary literacy focuses on the ways of thinking, the skills, and the tools that are used by experts in a discipline to know and communicate in the different disciplines (Shanahan, 2010; Shanahan & Shanahan, 2015). Students learn to approach material from the various disciplines as an expert would, using different strategies to understand text from various disciplines.

Mathematical Content Standards: counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability.

National Council for the Social Studies (NCSS) https://www.socialstudies.org/ The National Council for the Social Studies (NCSS) is a professional organization dedicated to the advancement of social studies education in the United States. NCSS plays a pivotal role in shaping the field of social studies by providing support, resources, and advocacy for educators, researchers, and curriculum developers.

Next Generation Science Standards (NGSS) https://www.nextgenscience.org/**:** The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students.

Science of Reading: The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world and is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how

proficient reading and writing develop; why some have difficulty and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties. (The Science of Reading Defining Guide, The Reading League 2021)

Structured Literacy: Structured literacy (SL) is an interactive data-driven approach to instruction for all students that emphasizes cumulative, highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds. (KSDE based on definition of International Dyslexia Association)

Tools of Inquiry: Helping students build their knowledge and understanding through research and exploration activities based on existing knowledge. The inquiry method requires higher-order thinking skills and critical thinking to come to conclusions.

Worldview: A worldview is a collection of attitudes, values, stories and expectations about the world around us, which inform our every thought and action. Worldview is expressed in ethics, religion, philosophy, scientific beliefs and so on (Sire, 2004).

Additional resources:
https://improvingliteracy.org/glossary
https://www.literacyworldwide.org/get-resources/literacy-glossary

Crosswalk: 2017 versus 2023 Elementary Education PreK-6 Program Standards

General Information about this Revision:

- Increased emphasis on PreK.
- Increased emphasis on literacy.
- Updated language
- The 2017 Standards included 7 standards. The new standards include 8 standards.
- The 2017 standards had 1 ELA standard; the new standards split the ELA into three Literacy Standards.
- The 2017 standards had a standard for the Arts (i.e. Music, Art, Theatre) and a standard for Health and Physical Education. The new standards combine the Arts and PE standards into one comprehensive standard (Standard 8).

Standard 1		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 1: Learning: The teacher candidate understands how learner development uses understanding of individual differences while creating an environment inclusive of high standards that supports individual and collaborative learning, and encourages positive social interaction, active engagement in learning, and self-motivation.	**Standard 1: Professional Practice** **The teacher candidate demonstrates an understanding of the individual differences of learner development; creates safe, inclusive environments that represent high learning expectations, supports individual and collaborative interactive learning, encourages positive social interaction; active engagement, and self-directedness; and**	• Increased emphasis on PreK. • Updated language. • Added Professional Responsibility function. • Increased emphasis on literacy.

	participates in ongoing professional growth.	
Standard 2		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 3: Mathematics: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	Standard 2: Mathematics The teacher candidate demonstrates an understanding and uses the tools of inquiry, structures of mathematics and content concepts of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 3 to Standard 2.
Standard 3		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 4: Science The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage	Standard 3: Science The teacher candidate understands and uses scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 4 to Standard 3

all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.	

Standard 4		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 5: Social Studies: The teacher understands and uses the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving.	Standard 4: Social Studies The teacher candidate demonstrates an understanding of the central concepts, tools of inquiry, and disciplines of the social studies (civics and government, geography, economics, history), to plan, implement, and assess developmentally appropriate social studies learning experiences that enable all learners to develop the skills for problem solving, critical thinking, and decision making, so they may understand and make informed decisions about their world.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Moved from Standard 5 to Standard 4.

Standard 5		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 2: English/Language Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the	Standard 5: Theoretical and Foundational Knowledge of Literacy The teacher candidate identifies and applies the theoretical and foundational knowledge	• Split English Language Arts into three Literacy standards. • Increased emphasis on PreK. • Added detailed literacy concepts and methods. • Moved from Standard 2 to Standards 5, 6, and 7.

English/language arts (Reading, Writing, Speaking and Listening, and Language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving.	for reading, writing (including composition, letter formation, manuscript and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary-specific literacy processes that serve as a foundation for all learning.	
Standard 6		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Science of Reading Objectives: 1) Understand the four-part processing system of proficient reading and writing. 2) Identify and explain aspects of cognition and behavior that affect reading and writing development. 3) Explain major research findings (i.e., The Simple View of Reading, Scarborough's Rope) regarding the	Standard 6: Structured Literacy Instruction (Elements and Principles) The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle,	• Split English Language Arts into three Literacy standards. • Increased emphasis on PreK. • Added detailed literacy concepts and methods. • Moved from Standard 2 to Standards 5, 6, and 7.

contribution of linguistic and cognitive factors to the prediction of literacy outcomes. 4) Understand/apply in practice the general principles of structured literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. 5) Understand that higher levels of literacy include syntax, paragraph organization, and discourse structure.	syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.	
Standard 7		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
	Standard 7: Literacy Assessment and Evaluation of Diverse Learners The teacher candidate uses a variety of appropriate literacy assessment strategies to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (eg. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements and analyzes screening, diagnostic and progress monitoring data of students' language	● Split English Language Arts into three Literacy standards. ● Increased emphasis on PreK. ● Added detailed literacy concepts and methods. ● Moved from Standard 2 to Standards 5, 6, and 7.

	acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.	
Standard 8		
2017 STANDARDS	2023 STANDARDS (draft)	WHAT CHANGED?
Standard 6: The Arts: The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Standard 7: Health, Movement, and Physical Activity The teacher candidate understands and uses health, human movement and physical activity.	Standard 8: Creative Experiences The teacher candidate demonstrates an understanding of and implements elements of visual arts, music, dance, theater, movement, and physical activity to plan, implement, and assess learning experiences that engage all learners in critical thinking, creativity, collaborative problem solving, and communication.	• Increased emphasis on PreK. • Updated language • Increased emphasis on literacy. • Combined The Arts, Health, Movement, and Physical Activity.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/9/2024
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Higher Education Accrediting Associations List.

