

MINUTES OF THE SENATE COMMITTEE ON EDUCATIONThe meeting was called to order by CHAIRMAN JOSEPH C. HARDER at
Chairperson1:30 ~~xxx~~ a.m./p.m. on MONDAY, JANUARY 30, 1984 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 474 - School districts, summer programs, extended performance salary plans; Re Proposal No. 17 (Spec. Comm. on Education)Proponents:Dr. Bill Dirks, USD 259, Wichita
Mr. C. L. Riley, Superintendent, USD 336, HoltonOpponents:Mr. Richard Funk, Asst. Executive Director, Kansas Association of School Boards
Mr. Craig Grant, Director of Political Action, Kansas-NEA
Dr. Jerry Schreiner, Executive Director, United School Administrators-----
Mr. Ken Rogg, Schools for Quality EducationAfter Chairman Joseph C. Harder called the meeting to order, he recognized Senator Jan Meyers. Senator Meyers explained the background of a bill she would like the Committee to introduce and then distributed draft copies (Attachment 1) of the bill to the Committee. The Chairman said the Committee would consider the matter at another time.SB 474 - The Chairman then called upon Senator Fred Kerr to explain SB 474. The Chairman said that Senator Kerr had been a member of the Interim Education Committee from which the bill had originated.The Chairman next recognized Dr. Bill Dirks of USD 259, Wichita, who spoke in favor of SB 474. Dr. Dirks' testimony is found in Attachment 2. Dr. Dirks also furnished supplemental information relative to SB 474, and this is entitled "Comments on the Report of the National Commission on Excellence in Education", (Attachment 3) Dr. Dirks said he felt that SB 474 is a companion bill to SB 475, and he emphasized two points: The need for a superior teacher recognition program and the need for agreement with teachers' groups on any such program development.Superintendent C. L. Riley, USD 336, Holton, stated that he is a proponent of SB 474 and submitted copies entitled "In-Service Grant Procedure for Holton School District #336" for the Committee's perusal. (Attachment 4) Superintendent Riley explained that the information contained in this brochure had been compiled over a ten-year period using teacher participation. Superintendent Riley further stated that a decision will be made on February 9, as to whether or not to implement the plan.Mr. Richard Funk, KASB, testified as an opponent to SB 474, and his testimony is found in Attachment 5.Mr. Craig Grant of Kansas-NEA testified in opposition to SB 474, and his position is stated in Attachment 6.Dr. Jerry Schreiner, United School Administrators, testified in opposition to SB 474, and his testimony is found in Attachment 7. Dr. Schreiner also distributed supplemental material entitled "Excellence in Education" Information (Attachment 8) for the Committee's perusal.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 254-E, Statehouse, at 1:30 ~~xxx~~ p.m. on MONDAY, JANUARY 30, 1984

Mr. Kenneth Rogg stated that the group he represents, Schools for Quality Education, had taken no position in the past but that his organization has some concerns as to funding such a program, especially in the case of a smaller no-aid district. He expressed concern for teachers who might have planned to teach during the summer and then had to forfeit their jobs due to lack of funds. He also queried as to the disposition of funds which a school district might allocate toward such a program and then not implement the program.

When the Chairman asked for a motion to approve minutes of the meeting of January 18, Senator Allen moved, and Senator Warren seconded the motion to approve the minutes. The motion carried.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE Monday, January 30, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Craig Grant

Lawrence

H-NEA

Richard Famb

Topoka

KASB

D. Fuller

AP

Becky Dumit

Lawrence

San Angelo's Interiors

Ken Rogg

Paola

SBE

Bob Hamrick

Topoka

A.G.'s office

Jim Yonally

Shannon Mission

USD #512

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Monday, January 30, 1984

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Tom Riery

Haltom, K.

USA 336

Ellen Combrano

Topeka

Ks. Action for Children

Bill Hertz

Wichita

USA 259

Glen Jewell

Lawrence

Sen. Rehorn

Jerry Schreiner

Topeka

USA

Lynette Kramer

Great Bend

Baptist Ministry

Frank Kramer

Great Bend

Visitors

Al Burnett

Topeka

USA 5817

SENATE BILL NO. _____

~~By Senator Myers~~

AN ACT concerning the school district equalization act; relating to taxable income of district residents; amending K.S.A. 72-7041 and repealing the existing section.

Be it enacted by the Legislature of the State of Kansas:

Section 1. K.S.A. 72-7041 is hereby amended to read as follows: 72-7041. (a) "Taxable income" means Kansas taxable income of resident individuals as determined under ~~K.S.A. 1978 Supp. 79-32,116~~ and amendments thereto, the provisions of the Kansas income tax act with the modifications to the Kansas itemized deduction of an individual in effect on June 30, 1983.

(b) "Taxable income within the district" means the total taxable income of residents of a district as ~~reported~~ determined on the basis of state income tax returns filed in the preceding calendar year.

(c) "Resident individual" ~~shall have~~ has the meaning ascribed thereto in K.S.A. ~~1978-Supp. 79-32,109~~, and amendments thereto.

(d) "Resident individual income tax liability" means the income tax liability of resident individuals as imposed and computed under the provisions of the Kansas income tax act with the modifications to the Kansas itemized deduction of an individual in effect on June 30, 1983.

(e) "Resident individual income tax liability within the district" means the amount equivalent to the total resident individual income tax liability of residents of a district as reported on state income tax returns pursuant to the provisions of the Kansas income tax act with the modifications to the Kansas itemized deduction of an individual in effect on June 30, 1983.

Sec. 2. K.S.A. 72-7041 is hereby repealed.

Sec. 3. This act shall take effect and be in force from and after its publication in the statute book.

WICHITA PUBLIC SCHOOLS
Educational Services Building
640 North Emporia
WICHITA, KANSAS 67214

SENATE EDUCATION COMMITTEE TESTIMONY
S.B. 475
January 30, 1984

*Division of Research, Planning,
and Development Services
(316) 268-7882*

The Honorable Joe Harder
Chairman of Senate Education Committee
Members of Senate Education Committee

I am A. W. Dirks, representing the Wichita Public Schools (USD 259). Thank you for the opportunity to appear before this committee in support, with qualifications, of S.B. 475.

The proposed "master" teacher plan is a laudable attempt to extend the school year for teachers and like the companion bill, S.B. 475, would recognize superior teachers. The autonomy given local districts in the identification process of master teachers and in the assignments of personnel is very desirable. Some districts may need to undertake major curriculum revision projects while others may place an emphasis on summer school for remedial work. Others may wish to expand opportunities for youth to increase credits in the arts, in the basics, or in enrichment areas. USD 259 would propose, in addition to the foregoing, a variety of inservice responsibilities if this bill should become law. The elements of this proposed bill are already operating on a small scale and could be expanded under S.B. 475.

S.B. 475 does not eliminate the need for general salary improvement for all teachers nor does it meet the specific needs of adequate starting salaries to recruit teacher and adequate professional salaries to retain career teachers. Adequate budget authority, adequate state support, and improved salaries are of the first priority.

Thank you for your attention.

