

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at
Chairperson

3:30 ~~am~~/p.m. on March 21, 1984 in room 313-S of the Capitol.

All members were present ~~except~~:

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Dale Dennis, State Department of Education
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Alicia Salisbury, State Board of Education
John Myers, Governor's Office
Mac McKenney, United School Administrators
Ruth Ann Hackler, Kansas Association of School Boards
Bob Kelly, Kansas Independent Colleges
Craig Grant, Kansas-National Education Association
Dr. Joe McFarland, Board of Regents
Dr. Robert Creamer, Garden City USD #456
Dr. Patricia Boyd, Lawrence USD #497
John Koepke, Kansas Association of School Boards

The minutes of March 14, 1984 were approved as written.

The Chairman opened the hearing for HB 3091 which addressed the examination requirements of initial issuance of teacher certification.

Alicia Salisbury, State Board of Education, testified in support of HB 3091. She stated that this legislation would increase the quality of teacher trainees within our state. She suggested that section 4, paragraph (b) need clarification, especially in comparison to paragraph (a) of that section.

Kathleen Homlish, State Department of Education, answered a question of the committee in regard to this bill possibly being in conflict with SB 520, the interstate agreement on qualifications of educational personnel. Ms. Homlish stated that there would be no conflict as the standards addressed within HB 3091 would be over and above the interstate agreement.

John Myers, from the Governor's Office, testified in support of HB 3091. (ATTACHMENT I)

Mac McKenney, United School Administrators, testified in support of HB 3091. He added that a high degree of importance is placed in the administrative area also, therefore they would support this concept.

Ruth Ann Hackler, President of Kansas Association of School Boards, testified in support of HB 3091. She stated that they favor legislation requiring testing of teachers for certification, especially in the area of subject matter.

Bob Kelly, Kansas Independent Colleges, testified in support of HB 3091. He stated that the colleges are in support of this concept whole-heartedly.

Craig Grant, Kansas-National Education Association, testified in support of HB 3091. He stated that they feel it is an appropriate concept to examine teachers for certification.

Dr. Joe McFarland, Board of Regents, testified in support of HB 3091. Dr. McFarland stated that they have been on record for some time in support of a package of basic skills testing. He added that certification testing would be a valuable tool in measuring students and discovering areas for improvement in their curriculums.

That concluded the hearing for HB 3091, the Chairman opened the hearing for HB 3092 which addresses inservice education opportunities. The Chairman informed the committee that these two bills being heard today were referred to the Education Committee by Ways and Means to address the policy aspect of these concepts.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 313-S, Statehouse, at 3:30 ~~xxx~~/p.m. on March 21, 1984

Alicia Salisbury, State Board of Education, testified in support of HB 3092. She stated the State Board would assist local districts to develop inservice plans and monitor the quality of those plans. This would be a positive step to improving the teaching profession. She further added that it is important that the programs be locally developed for the best results to the local needs. Legislation for inservice provides incentive, a positive step to improving the teaching profession.

John Myers, Governor's Office, testified in support of HB 3092. (ATTACHMENT II)

Dr. Robert Creamer, Garden City USD #456 elementary principal, testified in support of HB 3092. Dr. Creamer stated that Garden City was one of the few in the state with their own inservice program. He stated that there is a need for funding for other, especially the small, districts to have incentive to begin their own programs in this area. He added that it took a lot of effort to establish their program. This concept makes available to the teacher what is needed rather than just what is available. He further added that there is a lot of cooperation from all organizations involved with their program.

Dr. Patricia Boyd, Lawrence USD #497 junior high teacher, testified in support of HB 3092. She stated that if we expect kids to grow, then we must be ready to grow also. She added that who would know better of their shortcomings than the teachers themselves, so therefore the aspect of a locally developed inservice program is preferable. She supports this bill so that teachers could move forward together in education with the students.

