

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman John Faber at 9:00 A.M. on February 16, 2007 in Room 313-S of the Capitol.

All members were present except:

Representative Clay Aurand- excused
Representative Deena Horst- excused
Representative Ted Powers- excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department
Michele Alishahi, Kansas Legislative Research Department
Ashley Holm, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Kathy Jones, Ks Assoc. For Gifted, Talented & Creative
Kathy Cook, parent
Ginger Lewman, Ks Assoc. For the Gifted, Talented & Creative
Nancy Leyerzapf, retired Gifted Ed Facilitator
Ryan Scherich, 6th grade student (written testimony)
Dr. Connie Phelps, Professor of Education
Ann Coulson, parent
Roger Templin, parent
Mark Desetti, KNEA
Sandra Lassiter
Dr. Betty Horton, Pres-CEO, Ks Assoc of Public Charter Schools
Desiree Lyons, Individual
Sparkle Sherrod, Parent
Pastor Cecil Washington
Mark Tallman, Ks Association of School Boards
Dr. Gary George, Olathe School District
Bill Reardon, USD #500
Joe Zima, USD #501
Kathy Cook, Kansas Families United for Public Education
Mark Desetti, KNEA

At the request of Chairman Aurand, Representative Faber served as Chairman of the Education Committee on Friday, February 16, 2007.

HB 2347: Teachers; teacher education programs; licensure requirements; needs of gifted learners

Kathy Jones spoke to the Committee as a proponent of **HB 2347** which would require professional development in giftedness for all teachers. (Attachment #1)

Kathy Cook addressed the Committee as a proponent of **HB 2347**. (Attachment #2)

Ginger Lewman informed the Committee that the intention of **HB 2347** was to provide education stakeholders with the understanding of the unique needs of not only our more obvious gifted learners, but also the children who are currently under served in our schools. (Attachment #3)

Nancy Leyerzapf spoke to the Committee in support of **HB 2347**. (Attachment #4)

Written testimony was accepted from Ryan Scherich, a 6th grade student in support of **HB 2347**. (Attachment #5)

CONTINUATION SHEET

MINUTES OF THE House Education Committee at 9:00 A.M. on February 16, 2007 in Room 313-S of the Capitol.

Dr. Connie Phelps spoke to the Committee as a proponent of **HB 2347.** (Attachment #6)

Ann Coulson spoke to the Committee as a proponent of **HB 2347.** (Attachment #7)

Roger Templin also spoke to the Committee in support of **HB 2347.** (Attachment #8)

Mark Desetti spoke to the Committee in opposition of **HB 2347.** (Attachment #9)

After questions and answers about the bill, the hearing on **HB 2347** was closed.

HB 2389: School districts; charter schools; appear to state board if petition to establish or renew charter is denied.

Sandra Lassiter spoke to the Committee as a proponent of **HB 2389.** (Attachment #10)

Dr. Betty Horton spoke to the Committee as a proponent of **HB 2389.** (Attachment #11)

Desiree Lyons spoke to the Committee as a parent and volunteer and expressed her support of **HB 2389.** (Attachment #12)

Sparkle Sherrod spoke to the Committee in support of **HB 2389.** (Attachment #13)

Written testimony was accepted from Pastor Cecil Washington who expressed support of **HB 2389.** (Attachment #14)

Mark Tallman spoke to the Committee in opposition of **HB 2389.** (Attachment #15)

Dr. Gary George testified to the Committee in opposition of **HB 2389.** (Attachment #16)

Bill Reardon spoke to the Committee in opposition of **HB 2389.** (Attachment #17)

Joe Zima testified in opposition of **HB 2389.** (Attachment #18)

Kathy Cook told Committee members of concerns with **HB 2389.** (Attachment #19)

Mark Desetti spoke to Committee members in opposition of **HB 2389.** (Attachment #20)

Questions and answers followed the presentations. The hearing was then closed on **HB 2389.**

Sub-Committee members for **HB2310** were advised they would be meeting on Monday, February 19, 2007 at 9:00 AM in 313-S.

The Chairman announced committee action **HB 2090**, **HB 2343**, and **HB 2447** would occur on Tuesday, February 20, 2007.

The meeting was adjourned at 10:50 AM. The next meeting is scheduled for Tuesday, February 20, 2007.

Testimony in Support of

House Bill 2347

**Presented before the
Kansas House Education Committee**

**By:
Kathy Jones**

February 16, 2007

House Education Committee
Date 2-16-07
Attachment # 1

Mr. Chair and Honorable Members of the Committee,
Good morning. I appreciate the opportunity to address you this morning.

My name is Kathy Jones. I am a member of the Board of Education of USD 413 in Chanute, serve as President of the Board of the ANW Special Education Cooperative, Interlocal #603 and am Communications Coordinator of the Kansas Association for the Gifted, Talented, and Creative. I am here to speak in support of House Bill 2347 that would require professional development in giftedness for all teachers.

Many of the concerns I receive as a board member have to do with the lack of training that general educators have with regard to giftedness: the identification of and ways to meet the needs of gifted and other high-ability learners. One area of great concern is that many populations are underrepresented among those identified as gifted. Children of color, children of poverty, those with English as their second language, the twice-exceptional and those who are transient are underrepresented in Kansas as well as in other states.

- The National Research Center on Gifted and Talented (NRC/GT) found that students with high ability received NO differentiation in 84% of classroom activities (Archambault et al., 1993; Westberg, et al. 2003).

As a former gifted facilitator and parent of a grown son identified as gifted and a daughter who is twice-exceptional, but not identified while in school, I know firsthand the difficulties that educators experience when they don't have appropriate training. The most common complaint my son and most of my students had was lack of challenging curriculum and a too slow pace in their general education classes. When they entered college, the adjustment was significant. My son, and the other gifted students, had not had the experience of challenging work in most of their courses. They had not had to study hard to meet expectations. My daughter's giftedness masked her learning disability and vice versa. This caused confusion and frustration on her part and the on the part of her teachers. It wasn't until she was out of the K-12 system that we learned of this relatively common condition. Unfortunately, it goes undiagnosed much too often and many children do not get their needs met, so they don't have the tools to reach their potential nor have they learned how to overcome/compensate for their disabilities.

Kansas is well-known as a leader in gifted education. Our state is respected for having well-trained specialists who serve as facilitators for over 15,000 identified gifted students. However, the expected "full continuum of services" and appropriate differentiation of instruction and curriculum do not happen when general educators are not trained to meet the needs of these exceptional students. Gifted students spend between 80-95% of their academic time in general education. They are not just "gifted on Tuesday morning from 9:00-10:30." All too often, the general education teachers I worked with were frustrated with the lack of training they'd received. They wanted to, and knew they needed to, provide more for their high ability students, but they did not have the training. I spent what time I could assisting them, but with up to 48 students on my caseload and sometimes split between two school districts, I was unable to find a lot of time to consult with them. This scenario, and worse ones are repeated over and over in Kansas, especially in rural areas, though they happen in the cities as well. With high caseloads, teachers of the gifted do not have enough time built into their schedules to provide adequate consultation and training. One indirect benefit of HB 2347 may be that teachers who learn more about high ability learners would decide to obtain licensure, thus relieving the high caseload burden that currently exists.

- Over 50% of state respondents identified professional development initiatives in gifted education as THE most positive force affecting services for gifted students (NAGC, 2006, p.2).

With the emphasis that NCLB has placed on schools, most teachers are focused on bringing low performing students up to the level of proficiency. Though this is a noble undertaking, we cannot ignore the needs of students who already meet proficiency. As the ranks of the proficient continue to grow, we must ensure that their needs are met; that they continue to be challenged with curriculum and instruction that have been differentiated to meet their needs. Teachers are more likely to “differentiate down” rather than to “modify up” to increase the challenge level for high ability students. It is for this reason that professional development in giftedness will help turn around this trend.

This bill will make significant strides toward meeting the needs of high ability learners. The two-pronged approach will provide training for both new and experienced teachers by requiring a course for pre-service teachers in the needs and characteristics of gifted learners and professional development for practicing teachers prior to re-licensure. Currently, there is a requirement for teachers to take a survey course on the exceptional child—one three-hour credit course that is to address the needs of all exceptional children, from autism, hearing impaired, learning disabilities, behavior disorders, ADHD, those with physical impairments, the gifted and all the other exceptionalities. Typically, the amount of time devoted to gifted children in this course is less than one class period or just about an hour. It is unreasonable to expect ANY teacher to be able to meet the academic and affective needs of the gifted population without more training than one hour.

- Research shows that teachers with gifted education training demonstrated greater teaching skills and developed more positive classroom climates (Eyre, Coates, Fitzpatrick, Higgins, McClure, Wilson, et al., 2002; Hansen & Feldhusen, 1994).

As I mentioned earlier, across the nation as well as in Kansas, minority subgroups and students of poverty do not get identified at the same rate as they appear in the population. As an example, in our district about 50% of the students qualify for free/reduced meals, but significantly fewer than half of the identified gifted population are students of poverty. This does not mean that children of poverty have less potential; it means we are not employing effective methods of finding that talent and potential.