Wichita Public Schools
Unified School District 259
Wichita, Kansas

* * *

COMMENTS ON THE REPORT
OF THE NATIONAL COMMISSION
ON EXCELLENCE IN EDUCATION

* * *

October, 1983

Board of Education

Jo Brown, president

Jack Jones, vice president

Joyce Focht

Dr. Kenneth R. Kimbell

Sheldon J. Kamen

Paul Lueker

Jo Ann Pottorff

Superintendent of Schools

Dr. Alvin E. Morris

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.

Comment: The key issue is whether or not salaries can be based on evaluation of performance. Current salaries, especially at the entry level, must be increased if more potentially top quality teachers are to be attracted to teacher training programs. Almost without exception, authorities in education agree that merit pay plans will work only when they provide opportunities for performance recognition beyond that obtainable in sound basic salary schedules. Assuming this to be so, it is obvious that any merit pay plan must increase the cost of public education. An effective evaluation system is inherent in any program providing for merit pay. There are many good teacher evaluation programs throughout the United States. The programs have excellent provisions for identifying the top performers, encouraging the average, and providing a basis for termination recommendations in those instances where a teacher is either unwilling or unable to improve. It has been our experience that virtually all thinking people agree that some teachers are more effective than others but when there is an attempt to put a dollar value on the better performer, the furious battle begins. It would seem that we should be able to find a workable solution but those who implement such a program must recognize that the costs for salaries will be significantly higher.

3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation.

Comment: We believe that it would be desirable for a school district to be able to offer an 11-month contract to any teacher who wishes year-round employment. Currently, U.S.D. 259 has many teachers in vocational and technical programs who are employed on an 11-month basis under regular contract conditions. Many others are employed in summer school programs, inservice programs, curriculum development, and professional development programs with salary and benefit conditions that differ significantly from the base contract provisions in force during the regular school year. In U.S.D 259, offering 11-month contracts to teachers would have the effect of increasing their number of work days from 184 to 227, an increase of 23.36%. Obviously, the cost increase would be significant.

4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.

Comment: Typically, the "career ladder" for a teacher has included professional positions beyond classroom teaching. It has been our experience that many, if not most, school districts are like Wichita in that they have a form of "career ladder" where teachers are paid more as a result of obtaining additional training and experience.

IN-SERVICE GRANT PROCEDURE
FOR HOLTON SCHOOL DISTRICT #336

Developed through teacher participation and the coordinated efforts of a Holton Middle School steering committee:

Superintendent of Schools:
C. L. Riley

Chairman: Edward DeKeyser
Principal: Ron Folk

Curriculum Director: Harold Hauck

Board of Education:
Judy Norris, President
Richard Arnold
Don Bohannon
Don Hubach
Michael Ireland
Tim Morris
Jack Wallisch

Members: Melissa Alley
Jeff Anschutz
Jan Bissitt
Corinne Bryant
Marilyn Kelly
Steve Lewis
Natalie Sable
Bob Schmanke
Dave Schmitz
Mary Schulz
Gaston Suarez

INTRODUCTION

During a school board meeting on August 9, 1983, the Board of Education established a district goal for that year. The goal charged the district with the mission of investigating, analyzing, formulating, and structuring a district procedure for an in-service grant program which would give recognition and financial reward to staff members giving outstanding service in program improvement or the improvement in instruction.

This mission was accomplished through teacher participation in the district and the coordinating efforts of a steering committee in the Holton Middle School.

This formulated procedure encourages staff members with the incentive for superior performance towards program improvement. Superior performance is defined as a significant contribution on the part of a staff member towards the improvement of instruction which is above and beyond what is normally expected from that staff member in the performance of her/his assigned duties and responsibilities.

The contribution will be evaluated on the basis of the completion of an approved curricular project, created and designed specifically for the improvement of instruction.

The formulation of this in-service grant procedure was unanimously approved by the Holton Middle School Steering Committee on January 11, 1984.

ELIGIBILITY

Any certified staff member whose performance is satisfactory or is accomplishing standard performance within the school district is eligible for a project grant. However, if a staff member's current performance is unsatisfactory, she or he is not eligible to apply. Teachers with one full year or more of teaching experience are eligible to apply for curricular projects.

Those staff members, who are eligible, must give evidence that their project will be utilized within District #336 to retain that eligibility.

Under these standards of eligibility, joint projects by staff members are permissible and encouraged.

STANDARDS AND CRITERIA

Application and evaluation of curricular projects should meet the following criteria and standards:

1. be designed to meet the educational needs of students.
2. be developed for the improvement of instruction or the improvement of the school program.
3. the initial idea must come from the staff member.
4. be implemented by the staff member or members submitting the project.
5. involve the staff member in an activity which is above and beyond the normal expectations of her/his assigned duties.
6. be innovative, economical, feasible, and efficient.
7. compliment the regular school program and contribute to the solution of an educational concern.
8. must show evidence of thorough planning in order to reach expressed objectives.
9. provide an adequate evaluation plan.

10. provide for appropriate and adequate equipment and materials to be used.
11. provide for use of educational and cultural resources of staff members and other school personnel in planning and implementing project activities.
12. require no alteration of the existing school plant or facilities unless such alteration can be funded through the school's "minor improvement" budget. This must be approved through the administration and the board.
13. conforms to the philosophy and goals of the school system.
14. be consistent with the Board of Education policies and with state and local regulations governing the operation of schools, unless prior permission to depart from such regulation is obtained.

Projects must include:

1. project description
2. set of clearly defined objectives
3. time table for implementation
4. design for evaluation
5. listing of all resources necessary to complete the project
6. complete estimate of costs for project

PROCEDURE FOR APPLICATION

Applications will be first submitted to the building principal. There should be an interim period of planning, revision, and reviewing between the building principal and the staff member. After reviewing the application, the principal will forward the application to the review committee with his specific comments and recommendations. A copy of these comments and recommendations will be given to the

staff member. The staff member will not be denied the opportunity to appear before the committee to support her/his project and its requirements.

The review committee will review each project as to how well it meets the standards and criteria. The review committee will recommend approval, denial, or return the project to the originator for revisions. The recommendations of the review committee will be made to the Superintendent of Schools.

The review committee will be organized with four teachers (two elementary, one middle school, and one high school) and one administrative assistant with district-wide responsibility and/or curriculum director. The members of this committee will be selected and appointed by the district's administrative team. This committee shall serve on an annual basis and will serve from a project's initiation to its completion. The committee itself shall select its chairman and an alternate member. An alternate member may be needed to replace a serving committee member who wants to apply for a grant.

Applications must be submitted on forms provided in this pamphlet. All applications must be submitted to the review committee.

Two deadlines for applications are established for review. Because of the needs in district budgeting, it is encouraged that most applications be submitted by April 1 to the review committee. The review committee will meet and forward its recommendations to the Superintendent of Schools no later than May 1 of that year. The Superintendent will inform staff members of the final decision of their applications by May 15. If funds are available, a second deadline can be utilized. Applications may be submitted until October 1 to the review committee. The review committee will meet

and forward its recommendations to the Superintendent of Schools no later than October 15. The Superintendent will inform the staff members of the final decision on their applications by November 15.

The review committee may ask the staff member and/or the principal to appear before the committee to speak on behalf of the project.

EVALUATION AND MONITORING

During the implementation of the project, the building principal will be responsible for monitoring and evaluation of the project.

