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Kansas State Board of Education
Tuesday, February 11, 2025

Call to Order

Chair Cathy Hopkins called the meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, February 11, 2025, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

Roll Call

The following Board members were present:

Mrs. Betty Arnold

Mrs. Michelle Dombrosky

Mrs. Melanie Haas

Mr. Dennis Hershberger

Mrs. Cathy Hopkins, Chair

Dr. Beryl New

Mrs. Connie O'Brien

Mrs. Debby Potter

Mr. Jim Porter

Mr. Danny Zeck, Vice Chair

The board attorney, Mr. Mark Ferguson and Commissioner Dr. Randy Watson were in attendance at the board table.

Seven students from Chase Middle School, North Topeka, attended with their teacher Mrs. Havens and principal Mrs. Spalding. They brought portraits they had drawn of each Board member and presented them. Decorating the boardroom were many drawings by art students around Topeka, brought and set up by Chris Reynolds, Fine Arts Coordinator at Topeka District 501.

Approval of the Agenda

Chair Hopkins asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky removed k, l, and m for a separate vote. Mrs. Potter requested discussion on l and m. Chair Hopkins noted there would be a time later in the day when these items would have a discussion (l/m) and separate vote (k/l, and m).

Mrs. Haas moved to approve the agenda for Tuesday and Wednesday as amended.
Mr. Zeck seconded the motion. Motion carried 10-0.

Agenda
09:51

Motion

Approval of the Consent Agenda

Dr. New moved to approve the items on the consent agenda. Mr. Zeck seconded the motion. Motion carried 10-0.

Consent
motion
11:51

Approval of the January 14 & 15, 2025 minutes

Mrs. Haas moved to accept the minutes of January 14 & 15, 2025. Mrs. Potter seconded the motion. Motion carried 10-0.

Minutes
motion
out of order
1:02:17

Commissioner's Report

There are schools around the state that are doing excellent work. Throughout Kansas the daily work to improve education and help students reach their potential is often invisible. As Commissioner, Dr. Watson is honored to see this work on his visits to schools, as he saw the previous day in Parsons. Parsons has the highest per capita rate of foster care population in Kansas. The teachers and staff in Parsons are making great strides in raising graduation rates over 90%, lowering chronic absenteeism, raising reading, math and science levels and encouraging post-secondary education for a population of students that face many obstacles. This work is quiet, and often not noticed, but Dr. Watson raised up Parsons and many other districts that are working tirelessly to help each child succeed. He noted that on his visit there were news crews present, but they should be present every day to observe the efforts of these passionate teachers, staff and families.

Report
13:00

There is a teacher, bus driver, and paraeducator shortage. There are many efforts, especially through licensure, to encourage new paths to teaching, such as the apprenticeship program. Shane Carter, Director of Teacher Licensure, has made great progress in opening doors to talented people who want to teach, and in shortening the time it takes to obtain a license.

Dr. Watson addressed the PowerSchool data breach that happened last month. No systems or data maintained by the Kansas State Department of Education were impacted by the reported breach. All districts had to immediately change their log-in information, such as passwords and or pin numbers for any online systems. Districts were advised to have multi-factor authentications for all logins, and passwords need to be complex, a minimum of 12 characters in length with different types of characters and changed at least every 180 days.

State assessments are being reassessed. Kansas has both a federal and state requirement to give assessments in 3rd, 4th, 5th, 6th, 7th, 8th and 10th grade. The statues say students must be tested once in high school, and Kansas has chosen the 10th grade. High school is the time to prepare students to enter the larger world. Can

the high school assessment be useful for the student in a different way? For instance, a military bound student will have to take the Armed Services Vocational Aptitude Battery (ASVAB), and the acceptance scores are different for various arms of the military. If a student wants to go to college, then the American College Testing (ACT) is a test they will need to take in order to be admitted. For students that want to learn a skilled trade, there is a test called the ACT WorkKeys. Students could take these tests multiple times and the best score would be used. This would take federal permission, because at present all students need to take the same test. This all is just in the first stages of what will be a long process with the Board as this policy is developed.

Dr. Watson announced that Dr. Ben Proctor, Deputy Commissioner, Division of Learning Services, will be returning to his previous job as Superintendent of Hesston at the end of June. Dr. Proctor has been a vital part of the development of the school improvement/accreditation system called KESA. The search for Ben's successor will start and hopefully in March the Board will review and approve a new Deputy Commissioner.

Citizen's Forum

Representative Bill Riley, Wellington, spoke in favor of a bill currently in the legislature which would allow schools to hire a certified chaplain. This is a professional category and has requirements. Chaplains are already welcome in the schools, but the local school boards need to have the permission to hire them for the individual schools, under the supervision of the district superintendent.

Representative Steve Hueber, Valley Center, spoke about the need to increase computer science classes for Kansas students. Kansas has moved from the 47th position and have now dropped to 49th in training for computer science. There has been work done on the initiative to create more courses in schools. He would ask that the Board focus on this challenge and have presentations in future.

Raewyn Honeycutt, a parent, Topeka, spoke about Free Application for Federal Scholarship Aid (FAFSA). She is concerned that the FAFSA forms gather too much data from students and families. The FAFSA assumes that all students want to go to college. FAFSA provides access not only grants but also loans; school loans are difficult for the students to pay back. Having the FAFSA completion as a graduation requirement is not helpful for students or family. Mrs. Honeycutt believes this data is not safe.

Lonny Honeycutt, parent, Topeka, feels the Free Application for Federal Scholarship Aid is Orwellian, communist, Marxist, and gives too much control to the government. He challenged the Board to look at the outcomes of a decision to put FAFSA into the graduation requirements. Mr. Honeycott referenced the book 1984 which described

Forum
48:00

the dangers of totalitarianism, mass surveillance, and government control. He feels the Free Application for Federal Scholarship Aid is part of the government having too much surveillance and control.

Bill Pickard, board member, Phillips Learning Center in Wichita, thanked the Board for all they do. Specially he appreciated the Commissioner, Board Chair Hopkins, and Deputy Commissioner Proctor, for coming down to the learning center the previous week to work with them on the process for being placed on the official at-risk educational programs.

Chair Hopkins thanked the participants and closed the Citizen's Forum.

Act on Annual Review and update of At Risk Evidence Based Practices

Dr. Proctor gave the annual review and went through the updated list of at risk programs for 2025. He reminded the Board that their responsibilities are, according to the K.S.A. 72-5153, to identify, approve, and provide a list of at-risk educational programs that provide best practices and evidence-based instruction to students who are identified as eligible to receive at-risk programs and services beyond that of regular education.

The State Board is responsible to review and update the list as necessary, and the department shall publish a list of approved at-risk educational programs on the department's website. All expenditures from a district's at-risk fund must come from the approved list unless it is a provisional at-risk program.

Mr. Hershberger moved that the Kansas State Board of Education approve the Evidence-Based Programs and Practices list that includes programs and practices that have peer-reviewed evidence to support at risk students and may be used to provide students with additional educational opportunities, interventions, and services beyond regular education services. Mrs. Potter seconded the motion. Motion carried 8-1-1, with Mr. Zeck voting no and Mrs. Dombrosky present not voting.

Legislative Report and Update

Dr. Harwood explained what the situation is at this point on the federal level and how it affects Kansas schools. There has been no congressional action on the federal level that impacts any part of K12 education in Kansas. There have been some executive actions that have caused questions. For the formula grants which are all congressional actions it appears that nothing is changing. In addition, the United State Department of Agriculture (USDA) which funds child nutrition has assured schools that nothing is going to change. There are likely to be changes in discretionary grants, which has not happened, but it may. There are concerns about the US Department of Education

At Risk
1:03:38

Motion
1:11:00

Legislature
1:34:00

(USDE) being dismantled, but Dr. Harwood shared that the title services, child nutrition and special ed programs were present prior to the USDE being in existence. Removing the USDE would take an act of Congress. At this point KSDE is receiving payments and sending them to the districts as usual.