Mac McKenney, United School Administrators, testified in support of HB 3092. He presented the committee with copies of a program developed for their use that was very effective. (ATTACHMENTS III & IV) Also presented to the committee was a news release with results affected by use of their inservice program. (ATTACHMENT V) Mr. McKenney did question lines 38 and 39 of the bill, whether USA would fit that category. They would request a change to clarify "other organization". He further added that USA was not requesting any funds, just the option to be included in the program.

John Koepke, Executive Director of Kansas Association of School Boards, testified in support of HB 3092. He stated that they echo Dr. Boyd's eloquent testimony, which stated the purpose so well.

Bob Kelly, Kansas Independent Colleges, testified in support of HB 3092. He stated that there was a common trend to increase cooperation between the colleges and school districts, and this will go a long way to do that. Mr. Kelly did request that on line 40 of the bill, that they be included also.

Craig Grant, Kansas-National Education Association, testified in support of HB 3092. He stated that they share Dr. Boyd's statements. Teachers feel they are able to develop their own programs and should be allowed to do so as this would benefit the students.

The hearing was concluded. The Chairman adjourned the meeting at 4:37 p.m.

The next meeting of the committee will be March 22, 1984 at 3:30 p.m.

DATE March 21, 1984
page 1 of 2

GUEST REGISTER
HOUSE
EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Harold Pitzer	TARPA	Topeka
Kathleen A. Tomlin	Ka. St. Dept. of Ed.	Topeka
Harold Blackburn	" " " "	"
John W. Kargle	ICASF	Topeka
Richard Harold	KIAA	admission
Kay Schumaker	KNEA	Topeka
Craig Grant	KNEA	Lawrence
Johnny Severson	LWV	Salina
Frank Gisher	"	"
Mary Ellen Brown	Lg. of Women Voters	Topeka
W. W. Wendling	KNEA	Hempfield
Mary Hyslop	KNEA	Darby
Paul Johnson	South Central Kansas NEA	Haysville
Paula Kuehler	" " " "	"
Janet Billingsley	" " " "	Darby
Patricia Williams Boyd	Teachers	LAWRENCE
Robert L. Lane	U.S.D. 457 Garden City	KCM
Jacquie Oakes	KASB	Yates Center
Donna Fanning	LWV	W.C. KS.
Robin Stone	LWV	KANSAS
Hattie K. Stewart	LWV	K.C. KS.
Virginia Hubbard	LWV - K.C.	3909 N. 90th 66204
Paul Christman	KNEA	Topeka
Marla Hice	KACC	"
Bob Kelly	KICA	"

STATE OF KANSAS



OFFICE OF THE GOVERNOR
State Capitol
Topeka 66612-1590

John Carlin Governor

Testimony to
House Education Committee
on House Bill No. 3091
by John Myers
March 21, 1984

Mr. Chairman, Committee Members:

Thank you, Mr. Chairman, for the opportunity to present the Governor's thoughts on House Bill No. 3091. As you know, the State Board and the Governor have recommended that teacher certification be strengthened in Kansas through a revised process that includes both certification testing and an "internship" for new teachers. The Governor has suggested that Kansas adopt the National Teacher Examination administered by the Educational Testing Service. This test is used in other states, and the validation of this test for use in Kansas could be accomplished in Fiscal Year 1985. The Governor has included in his FY 1985 Budget \$115,000 from the State General Fund and 1.5 FTE positions in the Department of Education for validation and implementation of a teachers certification testing process.

House Bill No. 3091 would parallel the Governor's and the State Board's recommendations. Validation of a test selected by the State Board would occur in FY 1985. Spring 1986 graduates of teacher training institutions - students who are now sophomores - would be required to take the test for certification purposes.

The State Board, however, does not need the additional statutory authority contained in this bill to act on the Governor's recommendation. The only thing necessary for the Board to implement rules and regulations requiring certification examination is the funding recommended by the Governor in his FY 1985 budget.