During the implementation phase the staff member will submit at least one progress report to the review committee. This progress report will include the principal's input. If the project is large, two progress reports may be needed. The deadlines for the submission of these progress reports will be designated on the application form.

At the completion of the project, the principal will indicate the extent which a staff member has met the objectives as they were established in the project.

The size of the instructional compensation of the successful project will be recommended by the review committee to the Superintendent. The Superintendent will, in turn, consider those recommendations before establishing final payment on the original approval of the project.

C. Why is this project needed? In brief statements, explain how your students will benefit.

D. Write your primary objectives in behavioral terms or in performance objectives.

E. (1) In what way is this project innovative? (2) Have you participated in the proposed project prior to requesting funds? (3) Are you aware of this kind of project in any other school?

(1) _____

(2) _____

(3) _____

- F. (1) What will be the approximate length of time required for this project? (2) Will it be a continuing program? (3) If so, how long?

(1) _____

(2) _____

(3) _____

G. Implementation Schedule:

Starting date _____

First progress report _____

Second progress report (if needed) _____

Ending date _____

H. There must be an evaluation design of the project. (1) What specific outcomes do you expect? (2) How do you propose to evaluate the success of the project? How will you measure specific outcomes (results)? Include specific measuring tools or procedures. (3) How will management verify measurement of results and achievement of objectives?

(1) _____

(3) _____

I. (1) What equipment is needed? (2) How will the equipment be applied to the project?

(1) _____

(2) _____

III. Budget Information (applicant's best estimate)

A. Equipment	\$ _____
B. Materials	\$ _____
C. Services (include such things as printing, developing film, etc.)	\$ _____
Subtotal	\$ _____

D. Itemized anticipated expenditures

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

IV. Instructor's Costs and Time

A. Amount of estimated time spent on project (manhours)	_____
B. Amount of compensation to be paid to staff member. (Set your professional fee that you expect for your services in working with this project.)	\$ _____

V. Total Cost

Total estimated cost of program (equipment materials, services, and instructor's cost)	\$ _____
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VI. Other Comments by Applicant

VII. Principal's Comments Concerning Project Application Which Will be Submitted to Review Committee

Approves _____

Disapproves _____

Need of More Revision _____

Principal

Date

VIII. Review Committee Recommendations

The review committee has evaluated your proposal according to the criteria outlined in this procedure. The committee determined that your proposal should be:

_____ recommended for funding

_____ not recommended for funding

_____ returned with the request for more information concerning: _____

Chairperson

Date

IX. Board Approval

The above project has been approved by the Board of Education after recommendations of the administration and review committee.

Board President

Date

Superintendent of Schools

Date

X. Assurances

A. I, the undersigned teacher, do state that the above program will be carried out to the best of my ability if the application is approved.

Teacher

Date

B. I, the principal, of the school in which the applicant teacher is employed, am aware of the program outlined in the application, approved of same, and will do all in my power to assist the teacher achieve the objectives of the program.

Principal

Date

EVALUATION OF PROJECT

The principal and each staff member shall meet to review objectives concerned. A mutually agreed upon rating is desirable (in such case only one form need be submitted).

In Progress _____ Final _____

Project Title _____

Name _____ School _____

Evaluator _____ Date _____

(1) Performance objective(s) _____

(2) Activities performed towards success of project: _____

(3) Special conditions: _____

(4) Staff member's analysis of results: _____

(5) Supervisor's analysis of results: _____

(6) Follow-up plans: _____

(7) Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
Unsatisfactory		Satisfactory		Outstanding

(8) Amendment to project because of changes _____

RECOMMENDATIONS OF COMMITTEE

In formulating this in-service grant procedure the Holton Middle School Steering Committee believes the following recommendations should be adopted along with the formulated procedure.

1. There should be a review of this procedure after one year of operation.
2. The review committee should meet during school hours. If this is not possible, consideration should be given to pay committee members for their services.
3. We encourage a staff member's primary objectives in her/his application to be given in performance objectives.
4. Except for small projects, the instructional compensation should be within the limits of 3% to 10% of the base teacher salary, depending upon the size of the project. For example, this year the base is \$13,300; therefore, the instructional compensation should be between the amounts of \$399 and \$1,330 in most cases.
5. In making a final evaluation and grant of instructional compensation of an implemented project, the industry and effort of the staff member must be considered as well as the success of the project.



Testimony on S.B. 474

by

Richard Funk, Assistant Executive Director
Kansas Association of School Boards

January 30, 1984
Senate Education Committee

Mr. Chairman and members of the committee, we appreciate the opportunity to appear before you to represent the views of the 300 member boards of education who constitute the Kansas Association of School Boards. We also appreciate the long hours which the Interim Special Committee on Education devoted to the study of educational improvement. We believe, however, that the Interim Committee overlooked some important items when it recommended passage of S.B. 474.

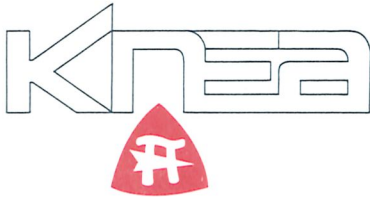
I appear before you today as an opponent of S.B. 474. This bill proposes to do two very good things: increasing compensation to some teachers and an attempt to enrich various aspects of the school program.

While our association is definitely not opposed to school district summer programs for remedial instruction, special projects, extra curricular activities, research and planning activities or increasing staff salaries, we are opposed to the method proposed to fund these activities. Specifically, we are opposed to the earmarking of funds used to finance local programs.

The allocation of money and the decision of programming is and should remain a local matter. Innovation and experimentation should be based upon local standards.

We do not view this bill as one that would increase staff salaries, rather it is one that would be increasing the amount of work in order to increase salaries.

Finally, earmarking of funds for programs, in this case for staff salaries, ignores other personnel within a school district. These personnel desire salary and fringe benefit increases. We feel it is bad policy and would be a bad precedent to earmark funds for staff programs thereby taking from local boards decisions that are best left at the local level.



Craig Grant Testimony Before
Senate Education Committee
January 30, 1984

Thank you Mr. Chairman. Members of the committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate the opportunity to speak to SB 474.

Kansas-NEA opposed passage of SB 474; however, our opposition is not based on the broad based philosophical intent of the measure. K-NEA believes that extended contracts can and should be used for remedial and accelerated work with students and for in-depth study of curriculum offerings in our schools. Further, we believe that teachers should be paid their daily rate to provide these professional services.

SB 474 goes one step beyond when it extends the payments to supplemental contracts. We heard testimony this summer that Kansas State High School Activities Association is seriously considering moving track, golf, tennis and baseball into the summer. K-NEA does not want this bill to, in effect, turn into the vehicle which will allow this to be funded by districts. We would suggest that the reference to supplemental duties and or contracts be removed.

K-NEA's other objection to the bill is timeliness. This bill was a result of the interim committee's study of merit pay. You will hear me later this week talk about teachers' concerns about raising the base amount paid all teachers in our state. This would be a method to get moneys to certain teachers and would allow needed curriculum study if that were chosen by school districts instead of paying coaches; however, K-NEA hopes that the state could use this \$2.5 million in further efforts to bring teachers' salaries up to the national average. We believe that piloting this approach with volunteer school districts would cost less money and would allow us to test this concept.