He reviewed the action taken by the House Appropriations Committee on the Kansas State Department of Education (KSDE) budget bill HB2007:

- Adopted Consensus Estimates – 2026 BASE \$5,611
 - KSBE request – Adopt Consensus Estimates
- Add \$30 million to SPED State aid using State Board formula
 - KSBE request - \$82 million enhancement
- Safe and Secure Schools Grant stays at \$5 million with 2024 proviso
 - KSBE request - \$10 million enhancement
- Add \$500,000 for state match of E-Rate infrastructure.
 - KSBE request - \$1.0 million enhancement
- Add \$184,500 for At-Risk Accountability Plan staff for KSDE
 - KSBE request - \$626,500 enhancement
- Requires \$320,000 from KSDE operating budget for a Virtual Reality Career Exploration Program Pilot.
 - KSBE request – No Request
- Update on other State Board Requests
 - Mentor Teacher Program – KSBE request \$1.0 million enhancement
 - K-12 Budget added \$700,000
 - Appropriation remains \$1.3 million
 - CTE Transportation – KSBE request \$517,662 enhancement
 - K-12 Budget added \$300,000,
 - Appropriation remains \$1.5 million
 - State School Board pay – KSBE request \$170,000 enhancement
 - K-12 Budget added \$170,000
 - No new appropriation
 - E-Rate Administration – KSBE request \$95,920 from SGF
 - Transfer continues from KBOR
 - Professional Development – KSBE request \$4.5 million enhancement
 - Appropriation remains \$1.8 million
- Other requests for KSDE Budget
- Governor's Budget Request
 - Pay the student cost of Reduced Priced Meals - \$5.5 million
 - K-12 Budget added \$2 million
 - No new appropriation
 - Pay AP Test cost for low-income students - \$500,000
 - No new appropriation

- Other Requests
 - Spark Wheel – Spark Wheel Request - \$1.3 million
 - K-12 Budget added \$1.3 million
 - No new appropriation
 - CPR and AED Training Kits – American Heart Assoc. Request - \$250,000
 - K-12 Budget added \$250,000
 - No new appropriation

Dr. Harwood reviewed bills that the State Board has offered testimony on, either directly in person, on zoom, with written testimony, or through himself and Gabrielle Hull, Legislative Coordinator at KSDE. The Board testified in opposition to HB2104 (standardized firearms programs Eddie Eagle), HB2136/SB87 (expanding student eligibility under the tax credit for low income students' scholarship program), SB25 (alternative calculation of graduation rates for virtual schools), SB48 (school district accreditation), SB49 (needs assessment requirements for school boards), SB75 (establishing education opportunity tax credit), and as proponents for HB2129 (transferring teachers from KPERS 3 to KPERS 2), HB2137 (private vendor for school bus cameras), and HB2194 (KPERS working after retirement exemption).

Receive ERC recommendations

Dr. Catherine Chmidling, Assistant Director, Teacher Licensure, offered the recommendations of the Evaluation Review Committee. First, she described the process high education programs must go through in order to receive accreditation for their teacher training programs.

The Standards for Higher Ed Teacher Training cover five areas:

1. Content and Pedagogical Knowledge
2. Clinical Partnerships and Practice
3. Candidate Quality, Recruitment, Selectivity
4. Program Impact
5. Provider Quality, Continuous Improvement, and Capacity

Fort Hays State University was recommended for approval through 2029, Pittsburg State University was recommended for approval through 2030, and Washburn University was recommended for approval through 2030, each in specific teaching training programs. The State Board will be asked to take action on these items in March 2025.

Public Hearing on Removing Free Application for Federal Scholarship Aid (FAFSA) from Graduation Requirements

(background) On July 10, 2024, the Board acted to remove the FAFSA from the graduation

ERC
2:17:00

Public
Hearing
3:35:51

requirements:

"Mrs. Hopkins moved that the Kansas State Board of Education approve the submission of an amendment to K. A. R. 91-31-35 through the formal regulatory adoption process, striking the requirement as presented. Mrs. Dombrosky seconded the motion. The motion passed 6-3. Mr. McNiece, Mr. Porter, and Mrs. Arnold voted no. " - from the July 2024 approved minutes.

The process to change regulations requires a number of steps, and last month, January 2025, the Board held a public hearing on this proposed regulation change.

The public hearing was opened at 1:30 on February 11, 2025. Scott Gordon, KSDE General Counsel was present. Chair Hopkins invited anyone to speak. Each speaker was given five minutes to speak. There was only one speaker.

Nancy Moneymaker, DeSoto, citizen. Ms. Moneymaker spoke in favor of removing the FAFSA from graduation requirements. She believes the application requires too much private financial information to be shared with the Internal Revenue Services. This should be a student and family choice, but not a requirement. She stated in December, the Board discussed the form (FAFSA), and she remembered Mrs. Hopkins expressing the FAFSA was not a good thing for everyone to participate in. Ms. Moneymaker noted that that Dr. Watson felt this (the graduation requirements) needed to be passed, because if they sent it back it could take a year to be changed. She felt the Board was talked into passing it, as is, and they made it sound so easy to just red line out that passage. Ms. Moneymaker explained that now we are finding we need to have hearings and agenda items, so she would like for the Board to remember what they felt like in December about this item and vote accordingly. She related that her own family did not fill out any FAFSA forms, but her child received a four year scholarship without using the intrusive filling out of the form.

There being no other speakers, Chair Hopkins closed the hearing.

Virtual Tour of KITE The Kansas State Assessment Platform

Beth Fultz went over the presentations on assessments so far. Today is an actual tour of the student/family experience of the KITE platform.

Julie Ewing, Assistant Director for Assessments at KSDE

Jennifer Hamlet, Associate Director for Standards for KSDE

Julie Ewing explained there is an assessment coordinator for every district. Chelsey Paltry was introduced, who oversees all the state assessments. She works with the district coordinators and makes sure they all have the training needed, annual security & Ethics Training (for every district test coordinator) and KITE educator portal training. There is support throughout the year through webinars (third Tuesday of every month). It is hosted live with the KU staff and KSDE staff with Q and A.

KITE
3:38:15

Matt Copeland, Associate Director and Susan Martin, Director at Assessment Technology Solutions at the Assessment and Achievement Institute at the University of Kansas were introduced and gave an overview of KITE. Dr. Martin introduced KITE, KAP balanced assessment, mini tests, interim tests, cumulative assessments. There are portals for all parts of the KITE platform that parents can access.

Content portal: complete bank for all the information.

Kite Educator portal: test management platform used by educators and administrators, manages student user enrollment, supports monitoring activity.

The Board members were given laptops, Chromebooks or Macs to take a practice test and experience what it is like for students to test. There was a lively discussion during and after the practice test.

Professional Practices Commission (PPC) Recommendations

Scott Gordon, KSDE General Counsel, and Ricardo Sanchez, PPC Chair, presented the recommendations of the Professional Practices Commission for:

- 1) deny/revoke,
- 2) censure,
- 3) issue the license.

a. Mr. Zeck moved that the Kansas State Board of Education deny the pending application in 24-PPC-33 and 25-PPC-09 and revoke the following licenses: 25-PPC-09, 25-PPC-10, 25-PPC-02, 25-PPC-05, 25-PPC-07, and 25-PPC-08. Mrs. Haas seconded the motion. Motion carried 10-0.

b. Mr. Hershberger moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission in 24-PPC-17 and censure the Licensee as prescribed. Mrs. Haas seconded the motion. Motion carried 9-0-1, with Mrs. Potter present not voting.

c. Mrs. Haas moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and issue the licenses in 24-PPC-30 and 25-PPC-01 as prescribed. Mr. Zeck seconded the motion. Motion carried 10-0.

Superintendent of the Year 2025

Denise Kahler, Director, Communications, introduced Dr. Renee Nugent, Atchison, the Kansas State Superintendent of the Year. This was the speech Dr. Nugent gave:

"Good afternoon and thank you for this incredible honor. Being named Kansas

PPC
4:51:30

Dr. Nugent
5:25:00

Superintendent of the Year is truly a reflection of the amazing educators, students, and community I serve in USD 409 Atchison Public Schools. I'm grateful to be here representing the work we do together to ensure every student thrives.

My journey has taken me from middle school English teacher in Nebraska, an educational diagnostician in Texas, and a counselor, administrator, and now superintendent in Kansas. Through every role, I've believed in the power of strong mentorship, the value of lifelong growth and learning, and the impact of visible leadership—ensuring that both students and educators feel supported, empowered, and inspired to reach their full potential.

In Atchison, we believe every student deserves to see themselves as capable and empowered. Our district is working toward the goal of implementing Visible Learning district-wide—an approach that helps students become aware of their own learning process, set goals, and take ownership of their progress. By fostering assessment-capable learners, we ensure that students don't just receive an education—they actively engage in it, building the skills and confidence to succeed beyond the classroom. We've also united our district through a mascot change, showing our students the importance of aligning tradition with progress. Communication and collaboration are central to our success—whether through Superintendent Shoutouts, community forums, or student-focused strategic planning. And our educators continue to innovate, with our high school earning state STAR recognition for individual plans of study and our classrooms embracing co-teaching for stronger student outcomes.

Personally, I witness all of this as I commit to visiting classrooms regularly—as of today I have visited just under 400 classrooms in my district.