- Teachers are often the primary influence of talent development for students of poverty and non-traditional families (Berk, 2004; Van Tassel-Baska, Olszewski-Kubilius, & Kulieke, 1994).

Frequently the conditions in which the students live often inhibit the development of their potential. It is incumbent upon the educational system, upon both general and special educators to do all they can to develop potential in EACH and EVERY student. Producing the most productive citizens we can is vital to the future of this fine state—to the cultural, economic, political and social success of our citizenry.

For the future of Kansas, I encourage you to co-sign, support and recommend for passage House Bill 2347 that will give all teachers training to identify and meet the needs of gifted and other high ability learners.

Thank you. I will be happy to entertain any questions you might have.

Kathy Jones
 1008 Windsor Road
 Chanute, KS 66720
 620.431.2417 Home/Work
kathyjones@cableone.net

Brief of Testimony
In support of House Bill 2347:
Increasing professional development in gifted education

- Currently, there is a requirement for teachers to take a survey course on the exceptional child—one three-hour credit course that is to address the needs of all exceptional children, from autism, hearing impaired, learning disabilities, behavior disorders, ADHD, those with physical impairments, the gifted and all the other exceptionalities. Typically, the amount of time devoted to gifted children in this course is less than one class period or just about an hour. It is unreasonable to expect ANY teacher to be able to meet the academic and affective needs of the gifted population without more training than one hour.
- Too many populations are underrepresented among those identified as gifted. Children of color, children of poverty, those with English as their second language, the twice-exceptional and those who are transient are underrepresented in Kansas as well as in other states.
- Teachers are often the primary influence of talent development for students of poverty and non-traditional families (Berk, 2004; Van Tassel-Baska, Olszewski-Kubilius, & Kulicke, 1994).
- With the emphasis that NCLB has placed on schools, most teachers are focused on bringing low performing students up to the level of proficiency. Though this is a noble undertaking, we cannot ignore the needs of students who already meet proficiency. As the ranks of the proficient continue to grow, we must ensure that their needs are met; that they continue to be challenged with curriculum and instruction that has been differentiated to meet their needs.
- The National Research Center on Gifted and Talented (NRC/GT) found that students with high ability received NO differentiation in 84% of classroom activities (Archambault et al., 1993; Westberg, et al. 2003).
- Kansas is well known as a leader in gifted education. Our state is respected for having well-trained specialists who serve as facilitators for over 15,000 identified gifted students. However, the expected “full continuum of services” and appropriate differentiation of instruction and curriculum do not happen when general educators are not trained to meet the needs of these exceptional students.
- Gifted students spend between 80-95% of their academic time in general education. They are not just “gifted on Tuesday morning from 9:00-10:30.
- One potential benefit of HB 2347 may be that teachers who learn more about high ability learners would decide to obtain licensure thus relieving the high caseload burden that currently exists.
- Over 50% of state respondents identified professional development initiatives in gifted education as THE most positive force affecting services for gifted students (NAGC, 2006, p.2).
- Research shows that teachers with gifted education training demonstrated greater teaching skills and developed more positive classroom climates (Eyre, Coates, Fitzpatrick, Higgins, McClure, Wilson, et al., 2002; Hansen & Feldhusen, 1994).

Kathy Jones

Member, Board of Education, USD 413, Chanute

President, Board of Directors, ANW Special Education Cooperative, Interlocal 603

Communications Coordinator, Kansas Association for the Gifted, Talented, and Creative



Testimony
House Education Committee – HB 2347
February 16, 2007
Kathy Cook, Executive Director
Kansas Families United for Public Education

Mr. Chairman and Members of the Committee:

Thank you for the opportunity this morning to testify in favor of HB 2347. I'm here today on behalf of Kansas Families United for Public Education as well as a parent of a child who is identified as talented and gifted.

Many people roll their eyes and say -- why worry about students who are gifted. Unfortunately the needs of gifted students are often misunderstood. Some might think they are the students who earn straight A's and need little attention from the teacher, but in reality gifted and talented students have a unique way of looking at the world, and often have a very distinct style of learning. Kansas recognizes that these students need special services and that is why we provide for them through special education funds, and as a parent I am very grateful that our state recognizes the needs of gifted and talented students.

Students who are gifted can easily become bored if they are not challenged, and that boredom can lead to behavior issues in the classroom or even more alarming they may dropout all together. Many studies indicate that 20% of high school dropouts are gifted. Many times gifted students have social challenges in school. My son was in fourth grade, close to the end of the year before he really began to interact with other children his age. It is no coincidence that was also the first year he had the opportunity to work with a teacher who was trained in gifted education.

Gifted and talented students spend only a small amount of time with a teacher who is trained to work with gifted and talented students; the remainder of their time is spent in a regular education classroom, but the students remain gifted and talented. It is important for them to be in a regular classroom with their peers, and it is equally important that their regular education classroom teacher fully understand their needs. I know that his regular education teachers do their very best to serve the needs of all their students, and believe that they would benefit from additional training in working with gifted students. More importantly the students would benefit from their additional training.

We all understand the need for qualified teachers in the classroom, and it is no different for our gifted and talented students. These teachers need to understand how gifted students learn and how they process information. They need to be able to guide and communicate with the parents of gifted students. Another important facet of this piece of legislation is that five of the ten hours of professional development will focus on the needs of under represented populations of gifted students. These are students with low socio-economic backgrounds, English as a second language and gifted students with a learning disability. Many times these students go unidentified because their teachers don't easily recognize their talent.

These students are the next generation of leaders and they deserve the opportunity to reach their full potential. Providing them with a teacher who has received this additional training will benefit Kansas for generations to come.

House Education Committee
Date 2-16-07
15941 W. 65th St., #104 Attachment # 2
Shawnee, KS 66217
(913) 825-0099

Ginger Lewman
Legislative Liaison
Kansas Association for the Gifted, Talented, and Creative
742 Garfield Street
Emporia, Kansas 66801
gingerl@essdack.org
620-481-6047

HB 2347 has been written to address the growing misunderstanding of who gifted children are and what they do and do not need from their educational experiences. While the picture of the well-adjusted, self-motivated, middle-class child with good parental support is forefront in our minds, there is a growing population of underserved, oft-ignored gifted children.

The intention of HB2347 is to provide education stakeholders with the understanding of the unique needs of not only our more obvious gifted learners, but also the children who are currently underserved in our schools. Gifted children come from all demographic backgrounds:

- from back grounds of poverty,
- from multicultural backgrounds,
- in rural areas who may not have ready-access to extra-curricular enrichment, and
- the twice-exceptional child.

KGTC stands in support of HB2347 for the following reasons:

Gifted children spend the large majority of their time in the general education classroom with teachers who have had minimal training regarding how to adequately meet their unique needs.

1. Children attend gifted programs 1-3 times a week, unless there's a snow day or their sick, or there's a field trip, or...
2. Survey of Exceptionality class is required for all teachers in pre-service programs. Frequently gifted is addressed minimally in those programs. After that? Nothing in most schools.
3. Students from poverty or multicultural backgrounds or who are twice-exceptional are missed in identification procedures and are allowed to find their own mental stimulation.
4. Bright children learn at an early age to underachieve. Who wants more of the same work?
5. Teachers already have plates full, so why should we expect them to teach themselves how to meet the needs of these unique populations.

The long-held myths have been proven untrue:

- A Nation Deceived: *How Schools Hold Back America's Brightest Students* -- The Templeton Report on Acceleration www.nationdeceived.org/
- Parents should be willing and able to support their children's education at home
- If they're truly gifted, they are self-motivated and can make it on their own.
- High-ability learners should supplement their learning by helping other students in the classroom.

Children in Poverty:

- Do your district's schools have gifted programs whose population accurately reflect the community's Socio-Economic distribution?
- National Association of Elementary School Principals has published article authored by Ruby Payne. (included)
- Many of our rural districts have very low SES

Children from multicultural backgrounds:

- Do the g/t programs reflect an accurate community distribution of Latinos, African Americans, Asian populations?
- Multicultural Gifted Education Authors, Donna Ford, J. John Harris

House Education Committee
Date 2-16-07
Attachment # 3

Twice Exceptional:

- Many highly gifted children have other special needs -- learning disabilities, ADHD, Asperger Syndrome, sensory integration disorder, etc.
- Very challenging for identification (since gifted children can often use the giftedness to partially compensate for the special need, making it both giftedness and special needs harder to discover).
- Very challenging to find ways to address both the gifted and special needs sides of the child adequately.