Kansas-NEA would ask that the committee either make the one change and scale down the proposal or report SB 474 unfavorably for passage.

Thank you, Mr. Chairman and members of the committee, for listening to the concerns of teachers.



UNITED SCHOOL ADMINISTRATORS OF KANSAS

1906 EAST 29TH

TOPEKA, KANSAS 66605

913-267-1471

JERRY O. SCHREINER
EXECUTIVE DIRECTOR

M.D. "MAC" McKENNEY
ASSOCIATE EXECUTIVE DIRECTOR

TO: Senate Education Committee

FROM: Jerry O. Schreiner, Executive Director

DATE: January 30, 1984

SUBJECT: SB 474 - Extended Performance Salary Plans

SB 474 encourages extended contracts for teachers to teach and supervise summer programs and activities. Local districts have this authority at the present time and many do conduct summer school programs. The determination of such offerings is based upon the needs of students and the availability of money from the general fund budget.

School administrators endorse the concept of moving some school activities and programs to the summer. This decision must be made at the local district level.

USA does not support "earmarking" money within the purposes of the general fund budget. Present estimates for SB 474, SB 475, and SB 602 total more than \$15 million. We would suggest that if the legislature desires to increase teachers salaries that all available funds be distributed through the school district equalization act.

In addition, we urge you to fully fund mandated special education programs before implementing additional or new programs.

For these reasons, USA recommends that SB 474 and similar proposals be referred to interim committees for refinement and in depth study.

Attachment 7



UNITED SCHOOL ADMINISTRATORS OF KANSAS

1906 EAST 29TH

TOPEKA, KANSAS 66605

913-267-1471

JERRY O. SCHREINER
EXECUTIVE DIRECTOR

M.D. "MAC" MCKENNEY
ASSOCIATE EXECUTIVE DIRECTOR

TO: Senate & House Education Committee Members

FROM: Jerry O. Schreiner, Executive Director

DATE: January 30, 1984

SUBJECT: "Excellence in Education" Information

For the past several months, Dr. M. D. McKenney, Associate Executive Director, has been summarizing activities in other states in reaction to the "A Nation at Risk" report and other reports critical of public education. These summaries are sent to our membership on a regular basis.

We felt that these summaries may be of interest to you as you consider ways to make Kansas public education even better.

dm

Attachment 8

The Administrator's Memo

An Introduction to John Goodlad's
A Place Called School.

Many have awaited the publication of John Goodlad's book A Place Called School, the culmination of his comprehensive study of 1,016 classrooms, 1,350 teachers, 8,624 parents and 17,163 students. This summary of a story in Education Week based upon an interview with Dr. Goodlad may serve as an introduction to this book for our readers.

In the 1960's Dr. Goodlad was encouraging such innovations as individualized instruction, team teaching and elimination of grade levels. These concepts and others are recommended in his book, A Place Called School but he is afraid such fundamental changes will be eclipsed by a desire for quick fixes. The process and problems of schooling, he believes, are too complex to be amenable to simple, let alone simplistic, solutions.

What we need is "developing the capability of people who run schools to think about the problems in their schools and to look for remedies. You're not talking about installing change, you're talking about developing the capability of change."

His book presents a picture of an education system far from satisfactory, given the high expectations and goals of Americans for their schools. He finds that practices such as tracking and ability grouping deny many access to knowledge and presents evidence that common methods of teaching militate against "the central requirement of teaching: "to present "humankind's knowledge and intellectual tools in a fashion as to make them accessible to all."

Society wants graduates to have a sound base of knowledge and intellectual skills and wants them ready to join the work force. It also wants them to have the understanding of their society that will enable them to be successful citizens, and to have a sense of personal responsibility, of their own talents and capacities to express them. But clear statements on the distance between goals and the status quo are absent. "Whatever the reasons," he writes, "the unfortunate consequence is lack of a long-term agenda generated at the state level to guide educational effort at the district level."

He does not suggest immediate impositions of higher standards, computers, and merit pay. He suggests the first step should be to analyze the problems and dynamics of individual schools then apply suitable remedies. He believes discipline, more homework, longer days, the simple solutions, are being posed as though schools were all alike. His book illustrates schools are not all alike though many have underlying similarities.

They are alike by sticking to a limited repertoire of teaching methods, and in reluctance to acknowledge that students learn in different ways. Differences are less tangible. Schools are different in ways students relate to one another, the school's orientation to academic concerns, how principals and teachers regard one another, the autonomy given to principals and teachers in conducting their work, the nature of the relationship between the school and its parents. "Our data show very clearly the difference in schools and in classrooms have more to do with human relationships than anything else," he says. "Students reject teachers who have favorites and who use sarcasm. They like teachers who help them when they're in trouble, who are enthusiastic and who seem to like their work. These are the things that differentiate among our schools. The methods of teaching don't; the curriculum doesn't."

Goodlad urges we abandon tracking, ability grouping and much of the traditional grade system in favor of a more flexible approach based on mastery of material. He proposes dividing large schools into smaller units, organized vertically so each unit would have the equivalent of several grades of students. Also, teachers should work on 12 month contracts to provide time needed to create good curricula and to plan what will determine a school's effectiveness. He also favors the establishment of a balanced core curriculum.

Goodlad's work is different because it focuses on individual schools and the people who run them. He believes significant improvement requires focusing on entire schools, not just teachers, principals, curricula or organization. It is all of these and more because they are interconnected and changing any one affects the others. We must focus on one place where all these elements come together. "Instead of trying to legislate and impose change from the federal or state level, then give money to the schools to effect change, then condemn the schools because they don't change, we should say, 'What can we do to develop the capability of the principal and teachers to run the enterprise?'"

We need a more cooperative approach to schooling. "Decentralizing authority of the local school, encouraging teachers, giving teachers a broader array of decision making, linking schools together to help one another, providing clusters of schools with resource people to try to encourage teachers when they're in trouble," would be key factors to change.

Education extends far beyond students' attainment of "minimum competency skills." We want youngsters to inquire, to be curious, to engage in problem solving. Practices that now dominate education, he argues, are poorly suited to develop these qualities in students. If learning is acquiring prepackaged goods and regurgitating them on tests, learners will think there's nothing to be discovered, nothing to be learned. He believes we do a good job of involving children in the mechanics of learning but that's what there is too much of. "When people say, 'we've got to get back to the basics,' we never got past them." Documentation of what happened in more than 1,000 classrooms support that claim.

"Extraordinary sameness of instructional practices" are indicated in the data showing teachers engaged in either frontal teaching, monitoring student seat-work or conducting quizzes. Students engage in a narrow range of activities--listening to teachers, writing answers to questions, and taking tests and quizzes.

Goodlad does not suggest schools swing to the opposite extreme but that the curriculum be balanced including the five knowledge areas described in the 1945 Harvard committee--English, science and mathematics, social studies, vocational education and the arts. On whether schools should be humanistic or tough, he believes these are not in competition with one another but are embedded in the culture side by side. "On the one hand is that humanistic soft and tender, love-'em-into-learning school. On the other, school ought to be tough; there ought to be discipline."