Recommended Motion:

It is moved that the Kansas State Board of Education for the purpose of applying earned degrees and credits toward the issuance/renewal of any license by the Kansas State Board of Education accept degrees and college credits from universities or colleges accredited by the following accrediting bodies: New England Commission of Higher Education, Middle States Commission of Higher Education, The Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, Western Association of Schools and Colleges Senior Colleges and Schools Commission on Colleges, Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges, Association for Biblical Higher Education.

Explanation of Situation Requiring Action:

The State Board of Education maintains a list of accrediting associations in which valid credit and degrees are accepted and recognized as required by Licensure Regulation: 91-1-200 Definition of Terms. The State Board of Education has not reviewed nor approved the list in several years. The professional standards board reviewed the list during the September 2023 meeting and recommended to the SBOE to approve the current list without any changes. The current approved accrediting list approves semester credit hours and/or degrees earned through a college or university accredited by one of the following accrediting associations:

1. New England Commission of Higher Education
2. Middle States Commission of Higher Education
3. The Higher Learning Commission (HLC)
4. Northwest Association of Schools and Colleges

5. Southern Association of Colleges and Schools

6. Western Association of Schools and Colleges Senior Colleges and Schools Commission on Colleges

7. Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

8. Association for Biblical Higher Education

Accrediting Associations 1-7 above are formerly known as regional accrediting associations. In 2020, the United States Department of Education changed how accrediting agencies are defined. Accrediting agencies are defined as either institutional or programmatic. All accrediting associations listed above are institutional accreditors. Accrediting associations 1-7 are deemed the highest level of accreditation a university or college can attain. All colleges or universities that offer teacher preparation programs in Kansas are accredited by the Higher Learning Commission. At one time, a private college that offered an approved teacher preparation program in Kansas was accredited by the Association for Biblical Education only; however, the institution is now accredited by the Higher Learning Commission.

Regulation 91-1-200 Definitions of Terms.(eee), defines "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.

Agenda Number: 12

Meeting Date: 1/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation of Kansas Certificates in Child Nutrition Management

From: Kelly Chanay, Director, Child Nutrition and Wellness

The Kansas Certificate in Child Nutrition Management is a program sponsored by Child Nutrition & Wellness and approved by the Kansas State Board of Education. To receive a Kansas Certificate in Child Nutrition Management, 120 hours of Kansas State Department of Education, Child Nutrition & Wellness approved management classes must be completed.

The Child Nutrition Professionals who have completed requirements in 2023 and are being awarded the Certificate in Child Nutrition Management are:
Lisa Morris, USD 440 Halstead;
Glenda Johnston, USD 230 Spring Hill;
Kathy Schultz, USD 443 Dodge City;
Nancy Horton, USD 449 Easton;
Cathy McAfee, USD 320 Wamego;
and Heather McPherson, USD 103 Cheylin.

Agenda Number: 13

Meeting Date: 1/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Student Apprentice at KSDE: Reylli Lopez

From: Denise Kahler, Director, Communications

The Kansas State Board of Education will have the opportunity to hear from Mr. Reylli Lopez, a 2023 graduate of Highland Park High School, USD 501.

In the fall of 2021, the Kansas State Department of Education (KSDE) partnered with Jobs for America's Graduates (JAG) and the Kansas Department of Commerce to develop the first approved youth apprenticeship in the state of Kansas. In 2022, Topeka Public Schools, in partnership with KSDE and JAG was the first school district to pilot this state paid apprenticeship program to promote college and career readiness. Reylli, who was a high school junior at the time, was selected to join the Kansas State Department of Education's Information Technology team as its first paid apprentice.

Under the guidance of Kathi Grossenbacher, KSDE director of Information Technology, and her team, Reylli receives real world, hands-on experience working in the IT sector while continuing his academic pursuits.

Reylli has just completed his first semester at Washburn University where he is pursuing a degree in Information Technology. State Board members will hear about his experience adapting to postsecondary learning and how his participation in the state apprenticeship program has impacted this experience. Kathi Grossenbacher will join Reylli to share about the agency's experience with the apprenticeship program.

Agenda Number: **14**

Meeting Date: **1/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Information on the Kansas State Board of Education's Role in Transferring Territory Between School Districts

From: Scott Gordon

Kansas law provides two means by which the boundaries of school districts may change: The school boards of two districts may submit an agreed-upon petition to change their boundary lines, or a school board may submit a unilateral petition to the Kansas State Board of Education asking it change boundaries following public hearings. The steps to be taken if the State Board receives such petitions will be summarized by KSDE's General Counsel, Scott Gordon.

Agenda Number: 15

Meeting Date: 1/9/2024

KANSAS STATE DEPARTMENT OF EDUCATION
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: KESA Framework Update

From: Ben Proctor

KSDE staff will provide an update on the development of the Kansas Education Systems Accreditation (KESA) 2.0 model. This update is a part of a series of presentations to the State Board. The focus for this presentation will be on two key areas related to the Kansas School Improvement Model and KESA 2.0.

First, KSDE staff will share an overview of the Kansans Can Competency framework. The Kansans Can Competencies provide a framework for school systems to integrate interpersonal, intrapersonal, and cognitive skills into our school improvement model and instructional programs. KSDE staff will share how this framework supports the advancement of the Kansas State Board Outcomes.

Second, KSDE staff will share an overview of a standards-based benchmark assessment aligned to Kansas standards in mathematics and English language arts. This assessment is currently being piloted in several Kansas school districts, including Kansas City, Olathe, and Blue Valley. KSDE staff will share how the development of this assessment model supports the implementation of the Four Fundamentals, with an emphasis on strengthening the Balanced Assessment System.