Funding Issues:

- School Districts have professional development monies that can be utilized. Must we concentrate on only the NCLB mandate and ignore anyone achieving above the level of proficient? Students who will benefit in addition to the gifted:
 - Wider spectrum of understanding for multicultural education (including the culture of poverty)
 - High-ability students who deserve to be challenged in the current climate of education. (go into your schools and see what they are doing now—practicing for State Assessments! Why? To bring all scores to proficient. What about those who are ALREADY THERE?)
 - Twice exceptional students who have such a wide variety of needs that change from student to student.
- Universities pride themselves in their education programs, rightly so! They want to prepare the best possible teachers to provide more than a Free *Appropriate* Public Education. So allow them the opportunity to do this. Allow the teacher education programs the tooth to offer a complete spectrum of education for their students.

We still need gifted programs and gifted facilitators as resources for the children.

- HB2347 is not requiring all general ed teachers, administrators, counselors, schools psychologists to be experts in the needs of gifted children, or hold a Master's Degree as the gifted facilitators do.
- HB2347 is simply asking that in a 5 year license, the teacher be involved in 10 hours of training to begin to understand a little more about those children struggling every single day in our classrooms.

Some quick facts, research based:

The 2004-2005 State of the States report (NAGC, 2005) indicates that 31 states mandate gifted education with variations in requirements for identification, inclusion of students from special populations, teacher certification and professional development, rules and regulations, and funding.

Teachers who are trained in gifted education demonstrate greater teaching skills, implement more individualized instruction, and develop more positive classroom climates than teachers with no training (Hansen & Feldhusen, 1994; Davalos, & Griffin, 1999).

Without training, teachers develop social ideologies that limit services and support for gifted education (Clark, 1997).

With economically disadvantaged children and those in nontraditional family settings, teachers and adults in the community may be more likely to serve as the primary influence of talent development (Berk, 2004; Van Tassel-Baska, Olszewski-Kubilius, & Kulieke, 1994).

Overall, teachers with gifted education training demonstrated greater teaching skills and developed more positive classroom climates (Eyre, Coates, Fitzpatrick, Higgins, McClure, Wilson, et al., 2002; Hansen & Feldhusen, 1994).

Few practicing teachers actually adapt instruction for gifted learners (Robinson & Kolloff, 2006).

Accommodating the needs of gifted learners requires more than a single introductory course (Bain, Bourgeois, & Pappas, 2003), and formal preparation promotes effective instruction as well as a positive classroom environment for high ability students (Hansen & Feldhusen, 1994).

Because many gifted students attend general education classes, all teachers require knowledge and skills in gifted education (Callahan, Cooper, & Glascock, 2003).

In core subject areas, students with high ability received NO differentiated experiences in 84% of classroom activities. (Archambault et al., 1993; Westberg, et al, 2003)

A Nation Deceived: How Schools Hold Back America's Brightest Students

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The 20 Most Important Points from Volume II of This Report

1. Acceleration is the most effective curriculum intervention for gifted children.
2. For bright students, acceleration has long-term beneficial effects, both academically and socially.
3. Acceleration is a virtually cost-free intervention.
4. Gifted children tend to be socially and emotionally more mature than their age-mates. For many bright students, acceleration provides a better personal maturity match with classmates.
5. When bright students are presented with curriculum developed for age-peers, they can become bored and unhappy and get turned off from learning.
6. Testing, especially above-level testing (using tests developed for older students), is highly effective in identifying students who would benefit from acceleration.
7. The evidence and mechanisms are available to help schools make good decisions about acceleration so that it is a low-risk/high-success intervention for qualified students. *The Iowa Acceleration Scale* is a proven, effective instrument for helping schools make decisions about whole-grade acceleration.
8. The 18 types of acceleration available to bright students fall into two broad categories: grade-based acceleration, which shortens the number of years a student spends in the K–12 system and subject-based acceleration, which allows for advanced content earlier than customary.
9. Entering school early is an excellent option for some gifted students both academically and socially. High ability young children who enroll early generally settle in smoothly with their older classmates.
10. Gifted students entering college early experience both short-term and long-term academic success, leading to long-term occupational success and personal satisfaction.
11. Many alternatives to full-time early college entrance are available for bright high school students who prefer to stay with age-peers. These include dual enrollment in high school and college, distance education, and summer programs. Advanced Placement (AP) is the best large-scale option for bright students who want to take college-level courses in high school.
12. Very few early college entrants experience social or emotional difficulties. When these do occur they are usually short-term and part of the adjustment process.
13. Radical acceleration (acceleration by two or more years) is effective academically and socially for highly gifted students.
14. Many educators have been largely negative about the practice of acceleration, despite abundant research evidence for its success and viability.
15. To encourage a major change in America's perceptions of educational acceleration, we will need to use all the engines of change: legislation, the courts, administrative rules, and professional initiatives.
16. Effective implementation of accelerative options for gifted students with disabilities is time- and resource-intensive.
17. It is important for parents to be fully involved in the decision-making process about their child's acceleration.
18. The few problems that have been experienced with acceleration have stemmed primarily from incomplete or poor planning.
19. Educational equity does not mean educational sameness. Equity respects individual differences in readiness to learn and recognizes the value of each student.
20. The key question for educators is not **whether** to accelerate, but **how...**

For more information on the research that informs these points, see Volume II of *A Nation Deceived*

NANCY LEYERZAPF
Parent of Gifted Student
Gifted Facilitator—Retired May 2006
University Supervisor of Elementary Student Teachers/Interns

I am speaking in support of House Bill 2347. Having served on the committee that drafted the Standards for Licensure of Teachers of the Gifted, I believe I have a unique perspective regarding House bill 2347. I am also speaking from my current position as a University Supervisor who evaluates elementary student teachers during their 8-16 week internships in the regular education classrooms.

GIFTED LICENSURE COMMITTEE MEMBER

- **Committee Members:** College Professor—Gifted Education, School Superintendent, Secondary Gifted Education Teacher, Elementary Gifted Education Facilitator
- **Process:** Researched national standards and other state standards for the requirements in the licensure of gifted educators, completed research across the field of gifted education, held numerous critical discussions regarding the knowledge and skills needed for a teacher to be licensed to teach gifted students, created numerous drafts of the licensure standards
- **Results:** 1) Standards that exist today for the licensure of teachers of the gifted (8 standards each with numerous behaviors regarding knowledge and performance)
2) Recommendation to General Education Licensure Committee that all new and experienced teachers be required to take coursework relating to the needs and characteristics of gifted learners
- **Recommendation:** Based upon my participation and research while serving on this committee, I believe strongly that there remains a major need for new and renewing general education teachers to complete the requirements outlined in House Bill 2347.
 - Academic Needs:
 - 1) Gifted students are gifted every single minute they are in school. They achieve at least two grades above their grade placement (some as many as 6 or more).
 - 2) No Child Left Behind has focused resources and time, and effort on ensuring that all students reach the basic and proficient levels on state assessments. Teachers must learn to modify the content, process, and pace of instruction so that their gifted and bright learners are not unintentionally "Held Behind."
 - Emotional and social needs

UNIVERSITY SUPERVISOR

- **Role in training student teachers/interns:** Observe, coach, and evaluate elementary student interns once a week
- **Team approach:** Work with Clinical Supervisor and Cooperating Teacher
- **Portfolio:** Each intern documents his/her growth by completing an extensive portfolio that is evaluated.
- **Rubric for Evaluation:** Based upon Danielson's book, Enhancing Professional Practice: A Framework for Teaching, the rubric evaluates the interns in four domains—Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities. This rubric evaluates the intern's ability to recognize students' needs and to modify his/her curriculum and instruction, so as to provide for meaningful learning for ALL students. (Examples)
- **Recommendation:** This rubric suggests that we need to ensure that all new teachers can identify the needs, characteristics, and strategies to challenge ALL students so that each student can reach his/her full potential. ALL must include the gifted and the bright. Since Danielson's rubric is also used to evaluate experienced teachers, it must be assumed that since experienced teachers have never had more than about 3 clock hours instruction on gifted learners, these renewing teachers need training so they can provide the appropriate education for tomorrow's leaders.

House Education Committee
Date 2-16-07
Attachment # 4

STANDARDS FOR GIFTED LICENSURE
K-6, 5-8, 6-12, PreK-12

THE TEACHER OF LEARNERS WITH NEEDS FOR GIFTED CURRICULUM . . .

Standards and Behaviors

#1: Understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.

Knowledge—6 Performance--3

#2: Understands learner diversity and provides experience for cognitive, academic, social and emotional development.

Knowledge—10 Performance--6

#3: Understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social and emotional growth and development.

Knowledge 11 Performance—14

#4: Understands curriculum and instruction in general education, special education, and education of learners who are gifted, and applies those skills in structuring advanced and expanded state and local curriculum.

Knowledge—5 Performance 14

#5: Understands learning environment that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social and emotional needs.

Knowledge—7 Performance--14

#6: Understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.

Knowledge—7 Performance--9

#7: Understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social and emotional development of learners who are gifted.

Knowledge—5 Performance--13

#8: Understands and practices professionalism and ethical behavior.