Many see the past 15 years as a "soft and tender education" era. "That's not the case but we think it is, so we are entering the hard and tough: more discipline, more homework, longer school day and year." The recent emphasis on "problem-solving" and "thinking skills" represents the counter-cycle, with which he predicts schooling will go beyond basics, "but not much." "Most of the recommendations are coffin nails in the coffin of the past. These recommendations will not begin the new era." Grumbling will lead to more homework, more discipline, harder courses which will in turn result in grumbling about the neglect of the soft and tender. Ideally, the tough and tender work together like muscles which produce movement by stretching and contracting in opposing directions. We need to blend them in education.

"Already, public education is near collapse." He says collapse is not necessarily that we aren't going to have a public education system or that schools individually will collapse, but that the public educational system may collapse in its function of educating all the children of all the people. Once in our society, the public school was intended to be the common school for all. By collapse, he means it may be left with the job of educating just some of the children of some of the people. Those are going to be the poor which means the minorities.

"The idea that fundamental improvement of the schools won't even begin to show results for another three to five years bothers people but it's taken us a long time to get in this mess and it will take a long time to get out of it. I guess the irony is that you have to explain all over again every generation."

The Administrator's Memo

September, 1983

A Summary of Some States' Actions Taken in Response to the "Excellence Report"

Kansas State Board Action to Date

At a recent session of the Kansas Legislature's Special Committee on Education, State Board Member Bob Clemons recommended, on behalf of the board, that minimum competency testing be continued for a period of 5 years and that all students be tested each of the five years. That recommendation was not the same as the one made by the board's sub-committee to the board earlier. That subcommittee had representation from KASB, K-NEA, USA, and KSDE staff. It was chaired by a member of the State Board. Its recommendation was that if minimum competency testing is to be continued, each district should have the option of developing its own program but within the state guidelines in order to provide data the State Board feels it needs.

The changes in requirements for graduation from a Kansas high school have been changed to the following beginning with the class of 1987:

20 units will be required of which 4 will be English; 3 in social studies with the same 1 1/2 required as at present in American history and government; 2 in science, one of which must be a lab science and 2 in math. Of the 4 required in English, only one can be made up of such courses as speech, debate, drama, journalism, etc.

There will be a hearing on the above regulation in either October or November. However, we believe the Board may take action at the September meeting to increase the above requirement of 20 units to 21 units since a recent survey shows that a vast majority of Kansas high schools already require 20 units to graduate.

We believe it is the intent of the Board to increase the requirement one unit in each of the graduating years of '88 and '89. It is not known whether that increase would be an addition of elective or required courses.

The leadership of KASSP urges its members to attend one of the State Board-KSDE forums scheduled in the state at which this will be discussed and also urges area chairmen to get the reaction of secondary principals during the Area meetings resulting from this change and contemplated changes in graduation requirements. The association will need to develop a position to present at the State Board hearings in October or November. This topic will also be discussed in the Open Forum at the KASSP Fall Conference Oct. 1 & 2.

Longer Days and Longer Years? (From State Education Review)

California's staff for the Assembly Committee on Education estimates the cost for adding 5 days to the present 175-day-year, plus an expanded school day in '85-86 could increase the state costs to \$1.4 billion from its present \$146 million.

A proposal being considered in Illinois would change the minimum term from 176 days to 1,000 hours thus permitting districts to operate in a six day school week.

A Florida senate bill would include funding for lengthened instructional time pilot projects, reading specialists, teachers of excellence, science labs, and a program that encourages districts to invite "scholars" to the classroom.

Ohio's State Superintendent believes the school day and year are too short and they have a need for early identification of children with potential problems. He pointed out the Japanese school year of 224 days might be one reason for a reported increase in the Japanese IQ of 60 points since World War II. He suggests that Ohio teachers could have options to sign contracts for 100, 125, 150 days or the entire school year.

Kansas is one of 29 states requiring terms of 180 days. Of our neighboring states, Iowa, New Mexico and Oklahoma require 180; Colorado, Missouri, Texas and Arkansas require less than 175; Nebraska requires 175.

Fifty-three Colorado districts enrolling a total of 30,000 students, are on 4-day weeks. Most are rural area districts and have been saving from 2-3% of their budgets. Preliminary study indicates achievement is up and that activities are held on the fifth day.

School Improvement in North Carolina and Virginia

A task force named two years ago to study the quality of mathematics education in North Carolina has made its recommendations to the state board of education and if approved will be phased in over the next ten years. The recommendations emphasize the need for programs which develop problem-solving skills and the use of calculators and computers in elementary school. Classes should be smaller, more time should be spent on the subject and mathematics teachers should be paid more money. Specifically, 60 minutes of math instruction daily in elementary schools and 55 in middle schools and three units in the high school would be the minimum. Elementary teachers would also be required to pass a competency examination in mathematics and all secondary math teachers would have to be certified in math beginning in 1985.

A plan already approved in Virginia, which goes into effect this school year, requires all students to complete at least 20 units to graduate and students who plan to attend college will need 22 units. All students are now required to complete a minimum of 18 credits and must state by the end of the 8th grade which program they intend to follow.

Special Diplomas in Virginia

Virginia's Board of Education recently approved a controversial plan to permit college-bound students to earn an "advanced studies" diploma. This diploma requires 22 credits, including three years each of science, math and a foreign language; permits the student to take 4 electives; requires a "B" average. Recipients will also have a gubernatorial seal on their diploma. The plan is being criticized because it is thought to be elitist and because a stigma will be attached to those students who elect not to take the program. Students who do not take the "academic route" will be required to take 20 units with two each of science and math required plus another unit of either math or science.

State School Legislation

A major education reform bill recently passed by California's Legislature provides for:

A pilot to reward high schools for improved student academic achievement; Minigrants for teachers to improve their classroom instruction; Incentives to lengthen both the school day and year; A merit pay (mentor) program and higher beginning salaries--up to \$18,000 over a three year period.

Florida legislation requires:

Establishment of a visiting scholar's program; Creation of 28 regional coordinating councils for vocational education and a "quality incentives" council to assist in implementation of a statewide merit pay plan; Students must produce one written assignment per week, with the state increasing funding for 10-12 writing programs, limits of 100 students per day per teacher; Local districts will adopt performance standards for each 9-12 academic course; Increased course requirements for certification for high school teachers; A phaseout by 1990 of all remediation programs at the postsecondary level.

Beginning in the 1986-87 Florida's high school students will need to maintain a 1.5 average on all required courses in order to graduate and to participate in activities.

The Administrator's Memo

On Action in Excellence

It has been said that imitation is a sincere form of flattery. With that in mind we have chosen as the title for this publication the same one used in a portion of the newsletter published by the Education Commission of the States. We will try to bring to our membership highlights of the activity going on in the nation in response to the Excellence in Education Report. We will make this summary available to legislators as well as our membership due to our assumption that they, like school administrators, need short summaries of events and action in view of all other things they have to read. Members are encouraged to supply information about Kansas Action to the USA Education Committee which has asked that dissemination of such information about Kansas schools be a part of that committee's charge. The method for accomplishing that is in the process of being determined by that committee. Paraphrasing the view of Delaware Governor, Pierre S. du Pont, the most important task facing us now is to develop a "how-to" manual for schools and school systems.