I am proud to serve in a district and a state that values public education and works tirelessly to elevate student success. The work happening in Atchison is not unique to us—it's a testament to the dedication of educators across Kansas.

I look forward to continuing to collaborate, learn, and advocate for our students alongside all of you. Thank you again for this honor and for the work you do every day for Kansas kids."

The Board gave her a standing ovation.

Kansas Education Systems Accreditation (KESA) Update

Dr. Jay Scott, Director, Accreditation and Design began by reminding the Board that accreditation is one of their main responsibilities. Dr. Scott started with a high level overview of KESA. There are three accreditation determination areas: school improvement, student outcomes and compliance. Each accreditation area has a set

KESA
5:47:26

standard to meet, a measure to evaluate a school system's performance and supports to assist systems in meeting the standards. The *fundamentals* for school improvement are structured literacy, standards alignment, balanced assessment, and quality instruction. There are six structures that reinforce the lead indicators and sustain the fundamentals within the system: resource allocation, educator evaluation, professional learning, professional collaboration, tiered system of supports, and family, community/business partnerships.

Dr. Scott went over the details of KESA particularly for the new Board members, as the others have been part of the development of the accreditation process for several years. The schools, which work in systems, engage in the KESA collaboration process, which includes the development and implementation of their action plan. Then KSDE staff analyze the information, present it to the Accreditation Review Council (ARC). The ARC reviews compliance issues, information, and data from KSDE and makes a recommendation to the State Board. The State Board determines accreditation.

This accreditation process embraces supporting neighbors and peers. There are seven groupings for developing regions/cohorts which support each other: West, Central, East, Urban, Suburban, Special Purpose and Private. A school system chooses an action plan, focused on a fundamental, then chooses one or two structures/lead indicators to improve the fundamental. There must be measures of progress per structure. There are three questions: Why, Current Data/Evidence and What's Next?

There was discussion, questions, and answers.

Items taken off the Consent Agenda

Chair Hopkins asked the Board to turn their attention to the three items that were removed from the consent agenda. She asked for a motion on *k. Act on request to contract with the Kansas Department of Agriculture (KDS) for summer food service program food safety inspections.*

Items from
Consent
6:32:00

Item K. (vote only) Mrs. Dombrosky moved that the Kansas State Board of Education approve Item k to act on request to contract with Kansas Department of Agriculture for summer food service program, food safety inspections. Mrs. Haas seconded the motion. Motion carried 7-2-1, with Mr. Zeck and Mrs. Dombrosky voting no, and Mrs. O'Brien present not voting.

Motion on k.

Chair Hopkins invited KSDE staff members Amanda Peterson, Director, Early Childhood Services and Brian Dempsey, Asst. Director Special Education, to come forward to the podium. Mrs. Peterson gave a short presentation on her consent item *l. Act on recommendations for funding the Kansas Preschool Pilot grants for 2025-2026.*

Item L. (discussion and vote) Mrs. Potter moved to table this item until the March meeting. Mrs. Dombrosky seconded the motion. Motion failed 4-6.

Motions on I.
6:51:14

Mrs. Haas moved that the Kansas State Board of Education approve item l, to act on recommendations for funding Kansas Preschool Pilot grants for 2025-2026. Dr. New seconded the motion. Motion passed 6-3-1, with Mrs. Dombrosky, Mrs. Potter and Mr. Zeck voting no, Mrs. O'Brien present not voting.

Mr. Dempsey explained his consent item *m. Act to initiate the contract bid process for investigation of special education formal complaints*. He noted that in both federal and state statute, and in the department regulations, every formal complaint in Special Education must be investigated within 30 days. The number of formal complaints has risen over the past 5 years, from 33 in 2021 and 115 in 2024, and already in 2025 there have been 57 (in two months). More investigators are needed. Only complaints assigned are paid for. The issue is the capacity, and whether these complaints can be investigated within the 30 day deadline. These are all federal funds. This saves school districts a great deal of legal fees. Ideally these issues are mediated, or non-substantiated (50%). The uptick in complaints is a national trend, often connected with staffing problems.

Item M. (vote/discussion) Mr. Hershberger moved that the Kansas State Board of Education approve item m, to initiate the contract bid process for investigation of special education formal complaints. Mrs. O'Brien seconded the motion. Motion carried 9-0-1 with Mrs. Dombrosky present not voting.

Motion on
m.
7:04:30

Act to approve the current Request for Proposal (RFP) for Board Attorney

Dr. John Hess began by specifying that K.S.A. 72-254 requires the State Board to hire an attorney to represent the Board in all matters of litigation.

RFP
7:05:09

72-254. Same; attorney; appointment and duties. The state board may sue in its own name, may be sued and may defend any action brought against it or against any of its members who are sued in situations relating to and arising out of the performance of their official duties. The state board shall appoint an attorney to represent it or any of its members in all litigations. The attorney for the state board shall attend all meetings of the state board and render such legal services as are directed by the state board or the commissioner.

History: L. 1968, ch. 269, § 20; L. 1975, ch. 381, § 1; April 29.

In October 2024, the State Board approved (on the consent agenda) the request for proposal (RFP) which started the process of working towards a new contract for a board attorney. The Chair and Vice Chair were appointed to serve on the negotiating committee. The contract for a Board Attorney that was requested was/is for one year, with the possibility of an annual renewal, to be voted on up to four times, up to five years

total. This has been the pattern for several decades. The requirements for the Board Attorney were sent to the procurement office and at least three Kansas education law firms were directly contacted, and the position was advertised publicly. When the deadline for applicants had passed, Dr. Hess, Director, Fiscal Services and Operations, met with the Chair and the Vice Chair to share the results of the job search. This happened in December of 2024, and the Chair at the time was Melanie Haas and the Vice Chair was Jim Porter. They met with Dr. Hess and signed non-disclosure agreements prior to seeing the results.

As the Board leadership changed in 2025, this process was repeated with Chair Hopkins and Vice Chair Zeck, again signing non-disclosure documents and meeting with Dr. Hess. The candidate/s for the job were not disclosed to the entire Board, but four members of the Board are presently aware of the outcome of the Request for Proposal.

There was a discussion with the Board members.

Dr. Hess explained that before he can send the proposal back to the State Office of Procurement the Board must give its approval to move forward the process. Because the RFP is still ongoing, he is not able to reveal the candidate/s specifically but can explain that there was only one bid. The bid does meet all of the specifications. He needs a vote authorizing him to approve the request for proposal, back to Procurement.

There was a conversation with the Board about what would happen if this bid were rejected. Dr. Hess stated that in his view, because of how long the process takes, there would be a likelihood that the Board would find itself with a lapse in legal representation. The present contract is over at the end of the fiscal year (June 30, 2025).

Mrs. Dombrosky moved that the Kansas State Board of Education “continue the process” by moving forward with the one received bidder and signing the contract with that bidder. Mrs. Potter seconded the motion. Motion carried 10-0.

Motion
7:15:00

Chair Report

Chair Hopkins announced the 2025-2026 committee assignments for the board members:

Chair Report
7:15:40

Danny Zeck, District 1, Vice Chair

Legislative Liaison

Kansas Advisory Committee for Career and Technical Education (KACCTE)

Kansas Association for Conservation and Environmental Education (KACEE)

Coordinating Council (inactive)

Melanie Haas, District 2

Board Policy Committee, Chair
Education Commission of the States
Special Education Advisory Council (SEAC)
Kansas Volunteer Commission

Michelle Dombrosky, District 3

Kansas State High School Activities Association Board of Directors
Liaison to Kansas School for the Deaf
Kansas School for the Deaf/Kansas National Education Association Bargaining Team

Connie O'Brien, District 4

Attorney General Juvenile Justice Oversight Committee (JJOC)
Kansas Advisory Committee on Indigenous Education (KACIE)
Liaison to the Kansas State School for the Blind (KSSB)

Cathy Hopkins, District 5, Chair

Legislative Liaison
Professional Standards Board Liaison
Teacher Vacancy and Advisory Supply Committee
Governor's Education Council (inactive)
Coordinating Council (inactive)

Dr. Beryl New, District 6

Confidence in Kansas Public Education Task Force
Kansas Foundation for Excellence/Kansas Teacher of the Year
Kansas Master Teacher Award Selection Committee

Dennis Hershberger, District 7

Board Policy Committee
Agriculture in the Classroom
Kansas Prescription Drug and Opioid Advisory Committee

Betty Arnold, District 8

Policy Committee
Charter and Virtual Education Advisory Committee
School Mental Health Advisory Committee
NASBE Whole Child Study Group

Jim Porter, District 9

Kansas State High School Activities Association Board of Directors

Kansas State High School Activities Association Executive Board of Directors
Kansas State Legislature Education Funding Task Force
Capital Improvement (Bond & Interest) State Aid Review Committee

Debby Potter, District 10
Teacher Vacancy and Supply Committee
Kansas Council for Economic Education (KCEE)

Chair Hopkins announced that next month the Board will be meeting for one day, Tuesday March 11, in Topeka and then go on Wednesday, March 12, to visit the Kansas School for the Deaf in Olathe and the Kansas State School for the Blind in Kansas City, Kansas.