Additionally, KSDE staff will share an update on the overall progress in the development of the KESA 2.0 model and timelines to complete that process for initial implementation during the 2024-25 school year.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/9/2024
Beth Fultz	Beth Fultz	Randy Watson		

Item Title:

Receive $250,000 grant to Olathe USD for Common Assessments

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to subgrant with Olathe USD to create standards-based benchmark assessments aligned to Kansas content standards in mathematics and English language arts. The amount shall not exceed $250,000 for the period February 2024 through June 30, 2025.

Explanation of Situation Requiring Action:

Districts are in need of benchmark/interim assessments that provide standard level feedback that follows the unique scope, sequence, and pacing of each district. This currently doesn't exist, and it is imperative to monitor student proficiency, especially recovering from learning lost due to COVID. Innovative Assessment Solutions, LLC. (IAS) will work with three districts (Kansas City Kansas, Olathe, and Blue Valley) to create a multidimensional standards-based benchmark assessment system for mathematics and English language arts reading standards. Four benchmark assessments will be developed by the districts with help from IAS personnel. Assessments will be delivered in KITE according to each districts' set timeline. Reports will be delivered via a custom website developed by IAS.

The deliverables include:
Psychometric analyses and student, teacher, and district reports for students in Olathe, Kansas City Kansas, and Blue Valley districts;
Development of results website for reporting and hosting training materials;
Creation of training videos for assessment literacy (student/parent, teacher, building, and district version);
Item writing and evaluation training session for district personnel (joint across all districts);
Item upload into KITE;
Form development and creation in KITE and
Assessment design consultation.

ESSER learning loss funds will be used to pay for this project.

Agenda Number: **17**

Meeting Date: **1/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentations on the Fentanyl Crisis

From: Dr. Randy Watson

Jenni Ebert, Riley County Health Coordinator and KBI Director Tony Mattavi will be presenting information about the Fentanyl Crisis.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 a.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/9/2024
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on the recommendations of the Professional Practices Commission (grant)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the license in case 23-PPC-26.

Explanation of Situation Requiring Action:

23-PPC-26

In 2018, Applicant's previously issued professional license was revoked by the Kansas State Board of Education following a PPC hearing. At that time, the PPC recommended Applicant remain licensed subject to public censure on the condition that she inform her employing school district of her conviction for misdemeanor theft prior to the matter coming to the State Board. Because the Applicant failed to inform her employer as required by the PPC, the State Board found it inappropriate for her to remain licensed and revoked to teaching license. Applicant has now reapplied for a substitute teaching. Applicant testified during her October 2, 2023 hearing that she seeks licensure not to obtain a teaching position but to simply clear her name by having her license restored.

The PPC recommends she receive a substitute teaching license with the stipulation that if Applicant applies for any subsequent license she must appear before the Commission.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

KSDE Case No.: 23-PPC-26
OAH Case No.: 24ED0001 ED

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education (State Board) that the application by [redacted] for a substitute teaching license be granted with the stipulation that if [redacted] applies for any subsequent licensure she must appear before the Commission.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [redacted] concerning a complaint filed by the KSDE on July 12, 2023, seeking denial of [redacted] application for a professional teaching license.

The hearing was held on October 2, 2023. Appearing for the Commission were Chairperson, Dr. Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Eric Filippi, Dr. Christy Ziegler, Aaron Edwards, and Leigh Anne Rogers.

[redacted] appeared in person and without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge with the Office of Administrative Hearings (OAH), was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A trough J and requested they be admitted as evidence [redacted] had no objection. Exhibits A through J were admitted.

[redacted] offered documents identified as Exhibits 1 through 4 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 4 were admitted.

Findings of Fact

1. [redacted] held a professional teaching license, issued by the State Board, which was revoked on September 11, 2018, by Final Order of the State Board. [Ex. F]. The reasons for the Board's revocation of [redacted] teaching license are set forth in the Final Order and will not be restated but are incorporated herein by reference.

2. Since the revocation, [redacted] has sought to regain her license, having applied in September of 2019.

3. In response to an application, the exact date of the application is unknown to the Commission, KSDE filed a Complaint seeking to have the application for a teaching license denied. [Ex. I]. The stated basis for the request for denial was that KSDE did not feel that [redacted] had demonstrated that she had been rehabilitated or that the grounds for her revocation ceased to be a factor in her fitness for a teaching license.

4. [redacted] testified and provided documentation stating she had been diagnosed with and was receiving therapy for Impulse Control Disorder. [Ex. 2].

5. [redacted] testified she had been shamed and disgraced by the events that led to her license being revoked, and she wanted to have her name cleared. [redacted] testified she did not plan to teach again but wanted to clear her name by getting her teaching license restored.

6. [redacted] testified she had gotten the criminal conviction that served as part of the basis for the revocation of her teaching license expunged and provided a copy of the order issued by the Overland Park, Kansas Municipal Court. [Ex. 1].

7. [redacted] testified she had worked as a paraprofessional with special education students for the last "few" years.

8. [redacted] testified that she had made "stupid mistakes" but had gotten help and knew how to handle things now.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.[1]

"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

[1] Kan. Const., Art. VI and K.S.A. 72-255.

pursuant to [K.A.R. 91-22-1a](a)."[2] Conduct for which a license may be suspended or revoked includes, but is not limited to: "(1) Conviction of any crime punishable as a felony."[3]

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.[4]

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [redacted] application for a professional teaching license should be granted. The factors considered were:

(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.

The Commission felt that [redacted] acknowledged the wrongfulness of her criminal conduct, had taken responsibility for it, and made efforts to change to avoid the same conduct in the future.

The Commission felt [redacted] had taken steps to rehabilitate herself and separate herself from the conduct that led to her criminal conduct and her behavior had ceased to be a factor in her fitness for licensure and that she was suitable to be a teacher and a role model for students. Specifically, the Commission noted that [redacted] had been in a position of public trust for the last "few" years, being supervised as a paraprofessional working with special education students.