Knowledge—6 Performance--11

February 16, 2007

Twice Exceptional Children

If you've ever seen a twice exceptional child, you've seen a common frustration. What do I mean by this? I mean that there is a common frustration in these children, typically caused by a teacher or parent thinking that they must not be as smart as they actually are, thanks to their blindness, twisted leg, autism spectrum, attention deficient disorder, etc.

This lack of understanding causes the parents or teachers of the child to not believe the child knows what they're talking about whenever they say something. It is as if these children do not have an input because of one of their exceptions. If these children do not believe that anyone will listen to them, then they believe their life is pointless. Some children may have thoughts about committing or actually committing suicide, because of this feeling of hopeless worthlessness.

A child like this could therefore walk up toward their teacher, express an important concern to them, and by the next day, it would be forgotten by the teacher. This will happen nearly every year with nearly every teacher that knows they are twice exceptional.

I'm testifying on behalf of all the children in the world who are mistreated because they are twice exceptional. In fact, I myself have experienced this frustration, as I am gifted, yet I have Asperger's Syndrome.

-Ryan Scherich

School: Turning Point Learning Center

Address: 2521 Graphic Arts Rd. Emporia, Kansas 66801

Phone Number: 620-342-7550

Age: 12

Grade: 6th

House Education Committee

Date 2-16-07

Attachment # 5

House Bill 2347 Testimony

Connie L. Phelps, EdD

February 16, 2006

Professional Qualification and Affiliation

Director of Gifted Education & Assistant Professor, Emporia State University (3 years)

MS in Special Education-Gifted Education (2002)

EdD and MEd in Elementary Education (1987, 1982)

Board of Directors, Kansas Association for Gifted, Talented & Creative

Division officer of Counseling & Guidance, National Association for Gifted Children

Chapter Member Liaison for Kansas, Phi Delta Kappa (Member 25+ years)

Member, Association for the Education of Gifted Underachieving Students (AEGUS)

Member, Supporting Emotional Needs of the Gifted (SENG)

Professional and Personal Experience

11 years teaching high ability students in Texas, Montana and Kansas

5 years Gifted Facilitator in Wichita (Cleaveland Elementary, Truesdell MS and West HS)

Parent, identified gifted child grades 3-11 in Wichita and Emporia

Professional Teaching

Professor, SD550 Survey of Exceptionality, ESU (2004)

Professor, PY334 Educational Psychology, ESU (2005-2006)

Professor, PY850 Characteristics of Individuals with Gifts and Talents (2004-present)

Professor, SD852 Social and Emotional Needs of Individuals with Gifts and Talents (2004-present)

Professor, PY864 Creative Teaching and Learning (2005-present)

Professor, SD851 Education of Individuals with Gifts and Talents (2005-present)

Profession, SD855-858 Supervised Practicum, K-6/6-12

Professional Research

Field participant, Increasing Academic Achievement, National Research Center-Gifted and Talented (Secondary students, 2 years)

Participant, National Leadership Conference on Low-Income Promising Learners (2006)

Publication, *Overlooked Gems: A National Perspective on Low-Income Promising Learners* (2007)

Professional Perspective as Teacher Educator for Gifted Program Students

More than 65 students

Students employed as gifted facilitators in more than 60 school districts or coops

Program duration 2-3 years (36 hour MS/24 hour endorsement)

Professional Response to HB2347

PY540 Introduction to Gifted Education initiated as elective online undergraduate course developed for Summer 2007

Present undergraduate training provided inadequate for effective continuous growth of identified gifted students in Kansas schools

House Education Committee

Date 2-16-07

Attachment # 6

Ann Coulson, parent
1001 Woodland St.
Emporia, KS 66801
620-343-7658
anncoulson@sbcglobal.net

- I am the parent of two gifted children.
- When our youngest was in second grade, we had to fight to get her tested for the gifted program. The second grade teacher said that our daughter was not gifted, but when the tests revealed otherwise, she insisted that she could meet all of her needs in the classroom. She could not and she did not.
- In fourth grade, our youngest had a teacher who had no clue how to handle this bright but unusual child. We should have kept Olivia home that year; not only did she learn little, but her willingness to risk being “smart” was jeopardized.
- After being identified as gifted, our children were provided gifted services approximately two hours per week. More than 90 percent of their school time was in the regular classroom.
- When a child is identified by the teacher as gifted, the response is very often to make the child the classroom special helper or to give the child worksheets to do while other children are learning the regular subject matter.
- Gifted children figure out quickly that being smart in today’s environment equates to more busywork, so many gifted children work very hard to blend in by dumbing down and doing just enough to get by.
- Other gifted children rebel and are labeled as troublemakers because they are bored in class.
- My husband and I have diligently worked with the system for our children. But for every gifted child with a parent who will advocate for him/her, there are at least five gifted children with no parent advocating for their special needs in school.
- This bill would be a step in the right direction to better prepare classroom teachers to recognize and appropriately teach these gifted learners because **all** children deserve to be challenged to their full potential.

House Education Committee
Date 2-16-07
Attachment # 7

LAW OFFICES
PAYNE & JONES
CHARTERED

11000 KING
P.O. BOX 25625
OVERLAND PARK, KS 66225-5625
(913) 469-4100
Facsimile: (913) 469-8182

ROGER H. TEMPLIN
RTEMPLIN@PAYNEJONES.COM

Date: February 15, 2007

To: Kansas House of Representatives; Education Committee

Re: House Bill 2347; An act concerning teacher education, gifted students

My family lives in the **De Soto School District** where both of my children were born. I am a lifelong Kansas resident and product of the Kansas Public School system, graduating from Shawnee Mission Schools and the University of Kansas. As an attorney, my practice is largely focused upon Kansas entrepreneurs who, on a daily basis engage me on a wide variety of business matters. I do not represent any school district, but I have on occasion represented teachers. That being said, I don't believe I have represented teachers more than any other profession, including state legislators.

My children have attended Starside Elementary and Lexington Trails Middle School in De Soto where both have been participants in the *Voyagers* gifted program. The teachers at Starside, a Title I school, face a variety of challenges in dealing with an economically diverse student body. While Sarah Brown, our gifted facilitator, does an excellent job in helping to motivate and enrich my children's public school experience, **the kids spend well over 90% of their educational time with teachers who have had no or little formal training in dealing with gifted children.** To some of these teachers, it is apparent that they may not recognize or appreciate my third grade son's gifts, who reads at a 10th grade reading level, and his special needs.

Furthermore, I work with a number kids in my children's school as a coach and through girl scouts and cub scouts. Many of these kids live in homes where their parents are struggling to make ends meet and do not have the luxuries of time to develop their children's talents in a way that would clearly identify them as gifted. Quite frankly, if the parents, many of whom may be poorly educated, don't identify their children's gifts, **it would seem in the best interests of the state to provide teachers with some minimal training that might enable them to identify a potentially gifted child.**

The legislation embodied in HB 2347 seems like a small commitment from the state that may provide significant benefits to children like mine. **Ten clock hours of formal education for the teachers who are responsible for more than 90% of the educational experience of these children seems like time well spent.**

House Education Committee
Date 2-16-07
Attachment # 8



**Mark Desetti, Written Testimony
House Education Committee
February 16, 2007**

House Bill 2347

Mr. Chairman, members of the Committee, thank you for the opportunity to submit written testimony on HB 2347.

This is one of many well-intentioned bills that puts additional mandates on institutions of higher education and individual teachers with no consideration of cost or implementation.

Sections one of the bill requires teacher training programs to include "coursework on the needs and characteristics of gifted learners" by 2009 and, by extension, section two requires that "any beginning teacher seeking initial licensure shall have completed at least one course on the needs and characteristics of gifted learners."

The effect of this is to add a course requirement to all teacher training programs. Our teacher preparation programs are not based on a set of specific courses but rather the achievement of a set of standards.

I have attached to this testimony Professional Education Standards 2, 3, 4, and 7 which address what educators must know and be able to do with respect to our diverse student population. All of these standards and indicators are embedded in every professional pedagogy class that future teachers now take.

For practicing teachers, section three of this bill requires that "at least 10 clock hours of professional development on the needs and characteristics of gifted learners" be taken for license renewal. We believe that the professional development committee and the teacher's individual professional development plan is the best way to determine what should be the focus of a teachers continuing education. Professional development needs to be focused on the needs of the school, the whole student population, and the individual teacher. We do not believe that the state should be in the habit of mandating specific professional development programs for all teachers.

For these reasons, we believe the better approach is for the legislature to consider a resolution similar to the one this committee crafted last year for ESOL training.

House Education Committee

Date 2-16-07

Attachment # 9

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Knowledge

1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance

1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge

1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance

1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.

8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Knowledge

1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance

1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Knowledge

1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
3. The educator understands methods for teaching reading.
4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

Performance

1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
2. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
5. The educator uses data from building, district, state, and national assessments to guide program development.

February 16, 2007

Good Morning.

I am Sandra Lassiter, a retired administrator who has given 33 years of service to the Topeka Public Schools. Approximately 10 years teaching, 10 years counseling, and 10 years as an elementary principal. I am a graduate of public schools and so are my children.