She mentioned that in future Vice Chair Zeck would very much like to have a section of the meeting, near the end, when Board members will have an opportunity to comment on any topic they wish. This will not be a discussion time, or future requests for presentation, but a time to express thoughts.

Committee Reports

Dr. New shared her positive experience on the screening committee for the Master Teachers. There were 27 applicants, nominated by their school principals. She learned a great deal and is proud of so many excellent teachers.

Chair Hopkins sat in for Vice Chair Zeck on the CTE committee. She spoke about the welding training becoming a stand-alone class.

Mr. Porter spoke about his service on the Kansas Legislature Task Force on School Finance. The task force will meet monthly for the next two years.

Chair Hopkins mentioned that the latest ESSER meeting took place, and plans are in motion to have Dean Zajic, Assistant Director, Special Education, present the final ESSER funds report to the Board.

Board Travel

Mrs. Haas moved to approve the Board travel requests of February 2025. Mrs. Dombrosky seconded the motion. Motion carried 10-0.

Future Requests

Mrs. Dombrosky: opt/in, opt out, assessments K.S.A. 72-3218
Mrs. Arnold: The Accuracy of Data
Representative Huebert: Computer Science

Reports
7:22:00

Board Travel
Motion
7:25:00

Requests

Mrs. Potter: discussion on opt in/opt out, connecting the State Board with local boards, addressing behaviors in the classroom, and the possibility of having open forums.

Board Attorney Report

Mr. Ferguson expressed that he is happy to speak to anyone on the board, and more than willing to answer any questions.

The Wednesday meeting of the State Board was cancelled because of severe weather that was forecast.

Chair Hopkins adjourned the meeting at 5:27 p.m. until March 11th at 10 a.m.

Chair Cathy Hopkins

Board Secretary Deborah Bremer



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Connie O'Brien
District 4

Cathy Hopkins
District 5

Dr. Beryl A New
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Debby Potter
District 10

Agenda Monday, March 10

2:00 p.m. – 5:00 p.m. Board Retreat to be held at the Kansas Health Institute, 212 SW 8th Ave #300, Topeka, directly North of the Capitol. This is OPEN TO THE PUBLIC but not livestreamed.

Agenda Tuesday, March 11

Kansas State Department of Education, Suite 102 (Board Room)

Tuesday, March 11, 2025

TIME	ITEM	DURATION	PRESENTER
10:00 a.m.	Call to Order and Roll Call Mission Statement, Moment of Silence, Pledge of Allegiance	5 min	Chair Hopkins
10:05 a.m. (AI)	1. Approval of February 11, 2025 minutes		
(AI)	2. Approval of Agenda		
(AI)	3. Approval of Consent Agenda		
	a. Receive monthly personnel report and appointments to unclassified positions		Wendy Fritz, Director, HR Kaley Taylor, HR
	b. Act on teacher licensure waivers		Shane Carter, Director, Teacher Licensure
	c. Act on Recommendations from the Licensure Review Committee		Shane Carter
	d. Act on Appointment to the Professional Standards Board		Shane Carter
	e. Approve USD 230 Spring Hill for capital improvement (bond and interest) state aid		Dr. Harwood, Deputy Commissioner, Division of Fiscal and Administrative Services

Kansas Leads the world in the success of each student.

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Tuesday, March 11, 2025

TIME	ITEM	DURATION	PRESENTER
	f. Approve USD 230 Spring Hill to hold a bond election		Dr. Harwood
	g. Approve USD 303 Ness City for capital improvement (bond and interest) state aid		Dr. Harwood
	h. Approve USD 303 Ness City to hold a bond election		Dr. Harwood
	i. Authorize Out-of-State Contracts for students attending the Kansas School for the Deaf		Luanne Barron, Superintendent, Kansas School for the Deaf
	j. Act to approve Purple Star Schools: USD 203 Piper USD 253 Emporia USD 394 Rose Hill USD 230 Spring Hill		Dale Brungardt, Director, School Finance
	k. Notification to the Kansas State Board of Education of the intention of one private school, Faith Academy of Wichita, to participate in the Tax Credit for Low Income Student Scholarship.		Dale Brungardt
10:10 a.m. (IO)	4. Commissioner's Report	20 min	Dr. Randy Watson
10:30 a.m.	5. Citizen's Open Forum	15 min	
10:45 a.m. (IO)	6. Legislative Update	30 min	Dr. Frank Harwood Deputy Commissioner of Fiscal and Administrative Services
11:15 a.m.	Break	10 min	
11:25 a.m. (AI)	7. Act to remove Free Application for Federal Student Aid (FAFSA) from Graduation Requirement Regulations	10 min	Scott Gordon, General Counsel, KSDE

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Tuesday, March 11, 2025

TIME	ITEM	DURATION	PRESENTER
11:35 a.m. (AI)	8. Act on Evaluation Review Committee (ERC) recommendations	10 min	Dr. Catherine Chmidling, Teacher Licensure
11:45 a.m. (RI)	9. Receive request to contract with Kansas State University to support Kansas FFA	10 min	Natalie Clark, Assistant Director, Career, Standards and Assessment Services
11:55 a.m. (RI)	10. Receive request to contract with Kansas Association of Broadcasters for Public Service Announcements (PSA) to advertise summer meals	10 min	Kelly Chanay, Director, Child Nutrition and Wellness
12 p.m. (noon)	Lunch	1 hour	
1:00 p.m. (IO)	11. Recognition of the 2024 National Elementary and Secondary Education Act (ESEA) Distinguished Schools: <ul style="list-style-type: none"> • Sterling Grade School, Sterling USD 376, was recognized for Category 1: Exceptional student performance and academic growth for two consecutive years. • Overbrook Attendance Center (K-3), USD 434 Santa Fe Trail, was recognized for Category 2: Closing the achievement gap between student groups. (Photos but no break)	25 min	Roxanne Zillinger, Education Program Consultant, Division of Learning Services
1:25 p.m. (IO)	12. State Assessments: The Role of a Technical Advisory Committee Presenter – Cara Cahalan Laitusis, Senior Associate at the Center for Assessment	30 min	Beth Fultz, Director, Career, Standards and Assessment Services
1:55 p.m.	Break	10 min	

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

BOARD AGENDA

Tuesday, March 11, 2025

TIME	ITEM	DURATION	PRESENTER
2:05 p.m. (RI)	13. Receive Item and Presentation: Seal of Literacy List, Science of Reading and Blueprint for Literacy	30 min	Shane Carter, Director, Teacher Licensure Dr. Cindy Lane, Kansas Board of Regents, Blueprint on Literacy
2:35 p.m. (RI)	14. Receive recommendations for funding <i>Kansas Parents as Teachers</i> grants for 2025-2026	30 min	Amanda Petersen, Director, Early Childhood
3:05 p.m.	Break	10 min	
3:15 p.m. (AI)	15. Professional Practices Commission (PPC) Recommendations (Mr. Sanchez on Zoom)	15 min	Scott Gordon Ricardo Sanchez, PPC Chair
3:30 p.m. (IO)	16. Report on ESSER (Elementary and Secondary School Emergency Relief funds) final funds	15 min	Dean Zajic, Asst. Director, Spec. Ed and Title Services
3:45 p.m. (DI)	17. Opt in/Opt Out Discussion	20 min	Dr. Watson Scott Gordon
4:05 p.m. (IO)	18. Committee Reports	10 min	Chair Hopkins
4:15 p.m. (AI)	19. Chair Comments and Travel Requests	10 min	Chair Hopkins
4:25 p.m. (DI)	20. Future Requests for Agenda Items	5 min	Chair Hopkins
4:30 p.m. (DI)	21. Board Member Comments	10 min	Chair Hopkins
4:40 p.m.	Break	10 min	
4:50 p.m. (DI)	22. EXECUTIVE SESSION Personnel Matters	20 min	
5:10 p.m. (AI)	23. Vote on Personnel Matters	5 min	
5:15 p.m.	RECESS		

(AI) Action Item, (RI) Receive Item, (IO) Information Item, (DI) Discussion

Agenda Wednesday, March 12

9:00 a.m.

Kansas School for the Deaf

450 East Park Street, Olathe, KS

1:30 p.m.