Governor du Pont in Delaware

Governor du Pont has selected the following fundamental issues to address: A clear definition of the goals of public education including the ability to function properly and obtain an entry-level job or be accepted for post-secondary education or the military; a definition of standards necessary to achieve the goals that include curriculum and operation standards for schools, achievement standards and skill competencies; quality control through stronger evaluation programs of all personnel and students; accountability for school managers and officials in meeting minimum state standards; performance incentives through funding to reward success in meeting goals; flexibility for achieving defined objectives and considerable discretion on spending state and federal money left to local officials; access to education opportunities to develop each child's potential.

IBM's Frank Cary Urges Partnerships with Schools

Effective response to the issue is a matter of survival for the business community, according to IBM's Cary. Because of the need for productive, literate workers, any shortage hurts all Americans. He suggests cooperative efforts in team teaching, job training, technical training and teaching in factories and offices.

Educators Not Obstacles to Change

Calvin Frazier, Commissioner of Education in Colorado, points out educators have given the Task Force on Education for Economic Growth a "renewed focus" that has resulted in a "union coming together that is impressive." He believes we must make certain that though there are 47 states with known financial problems, as the pendulum swings back we must make education a top priority for funding.

A SUMMARY OF MEASURES BEING TAKEN IN THE STATES

Certification and Bonuses

California intends to eliminate life certificates by 1985, and pay bonuses of up to \$4,000 for master teachers.

Use of State-Appointed Task Forces

In Colorado state board-appointed task forces are working in the areas of math, English, social science, school time, the family and the school, and the educational professional staff. Their reports will be given in seven regional forums soon. Similarly, there are five groups working in Connecticut examining the teacher shortage, teaching preparation and other areas such as a longer school day and increased high school standards. A coalition of education groups is calling for public support of higher standards.

Academic Competition

Florida continues to use its PRIDE program which sponsors academic competition for four subjects. Officials are also beginning to test college students' achievement at the sophomore level and a Quality Instruction Incentives Council is studying merit pay for teachers.

Colleges Upgrading Teacher Ed Programs

A survey made by the National Center for Education Statistics reports that most of the nation's teacher education programs have been upgraded in the past five years. Upgrading through tightened curricula has occurred in 85% and 75% have raised entrance standards. Only 5% (K.U. is one of these) have added a fifth year to their program. Of those surveyed, 79% wanted more emphasis on language and math, 65% wanted more training in math.

Twenty States Increase Graduation Requirements

The states below require 20 or more units for graduation. Though Kansas is not among them, it likely will be soon. Requiring 24 units: Florida. Requiring 22 are: Louisiana and Oklahoma. Requiring 21: Oregon. Requiring 20 are: Alabama, Arizona, Georgia, Hawaii, Idaho, Kentucky, Maryland, Missouri, Nevada, New Mexico, North Carolina, North Dakota, Tennessee, Texas and West Virginia. The District of Columbia requires 20 1/2.

New Jersey Penalizes for Less than 180 Days

The state commissioner in New Jersey asked the attorney general to rule on 35 districts which held graduation before the 180 days limit. Of the 35, there were 14 judged not to have completed the necessary 180 days and will have state aid withheld during the 83-84 school year at the rate of \$2,545 per day.

Computer Network in Ohio

As a result of recent legislation, the Ohio Department of Education will have responsibility to create and operate a network of 27 data acquisition sites. Districts will be assigned to each site which will provide schools with comprehensive computer services.

Texas Considering Tracking Students

The Texas Education Agency has proposed a three-track curriculum in which sixth-graders would choose the academic, general or vocational track to follow beginning in the seventh grade. There could be some switching of tracks, however. Those choosing the more rigorous track would have a severe decrease in the number of extracurricular activities during school hours.

Reform in South Carolina

South Carolina's governor has appointed committees to work on a reform package for education for the 1984 Legislature to consider. The committees are made up of education and business leaders and industrial leaders. Major new initiatives being considered include increasing high school graduation requirements including a minimum competency test for high school graduation, beginning a series of state-funded remedial programs for students scoring below minimum standards on the state test of basic skills, raising student achievement to the national average, raising teacher salaries and developing a merit pay "career ladder" supplement, and expanding the state role in developing quality managers for the education system. A public opinion poll indicates the public was "embarrassed" by the quality of public education in the state, supported a broad range of education reforms, endorsed by two to one an increase in the sales tax, but felt that current funds could be used more effectively.

The Administrator's Memo

On Action in Excellence (November, 1983)

A summary of developments in response to recent educational reports and issues.....

State Activities

Arkansas began a special session of the legislature in early October to address school issues including required kindergarten, testing tied to promotion, smaller classes, higher graduation standards and a tougher compulsory attendance law. The governor has proposed an increase of 1% in the sales tax and increases in the severance tax to pay for reforms.

California has enacted an \$800 million reform law which may serve as a model for other states, according to Education USA. Its passage was spurred by growing criticism of public schools. The plan focuses on once abandoned graduation requirements, teacher dismissal and pay provisions, and student discipline. After 1985, new teachers will be required to qualify for credential renewal instead of being awarded life certificates. Funds are included to permit an increase in beginning teacher salaries of about \$5,000 up to \$18,000 over the next three years. And 2,000 master teachers will be eligible for an added \$4,000 a year to help train new teachers. Money is also available for the state to begin furnishing texts and for more texts. Administrator preparation is increased with mandated training in teacher evaluation. Boards of education must certify administrator competence. The future of the plan is in question since the governor vetoed funding for the second year of the program priced at \$1.1 billion. Leadership for this move has come from the state's elected state superintendent who sees California on the verge of a "renaissance."

Connecticut's state board has approved low-interest loans in an effort to increase teacher supply in: industrial arts, math, physics, chemistry, skilled trades, speech, and hearing impaired.

Hawaii (a state with a single school district) plans to give more attention to higher level thinking skills, examine efficiency in the use of time and its homework policies. They have also increased graduation requirements.

Idaho has adopted new graduation requirements, including a mandated "core" curriculum. They will also look at the length of the school day, attendance and the expansion of proficiency tests.

In Illinois officials are drafting three new programs: fellowships of \$2,000 for full time graduate study for teaching gifted students; grants of \$1,000 for those preparing to teach math or science; \$1,000 stipends for "master teachers" who will assist other teachers. The governor has also named three business leaders with strong credentials in public schools or civic affairs to the state board of education. More attention is being given to the basics and to dropouts which, coupled to a proposed age of 18 rather than the present 16, might help in getting students to stay longer in school. Studies show that physical education is taking as much as 17.2% of the average school day, nearly twice the amount of time devoted to elementary school science.

In Maryland legislation will be introduced to provide scholarships for teacher education students, and a new rule will require all ninth-grade students to pass functional literacy tests before graduation. The state superintendent is seeking a \$5,000 (25%) increase in teacher salaries.

The Minnesota legislature is scheduled for hearings on two educational vouchers, one of which would restrict such benefits to the children of low-income families. It appears that the recent U.S. Supreme Court decision allowing use of the state's 25 year old tuition tax credit provision has improved the climate for such legislation.