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[2] K.A.R. 9122-1a(b).
[3] K.A.R. 91-22-1a(a).
[4] *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

On a vote of 7 in favor and 0 opposed the Commission recommends to the State Board that the application by [redacted] for a substitute teaching license be granted with the stipulation that if [redacted] applies for any subsequent licensure she must appear before the Commission.

IT IS SO ORDERED.

Dr. Jennifer Holt, Chairperson
Professional Practices Commission

Prepared By:

Loren F. Snell, Jr.,
Administrative Law Judge
Office of Administrative Hearings

Notice

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

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

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

Certificate of Service

On December 12th, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:

[redacted]

and I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele

Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 18 b.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/9/2024
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on the recommendations of the Professional Practices Commission (revocation and denial)

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 23-PPC-30; 23-PPC-33; 23-PPC-38; 23-PPC-41; 23-PPC-42; 23-PPC-43; and 23-PPC-45.

Explanation of Situation Requiring Action:

Complaints were filed against the following Licensees. None of the Respondents participated in the proceedings of the Professional Practices Commission.

23-PPC-30

Applicant has applied for an emergency substitute license. On October 24, 2014, the Supreme Court of the State of Kansas issued its order suspending the Applicant from the practice of law in the State of Kansas for one year. The Supreme Court further ordered the Licensee to present clear and convincing evidence that he has made restitution to his injured clients and that he has received health and/or psychological treatment to be determined fit to engage in the active practice of law as a condition of reinstating his professional license. As of the filing of this Complaint, Applicant's professional license to practice law in the State of Kansas remains suspended. Complaint was filed and mailed to the Applicant but he filed neither a request for hearing or an answer. The PPC recommends denial of 23-PPC-30's application.

23-PPC-33

Applicant has applied for an emergency substitute license. On March 6, 2014, Applicant was substantiated by the Department for Children and Families for physical abuse of a minor child. The finding means that a reasonable person weighing the facts and circumstances would decide it is more likely than not the alleged perpetrators actions or inactions met the abuse/neglect definition per Kansas state law. Applicant has been placed on the Kansas Child Abuse/Neglect Central Registry. The substantiated allegations of physical abuse of a minor child stem from Applicant's actions while she was employed by Kiddi Kollege Daycare. Persons whose names appear on the Central Registry are not permitted by law to work, reside, or regularly volunteer in child care homes or facilities licensed or regulated by the Kansas Department for Health and Environment ("KDHE") or the Kansas Department for Children and Families Foster Care and Residential Facility Licensing. Complaint was filed and mailed to the Applicant but she filed neither a request

for hearing nor an answer. The PPC recommends denial of 23-PPC-33's application.

23-PPC-38

Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2004. On September 27, 2022, while licensed by the Kansas State Board of Education, Licensee pled guilty to and was convicted of Aggravated Assault as defined in K.S.A. 21-5412(b)(3), a crime punishable as a felony. Licensee was also convicted of Criminal Damage to Property as defined in K.S.A. 21-5813(a)(1)(c)(2), a crime punishable as a felony. Sedgwick County District Count case 22CR958. Complaint was filed and mailed to the Licensee but he filed neither a request for hearing nor an answer. The PPC recommends revocation of 23-PPC-38's license.

23-PPC-41

Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2001. In October, 2020, officers with the Olathe police department executed a search warrant at Licensee's home. Within Licensee's home police located marijuana, paraphernalia for smoking and storing marijuana, THC edibles, and methamphetamine. On May 24th, 2021, Licensee entered into a diversion agreement in Olathe Municipal Court case 20C008539 after having been charged with Possession of Marijuana and Possession of Drug Paraphernalia. On August 3, 2021, the City of Olathe filed a Motion to Revoke Licensee's diversion for failure to comply with the terms of her diversion. Licensee was convicted on March 21, 2022. Complaint was filed and mailed to the Licensee but she filed neither a request for hearing nor an answer. The PPC recommends revocation of 23-PPC-41's license.

23-PPC-42

Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2005. On or about the 15th day of December, 2022, Licensee inappropriately touched a minor student on her inner thigh. On or about September 12, 2023, Licensee pled guilty to and was convicted of one count of misdemeanor battery in Cowley County District Court case 22-CR-393. The basis for the criminal charge was the touching of his minor student. Complaint was filed and mailed to the Licensee but he filed neither a request for hearing nor an answer. The PPC recommends revocation of 23-PPC-42's license.

23-PPC-43

Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2009. On June 26th, 2023, Licensee pled guilty to and was convicted of failure to stop at an accident which resulted in great bodily harm as defined in K.S.A. 8-1602, a felony offense. Complaint was filed and mailed to the Licensee

but he filed neither a request for hearing nor an answer. The PPC recommends revocation of 23-PPC-43's license.

23-PPC-45

Applicant applied for an emergency substitute license. On September 9, 2019, Applicant entered into a diversion agreement in Wichita Municipal Court, case 19C046741 after being charged with theft. Complaint was filed and mailed to the Applicant but she filed neither a request for hearing nor an answer. The PPC recommends denial of 23-PPC-45's application.