Kansas State School for the Blind

1100 State Ave, Kansas City, KS

Note: The Kansas State Board of Education acts as the local school board for these two state schools. Once a year they tour the facilities and receive reports.



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

Item Title: Personnel Report

From: Kaley Taylor, Wendy Fritz

Personnel Report:

Total employees 286 as of pay period ending 2/15/2025. Count includes Board members and part-time employees. It excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	5	10	3	0	1	3	0	4				
Unclassified	5	9	3	0	1	2	0	2				
Unclassified Regular (leadership)	0	1	0	0	0	1	0	2				
Total Separations	4	4	1	0	2	1	0	1				
Classified	0	0	0	0	0	0	0	0				
Unclassified	4	2	1	0	2	0	0	1				
Unclassified Regular (leadership)	0	2	0	0	0	1	0	0				
Recruiting (data on 1st day of month)	6	4	3	2	2	1	2	1				
Unclassified	6	4	2	2	1	1	1	0				
Unclassified Regular (leadership)	0	0	1	0	1	0	1	1				

Gail Tripp to the position of Administrative Specialist on the Career, Standards, & Assessment Services team, effective February 3, 2025, at an annual salary of \$49,945.60. This position is funded by the State General Fund and Federal Assessment Grant.

Helen Swanson to the position of Public Service Executive on the Special, Education, & Title Services team, effective February 16, 2025, at an annual salary of \$67,496. This position is funded by the IDEA Admin and State General Fund.

Jennifer Hamlet to the position of Assistant Director on the Career, Standards, & Assessment Services team, effective February 16, 2025, at an annual salary of \$94,500.12. This position is funded by the Consolidated ESEA Admin Pool, Federal Assessment grant, and State General Fund.

Joe Jewett to the position of Assistant Director on the Special Education, & Title Services team, effective February 16, 2025, at an annual salary of \$96,007.08. This position is funded by the Consolidated Admin Pool, Migrant Education, Migrant Education Consortium Incentive, ESSER Admin, and EAWS Admin funds.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 b.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

3/11/2025

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

In accordance with SBR 91-31-42, districts may also submit waivers to extend the number of days a substitute teacher may serve in a position. Districts requesting to extend the number of days are included within the waiver list.

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

*First Renewal

**Final Renewal.

org no	org name	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0109	Republic County	Kalli	Valek	Elementary Extension of Days Only - extension on number of days under an esub.	Approved*	SUBSTITUTE TEACHER (PRK-12)
D0202	Turner-Kansas City	Laura	Smith	Low Incidence Special Education	Approved	ELEMENTARY EDUCATION UNIFIED (K-6)
D0229	Blue Valley	Abigail	Lyche	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0233	Olathe	Kristin	Sumter	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Brian	Pommier	High Incidence Special Education - extension on number of days under an esub.	Approved	ENGLISH LANGUAGE ARTS (5-8); ENGLISH LANGUAGE ARTS (6-12); SPEECH/THEATRE (6-12)
D0234	Fort Scott	Billi	Shoemaker	High Incidence Special Education - extension on number of days under an esub.	Approved	SUBSTITUTE TEACHER (PRK-12)
D0234	Fort Scott	Andrew	Doherty	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0253	Emporia	Emily	Winter	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0259	Wichita	Mahleah	Lavin	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Reta	Monaco	English as a Second Language	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (5-8); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0259	Wichita	Brandi	Dalrymple	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Elizabeth	Stark	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Alexandria	Currie	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)

D0259	Wichita	Karley	Callender	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0259	Wichita	Brandon	Vandeventer	English as a Second Language	Approved	PHYSICAL EDUCATION (PRK-12)
D0259	Wichita	Holly	Roniger	English as a Second Language	Approved	ELEMENTARY EDUCATION (PRK-6)
D0259	Wichita	Mary	Klein	High Incidence Special Education	Approved*	ELEMENTARY (K-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0259	Wichita	Candace	Decker	English as a Second Language	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6)
D0259	Wichita	Hillary	Thackery	Library Media Specialist	Approved**	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Hillary	Thackery	English as a Second Language	Approved	ENGLISH LANGUAGE ARTS (6-12)
D0259	Wichita	Deja	McPherson	English as a Second Language	Approved	MUSIC (PRK-12)
D0259	Wichita	Catherine	Tuggle	English as a Second Language	Approved	ELEMENTARY EDUCATION (K-6)
D0260	Derby	Elizabeth	Garcia	High Incidence Special Education - extension on number of days under an esub.	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0260	Derby	Alyson	Ross	Early Childhood Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6)
D0266	Maize	Hallie	Jennings	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Caroline	Flett	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Makalyn	Winegarner	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0266	Maize	Alyza	Heeb	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0353	Wellington	Olivia	Farley	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0381	Spearville	Kimberly	Stegman	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0383	Manhattan-Ogden	Alyssa	VanWey	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0383	Manhattan-Ogden	Susan	Wolf	Gifted	Approved**	ENGLISH LANGUAGE ARTS (6-12)
D0450	Shawnee Heights	Courtney	Thompson	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0450	Shawnee Heights	Kyla	Hay	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0466	Scott County	Heather	Palkowitsh	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Shari	Caddell	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0469	Lansing	Shawn	Smith	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0475	Geary County Schools	Amir	Barnhardt	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)
D0475	Geary County Schools	Will	Boone	High Incidence Special Education	Approved	HISTORY, GOVERNMENT, AND SOCIAL STUDIES (6-12)

D0475	Geary County Schools	Hailey	DeRome	High Incidence Special Education	Approved	FAMILY AND CONSUMER SCIENCE (6-12)
D0475	Geary County Schools	Santiago	Gonzalez	High Incidence Special Education	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12); ENGLISH LANGUAGE ARTS (6-12)
D0480	Liberal	Vail	Garrett	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Celia	Gutierrez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Anahi	Mendoza	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Karina	Gonzalez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Alejandra	Castillo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Cynthia	Garibay	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Alexandria	Gutierrez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jennifer	Torres-Esquivias	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Estela	Hastings	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Kaitlyn	Miller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Katie	Garcia	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Priscilla	Fraire	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jessica	Fuller	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Brianna	Stewart	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	James	Guida	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Opal	Romero	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Veronica	Terrazas	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jennifer	Phan	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Jessica	Valdez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Anastasia	Smallldridge	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Alaura	Howery	Drama/Theatre - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Dorothy	Meisenheimer	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Stacy	Johnson	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Tanya	Mata	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Teagan	Loredo	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Bobby	Carpenter	Family and Consumer Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Anita	Mason	Social Studies - Middle Level - extension on number of days under an esub.	Approved	(); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Alyssa	Tatro	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Kara	Mease	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Austin	Downs	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Charity	Amerin	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Rian	Linenberger	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Ivy	Le	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Janete	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Sergio	Borjas	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jennifer	Romero	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Wyatt	Seidl	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Miriam	Covarrubias	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Jason	Dunlap	Reading Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Chaston	Pepper	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Melissa	Hilditch	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Odalís	Marín	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Austin	Johnson	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Victoria	Corral	General Business Topics - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Sarai	Marín	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Blanca	Perez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Jennifer	Malin	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Philip	Kinsinger	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Guadalupe	Medina	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Aspen	Jaramillo	Music - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Alondra	Gonzalez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Ashlyn	Christmann	Physical Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Faith	Clifton	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Kelian	Padilla Valencia	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Kayla	Baeza	Reading Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Angela	Rivera	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Jesus	Flores	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Diana	Chavira	Art - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Megan	Isaac	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Socorro	Perez	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Laura	Thomas	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Carlos	Hernandez	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Felicitas	Rodriguez	Math - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	James	Ott	Reading Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Keli	Swartz	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Addison	Williams	Science - Middle Level - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Jessica	Winner	Technology Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Araseli	Basurto	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Luis	Rios-Chavez	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Cassandra	Hernandez	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Viviana	Ortiz	General Science - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Lytzy	Barron	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Crystal	Tiscareno	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Kemberly	Zamora	English Language Arts - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Bella	Ortiz	Early Childhood/Pre-School - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Elsa	Murillo	English Language Arts - extension on number of days under an esub.	Approved	(K-12); (PRK-12); EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0480	Liberal	Teresa	Childress	High Incidence Special Education - extension on number of days under an esub.	Approved	BUILDING LEADERSHIP (PRK-12); EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0480	Liberal	Andrew	Dougherty	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Theresa	Carrillo	Reading Specialist - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0480	Liberal	Ethan	Boeker	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0482	Dighton	Ella	Roberts	Agriculture - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Noah	Davis	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Marcus	Jauregui	Physical Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (K-12)
D0497	Lawrence	Athena	Jordan	English as a Second Language - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0497	Lawrence	Adrian	Martin	Elementary Extension of Days Only - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)