Mississippi is implementing the Education Reform Act providing assistant teachers, attendance counselors, higher minimum salaries, phasing in mandatory kindergarten, scholarships for math and science teachers and a study of certification requirements for new administrators.

Montana's state task force has recommended accreditation by visitation rather than on paper and the board is recommending testing in certification of teachers.

New Mexico increased graduation requirements last year, instituted competency testing for teachers 2 years ago. A state wide conference of legislators, school board members and business leaders will result in development of a "Blueprint for the '90's" for the schools. The state board has directed schools to go beyond minimum competencies and to improve higher order thinking skills.

In North Dakota, high school students must spend more time in school and students under age 16 may not work without the school's permission. Driver education has been eliminated as a requirement and many schools are writing IEP's for every student.

New administrators in Oklahoma will be required to take a year's leadership program.

A campaign to curb the emphasis of Texas interscholastic sports is being pushed by sports leaders. The director of the University Interscholastic League has proposed sweeping cuts in programs to a blue-ribbon panel appointed by the governor. According to an article in EDUCATION USA, in a state where sports programs are sometimes called religious experiences, the plan addresses penalizing students who are "redshirted," and proposes that athletes pass four, not three courses, to stay eligible. Interscholastic contests below seventh grade and junior high games on weeknights should be banned, according to the recommendation. Also proposed was limiting non-essentials such as hair dryers for athletes. Sports such as golf and tennis would be moved to the summer and a reduction of other games should be considered. Some critics in Texas would completely ban junior high interscholastic sports.

Studies in Utah have found "an education system locked into a network of operating procedures by a multitude of traditions, decisions, practices and attitudes which have evolved slowly over the years," and 27 recommendations have been made to "dislodge or alter" some of them. Recommendations include: incentive pay and flexible contracts for teachers in the form of a three year career ladder, a strengthened core curriculum and more productive use of time.

Virginia has required revision and upgrading of certification for teachers and a "standards of learning" program for each grade. The state board has revised standards for accrediting schools and added requirements for graduation, including more math and science and an advanced studies program for college-bound students.

West Virginia's state board has voted an average \$2,530 pay raise for teachers. The package totaling \$98.5 million must be approved by the state legislature. In West Virginia, as in Los Angeles, Philadelphia, Pittsburg and Seattle, a new regulation now requires students participating in extra curricular activities to maintain at least a "C" average. In addition, that state has been told to comply with a court order which defines "quality education." See the next MEMO for details of that very unusual method of defining quality.

Wisconsin, through the governor's task force to improve education, is proposing the use of more attractive retirement programs to attract teachers. Their pension plan which permits teachers with 30 years of experience to receive a pension of 39% of their final salary would increase to 45% if a recommendation from a special task force study is adopted. Also proposed is an increase in base pay from \$13,400 to \$20,000.

The Administrator's Memo "Action in Excellence" (December 1983)

A STATE BY STATE SUMMARY of recent actions and responses to educational reports.

Arizona's Education Association has proposed an increase in the school year from 175 to 195 days, adding 4 credits to graduation requirements, tougher discipline and home work standards, free textbooks and teacher pay starting at \$20,000.

The Arkansas House of Representatives agreed with the Senate on final approval of a school finance formula that replaces one declared unconstitutional by their supreme court. The formula specifies the percentage state money that should be spent by districts for salaries and that districts must spend state and local money to meet mandated academic standards. It also sets a base amount each district should spend per student. The state's share is based on the districts' wealth. The legislature is expected to consider a one-cent tax increase to fund the new formula and higher standards. Both houses have approved a bill to establish a Department of Education developed training program for administrators and board members. The legislature is also expected to approve a \$2 million appropriation to fund a pilot merit pay plan in 12 districts and is also expected to approve a requiring mastery of basic skills as a prerequisite for promotion from the 8th grade. The governor also proposed requiring all current teachers and administrators to pass the National Teacher exam by June 1987 or face dismissal.

Connecticut, through its citizens' task force, has recommended increases in salaries, creation of career ladders, summer work for teachers, flexible employment and benefit options, reduction of stressful conditions and returning retired teachers to the classroom.

The Delaware State Education Association advocates a professional board to govern who enters the teaching profession and to set standards for current teachers. They also favor a \$20,000 starting salary, smaller class sizes, higher graduation standards, changes in teacher education and more equitable tax formulas.

Florida's Governor Robert Graham has approved emergency rules drafted by their commissioner of education to implement loan and scholarship programs to reduce teacher shortages in six critical areas of foreign language, industrial arts, math, science, special education and speech therapy. One year of the loan will be forgiven for each two years of teaching in one of these shortage fields. A one for one ratio would apply in certain sparsely populated rural schools or poor urban schools. Low interest loans of up to \$4,000 are also available to all teacher candidates and all funds earmarked for math and science only during the first two years of the program. The governor also believes all higher education institutions, not just teacher colleges, must help reform public schools and improve the quality of textbooks.

Illinois students will face higher graduation requirements of three years of English, two in math, science and social studies, one of either music, art or a foreign language. The increase was favored by the Illinois Education Association.

In Indiana a Governor's Select Advisory Committee, composed of legislators and civic leaders, would establish a state board of education composed of 11 members selected by the Governor, one member from each Congressional district and one at-large. They also believe the State Superintendent, who is elected, should be appointed by the board. To improve communication between the governor and the legislature, it is proposed that a state committee of key legislators and education officials meet at the request of the governor yearly to review goals and plans for short and long-term educational programs. Also proposed is lengthening the school year from 175 to 180 days and to add 2 days in each of the next 5 years; strengthened teacher training programs; mandatory kindergarten and computerized career-counseling services.

Kentucky needs an additional \$100 million to equalize spending and upgrade teachers' salaries, a state commission study has concluded. Property-rich districts are able to spend more than twice that of property-poor districts at present.

Louisiana's governor-elect, a democrat who won by a wide margin, faces making good his campaign promise to seek higher salaries for teachers. He will ask the legislature for \$200 million to raise teacher, other school personnel and state employee salaries.

Beginning in 1987 Missouri will require that all students pass every part of the state's Basic Essential Skills Test to receive credit for 9th-grade courses needed for high school graduation. The test has been used since 1979 as a diagnostic tool but this year's 8th-graders will be first to face the examination as a diploma requirement. They take the test as 8th graders and can retake any portion each year through the 12th grade. Last year 4,000 of the state's 57,000 seniors graduated without having passed all segments of the test.

A New Mexico citizen group has recommended starting salaries for teachers be raised from the current \$14,800 to \$25,000 by 1989 in order to be competitive with business. The plan would increase salaries 10% each year for 6 years. Teachers contracts would be increased from 180 to 190 days which would allow extra days for inservice, parent interviews, and paperwork which now detracts from teaching. Since all 42 senators are up for re-election next year, the panel is not optimistic about winning legislative approval of their proposal.

North Carolina State Superintendent Phillips is asking for \$200 million to provide a 15% increase in teachers' salaries, a lower student teacher ratio, new school construction and more staff development for teachers. The beginning teacher salary would jump from \$13,800 to \$16,000 with the maximum going from \$22,700 to \$27,000. An additional \$50 million would be required later to fund a proposed form of career development program for teachers.