A great orator once said, "Never, Never, Never give up", so I am back this year to support Bill 2389 that will allow an appeals process for Public Charter Schools. True charter ideas are based on American principles, giving people a choice.

Public schools have produced and graduated some very successful people, most of you may be a product of public education.

However, there are a number of students who are failing in the public school systems. There is approximately a 23- point gap between the reading proficiency of Black and Hispanic third-graders and that of whites.

According to the Kansas Assessment approximately 33% of our 5th graders are non-proficient in reading.

The State of Kansas has received a 10.5 million dollar grant, with the assistance of Dr. Betty Horton. This grant is to be used for start of dollars for Urban Core students in Public Charter Schools.

This Academy addresses the needs of non-proficient students. There are White, Black, Hispanic and Native American children who cannot read with competency and fluency. **We propose a Back to Basics, Character, and Wellness Public Charter k-5. and ACHIEVE middle schools. (6-8), Which is a Growth Development Model. The benefit of these schools is a rigorous curriculum, with an Individual Education Plan. Core Knowledge that is research based and very successful with struggling readers. An extended day with PE and Music before and after school, and extended school year. A mentoring program with 3 mandatory mentors, the parent and or guardian, a business partner and staff.**

A half-day on Wednesdays where the children will be retained at the school with a continued program centered on wellness. Mentors will have meals with the child and a conference as to the progress of the child. Parent conference weekly.

An intergenerational program on site where grandparents and children can read together. (A grandparent presence is a void to many children; a phenomenon is that many grandparents are raising grandchildren.)

Wrap-around services on site.

This is a SAFER, SANER, SMARTER, AND SMALLER SCHOOL.

In the past fifteen years, people like Mike Feinberg and Dave Levin at KIPP, Lawrence Hernandez at Cesar Chavez and Yvonne Chan at Vaughn Street have used the charter idea to dramatically reduce achievement gaps and increase overall success.

House Education Committee
Date 2-16-07
Attachment # 10

Testimony to the House Education Committee
February 16, 2007

Dr. Betty Horton, President and CEO
Kansas Association of Public Charter Schools
785-215-9704

1. Allow an appeal to the Kansas State Board of Education after denial by a local board of education.
 2. Allow people to go directly to the State Board of Education.
 3. Stipulate that the State Board may sponsor no more than 10 charters per year for the next 3 years.
 4. Allow the charters sponsored by the State board to have their own working conditions, separate from the contract in place in the district in which the school is located.
 5. Allow teachers in a charter to join a union, but stipulate it must be separate from the union representing teachers in the district where the charter is located.
- > (b) The purposes for establishing charter schools are: (1) to stimulate
> the development of innovative programs within public education; (2) to
> provide opportunities for innovative learning and assessments; (3) to
> provide parents and students with greater options in choosing schools
> within and outside their school districts; (4) to provide teachers with
> a vehicle for establishing schools with alternative, innovative methods
> of educational instruction and school structure and management; (5) to
> encourage performance-based educational programs; (6) to hold teachers
> and school administrators accountable for students' educational
> outcomes; and (7) to provide models for replication in other public
schools.

House Education Committee
Date 2-16-07
Attachment # 11

Good Morning, my name is Desiree Lyons. I am the proud parent of three 501 students. Looking at the 2006 assessment reports only one of my children was tested that year. Of the 108 children tested in the school 70 percent were proficient in math and 67 percent in reading, my child being one of them. I am delighted with my child's progress in school. As a parent that volunteers many hours to the success of not only my children, but the success of the school as a whole, I am concerned about the 30 percent that did not meet proficient in math and 33 percent in reading. I applaud 501's efforts to get these children into tutoring programs to help them achieve testing standards. Life is more than just being able to pass the test though. These children are falling through the cracks and need more than 501 can provide at this time. I wish the 501 Board would reach back and accept the hand that is being offered to help these children learn for life. I feel the charter school that was proposed is offering life time learning that many of these children will be missing out on, and many of their parents can not afford to go anywhere else. The above mentioned scores only represent one elementary school that made AYP in 2006. That is 32 children in one school. There are 21 elementary schools in 501, not all of them made AYP in 2006. If 20 kids in each of these schools is not meeting standards, which is 420 children that need additional help. Please give them a place to find that help.

Thank you,

Desiree L. Lyons
1201 SW Lincoln
Topeka, KS 66604
(785)357-7171

House Education Committee
Date 2-16-07
Attachment # 12

My name is Sparkle Sherrod. I am happy to testify **for** House Bill 2389, for the right to appeal to the state board if the petition to establish or renew a charter school is denied.

As a parent I really believe there is a need for a Charter School that has an emphasis for children with special needs or who are not succeeding in public schools for whatever reason. I homeschool my children, and one of the main reasons I do is that I saw that my child was slipping through the cracks of the public school system despite all my involvement. While my choice has been successful this is not an option for many middle and lower class families. To have a glimmer of hope in a charter school like Sumner Lassiter Academy in Topeka, Ks shot down a few weeks ago, for many many parents it was very disappointing.

As a woman with a heart for teaching children, the rejection of the petition for the charter was very upsetting. I work for Community First Inc. in Topeka, KS which was to be directly affiliated with the Sumner Lassiter Charter Schools. I am the Program Coordinator at Abbott Community Center where Community First is based. I among other staff have designed a program among many that has an emphasis on before and after school care. Now this is not a babysitting type of before and after school care. WE have an emphasis on goal setting and succeeding through school, teacher and family interaction. The result of this program has been phenomenal. Our no school day program which takes place on the days that the 501 schools are closed, is a program I am very excited about each day has a theme that is educationally based. There are all types of physical activities, crafts and educational opportunities for children to experience in tons of fun ways.

I also am certified in Group fitness, Nutrition instruction, and Fit Kids a program for the Physical education of youth. All these things said is I know our organization has many innovative opportunities to bring to the table for the charter school. And I truly believe that the denial of our petition had nothing to do with lack of innovative ideas or gaps in informative information.

As you can see I'm not just a unhappy parent. I am parent among others, who are very willing to be a proactive part of bringing a change to the public school system. We would like to have the opportunity to appeal to a state board in the event that a petition for a charter is denied.

House Education Committee
Date 2-16-07
Attachment # 13

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CJOnline.com / Topeka Capital-Journal

Published Monday, January 1, 2007

No school means fun for kids at Abbott center

By Ann Marie Bush
The Capital-Journal

Myah Sprew, a Topeka High School senior, spent her winter break among students several years younger than her.

Sprew began volunteering at Community First Inc.'s No School Days program three years ago. Since turning 18, she became a paid staff member. Community First Inc., which is housed in Abbott Community Center, 1112 S.E. 10th, offers students in kindergarten through eighth grade a place to go during days that Topeka Unified School District 501 schools aren't in session.

"My cousins work here and I love kids," Sprew said about her decision to volunteer. "It gives kids a place to come and relax while their parents are at work."

During winter break, there are 40 children enrolled in the program, said Sparkle Sherrod, program coordinator. On Friday, students spent the morning racing yellow, purple, green, orange and blue scooters across the gymnasium floor at Abbott. They also played games, such as Spider and Fly, that fit Friday's theme, "Bugged Out."

Students also navigated a small obstacle course. They had to run to different stations where they hula hooped, climbed through an inflatable play structure, used scooters to travel half of the gym floor and then ran to tag their next teammate.

"Each day, we have a theme," Sherrod said. "They range from pirates to bugs and Abbott TV."



Thad Allton/The Capital-Journal

Roger Underwood, left, Madison Weaver, back, Aspen Hearne, center, and Jocelynn Hearne, right, play Friday morning at the Abbott Community Center, 1112 S.E. 10th. Kids out of school for the holidays have been able to participate in many activities throughout the week.

[Click here to check for reprint availability.](#)

Dec. 28 was Abbott TV Day. Students created commercials using props they built. The commercials were then recorded and shown to students in the afternoon.

Madison Weaver, an 8-year-old student at Avondale West, said Abbott TV Day was her favorite activity of the week.

Breanna Horn, a 10-year-old Williams Science and Fine Arts Magnet student, said she enjoyed the pirate theme. She liked learning about pirates and gaining a pirate name, which was Black Hilda.

"I like going into the gym and playing," she said.

This is the fourth year for the No School Day program. Community First has existed for eight years, Sherrod said.

The programs allow students to be creative and also learn and grow, Sherrod said.

"(I like) the ministry of working with the children," she said. "We get to see them grow. It's a type of atmosphere where we can get to know them."

The No School Days program is open to all students, not just those who attend USD 501 schools. The cost is \$15 per day. There is an after-school program, too. The cost for it is \$35 a month.

Seaman USD 345

Lyman Elementary School will have a Parents as Teachers meeting from 9:30 to 11:30 a.m. Saturday.

Lyman's Site Council and PTO will meet from 6 to 7:30 p.m. Jan. 9.