D0497	Lawrence	Jamar	Reese	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0500	Kansas City	Charles	Smiley	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (K-6)
D0500	Kansas City	Allison	Patterson	High Incidence Special Education	Approved**	ELEMENTARY EDUCATION (K-6)
D0500	Kansas City	Kristin	Shuck	High Incidence Special Education	Approved**	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); HIGH-INCIDENCE SPECIAL EDUCATION (PRK-12); VOCAL MUSIC (PRK-12)
D0500	Kansas City	Kristina	Mitchell	High Incidence Special Education	Approved*	EARLY - LATE CHILDHOOD GENERALIST (K-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (K-6)
D0607	Tri County Special Education Coop	Erica	Carinder	High Incidence Special Education - extension on number of days under an esub.	Approved	ELEMENTARY EDUCATION (PRK-6)
D0610	Reno County Education Cooperative	Kathryn	Blake	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0620	Three Lakes Educational Cooperative	Troy	Hutton	High Incidence Special Education	Approved*	BOOKKEEPING (7-12); BUILDING ADMINISTRATOR (7-12); BUILDING LEADERSHIP (PRK-12); BUSINESS ECONOMICS (7-12); BUSINESS EDUCATION,COMP (5-9); BUSINESS LAW (7-12); COMPUTER STUDIES (7-12); DISTRICT LEADERSHIP (PRK-12); ENGLISH (5-9); OFFICE PRACTICE (7-12); SOCIAL STUDIES,COMP (5-9); TYPING (7-12)
D0620	Three Lakes Educational Cooperative	Lorrie	Crumb	High Incidence Special Education - extension on number of days under an esub.	Approved	EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0638	Butler Co Special Education Interlocal	Katelynn	Minnick	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0712	Tri-County Sp. Services Coop.	Dakota	Turnbough	Low Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ELEMENTARY EDUCATION (PRK-6); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)
D0715	McPherson County Sp. Ed. Coop.	April	Nelson	High Incidence Special Education	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)

D0715	McPherson County Sp. Ed. Coop.	April	Nelson	Visual Impaired	Approved	EARLY - LATE CHILDHOOD GENERALIST (K-6); EARLY CHILDHOOD UNIFIED (B-GRD3)
D0715	McPherson County Sp. Ed. Coop.	Pamela	Chapin	High Incidence Special Education	Approved	ELEMENTARY (K-9); ENGLISH (5-9); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12); READING SPECIALIST (PRK-12)
D0720	East Central KS Sp. Ed. Coop.	Karla	Kline	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6); EMERGENCY SUBSTITUTE TEACHER (PRK-12)
D0724	Special Services Cooperative of Wamego	DaNae	Yarnell	High Incidence Special Education	Approved	ELEMENTARY EDUCATION (PRK-6)
D0724	Special Services Cooperative of Wamego	Douglas	Davidson	High Incidence Special Education - extension on number of days under an esub.	Approved	PHYSICAL EDUCATION (K-12)
D0724	Special Services Cooperative of Wamego	Jodi	Hecht	High Incidence Special Education	Approved	DEAF OR HARD OF HEARING (PRK-12)
D0725	Cowley County Special Services Cooperative	Kylee	Brenn	Deaf or Hard of Hearing	Approved	EARLY CHILDHOOD EDUCATION 0-8 (EC-3); EARLY CHILDHOOD HANDICAPPED (EC-EC)
D0727	Ark Valley Special Education Cooperative	Ashlyn	Gentry	High Incidence Special Education	Approved	EARLY CHILDHOOD UNIFIED (B-GRD3); ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (PRK-12)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 c.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act on recommendations of the Licensure Review Committee

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Case # 3526

Applicant requests initial Kansas licensure for Art (PRK-12).

Review for the license is required due to completion of an alternative teacher preparation program in Texas offered by a private company (Region 10), not a college/university. Applicant does not have any out of state teaching experience to qualify for a Kansas license under statute and the state of Texas is not currently partnered with Kansas in the Interstate Teacher Mobility Compact.

Applicant completed a Bachelor of Fine Arts degree (1994), Master of Arts degree (1996), and a Doctor of Philosophy (2005), all degrees earned in Art and Art History at the University of Kansas.

Applicant was awarded a standard Texas teaching license in 2018 as a result of completing the Texas Region 10 alternative certification program. Details of the program are provided.

Applicant successfully completed Texas certification exams in Art content, ESOL, and pedagogy and professional responsibilities. These exams are accepted as equivalent Kansas PRAXIS exams.

Applicant verified no out of state teaching experience.

Applicant is not currently teaching in Kansas.

The Licensure Review Committee recommends approval of the license based on completion of an out of state program, and completion of college credits related to the endorsement areas. Moved by Tricia, seconded by Anita and approved unanimously.

Case # 3527

Applicant requests initial licensure for School Psychologist (PRK-12). Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs.

For a Kansas initial school specialist license for School Psychologist, an applicant must verify the following:

- a. Official transcript verifying the awarding of an advanced degree and a minimum 3.25 GPA in program coursework.
- b. Verification of completion of a Kansas state-approved preparation program for School Psychologist.
- c. Verification of successful completion of the Kansas required PRAXIS content test for School Psychologist.

When the Kansas initial school specialist license is issued, by regulation, upgrading the initial license to the professional-level license requires verification of completion of a post-program internship with a Kansas college/university that offers a state-approved School Psychologist program.

In most out of state programs, the advanced degree is not awarded until the applicant completes their internship. For those applicants completing their internship in Kansas but completing an out of state program, they cannot be hired by a Kansas school district without a Kansas initial school specialist license for School Psychologist and they cannot complete their internship without being hired. Since they are ineligible for the Kansas license due to lack of requirement (a) listed above, the Licensure Review Committee has to recommend issuance of their Kansas initial school specialist license through appeal to the Kansas State Board of Education.

The Licensure Review Committee recommends approval of the license. Moved by Allen, seconded by Anita and approved unanimously.

Case # 3528

Applicant requests initial Kansas licensure for Elementary Education (PRK-6).

Review for the license is required due to not meeting the recency or verification of PRAXIS content testing requirements for a standard initial Kansas teaching license.

Applicant completed a traditional Kansas state-approved teacher preparation program for elementary education at Kansas State University in 2008, receiving a bachelor's degree in

elementary education.

Applicant never applied for their initial Kansas teaching license.

Applicant moved to Rhode Island and served as 'Dean of Students' at the AF Providence Elementary School, a public charter school, from 2008-2017.

Applicant did not hold a standard Rhode Island teaching or building leadership license during this time, so the experience cannot be considered accredited.

They were awarded a Rhode Island teaching license for elementary education in 2019 but completed no additional experience out of state. Applicant therefore does not meet the experience requirement to qualify for a Kansas teaching license via statute and Rhode Island is currently not a partner with Kansas in the Interstate Teacher Mobility Compact.

Applicant is requesting the Licensure Review Committee accept their nine years of unaccredited experience in Rhode Island as experience equivalent to meeting the above stated deficiencies for a standard Kansas teaching license per state requirements.

The Licensure Review Committee recommends approval of the license based on completion of a state approved program, and equivalent experience. Moved by Tricia, seconded by Anita and approved unanimously.

Content Test Appeal Cases

The applicants below met all Kansas requirements for an initial teaching license except for passing scores on the appropriate PRAXIS content exam(s). The KSDE Content Test Appeal application process allows these applicants to achieve initial licensure via alternate criteria, scored on a standard rubric previously reviewed and approved by the Kansas State Board of Education. The criteria include the following:

- 1) GPA in the content coursework during the applicant's initial teacher preparation program
- 2) Highest score achieved on the at least twice attempted appropriate PRAXIS content exam(s)
- 3) Employing school district's formal evaluation of applicant's content knowledge
- 4) Applicant interview with the Licensure Review Committee. The interview will be based on the content standards related to the educator's teaching endorsement. The applicant has the opportunity to provide lesson plans, unit plans of study or other examples of content competency to the committee prior to the interview.

The applicant must preliminarily verify 15 points on the rubric according to the first three criteria in order to qualify for the committee interview. The applicant must then obtain a minimum of 3

points according to the rubric for the interview portion, verifying a minimum total of 18 points in order to be recommended for approval of initial licensure to the Kansas State Board of Education.

The applicant is, also, asked to provide a written statement ahead of the interview to the committee members. This written statement does not directly impact their interview score. It is simply provided as supplemental information to the committee, so the members have as well-rounded of an introduction to the applicant as possible.

Case # 9041

Applicant requests initial Kansas licensure in Early Childhood Unified (Birth-Grade 3). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Anita, seconded by Allen and approved unanimously.

Case # 9042

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Kellen, seconded by Allen and approved unanimously.