These concerns aside, the Governor believes that certification examination of prospective teachers is important at this time, for several reasons. Most, if not all, other major professional occupations require licensing examinations as a credential indicating competence. These licensing examinations signify to the public that the individual holding such certification possesses certain abilities and has been trained according to certain criteria which qualify him or her to perform certain functions. The licensing examination also serves to guide the training of these persons in ways considered appropriate to ensure that quality services are delivered. Until now, teacher training institutions and students preparing for teaching have not been subjected to this credentialing process.

Support for this process does not mean that the Governor believes that substantial numbers of incompetent graduates are being produced by teacher training institutions. Indeed, it is likely that most, if not all, qualified graduates of Kansas teacher training institutions will pass any certification examination by the State Board with flying colors. However, if the people of Kansas are to be asked to provide additional public funds to improve the salary position of Kansas teachers, they should be ensured that individuals entering this profession meet certain minimum standards of training, competence and personnel skills. Further, certification testing, as a part of a comprehensive package which includes an intern program for new teachers, enhanced in-service opportunities for those already in the system, and improved salaries, will go a long way toward increasing the quality of Kansas teachers and our education system as a whole.

Thank you, again, for allowing me to appear before you today.

STATE OF KANSAS



OFFICE OF THE GOVERNOR

*State Capitol
Topeka 66612-1590*

John Carlin *Governor*

Testimony to
House Education Committee
on House Bill No. 3092
by John Myers
March 21, 1984

Thank you, Mr. Chairman, for the opportunity to appear before the Committee today and to present the Governor's views on House Bill No. 3092.

The Governor strongly supports the expansion of in-service education opportunities for Kansas teachers. The Governor has recommended FY 1985 funding in the budget of the Department of Education for several items included within a comprehensive teacher preparation and development plan. The State Board of Education supports the various elements of this plan including the expansion of in-service education opportunities. Existing teachers in Kansas, many with exemplary service, desire the need to have ample opportunities to improve their skills.

The State Board has in place a set of criteria which provide guidelines for the promotion of in-service education for teachers. These criteria, known as the State Plan for In-Service Education, permit a district whose plan is in conformance with the State Plan to recertify its personnel through their participation in this local plan. Compliance with the State Plan, however, is voluntary, and there currently exists no state funding support for these local programs beyond what is available within basic budget limitation authority. The Governor believes that if the State assisted local districts with the costs associated with compliance, more districts would participate, and many more Kansas teachers would benefit.

The Governor has recommended funding of \$1 million for a state aid match program essentially the same as that proposed in House Bill No. 3092. In addition, the recommended FY 1985 budget of the Department of Education contains an additional professional staff position and one-half clerical staff position for implementation of increased participation in the State Plan. The proposed funding for FY 1985 for a new aid program for state in-service educational opportunities could be implemented by the State Board through rules and regulations.

If the Constitution is amended and the nature of the powers and the composition of the State Board are changed, the Legislature may wish to consider many statutory changes to current rules and regulations in a variety of areas. Or, the Legislature may wish to leave in place much of the current certification and recertification process. That decision, however, does not need to be made at this time.

Regardless of the outcome of current discussions concerning possible amendments to the Constitution, the Governor believes that the recommended appropriation of \$1.0 million to support in-service education aid to local districts should be approved. It is possible that, in accordance with the funding scheme outlined in House Bill No. 3092, participation by eligible districts in FY 1985 could exceed the amount of the recommended appropriation. The Governor recommends, and House Bill No. 3092 provides for, proration of the funds among eligible districts in that event.

Thank you, Mr. Chairman, for the opportunity to present the Governor's views on this subject.