The Seaman High School Museum, 901 N.W. Lyman Road, will have an open house from 2 to 4 p.m. Sunday. This event is open to all Seaman alumni, their families and the public. Admittance is free.

Students will return to school Thursday.

Shawnee Heights USD 450

Students will return to school Wednesday.

Auburn-Washburn USD 437

Students will return to school Thursday.

Mission Valley USD 330

Special education early childhood screenings will be conducted for all district children ages 3 to 5 who have suspected delays in one or more of these areas: speech/language, motor, cognitive and social-emotional. The screenings will take place March 2.

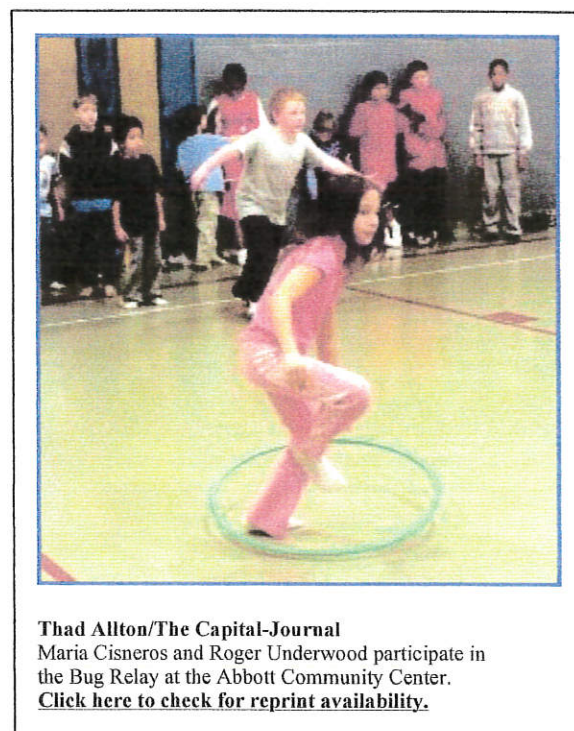
For information, call the Mission Valley Special Services Office at (785) 449-2871. Each screening will take 30 minutes to an hour.

Students will return to school Wednesday.

Area news

Thirteen students statewide recently were selected as winners in the 2007 Kansas Don't Spoil It! "Special Edition" Wall Calendar Contest. KDHE received thousands of entries for the fall 2006 contest in which students in grades kindergarten through high school were invited to submit original artwork that promotes recycling, reusing materials and reducing waste. KDHE selected one piece of artwork from each grade level.

Winners were Lilly Vertin, kindergarten, Wathena; Brailee Hand, first grade, Arkansas City; Trayton Post, second grade, Beloit; Alfredo Torress, third grade, Dodge City; Morgan Beougher, fourth grade, Stockton; Drew Hoffman,



Thad Allton/The Capital-Journal
 Maria Cisneros and Roger Underwood participate in the Bug Relay at the Abbott Community Center.
[Click here to check for reprint availability.](#)



THE NEW BEGINNING BAPTIST CHURCH

Cecil T. Washington, Jr., Senior Pastor
Elders John R. Williams and Fred S. Hollomon, Associate Pastors
Rev. Billy R. Gray, Associate Minister



Friday, February 15, 2007

To the honorable Representatives of the Kansas State House,

This letter is a request for your support of House Bill #2389.

Having spent many years ministering to families struggling to educate their children, we've come to know that many of those that fail would do better with the proper special attention.

Due to the very high success rate of charter schools, I am requesting that you give this bill your full consideration.

For the sake of the children, thank You

Cecil T. Washington Jr, (Former House Chaplain)
Senior Pastor, The New Beginning Baptist Church

A Jesus-Preaching, Bible-Teaching, Bible-Preaching, Jesus-Teaching House Education Committee

Mailing Address:

P.O. Box 5514
Topeka, KS 66605

(785) 862-1141 Church, 266 8180-Fax

Date 2-16-07
Attachment # 14

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024
785-273-3600

Testimony on **HB 2389**
before the
House Education Committee

by

Mark Tallman, Assistant Executive Director/Advocacy
Kansas Association of School Boards

February 16, 2007

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to comment on **HB 2389**, which would allow the Kansas State Board of Education to overrule local school board decisions for establishing or continuing charter schools. KASB stands in opposition to this bill for the following reasons:

First, it violates the principle of local control of public schools in the Kansas Constitution, which says public schools are to be “maintained, developed and operated by locally elected boards.” The “original intent” of this provision of the education article was to give people in each community the right to manage their schools through boards elected by those LOCAL voters. The constitution charges the State Board with “general supervision” of public education. Nothing in the state constitution gives the State Board the authority to tell local boards how to maintain, develop and operate public schools. Yet **HB 2389** would allow the State Board to overrule decisions of local school boards and force them to develop and operate public charter schools, and to specify how those local schools are to be maintained through funding.

Perhaps some would argue the quite clear language and meaning of the constitution should be set aside if there is some compelling need. Let us consider some possibilities.

Are Kansas public schools failing to address the needs of Kansas students, especially “at-risk” students? We all know there is an achievement gap which is the basis of the constitutional challenge to the school finance system. But as the 2006 Post Audit Cost Study and number indicators from the Kansas State Department of Education show, student performance on state assessments has been increasing over the past five years, and the achievement gap has been narrowing.

House Education Committee

Date 2-16-07

Attachment # 15

Do more expansive charter school laws improve academic results in a state? To answer this question, I used the most recent data from the National Assessment for Education Progress in Reading and Math, and compared Kansas to the 10 states that have the highest percentage of students in charter schools. None of these states had higher scores for all students than Kansas (one was tied). Moreover, every other state has LOWER scores for low income students, and most had lower scores for students with disabilities. Furthermore, the "high choice" states with the best results were the states which spent the most per pupil. Finally, I found the average scores for the states with the most students in charter schools had lower average scores than states with fewer students in charter schools – and the 11 states with NO charter schools had the BEST average scores.

Do students in charter schools perform better than students in traditional public schools? Last year, the Kansas State Department of Education gave the State Board a study that found students in traditional public schools usually do better than charter school students on Kansas assessments AND on national assessments. It found no conclusive evidence charter schools provide better educational outcomes than traditional public schools. While it is true charter schools may have more "at-risk" students, which would negatively affect test scores, it also means charter schools have not been able to OVERCOME the challenges of at-risk students. Lower performance by at-risk students is used to justify the need for charter schools; then the same results are used to explain why charter schools get lower results!

This summer, a new study was released from the National Center for Education Statistics, using data from the National Assessment of Education Progress. This report, which was done by President Bush's U.S. Department of Education, was a strong support of charter schools and vouchers. It compared academics for charter and traditional public schools using analysis that adjusts for differences in school and student characteristics. First, the study found that in both reading and math, average charter school scores were lower than regular public schools.

Second, the study found that charter schools affiliated with public school districts had similar results to traditional public schools, but charter schools NOT affiliated with districts had significantly lower scores. The State Department's report shows charter schools approved by local school boards have better academic results on national tests than schools chartered by state boards. In other words, the impact of this bill would be to allow a method of charter school approval that has WORSE academic results than the CURRENT law.

Finally, the state compared charter and traditional public schools in central cities, serving a high minority population. In reading, there was no significant difference between the school types. In math, traditional public school students performed significantly better than charter school students – for inner-city, minority populations.

Are local school boards arbitrarily or unreasonably turning down promising charter school requests? No. The fact that SOME charter school proposals have been turned down does NOT mean local boards have done something wrong. Legislators vote against proposals all the time. It doesn't mean they are being arbitrary or capricious; it means they are exercising their judgment on behalf of the people who elect them.

For all these reasons, we urge you to reject **HB 2652**. Thank you for your consideration.

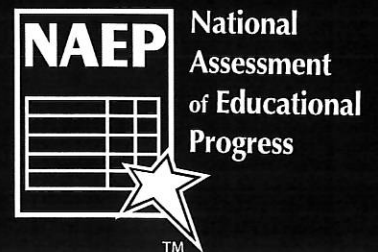
A Closer Look at Charter Schools Using Hierarchical Linear Modeling



U.S. Department of Education
NCES 2006-460

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EDUCATION STATISTICS
Institute of Education Sciences



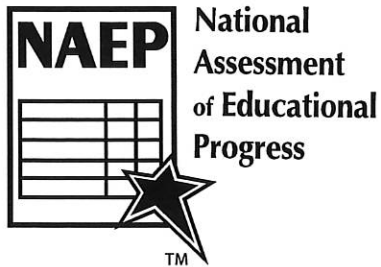
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NAEP is a congressionally mandated project of the National Center for Education Statistics within the Institute of Education Sciences of the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP is an integral part of our nation's evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected under this program. The privacy of individual

students and their families is protected to the fullest extent allowable under the law, and the identities of participating schools are not released.

In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; designing the assessment methodology; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring the assessment items are free from bias and are secular, neutral, and nonideological; taking actions to improve the form, content, use, and reporting of results of the National Assessment; and planning and executing the initial public release of NAEP reports.