Case # 9043

Applicant requests initial Kansas licensure in Elementary Education (PRK-6). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Tricia and approved unanimously.

Case # 9044

Applicant requests initial Kansas licensure in Art (PRK-12). Applicant is appealing the content test requirement.

Applicant met the preliminarily required 15 points on the Content Test Appeal Rubric and met with the Licensure Review Committee for an interview.

The Licensure Review Committee, based on the overall rubric score including interview performance, recommends approval of the license as presented. Moved by Allen, seconded by Anita and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 d.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

3/11/2025

Item Title:

Act on Appointment to the Professional Standards Board

Recommended Motion:

It is moved that the Kansas State Board of Education act on the following recommended new appointments to the Professional Standards Board, effective upon appointment through June 30, 2027:

Paul Adams to his first partial term representing Higher Education (Public University).

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Board (PSB) as stipulated under the statute, K.S.A. 72-2315, which states: "members of the professional standards board and the professional practices commission shall be appointed for three-year terms and no person shall be appointed to serve longer than two full terms in addition to any term of a period less than three years."

The nomination to fill the Higher Education (Public University) is submitted on behalf of the Council of Regent Deans whose members are the KBOR universities' Deans of the Colleges of Education. The previous Council of Regent Deans' representative had to vacate the position as she accepted a role with an out-of-state university.

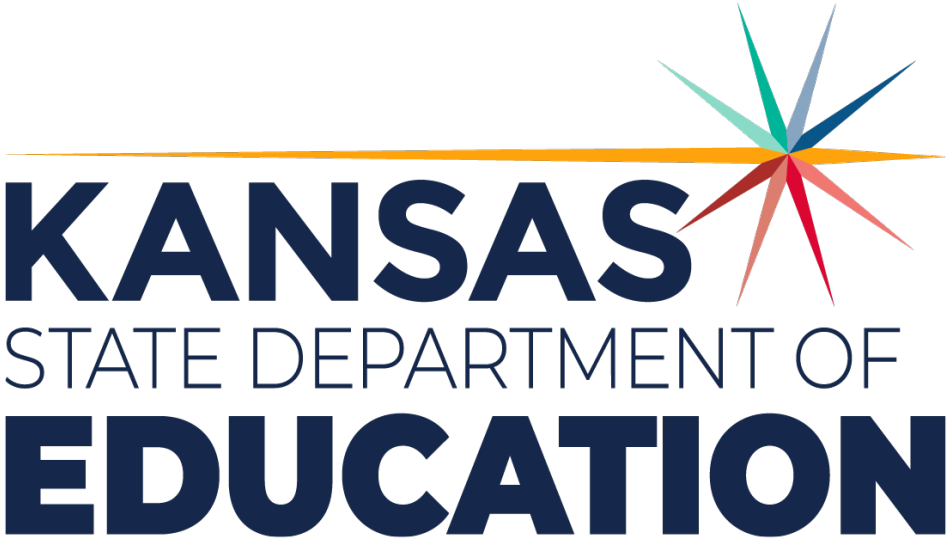
Recommended nominee to fill the category vacancy is:

Paul Adams, Dean, College of Education, Fort Hays State University (SBOE District 5).

This recommendation is submitted as a consent agenda item because the Council of Regent Deans nominates only one candidate to fill the position. The nomination form, candidate's resume and the PSB roster are attached.

Professional Standards Board

<div><div>KSBE Liaison</div><div>Cathy Hopkins KSBE District 5 2026</div></div>	<div><div>Higher Ed (1 KBOR, 1 Private)</div><div><div>Amy Hogan Ottawa U. 2027 KSBE District 4</div><div>Vacant ## 20## KSBE District #</div></div></div>	<div><div>Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)</div><div><div>John Wyrick USD 506 2025 KSBE District 9 Admin-District</div><div>Stacey Green USD 271 2027 KSBE District 5 Admin-Middle</div><div>Kerri Lacy USD 489 2027 KSBE District 5,7 Admin-Elem</div><div>Michelle Smotherman USD 232 2027 KSBE District 4 Admin-SPED</div><div>Kristin Schmitz Wichita Catholic Diocese 2027 KSBE District 7,8,9,10 Admin-Private</div><div>Kelly Whittaker USD 290 2027 KSBE District 9 Admin-HS</div><div>Vacant USD ### 20## (5) KSBE District # Admin-CTE</div></div></div>	<div><div>KS PTA Member (1)</div><div>Patty Jurich 2026</div></div>	<div><div>Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)</div><div><div>Karen Wilson USD 489 2026 KSBE District 5 Teacher</div><div>Elizabeth "Libby" Schmitz Private 2025 KSBE District # Private</div><div>Jill Bergerhofer USD 229 2027 KSBE District 2,3 Secondary</div><div>Vacant USD ### 20## KSBE District # Elementary</div><div>Kim Raeazin USD 101 2026 KSBE District 9 Teacher</div><div>Michael Reed USD 361 2027 KSBE District 7,10 CTE</div><div>Phillip Wrigley USD 501 2026 KSBE District 1,4,6 Secondary</div><div>Candace Landers USD 260 2027 KSBE District 8 Teacher</div><div>Roy Freeman USD 308 2025 KSBE District 7 Middle</div><div>Sara McCarter USD 320 2025 KSBE District 1,6 SPED</div></div></div>	<div><div>Board of Education of a School District</div><div>Emily Riner USD 343 2025 KSBE District 1,6 School Board</div></div>
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Individuals second term is up or they are stepping down after June 2025

Individuals first term is up and will start second term July 2025

Individuals that have 2025 as an end date are finishing their partial term and start first full term July 2026

As of 2/24/2025

Nominee's Full Name:	KSBE district	Private institution you represent.	Public institution you represent.	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Paul Adams	District 5	N/A	Fort Hays State University	Professional Standards Board	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
OTHER	KBOR COED Dean's Council	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	Position title - Which position do you hold for your institution?	Size you rep - Nominee represents school district or post-secondary institution size of:
Higher Education	Dean, College of Education	5001 and over

Please state briefly, your qualifications for this appointment as set forth...

I am a faculty member at Fort Hays State University. I have been at FHSU for 31 years. Initially I was in the physics department for approximately 10 years, the remainder of my time has been in the college of education.

Work experience - Please state, briefly, your working and educational experience which might...

I currently serve as dean of the College of Education at FHSU. I have been a program reviewer for KSDE. I was chair of the KBOR group to develop a community college to KBOR COE pathway to assure seamless transfer for elementary teachers. I have also been active in developing and providing professional development for teachers. Locally I was elected and served as a school board member for USD 489. I have taught methods classes, curriculum and assessment, and supervised student teachers.

Vita

a. Personal Information

Paul E. Adams

E-mail: padams@fhsu.edu

b. Education

Doctor of Philosophy, May 1996

Major: Curriculum & Instruction:

Science Education; Science Cognate: Earth System Science & Physics

Dissertation: *Beginning Teacher Cognition: A Case Study of Four Secondary Science Teachers*

Purdue University, West Lafayette, IN

Masters of Science, August 1986

Major: Physics

Thesis: *Physics Laboratories for Elementary Teachers*

Teacher Certification: 7-12 Physics, 7-12 Mathematics

Washington State University, Pullman, WA

Bachelors of Science, May 1983

Majors: Physics and Mathematics

Heidelberg College, Tiffin, OH

c. Date of Appointment to the Faculty at Fort Hays State University

June 2015- present	<i>Dean, College of Education*</i>
July 2014 – May 2015	<i>Interim Dean of the College of Education and Technology</i>
January 2004 – August 2018	<i>Director, FHSU Science and Mathematics Education Institute</i>
August 2003 – present	<i>Professor of Physics and Anschutz Professor of Education</i>
August 1998 - May 2003	<i>Associate Professor of Physics</i>
August 1997 – May 1998	<i>Assistant Professor of Physics</i>
August 1996 – May 1997	<i>Visiting Assistant Professor of Physics</i>
August 1986 – May 1989	<i>Instructor of Physics</i>

*a name change occurred in the college

d. Prior Service at Other Institutions

August 1993 – August 1996

*Qualitative Research and Computer Technology Consultant, Salish I Research Project,
University of Iowa, 1996*

Research and Teaching Assistant, “Project INLAB (Integrating Laboratory Instruction and Assessment)” (supported by the National Science Foundation), School Mathematics and Science Center, Purdue University, West Lafayette, IN (Professor Daniel P. Shepardson, P. I.), 1993-96.

Project INLAB was a teacher enhancement project designed to improve laboratory instruction and assessment, such that student conceptual understanding is promoted and assessment aligns with the goals of laboratory instruction, for middle school science teachers. I collaborated with the participants to develop and implement laboratories and alternative assessment techniques. The *Benchmarks for Scientific Literacy* were utilized as a tool for identifying laboratory content and student performance standards.