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application of [redacted]

PPC No. 23-PPC-30

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking denial of [redacted] [Applicant] application.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant has applied for an emergency substitute license.
2. On October 24, 2014, the Supreme Court of the State of Kansas issued its order suspending the Applicant from the practice of law in the State of Kansas for one year. The Supreme Court further ordered the Licensee to present clear and convincing evidence that he has made restitution to his injured clients and that he has received health and/or psychological treatment to be determined fit to engage in the active practice of law as a condition of reinstating his professional license. As of the filing of this Complaint, Applicant's professional license to practice law in the State of Kansas remains suspended.
3. On July 19, 2023, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for a teaching license. The Complaint was mailed by standard and by certified mail to Applicant's last known address.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may deny a license of any teacher for misconduct or other just cause. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Applicant's application for an emergency substitute license is denied, based on suspension to practice law in the state of Kansas and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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

CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of December 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the Application of [redacted]

PPC No. 23-PPC-33

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking denial of [redacted] [Applicant] application.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant has applied for an emergency substitute license.
2. On March 6, 2014, Applicant was substantiated by the Department for Children and Families for physical abuse of a minor child. The finding means that a reasonable person weighing the facts and circumstances would decide it is more likely than not the alleged perpetrators actions or inactions met the abuse/neglect definition per Kansas state law. Applicant has been placed on the Kansas Child Abuse/Neglect Central Registry.
3. The substantiated allegations of physical abuse of a minor child stem from Applicant's actions while she was employed by Kiddi Kollege Daycare.
4. Persons whose names appear on the Central Registry are not permitted by law to work, reside, or regularly volunteer in child care homes or facilities licensed or regulated by the Kansas Department for Health and Environment ("KDHE") or the Kansas Department for Children and Families Foster Care and Residential Facility Licensing.
5. On July 19, 2023, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for a teaching license. The Complaint was mailed by standard and by certified mail to her last known address. According to USPS tracking, the certified complaint was delivered to that address.
6. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may deny a license of any teacher for misconduct or other just cause. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-0, that Applicant's application for an emergency substitute license is denied, based on substantiated allegations of physical abuse of a minor child and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of December, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

PPC No. 23-PPC-38

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking revocation of [redacted] [Licensee] professional license.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2004.
2. On September 27, 2022, while licensed by the Kansas State Board of Education, Licensee pled guilty to and was convicted of Aggravated Assault as defined in K.S.A. 21-5412(b)(3), a crime punishable as a felony. Licensee was also convicted of Criminal Damage to Property as defined in K.S.A. 21-5813(a)(1)(c)(2), a crime punishable as a felony. Sedgwick County District Count case 22CR958.
3. On October 9, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed by standard and by certified mail. The certified receipt shows it was received and signed for by the Licensee.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony; K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Licensee's license be revoked immediately, based on felony convictions of aggravated assault and criminal damage to property and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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Kansas State Department of Education
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Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the License of
[redacted]

PPC No. 23-PPC-41

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking revocation of [redacted] [Licensee] professional license.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2001.
2. In October, 2020, officers with the Olathe police department executed a search warrant at Licensee's home. Within Licensee's home police located marijuana, paraphernalia for smoking and storing marijuana, THC edibles, and methamphetamine.
3. On May 24th, 2021, Licensee entered into a diversion agreement in Olathe Municipal Court case 20C008539 after having been charged with Possession of Marijuana and Possession of Drug Paraphernalia.
4. On August 3, 2021, the City of Olathe filed a Motion to Revoke Licensee's diversion for failure to comply with the terms of her diversion. Licensee was convicted on March 21, 2022.
5. On October 9, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed by standard and by certified mail.
6. Licensee did not respond to the Complaint. She filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

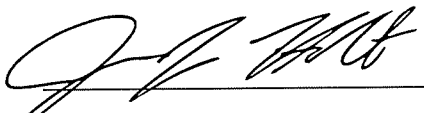
1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including entering into a diversion agreement after having been charged with any crime involving drugs as well as for being convicted of any crime involving drugs. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Licensee's license be revoked immediately, based on entering into a diversion agreement after being charged with possession of marijuana and possession of drug paraphernalia, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
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Topeka, Kansas 66612

Marisa Seele
Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of [redacted]

PPC No. 23-PPC-42

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking revocation of [redacted] [Licensee] professional license.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2005.
2. On or about the 15th day of December, 2022, Licensee inappropriately touched a minor student on her inner thigh.
3. On or about September 12, 2023, Licensee pled guilty to and was convicted of one count of misdemeanor battery in Cowley County District Court case 22-CR-393. The basis for the criminal charge was the touching of his minor student as described in paragraph 2.
4. On October 9, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed by standard and by certified mail to Licensee's last known address. According to USPS tracking, the certified complaint was picked up at the post office.
5. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Licensee's license be revoked immediately, based on inappropriately touching a minor student, for conviction of a crime involving a child, and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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Deborah Bremer
Secretary, Kansas State Board of Education
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R. Scott Gordon
Kansas State Department of Education
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Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of the License of [redacted]

PPC No. 23-PPC-43

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education ("KSDE") seeking revocation of [redacted] [Licensee] professional license.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education as a professional teacher and has been licensed since 2009.
2. On June 26th, 2023, Licensee pled guilty to and was convicted of failure to stop at an acccident which resulted in great bodily harm as defined in K.S.A. 8-1602, a felony offense.
3. On October 9, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed by standard and by certified mail to Licensee's last known address.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.

5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony; K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Licensee's license be revoked immediately, based on felony failure to stop at an accident and for failure to participate in the administrative proceedings.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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

Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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

CERTIFICATE OF SERVICE

I hereby certify that on this 6th day of December, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:

[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION

In the Matter of
the Application of
[redacted]

PPC No. 23-PPC-45

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner ("Commission") of the Kansas State Board of Education (State Board) upon [redacted][Applicant] application for a teaching license.

The hearing on this matter was held on November 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Leigh Ann Rogers, Ricardo Sanchez, Carey Spaulding, Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. Applicant applied for an emergency substitute license.
2. On September 9, 2019, Applicant entered into a diversion agreement in Wichita Municipal Court, case 19C046741 after being charged with theft.
3. On October 12, 2023, the Kansas State Department of Education sent a letter to the Applicant at her last known address asking her to participate in the Professional Practices Commission's hearing. The letter did not bounce back to the Department or otherwise show it was not received.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. The Kansas State Board of Education may deny the license of any teacher for misconduct or other just cause including entering into a diversion agreement after having been charged with with theft. K.A.R. 91-22-1a.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 6-**0**, that Applicant's application be denied based on entering into a diversion agreement after being charged with theft, and for not participating in the Professional Practices Commission process as requested.