U.S. Department of Education
NCES 2006-460

A Closer Look at Charter Schools Using Hierarchical Linear Modeling

August 2006

Henry Braun
Frank Jenkins
Wendy Grigg
Educational Testing Service

William Tirre
Project Officer
National Center for Education Statistics

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U.S. Department of Education

Margaret Spellings

Secretary

Institute of Education Sciences

Grover J. Whitehurst

Director

National Center for Education Statistics

Mark Schneider

Commissioner

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Content Contact

William Tirre

202-502-7361

William.Tirre@ed.gov

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Executive Summary

Charter schools are a relatively new, but fast-growing, phenomenon in American public education. As such, they merit the attention of all parties interested in the education of the nation's youth. Accordingly, the National Assessment Governing Board (NAGB), which sets policy for the National Assessment of Educational Progress (NAEP), asked the National Center for Education Statistics (NCES) to conduct a pilot study of charter schools. A special oversample of charter schools, conducted as part of the 2003 fourth-grade NAEP assessments, permitted a comparison of academic achievement for students enrolled in charter schools to that for students enrolled in public noncharter schools. The school sample comprised 150 charter schools and 6,764 public noncharter schools. School participation rates were 100 percent for both charter and public noncharter schools; student participation rates were 92 percent and 94 percent for charter and public noncharter schools, respectively. Initial results employing data from the 2003 NAEP fourth-grade assessments in reading and mathematics were presented in the NCES report *America's Charter Schools: Results From the NAEP 2003 Pilot Study* (NCES 2004).

The present report comprises two separate analyses. The first is a "combined analysis" in which hierarchical linear models (HLMs) were employed to examine differences between the two types of schools when multiple student and/or school characteristics were taken into account. The rationale was that if the student populations enrolled in the two types of schools differed systematically with respect to observed background characteristics related to achievement, then those differences would be confounded with straightforward comparisons between school types.

HLMs were a natural choice for this analysis because such models accommodated the nested structure of the data (i.e., students clustered within schools) and facilitated the inclusion of variables describing student and school characteristics. In the combined analysis, the focus is the average difference in school means between the two types of schools in reading and mathematics. (This difference is similar to but not identical with the average difference between the two student populations.) Parallel analyses were carried out for reading and mathematics. In addition, supplementary analyses were conducted to evaluate the sensitivity of the results to various assumptions.

While the first analysis compares charter and public noncharter schools, the second analysis focuses on charter schools only. HLMs were employed to examine the relationship between mean school achievement and various characteristics of charter schools. Many of these characteristics were derived from a specially designed survey responded to by administrative staff in participating charter schools. Statistical significance was determined at the .05 level.

Results From the Combined Analyses

Reading

In the first phase of the combined analysis, all charter schools were compared to all public noncharter schools. The average charter school mean was 5.2 points lower than the average public noncharter school mean. After adjusting for multiple student characteristics, the difference in means was 4.2 points. Both differences were statistically significant. The adjusted difference corresponds to an effect size of 0.11 standard deviations. (Typically, about two-thirds of scale scores fall within one standard deviation of the mean.)

In the second phase, charter schools were classified into two categories based on whether or not they were affiliated with a public school district (PSD). Each category was compared separately with public noncharter schools. On average, the mean scores for charter schools affiliated with a PSD were not significantly different from those of public noncharter schools. However, on average, the means of charter schools not affiliated with a PSD were significantly lower than the means for public noncharter schools, both with and without adjustment. The effect size of the adjusted difference was 0.17 standard deviations.

In the third phase, the comparison between school types was restricted to schools having a central city location and serving a high-minority population, as there has been particular interest in those students who have traditionally not fared well in public schools. For this subset of 61 charter schools, there were no significant differences (for any fitted model) between the average charter school mean and the average public noncharter school mean.

Mathematics

In the first phase of the combined analysis for mathematics, all charter schools were compared to all public noncharter schools. The average charter school mean was 5.8 points lower than the average public noncharter school mean. After adjusting for student characteristics, the difference in means was 4.7 points. Both differences were statistically significant. The adjusted difference corresponds to an effect size of 0.17 standard deviations.

In the second phase, charter schools were classified into two categories based on whether or not they were affiliated with a PSD. Each category was compared separately with public noncharter schools. On average, the mean scores for charter schools affiliated with a PSD were not significantly different from those for public noncharter schools. However, on average, the means of charter schools not affiliated with a PSD were significantly lower than the means for public noncharter schools, both with and without adjustment. The effect size of the adjusted difference was 0.23 standard deviations.

In the third phase, the comparison between school types was restricted to schools having a central city location and also serving a high-minority population. There was a significant difference between the average of all charter school means and the average of public noncharter school means, as well as between charter school means not affiliated with a PSD and public noncharter school means. In both cases, the difference favored public noncharter schools, and the effect size of the adjusted difference was 0.17 standard deviations. However, there were no significant differences between the average of public noncharter school means and the means of charter schools affiliated with a PSD.

Sensitivity analyses

Since most charter schools are located in a relatively small number of jurisdictions, the distribution of charter schools across jurisdictions is not proportional to the distribution of all public schools. It is possible, therefore, that a national comparison between school types could be confounded with average differences in achievement among states. Accordingly, a set of parallel analyses for reading and mathematics was conducted for which the criterion was the difference between the standard student outcome and the mean NAEP score for the state. The results of the second set of analyses were very similar to those from the first set, with the effect size in the second set typically being a little smaller. While there appeared to be some confounding, it was not sufficient to alter the conclusions materially.

NAEP data are derived from a complex survey, and reported NAEP statistics are based on appropriately weighted student data. The HLM results were also based on the use of both student-specific and school-specific weights. Since there is no consensus on how to apply weights in a multilevel regression context (Pfefferman, et al. 1998), HLM analyses were rerun with different combinations of weights. Again, the results were quite similar to those obtained in the primary analysis.

Results From the Charter-School-Only Analysis

In addition to background data about the school, the charter school survey collected information about a number of areas related to school functioning, including policies from which the school had waivers or exemptions, areas in which the school was monitored, entities to which the school was required to report, student population served, and program content. For each area, a number of variables were constructed to represent the responses to the questions. All of these factors, together with student and school background variables, were incorporated in a series of HLMs in order to identify those characteristics that best accounted for differences in mean achievement across charter schools. The variation among school means for reading was nearly twice as large as it was for mathematics. Moreover, the number and nature of characteristics retained differed for reading and mathematics.

Reading

Nearly two-thirds of the variation among all students can be attributed to the variation between students within schools. Differences among schools on student variables (such as gender, race/ethnicity, disability status, status as an English language learner, and eligibility for free/reduced price lunch) accounted for 57 percent of the variance among school means. A reduced set of 10 school characteristics (such as teacher experience, region of the country, areas in which charter schools are monitored, and whether or not a charter school was part of another public school district) accounted for a further 27 percent of the variance. Thus, overall, student and school characteristics accounted for about five-sixths of the variance among school means. Of the 10 school characteristics, 3 were derived from the charter school survey (state monitoring of student achievement, monitoring for compliance with state/federal regulations, and charter school type), and 1 of the 3 (charter school type) was not statistically significant.

Mathematics

Approximately two-thirds of the variance among all students can be attributed to the variation between students within schools. Differences among schools on student variables accounted for 55 percent of the variance among school means. A reduced set of seven school characteristics (such as waivers for certain requirements, areas monitored, and charter granting agency) accounted for a further 11 percent of the variance. Thus, overall, student and school characteristics accounted for about two-thirds of the variance among school means. All seven school characteristics were derived from the charter school survey, and three (waiver for curriculum requirements, waiver for assessment requirements, and state agency granted charter) were statistically significant.

Cautions in Interpretation

There are a number of caveats to bear in mind in interpreting these results. First, the conclusions presented pertain to national estimates. Results based on a census of public schools in a particular jurisdiction may differ. Second, the data are obtained from an observational study rather than a randomized experiment, so the estimated effects should not be interpreted in terms of causal relationships. In particular, charter schools are “schools of choice.” Parents may have been attracted to charter schools because they felt that their children were not well-served by public schools, and these children may have lagged behind their classmates. On the other hand, the parents of these children may be more involved in their children’s schooling and provide greater support and encouragement. Without further information, such as measures of prior achievement, there is no way to determine how patterns of self-selection may have affected the estimates presented. That is, the estimates of the average difference in school means are confounded with average differences in the student populations, which are not adequately captured by the student characteristics employed in the analysis. It is also the case that students currently enrolled in charter

schools have spent different amounts of time in one or more such schools. Consequently, the contributions of charter schools to students' learning vary across students both because of the differential effectiveness of the programs and the different amounts of exposure students have had to these programs.

Summary

After adjusting for student characteristics, charter school mean scores in reading and mathematics were lower, on average, than those for public noncharter schools. The size of these differences was smaller in reading than in mathematics.

Charter schools differ from one another in many ways. Some characteristics pertain to all public schools.