1981-1982 Professional Development Programs Schedule
of the United School Administrators of Kansas

<u>Date</u>	<u>Topic</u>	<u>Locations *</u>
<u>August</u>		
10	Corrective Discipline for the Professional Staff	Dodge City
11	Corrective Discipline for the Professional Staff	Topeka
12	Corrective Discipline for the Professional Staff	Chanute
<u>September</u>		
15	Improving School-Community P.R.	Parsons
16	Improving School-Community P.R.	Salina
22	Evaluation of Classified Employees	Hays
29	Evaluation of Classified Employees	Salina
<u>October</u>		
1	Evaluation of Classified Employees	Topeka
6	Clinical Supervision of Instructional Staff	Salina
7	Clinical Supervision of Instructional Staff	K.C. area
13	Blueprint for Curriculum Development	Hays
13	Improving Students' Self-Image	Topeka
14	Positive Student Discipline	Hays
15	Conflict Management for Educational Leaders	Salina
20	School Climate for Learning & Teaching	Wichita
21	School Climate for Learning & Teaching	Hays
22	School Climate for Learning & Teaching	K.C. area
27	Positive Student Discipline	Salina
28	Blueprint for Curriculum Development	Salina
28	Improving Students' Self-Image	Wichita
29	Conflict Management for Educational Leaders	Topeka
<u>November</u>		
3	Evaluating & Improving Teacher Performance	Salina
4	Evaluating & Improving Teacher Performance	Topeka
10	Blueprint for Curriculum Development	Topeka
18	Positive Student Discipline	Topeka
19	Improving Students' Self-Image	Hays

December

1	Stress Management & Burn-Out	Hays
2	Stress Management & Burn-Out	Wichita
3	Stress Management & Burn-Out	Topeka
8	Implementing a Staff Development Program	Salina
9	Implementing a Staff Development Program	Topeka

January

12	Staff Selection, Employment Policies, and Interview Techniques (Tentative)	Hays
13	Staff Selection, Employment Policies, and Interview Techniques (Tentative)	Topeka
27	Effective Staff Leadership	Wichita

February

16	Developing and Administering Attendance Policies (Tentative)	Salina
16	Affecting Teacher Attitudes	K.C. area
17	Developing and Administering Attendance Policies (Tentative)	Topeka
17	Affecting Teacher Attitudes	Hays

March

9	The School & the Changing Family	Wichita
11	The School & the Changing Family	Topeka

* Locations subject to change. Possible sites other than those listed include Colby, Dodge City, Manhattan, Hutchinson, Parsons, or Emporia.

Lee Center

PROFESSIONAL DEVELOPMENT PROGRAMS

Offered in 1982-83

(as of December 1, 1982)

<u>PROGRAM</u>	<u>PRESENTER</u>	<u>LOCATION</u>	<u>ATTENDANCE</u>
Systematic Teacher Evaluation	Esch & Everitt	Wichita	49
District-Wide Needs Assessment	McKenney	Newton Goddard Richmond Garden City Topeka Wakeeney	11 5 4 13 10 10
Changing Teacher Attitudes	Homlish	Topeka	10
Use of Computers In Instruction	Bauer	Topeka Wichita Garden City	26 25 17
Use of Computers in Management	Ackelson	Wichita	16
The Role of the Administrator in Creating Positive School Climate	Mitchell	Wichita	22
Changing Family Patterns	Homlish	Salina	25
Improving Teacher Performance	Manatt	Salina	44
Assertive Discipline (Drive-ins)	Geddes	Salina Great Bend	97 76
Motivating Students	Coleman	Salina	to be determined 18
SCHEDULED:			
Administrator Evaluation Based Upon District Goals	Ritchie	Convention	<u>45</u>
YET TO SCHEDULE:			
Staff Selection and Interviews	ATTACHMENT IV 3-21-84 HOUSE EDUCATION		<u>CANCELED</u>
Curriculum Development			<u>137</u>
Improving Communications in the School/Classroom			<u>SCHEDULED LATER SPRING</u>

To: Associated Press
Kansas State Capital Office

THE ASSERTIVE DISCIPLINE PROGRAM IN KANSAS SCHOOLS

Kansas educators did not wait for the major reports such as that of the President's Commission on Excellence or the Carnegie Report in order to begin to attack some of the weaknesses in our educational system.