This Initial Order is made and entered this November, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on November 29, 2023.

NOTICE TO APPLICANT

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

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Deborah Bremer
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

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CERTIFICATE OF SERVICE

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[redacted]

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: **19**

Meeting Date: **1/9/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Legislative Matters: Review of the meeting of the Special Education Funding Taskforce and Preview of the 2024

From: Session Dr. John Hess

The 2024 Kansas Legislature convenes on Monday, January 8, 2024, to begin its annual session. The Governor's State of the State Address has not been scheduled. KSDE Fiscal Services & Operations Director, John Hess, will briefly report on any committee assignment changes or other pertinent information during his update to the Board members. In addition, there will be a review the January 5th meeting of the Special Education Funding Task Force.

REQUEST FOR EXECUTIVE SESSION

Agenda Number: 20
Meeting Date: 01/09/2024

Item Title:

Executive Session for the Purpose of Discussing Personnel Matters of Non-Elected Personnel

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.

Agenda Number: 3

Meeting Date: 1/10/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Career and Technical Student Organization (CTSO) Citizenship Day Report and Presentations

From: Natalie Clark, Asst. Director, Career Standards and Assessment

Career and Technical Student Organization (CTSO) Citizenship Day offers the Kansas State Board of Education an opportunity to meet the elected state leaders of the Career and Technical Student Organizations. At the same time, these student officers are provided a unique opportunity to gain a better awareness of the individual roles, such as members of the State Board, have in Kansas public education. CTSO state leaders represent each organization and will make brief remarks on "How the CTSO has impacted them personally."

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 4

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/10/2024
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on updated Kansas Early Learning Standards

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the updated Kansas Early Learning Standards as presented.

Explanation of Situation Requiring Action:

The Kansas Early Learning Standards (KELS) is a document that provides information and guidance to early childhood providers and teachers, including early primary grade teachers, on the developmental continuum of learning for children from birth through kindergarten. The KELS provide information regarding what young children should know and be able to do as a result of engagement with caring knowledgeable adults, evidence-based curriculum, and developmentally appropriate activities. It is a dynamic resource that providers and teachers can use as they plan activities for, choose and implement curriculum, and engage in conversations with young children and their families around early learning.

A collaborative group of Kansas early childhood partners worked together to review and complete this fourth revision to the Kansas Early Learning Standards. The first document was completed in 2006 with a second revision done in 2009 and a third revision in 2013.

The Kansas State Board of Education received a presentation describing the process to revise the Kansas Early Learning Standards and the proposed updates in November 2023. In December staff shared adjustments made to the proposed updates following feedback received from members of the public and State Board members. **This action by the State Board will approve the proposed updates to the Kansas Early Learning Standards.**

Agenda Number: 5 a

Meeting Date: 01/09/2024

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	2	3	3	3	0	0						
Unclassified	2	3	3	3	0	0						
Unclassified Regular (leadership)	0	0	0	0	0	0						
Total Separations	2	4	4	3	4	3						
Classified	0	0	0	0	0	0						
Unclassified	2	4	4	2	4	2						
Unclassified Regular (leadership)	0	0	0	1	0	1						
Recruiting (data on 1st day of month)	4	5	3	3	9	2						
Unclassified	4	5	3	3	7	2						
Unclassified Regular (leadership)	0	0	0	0	2	0						

Total employees 263 as of pay period ending 12/9/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions, and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

Agenda Number: **5 b.**

Meeting Date: **01/09/2024**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

There are no personnel appointments to present this month.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **5 c.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/10/2024**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on Recommendations for Licensure waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. During the 2020-2021, 2021-2022, and 2022-2023 school years the State Board of Education issued temporary emergency declarations that allowed substitute teachers to serve additional days without submitting a waiver. District will be required to submit waiver requests to extend the number of days during the 2023-2024 school year.

The attached requests have been reviewed by the Teacher Licensure staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation
D0202	Turner-Kansas City	John	Naramore	Art - extension on number of days under an esub.	Approved
D0230	Spring Hill	Christine	Sullivan	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0232	De Soto	Savannah	Steinmetz	Low Incidence Special Education	Approved*
D0232	De Soto	Aimee	Oesterreich	Early Childhood Special Education	Approved**
D0232	De Soto	Julia	Coelho	High Incidence Special Education	Approved
D0232	De Soto	Angela	Coleman	Gifted	Approved
D0232	De Soto	Samuel	Rhodes	Low Incidence Special Education	Approved
D0243	Lebo-Waverly	Linda	True	Math - extension on number of days under an esub.	Approved
D0243	Lebo-Waverly	Judith	McCoy	Life Science - extension on number of days under an esub.	Approved
D0243	Lebo-Waverly	Melissa	Herring	Music - extension on number of days under an esub.	Approved
D0257	Iola	McKenna	Orear	Elementary Extension of Days Only - extension on number of days under an esub.	Approved

D0266	Maize	Candace	Crowley	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0305	Salina	Debra	Everett	High Incidence Special Education	Approved
D0361	Chaparral Schools	Andrew	Kirkpatrick	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0361	Chaparral Schools	Caitlin	Wetherill	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0383	Manhattan-Ogden	Christina	Myers	High Incidence Special Education - extension on number of days under an esub.	Approved
D0435	Abilene	Kari	Burns	Music - extension on number of days under an esub.	Approved
D0437	Auburn-Washburn USD 437	Taylor	Smith	High Incidence Special Education	Approved
D0450	Shawnee Heights	Alex	Raines	High Incidence Special Education	Approved**
D0475	Geary County Schools	Avery	Rush	Elementary Extension of Days Only - extension on number of days under an esub.	Approved