In Oregon, the state board favors setting up a statewide curriculum that specifies minimum basic skills as well as "higher-order thinking skills," competency exams for students in the 3rd, 7th and 10th grades and a graduation test for the 8th grade, increase math and science requirements, evaluation standards for educators and a longer school year. Most teachers (64%) favor implementation of career ladders but 65% of those responding do not support merit pay. The proposed plan would provide three steps in the ladder with a starting salary of \$17,500 for all new teachers. Other responses: 70% said clerical tasks and nonteaching duties interfere with teaching but discipline problems were the greatest distraction; 93% favored an 11-month contract; 56% favored state scholarships to attract prospective teachers in short supply.

Virginia Governor Robb proposes that one of the state high schools be converted into a demonstration center for the master-teacher concept and other new teaching methods to be tested.

In Wisconsin, a state-appointed task force has recommended starting salaries of at least \$20,000 and merit pay financed by the state utilizing career categories. It also urged testing teacher candidates before their entry into colleges of education.

In Summary

Not since the Sputnik Era has education attracted so much study and attention as it now commands. According to the Education Commission of the States, 130 task forces are currently active or have reported recommendations since 1982; 48 states have one or more task forces or commissions. Most were created by legislatures, governors or state boards. Membership ranges from governors to concerned parents and citizens. Thirty-five states have at least one task force looking at educational excellence; 15 are recommending ways to increase economic growth; 14 are seeking ways to integrate technology into education. Who among us will ever have a greater opportunity to shape education?



The Administrator's Memo on Action in Excellence

"Action in Excellence" (January 1984)

A STATE BY STATE SUMMARY of actions and responses to educational reports.

In Alaska, the state boards of education and regents are discussing changes in teacher certification and studying a two-step certification process.

A Gallup survey in California conducted by the Los Angeles Times indicated 51% favor voucher systems while 38% are opposed and 11% undecided. Public school parents favored them by 48% while nonpublic school parents favored them by 64%. Also in California, there is another attempt being made to get a voucher initiative on the November ballot.

Hawaii's single-district superintendent has presented five commitments to excellence to his board: mastery of basic skills; motivation to excel; understanding of health and ecological issues; economic competence; the appreciation of diverse cultures and their contributions to society. In addition he believes that ideal schools should be organized in the following manner: K-2, grades 3-5, grades 6-8 and grades 9-12. The focus at all levels should be on more instructional time in languages, literature and fine arts, math and natural sciences, health and physical education and computer literacy.

Indiana's Governor Orr proposes teacher incentive pay and smaller first-grade classes. That state is the first we have heard of in which the state chamber of commerce has developed an education task force. Their proposals will be presented to the legislature and will include: merit pay, a longer school year, competency testing, improved discipline, and an appointed state superintendent, rather than by election as at present.

Maine's state board has adopted a three-tier certification plan for teachers which includes a career ladder which emphasizes their classroom performance as being more important than course credits earned.

While many add requirements in math, science, social studies, foreign language and English thus limiting students' participation in fine arts, Maryland's Commission on Secondary Education recommends adding math and fine arts requirements for a diploma. It would also create an advanced diploma for those wanting more challenging programs. Meeting credit requirements by early graduation and evening school have been approved.

The Massachusetts Board of Education has approved mandatory testing of students' basic skills, and a plan to assess school curriculum by development of assessments in English, social studies, math, science, languages and computer literacy. The assessment would be made at all grade levels. Governor Dukakis has recommended state accreditation of districts every five years. He would also expand the core curriculum and lengthen the school day, set more stringent certification requirements and test basic skills in the fourth and ninth grades.

In an effort to equalize spending per pupil, Maryland's Blue Ribbon Commission has recommended spending \$416 million more over the next five years with poorer districts receiving a greater proportion of the total.

Support for the governor's 38% tax increase in Michigan has caused two democratic state senators to be targeted by taxpayer groups. Election for those seats will determine who will have control of the state senate.

Minnesota's Board of Education has recommended the number of courses OFFERED be increased. Their revised curriculum plan would require at least five year-long courses in English, four each in math and science and social studies, two each in foreign language, music and visual arts and one in industrial arts. It appears by the account we read that offering courses rather than student completion of courses is the core of the state requirements. The board's ultimate goal is to create IEPs for all students by 1990.

Minnesota's A.C.L.U. plans to oppose merit pay because it threatens academic freedom, teachers' right to teach and students' right to learn.

New Jersey will use national experts on a teacher preparation task force in an attempt to provide alternatives to present preparation and certification programs.

Oklahoma had a special ten-day session of the legislature for the purpose of increasing state taxes to avoid a projected deficit of \$24 million. Opposition from constituents was running so high that the legislature adjourned without enacting any new taxes. The governor predicts that the state will need to make cuts of \$500 million over the next 19 months to make up deficits. The state has a two-cent sales tax enacted in 1936 and a 6.6 cent gas tax which has not been increased since 1957.

South Carolina Governor Riley proposes a reform package of \$200 million including the areas of remedial instruction, repair and construction, higher teacher salaries, merit pay, more programs for gifted and handicapped students, tougher graduation requirements and grants for outstanding schools. The reform measures would be supported by a new one cent sales tax.

Governor Alexander has gotten the approval of Tennessee's Select Committee on Education for his reform efforts which would establish a five-step career ladder with differentiated pay for teachers, revise entrance requirements for entrance into teacher education programs and for certification, and would increase the school year from 175 to 180 days. The cost for his reform package has grown to \$1.02 billion and he proposes increasing the sales tax from 4.5% to 5.5% which would bring a projected \$886 million over the next three years provided the economy grows at the current rate of 6% per year. The 1984 legislature will reconsider Alexander's career ladder program blocked last year by a concerted lobbying effort of teacher organizations.

Virginia's citizen committee recommendation includes a career ladder with four steps: provisional teacher, career teacher, senior teacher and master teacher with specific criteria for moving from one to the other. The committee has focused also on specific roles for teachers at all levels, particularly master and senior teachers. The committee has much work to be done but unanimously adopted this means of making teaching more attractive in Virginia.

Washington Governor Spellman has proposed a plan for excellence which calls for a more difficult core curriculum for college-bound students; better programs for the gifted; drug and alcohol abuse programs coupled with suspension of driving privileges of any student guilty of drug abuse; competency tests for high school students and teacher candidates. For higher education, he proposed a waiver of tuition for those students who maintain a 3.5 average or better.

West Virginia's State Board of Education has approved a plan for public education pay reform which will cost \$144 million which will be forwarded to the legislature for enactment. If fully funded, the plan would give 25,000 educators an average increase of \$2,531, an increase of about 14.5%.

Wisconsin's governor is considering a legislative initiative to redefine the school year and require 180 days of "face-to-face" instruction. The University of Wisconsin has been asked to develop guidelines for students enrolling in teacher education programs. His education excellence plan includes almost \$2 million for computer training for teachers and another million to upgrade competency testing, funding for leadership training and curriculum guides in vocational education.

In Wyoming, a Blue Ribbon Commission for Excellence in Education has proposed merit pay for teachers, higher academic and discipline standards and tighter state control of local districts. This shift of control in Wyoming is expected to be strongly resisted.