In the fall of 1981, the United School Administrators of Kansas organization discovered a highly acclaimed program designed to deal with problems in school discipline. Over the past several years the Gallup poll on education had named school discipline as the number one problem in schools. Therefore this program became an important part of USA's professional development program not only for administrators but teachers as well.

The program is contained in a book written by psychologist Lee Canter whose consultants provide training for educators through workshops. The program is called "Assertive Discipline" and is based upon hundreds of observations made by Canter and his wife Marlene who is a teacher. They set out to determine what successful teachers do to maintain good discipline and wrote the program based upon those observations. Teachers training rarely includes methods of dealing with disciplinary problems. Such skills must be acquired either on the job from experience or from staff development programs provided by the school district they serve.

USA's first programs in Kansas were in the form of five "drive-in" workshops which attracted nearly 1,000 teachers and administrators. After sampling the program individual districts began scheduling the workshop in their schools for the entire staff or a major portion of it. Some of the smaller districts combined their staff in order to have a consultant come to their district. The consultants were in such great demand that a minimum of 100 participants was generally required in order to schedule a workshop.

To date, approximately 8,000 Kansas teachers and administrators have participated in the program. This represents a substantial investment and commitment on the part of school districts to improve the teaching atmosphere and to eliminate the distractions in a class which take away time from teaching. The program is designed to address not only classroom problems, but also those which occur in cafeterias, hallways, buses and on playgrounds. Bus drivers have accepted the program as enthusiastically as have teachers and administrators.

The program helps teachers determine the conditions and student behavior which must be present in the classroom in order for good teaching to occur. Rules must then be clearly stated to both students and parents with the approval of the principal. The teacher then must develop ways to reinforce and reward good behavior and must consistently provide negative consequences for unacceptable behavior. The consequences depend upon the rule broken and the frequency. They can vary from loss of privileges to phone calls or conferences with parents, to short-term in-school suspension. On rare occasions, in those cases in which the school does not get cooperation from parents, students might be taken home, if they are too disruptive, or taken to the place of the parent's employment.

Districts using the program have been surveyed and the evaluations have been overwhelmingly favorable. Canter consultants have served hundreds of thousands of teachers throughout the U.S. and Canada and because parents expressed interest in the program, he has written a similar book on "Assertive Discipline for Parents."

The list below includes most of the districts in Kansas which have provided the workshop for either their entire staff, a major portion or at least all staff members in a school building:

Arkansas City	Garden City	Lindsborg	Perry
Belle Plaine	Garnett	Little River	Pleasanton
Belleville	Goddard	Leavenworth	Phillipsburg
Bucklin	Goessel	Liberal	Pike Valley-Scandia
Buhler	Greensburg	Logan	Prairie View
Caney	Haven	Macksville	Pretty Prairie
Canton-Galva	Haviland	Marysville	Rose Hill
Central Heights	Hill City	Maize	Salina
Chanute	Hillsboro	Marion	Shawnee Mission
Cherryvale	Holcomb	McPherson	Smith Center
Cimarron	Hoxie	Meade	Southeast of Saline
Coffeyville	Hugoton	Moundridge	Spearville
Dodge City	Hutchinson	Mullinville	Topeka
El Dorado	Inman	Nickerson	Ulysses
Eudora	Jefferson West	Osage City	Victoria
Fort Scott	Lawrence	Peabody-Burns	Wakeeney

Several school districts sent their teachers and administrators to two or more workshops and therefore have their entire staff trained in the program so the list is longer than the above.

United School Administrators is an association made up of eight associations of school administrators. Those groups are: superintendents, elementary principals, secondary principals, curriculum directors, business officials, school public relations officials, special education administrators, and vocational-technical school administrators. The association headquarters is in Topeka.