D0475	Geary County Schools	Yadira	Cruz Ortiz	Elementary Extension of Days Only - extension on number of days under an esub.	Approved
D0480	Liberal	Angela	McDaniels	High Incidence Special Education - extension on number of days under an esub.	Approved
D0605	South Central KS Spec Ed Coop	Kaleb	Caudell	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Ashley	Gupta	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Emily	McKean	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Erin	Damme	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Kimberley	Cady	High Incidence Special Education - extension on number of days under an esub.	Approved

D0608	Northeast KS Education Serv Cntr	Rhonda	Troxel	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Sherri	Caldwell	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Staci	Wittenberg	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Tabitha	Fialkowski	Early Childhood Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Kathryn	Johnson	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Wendy	Branson	High Incidence Special Education - extension on number of days under an esub.	Approved
D0608	Northeast KS Education Serv Cntr	Whitney	Brown	Early Childhood Special Education - extension on number of days under an esub.	Approved

D0637	Southeast Kansas Special Education Interlocal	Carrie	Shattuck-Wilcox	High Incidence Special Education - extension on number of days under an esub.	Approved
D0637	Southeast Kansas Special Education Interlocal	Thomas	Born	Low Incidence Special Education - extension on number of days under an esub.	Approved
D0708	Hays West Central KS Special Ed. Coop.	Brittany	Pflaum	High Incidence Special Education	Approved
D0712	Tri-County Sp. Services Coop.	Angela	Reimer	High Incidence Special Education - extension on number of days under an esub.	Approved

Teaching Endorsements Held by Educator
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EARLY CHILDHOOD UNIFIED (B-GRD3)
EARLY CHILDHOOD EDUCATION (EC-EC); ELEMENTARY (K-9)
ELEMENTARY EDUCATION (K-6)
HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)

EMERGENCY SUBSTITUTE TEACHER (PRK-12)
ELEMENTARY (K-9); MATHEMATICS (5-9)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
HIGH-INCIDENCE SPECIAL EDUCATION (K-6)
ELEMENTARY EDUCATION (K-6)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)

EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)

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EMERGENCY SUBSTITUTE TEACHER (PRK-12)
EMERGENCY SUBSTITUTE TEACHER (PRK-12)
ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
(PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **5 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/10/2024**
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case # 3509

Applicant is enrolled in Kansas State University's Limited Elementary Residency Program which is a master's degree program which is an elementary education licensure program. Applicant requests Limited Elementary Residency Program license for Elementary Education (PRK-6). Review is required due to the lack of a bachelor's degree as required by regulation for the license.

Applicant earned a Master of Architecture degree from Kansas State University in 2011. The degree program was a five year (170) semester college credit hour degree which did not include the awarding of a bachelor's degree. Coursework completed during the program is equivalent to coursework completed to earn a bachelor's degree, but Kansas State University's Master of Architecture program was constructed to award a master's degree only.

The Licensure Review Committee recommends approval of the license based on equivalent coursework for a bachelor's degree. Moved by Kellen, seconded by Tricia and approved unanimously.

Case # 3510

Applicant requests initial school leadership license with an endorsement in Building Leadership (PRK-12). Review is required due to the lack of a standard out of license for building leadership.

Applicant earned a Master of Science degree in school administration from National University in 2023. The applicant met all requirements in California to be issued a certificate of eligibility that allows the holder to apply for building administrator positions. The certificate of eligibility is not "activated" into a standard initial license until an appropriate building administrator position is secured. Applicant is moving to Kansas, will not be applying for positions in California, and is therefore ineligible for the California initial license. The applicant has met all other requirements for

a Kansas initial school leadership license.

The Licensure Review Committee recommends approval of the license based on meeting Kansas requirements and acceptance of the certificate of eligibility as equivalent to a standard out of state license. Moved by Cody, seconded by Allen and approved unanimously.

Case # 3511

Applicant requests initial Kansas licensure for Library Media Specialist (PRK-12). A Kansas initial school specialist license for Library Media Specialist requires a professional-level Kansas teaching license. Review for the license is required due to lack of a professional-level teaching license.

Applicant earned a Master of Science degree in Library Media Licensure at Pittsburg State University in 2023. Applicant holds an initial-level Missouri teaching license in Elementary Education (1-6). Applicant has no teaching experience and is therefore ineligible for a professional-level teaching license in both Kansas and Missouri. Applicant needs the initial Kansas school specialist license in order to receive a reciprocal license in Missouri. The applicant is currently employed as a library media specialist with the Carl Junction R-1 school district in Missouri.

The Licensure Review Committee recommends approval of the license based on completion of all requirements for the license except the holding of a professional-level teaching license. Moved by Jessica, seconded by Allen and approved unanimously.

Case # 3512

Applicant requests professional Kansas license for Library Media Specialist (PRK-12). Review for the license is required due to lack of an initial school specialist license.

Applicant earned a Master of Science degree in Library Science from the University of North Texas in 2012. The applicant holds a professional-level Texas license for School Librarian (PRK-12). Applicant has been employed as a director of library services in Kansas fulltime under contract since 2012. The Kansas school district did not require the applicant to hold a license for the position until this school year. The applicant therefore has 11 years of unaccredited experience serving as a School Librarian.

The Licensure Review Committee recommends approval of the license based on accepting the 11 years of unaccredited experience as accredited for a professional-level license. Moved by Kellen, seconded by Tricia and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	1/10/2024
Shane Carter	Shane Carter	Randy Watson		

Item Title:

Act to approve Kansas Registered Teacher Apprenticeship Pilot MeadowLARK Grant Funds.

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Registered Teacher Apprenticeship Program Pilot for the 2023-2024 School Year.

Explanation of Situation Requiring Action:

The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. Prior to implementing a state-wide Registered Teacher Apprenticeship program during the 2024-2025 school year, the Teacher Licensure team initiated a small pilot program beginning in August 2023 to ensure administrative processes are functional and in place to open the program state-wide. Governor's Emergency Education Relief (GEER) funds allotted to the Teacher Licensure team were utilized to fund the pilot program. The GEER funds are a temporary funding source which will no longer be available after September 30, 2024.