Other characteristics—such as policies from which the school had waivers or exemptions, areas in which the school was monitored, entities to which the school was required to report, student population served, and program content—pertain only to charter schools. Such characteristics accounted for some of the observed variation in mean school performance.

For example, charter schools differ on whether or not they are affiliated with a public school district. In reading and mathematics, average performance differences between public noncharter schools and charter schools affiliated with a public school district were not statistically significant, while charter schools not affiliated with a public school district scored significantly lower on average than public noncharter schools.

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Olathe School District
Testimony provided by Dr. Gary George
February 16, 2007

Regarding House Bill 2389:

My name is Gary George and I am an assistant superintendent in the Olathe School District. Thank you for allowing me to testify on House Bill 2389, a bill which would change the existing charter school law. This change is to permit the charter school petitioners to appeal directly to the Kansas State Board of Education for a charter even if the local board of education denies the application. This change would apply to initial charters and renewals.

The Olathe Board of Education has adopted a legislative position in support of the current Charter School Law (KSA 72-1906) and is opposed to changes that diminish the local "board of education authority for approval and authority over charter schools within the school system."

House Bill 2389 could burden a district with a charter school that it does not support and for which it does not have facilities. Under House Bill 2389, the ultimate responsibility and any associated problems/issues associated with the charter school still resides with the local school district. For example:

- ◆ Student admission issues
- ◆ Compliance with NCLB, AYP, and IDEA regulations
- ◆ Student assessments and accreditation
- ◆ Safety of pupils and staff
- ◆ Suspension and expulsion issues
- ◆ Human resource issues (employment of certified teachers, qualifications of certified teachers, compliances with district policy, terminations, leaves of absence, etc.)
- ◆ Staff development
- ◆ Facility issues
- ◆ Litigation

House Bill 2389 would permit the state board of education to approve an application that has been denied by a school district with the full responsibility of governance still falling to the local district. This bill severely infringes on the right of the local board of education to make decisions appropriate for its district.

The Olathe School District strongly opposes House Bill 2389 and recommends that this bill not go forward.

House Education Committee

Date 2-16-07

Attachment # 16



Kansas City, Kansas Public Schools

Unified School District No. 500

HOUSE EDUCATION COMMITTEE

February 16, 2007

TESTIMONY – HB 2389

The members of the Board of Education of USD 500 take pride in the fact that all the decisions they make are first filtered through the prism of one simple question: “What is best for our children?” This includes decisions regarding the approval of a charter school in our district. If we feel that a charter school would benefit some of our children, we will approve that charter. This is precisely the action taken by our board just last month on a charter application for an elementary school.

We hold very strong convictions, however, that for the sake of students, charter schools and the public school district should be partners in the charter process. That fact is at the heart of our objection to HB 2389. It creates an environment where cooperation between these two key players, the charter school and the USD is compromised. We think that HB 2389 will have the opposite affect than what is intended. We are fearful that a hostile, confrontational atmosphere will doom any chance for future successful charter schools in Kansas.

For these reasons, we are opposed to the passage of HB 2389.

Bill Reardon

USD 500 Lobbyist

Testimony of Joseph W. Zima, Clerk of the Board of Education and School District Attorney, Topeka Public Schools, USD 501, opposing House Bill 2389.

On behalf of the Board of Education of USD 501, I appear here today to oppose the changes to K.S.A. 72-1906 and 1907 proposed by House Bill 2389.

The bill is ill advised as a matter of public policy. The right to an appeal is a fundamental part of the constitutional right of due process. However, no one has a **right** to start a charter school at public expense. Guaranteeing the opportunity to appeal the local school board's decision implies that someone has a **right** to have the taxpayers facilitate their ideas for different ways to educate children. No one has that right, other than the local board of education itself. Charter schools are "experiments" involving public school children as their subjects. Charter schools require local resources (including staff and tax dollars) beyond what funds may be available from federal or state sources for start-up expenses. For those reasons alone, the final determination of the advisability of a charter school proposal must remain with the local school board.

The bill is also ill advised as a practical matter. I know of at least seven charter petitions that were not approved by school districts this year. I imagine there were more than that number. If all seven (or more) unsuccessful petitioners appealed, how would the ten members of the State Board of Education possibly be able to conduct seven or more hearings all across Kansas within 30 days? I suggest to you that this would not be possible.

Our experience with charter petitions this year did point out the need for a change to K.S.A. 72-1906, that is not presently in HB 2389. The December 1 and February 1 deadlines are woefully inadequate and unreasonable. We experienced difficulties finding staff during the period necessary to review the petitions, due to their absence for winter break. By law, school boards meet only once per month. Our board meets (by local rule) twice per month. This means that the **process** intended by the statute must be dealt with in two to four meetings. The process should give us no less than three months to do the work and it ought to commence much earlier in the school year. The deadline to file a petition ought to be July 1 (which coincides with the beginning of the fiscal and school year) and the deadline for approving a petition (and sending it to the State Board of Education) ought to be October 1. I also note that there is a spelling error in the third sentence of subsection (e)(1) of K.S.A. 72-1906 that should be corrected if HB 2389 is allowed to proceed any further. The word "petition" should be "petitioner".

The charter school process in Kansas is not broken and does not need fixing. Anyone with an innovative idea for providing a better education to our children must conceive how to do so, articulate it and persuade the local board of education to give it a try. There is no need to give the State Board of Education appellate power to modify a local school board's decision. The state board can (and does) already have the authority to encourage innovation through the grant process.

Respectfully Submitted,



House Education Committee
Date 2-16-07
Attachment # 18



Testimony
House Education Committee – HB 2389
February 16, 2007
Kathy Cook, Executive Director
Kansas Families United for Public Education

Mr. Chairman and Members of the Committee:

On behalf of Kansas Families United for Public Education, I offer my thanks to the committee for this opportunity.

Our members are supportive of charter schools and the role they play in our public education system. We believe that local boards of education are the most well equipped bodies to approve or deny charters and that is why we oppose House Bill 2389.

Local Boards of education are elected by the very people they serve and therefore have the best interests of their communities and their students in mind when making such decisions.

Article Six of the Kansas Constitution reads, "*Local public schools under the general supervision of the state board of education shall be maintained, developed and operated by locally elected boards.*" This clearly demonstrates that local boards of education should deal with the specifics that concern their districts and their patrons. It is also evident that the people of Kansas value "local control."

There has been no evidence that the current law is broken or ineffective, so we question why there is a need to amend it. It is our understanding that the majority of charters that have been applied for in this state have been granted by local boards of education.

Local school boards do not approve or reject these charter applications lightly but only after investigating the application very thoroughly. It would appear that Legislators want local school districts to be very responsible about how they use local money but this bill would penalize them when they exercise their judgment? Doesn't that send a double message?

We respectfully request that the members of this committee vote "NO" on HB 2389 as it is simply not necessary and represents a slow erosion of local control.

15941 W. 65th St., #104
Shawnee, Ks 66217
(913) 825-0099

House Education Committee
Date 2-16-07
Attachment # 19



**Mark Desetti, Written Testimony
House Education Committee
February 16, 2007**

House Bill 2347

Mr. Chairman, members of the Committee, thank you for the opportunity to submit written testimony on HB 2347.

This is one of many well-intentioned bills that puts additional mandates on institutions of higher education and individual teachers with no consideration of cost or implementation.

Sections one of the bill requires teacher training programs to include "coursework on the needs and characteristics of gifted learners" by 2009 and, by extension, section two requires that "any beginning teacher seeking initial licensure shall have completed at least one course on the needs and characteristics of gifted learners."

The effect of this is to add a course requirement to all teacher training programs. Our teacher preparation programs are not based on a set of specific courses but rather the achievement of a set of standards.

I have attached to this testimony Professional Education Standards 2, 3, 4, and 7 which address what educators must know and be able to do with respect to our diverse student population. All of these standards and indicators are embedded in every professional pedagogy class that future teachers now take.

For practicing teachers, section three of this bill requires that "at least 10 clock hours of professional development on the needs and characteristics of gifted learners" be taken for license renewal. We believe that the professional development committee and the teacher's individual professional development plan is the best way to determine what should be the focus of a teachers continuing education. Professional development needs to be focused on the needs of the school, the whole student population, and the individual teacher. We do not believe that the state should be in the habit of mandating specific professional development programs for all teachers.

For these reasons, we believe the better approach is for the legislature to consider a resolution similar to the one this committee crafted last year for ESOL training.

House Education Committee
Date 2-16-07
Attachment # 20

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Knowledge

1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance

1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge

1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance

1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.

8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Knowledge

1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance

1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

Standard #7 The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Knowledge

1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The educator knows how to use contextual considerations (e.g., instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students' experiences.
3. The educator understands methods for teaching reading.
4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

Performance

1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
2. The educator creates short- and long-term plans that are linked to all students' needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students' needs and enhance learning.
4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
5. The educator uses data from building, district, state, and national assessments to guide program development.