To sustain the Registered Teacher Apprenticeship program, additional funding sources are required. The teacher licensure team collaborated with the Department of Commerce's Office of Registered Apprenticeships and other state agencies to participate in the MeadowLARK – Leading Apprenticeship Results in Kansas initiative to expand the state's Registered Apprenticeship opportunities. The Kansas Office of Registered Apprenticeships was awarded a grant from the Department of Labor for a total $6,331,847. The Kansas Office of Registered Apprenticeships awarded the Registered Teacher Apprenticeship program a total of $3 million to fund the program through June 2026.

To transition to utilizing MeadowLARK funding, the Teacher Licensure Team requests the following grants be approved for pilot districts to use during the Spring 2024 semester to cover tuition costs of up to $2500 per apprentice:

USD 511 Attica - $2500 for 1 apprentice
USD 437 Auburn Washburn - $7500 for 3 apprentices
USD 443 Dodge City - $5000 for 2 apprentices
USD 405 Lyons - $5000 for 2 apprentices
USD 305 Salina - $7500 for 3 apprentices
USD 464 Tonganoxie - $5000 for 2 apprentices
USD 501 Topeka - $7500 for 3 apprentices

Utilization of the MeadowLARK funding, will allow the teacher licensure team to create and implement processes to support the Registered Teacher Apprenticeship program when the program is opened state-wide.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **5 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/10/2024**
Ashley Niedzwiecki	Bert Moore	Randy Watson		

Item Title:

Act to authorize the funding of contracts necessary for the provision of Special Education and Title Services System of Technical Assistance.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter contracts and data sharing agreements with qualified providers for a cumulative five-year amount not to exceed $200,000,000 to be paid from funds received under the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), and other applicable federal grants for the period of July 1, 2025, through June 30, 2030.

Explanation of Situation Requiring Action:

Annually, the KSDE receives federal investments of approximately $380,000,000 per year distributed across the state to provide services to infants, children, and youth. These federal funds are supplemental to state funds.

The KSDE Special Education and Title Services team (SETS) utilizes required federal set-aside funds to provide coordinated monitoring and technical assistance to local school districts in order to meet the state's obligations for general supervision oversight under the Individuals with Disabilities Education Act (IDEA) and the Elementary Secondary Education Act (ESEA).

Coordinated effort is accomplished through cohesive operation of a network of contracted projects collectively known as the *Kansas Technical Assistance System Network (TASN)*. A primary purpose of TASN is to improve the capacity of Kansas educators to select and effectively implement evidence-based instructional practices which will result in improved outcomes for infants, children, and youth with disabilities and their families, while maintaining compliance under IDEA and ESEA. These supplemental projects are aligned to the full complement of resources within the KSDE and will enable the State to accomplish the Board's Kansas Can Vision.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **5 g.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**1/10/2024**
David Fernkopf		Randy Watson		

Item Title:

Act to initiate contract for the 2024 Summer Academies Keynote Speaker

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate the contract bid process for Keynote speaker for the 2024 Summer Academy in an amount not to exceed $26,500 for the period execution of the contract through June 10, 2024.

Explanation of Situation Requiring Action:

KSDE is building the agenda for the 2024 teacher professional development opportunity called Summer Academy. Through an RFP process, the keynote speaker will be identified and the contract formalized in an amount not to exceed $26,500.

The keynote speaker will work with KSDE Program Managers to develop a presentation that will inspire and guide teachers who attend the academy. The presentation will support the Four Fundamentals identified as key factors in the school improvement model. It will also lead to strategies to engage and motivate students for academic success. The academy is scheduled to be held at Wichita Northwest High School, in Wichita, on June 10-12, 2024.

Chair's Report

January 10, 2024 Board Meeting

RESOLUTION

Be It Resolved that:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Therefore, unless modified as necessary by the Kansas State Board of Education, its regular meetings shall comply with the following schedule:

2024 Dates	Meeting	Location
January 9-10	Regular Board Meeting	LSOB, Topeka
February 13-14	Regular Board Meeting	LSOB, Topeka
March 12-13	Regular Board Meeting	LSOB, Topeka
April 9-10	Regular Board Meeting	LSOB, Topeka
May 14-15	Regular Board Meeting	LSOB, Topeka
June 11-12	Regular Board Meeting	LSOB, Topeka
July 9-10	Regular Board Meeting	LSOB, Topeka
August 13-14	Regular Board Meeting	LSOB, Topeka
September 10-11	Regular Board Meeting	LSOB, Topeka
October 8-9	Regular Board Meeting	LSOB, Topeka
November 12-13	Regular Board Meeting	LSOB, Topeka
December 10-11	Regular Board Meeting	LSOB, Topeka

CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 10th day of January, 2024.

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Deborah Bremer
Secretary, Kansas State Board of Education

TO BE ADDRESSED IN THE CHAIR REPORT ON JANUARY 10TH, 2024.

Dear Dr. Watson,

Good afternoon. My name is Don Hymer and I am the current Chair of the Juvenile Justice Oversight Committee (JJOC)which is a statutory committee created by Senate Bill 367 (back in 2016) to oversee the implementation of Juvenile Justice Reform. We are a multi-disciplined committee and one of the membership positions is reserved for a member or representative of the State Board of Education.

Your position is currently vacant and we would like to see the position filled.

Please let me know if there is someone who can attend our quarterly meetings and also serve on a sub-committee. Do not hesitate to contact me if you have any questions.

Respectfully on behalf of the JJOC,

Donald W. Hymer Jr
Assistant District Attorney
Johnson County District Attorney's Office
Juvenile Unit Section Chief
Johnson County Courthouse
Olathe, Kansas 66061
(913) 715-3047
Don.Hymer@JoCoGov.Org