Doctoral Associate, Salish I Research Project “Linking Teacher Preparation Outcomes and Teacher Performance” (supported by the United States Department of Education, Office of Education, Research, and Improvement), School Mathematics and Science Center, Purdue University, West Lafayette, IN (Professor Gerald H. Krockover, P.I.), 1993-96.

The *Salish I Research Project* was a collaborative effort of 10 institutions dedicated to increasing the effectiveness of teacher preparation programs for secondary school science and mathematics teachers. The project was an exploratory study to investigate the links between preservice teacher preparation, beginning science teacher performance, and student outcomes.

August 1989 – May 1993

Assistant Professor of Physics, Heidelberg College, Tiffin, OH

e. Selected Service

Selected Institutional

1. Research Environment Committee (2008 – 2014)
2. FHSU KSDE/NCATE Assessment Committee Chair (2003 – present)
3. Council for Institutional Effectiveness, 2001-present.
4. University Assessment Steering Committee, 2003 - present
5. Strategic Planning Committee, 2000 – 2002
6. Arts & Science Representative for the Teacher Education Chair Search, Spring 1999.
7. Science Representative, Rooks County 2000 Curriculum Reform Project, Spring 1999 (this project involved five undergraduate students).
8. Presenter for the Faculty Staff Development Committee Luncheon Speaker Series, *Developing Your Professional Assessment Notebooks*, February 8, 1999; 2000; 2001; 2002.
9. Council on Preparation of Teachers (98 - present)
10. Geographic Information Systems Advisory Committee (96 – present)
11. University Water Conservation Committee (96 – 97)
12. General Education Committee (97 – 00)
13. Academic Affairs Committee, Faculty Senate (97 – 00)

14. University Affairs Committee, Faculty Senate (00 – 01)
15. Vice President, Faculty Senate, 2000-2001.
16. President, Faculty Senate, 2001-2002.
17. Past-President, Faculty Senate, 2002-2003
18. President's Cabinet, 2000 – 2002.
19. Presenter, Academic Advising Forum, Fall 1998.

Selected Discipline

1. Preservice Division Director, National Science Teachers Association, 2017 – 2020.
2. District Director, National Science Teachers Association, 2013-2016.
3. Co-Chair, Kansas Next Generation Science Standards Review Committee, 2011-2013
4. JPL Solar System Ambassador, 2010 – present.
5. Curriculum Developer, Earth Systems Science Education Alliance, 2009-2012.
6. Kansas State Science and Engineering Fair Board Member, 2008- 2010.
7. Presidential Chair, Kansas Association of Teachers of Science, 2009-2013.
8. Editor, Kansas Association of Teachers of Science Newsletter, 2008 – 2015.
9. Advisor, FSHU Astronomy Club, 1996 – present.
10. Board Member, Kansas STARBASE, 2010 – present.
11. Advisor, FHSU Student National Science Teachers Association, 2003 – present.
12. Committee Member, *Association for Education of Teachers in Science, Ad-Hoc Committee on Science/Education Collaboration* (99 – 00)
13. Committee Member, *Qualified Admissions Natural Science Review*, Kansas Board of Regents, 2000 to 2002.
14. Manuscript Reviewer, *Journal of Research in Science Teaching*, 1999 – present.
15. Panel Member, Educational Testing Services Standard Setting Panel for Kansas Department of Education, July, 2002.
16. Panel Member, NASA Office of Space Science Education Products Review, August, 2002.
17. Educational Consultant, CALIPSO Satellite Mission, Hampton University, Norfolk, VA, 2000 – 2005.
18. Kansas Academy of Science Council-at-Large, 1999 – 2002.
19. 2002 Kansas Academy of Science Meeting Planning Committee.
20. Vice-President, Arkansas-Oklahoma-Kansas Section of the American Association of Physics Teachers, 1999 – 2000.
21. President, Arkansas-Oklahoma-Kansas Section of the American Association of Physics Teachers, 2000 – 2001.
22. National Association of Research on Science Teaching annual meeting proposal reviewer, 1999 – 2001.
23. Committee Member, Kansas University-High School Partnership, 2000 – 2002.
24. Science Content Presenter, *Fostering Inquiry-Based Natural Discovery Science*, 2001-2002.
25. Text Reviewer, *Conceptual Physical Science*, June 2001.
26. Text Reviewer, *Science Instruction in the Middle and Secondary Schools*, March 2000.
27. Web Module Reviewer, Syracuse University Physics Department, December, 2001.
28. Professional Organization Liaison, *Association for Education of Teachers in Science* (99 – 00)

29. Executive Committee, *Kansas Mathematics and Science Education Coalition*, (96 – 2002)
30. Consultant for teaching assessment as part of a PhD dissertation project at Purdue University, December, 1999.

f. Scholarly Submissions, Publications, and Presentations

Selected Publications – Refereed

1. Adams. P., DeCou, R., and Shepherd-Adams, C. (2010). Science Instruction: Engaging Student Learning, in *Helping Children at Home and School III*, A. S. Canter et.al. (Eds). Bethesda, MD: National Association of School Psychologists.
2. Adams. P., DeCou, R., and Shepherd-Adams, C. (2010). Mathematics Instruction: Effective Strategies, in *Helping Children at Home and School III*, A. S. Canter et.al. (Eds). Bethesda, MD: National Association of School Psychologists.
3. Adams, P., Legleiter, E., Davies, M., Seimears, M., Hrepic, Z., & Walizer, B. (2008). University Partnership to Deliver Statewide Professional Development. *Science Scope*, 31(6), 20-24
4. Seimears, M., Davies, M., Adams, P., & Thayer-Wood, J. (2008). Hurricanes Unpacked, *Science Activities*, 45 (2), 23-28.
5. Taggart, G.T., Adams, P. E., Hohman, J., Heinrichs, J., & Hickman, K (2007). Fermi questions. *Mathematics Teaching in the Middle School*, 13(3), 164-167.
6. Adams, P.E., Hrepic, Z., Taggart, G. L. (2007). Improving Physical Science Courses for Elementary Teachers. *NARST Conference Proceedings*, 2007.
7. Hrepic, Z., Adams, P., Zeller, J., Talbott, N., Taggart, G., and Young, L. (2005). Developing an inquiry-based physical science course for preservice elementary teachers. *Proceedings of the Physics Education Research Group, Summer 2005*.
8. Young, L., Adams, P.E., Taggart, G.T., and Talbott, N.C. (2006). Using testable questions to teach motion and forces. *Science Scope*, 30(1), 68-70.
9. Hohman, J., Adams, P.E., Heinrichs, J., Taggart, G., and Hickman, K. (2006). A “Nature of Science” discussion as a means of connecting mathematics and science. *Journal of College Science Teaching*, 36, 18-21.
10. Hrepic, Z., Adams, P., Zeller, J., Talbott, N., Taggart, G., and Young, L. (2005). Developing an inquiry-based physical science course for preservice elementary teachers. *Proceedings of the Physics Education Research Group, Summer 2005*.
11. Legleiter, E. and Adams P. (2004). Survey of Kansas high school physics teachers. *Kansas Science Teacher*, 15 (Spring), 5-11.
12. Krockover, G.H., Shepardson, D. P., Adams, P. E., Eichinger, D., and Nakhleh, M. (2002). Reforming and assessing undergraduate science instruction using collaborative action-based research teams. *School Science and Mathematics*, 102(6), 266-284.
13. Krockover, G. H., Adams, P.E., Eichinger, D., Nakhleh, M., Fransisco, J., & Ridgway, K (2001). Action-based Research Teams: Collaborating to Improve Science Instruction. Injecting Energy into Science Education. *Journal of College Science Teaching*, 30(5), 313-17.
14. Adams, P. E., & Krockover, G. H. (1999). Stimulating constructivist teaching styles through use of an observation rubric. *Journal of Research in Science Teaching*, 36(8), 955-71.

15. Simmons, P., et. al., and Adams, P.E. (1999). Beginning Teachers: Beliefs and Classroom Action. *Journal of Research in Science Teaching*, 36(8), 930-54.
16. Orion, N, King, C., Krockover, G. H., and Adams, P. E. (1999). The development and status of Earth science education: A comparison of three case studies: Israel, England and Wales, and the United States of America, Part II. *Science Education International*, 10(3), 19-27.
17. Orion, N, King, C., Krockover, G. H., and Adams, P. E. (1999). The development and status of Earth science education: A comparison of three case studies: Israel, England and Wales, and the United States of America, Part I. *Science Education International*, 10(2), 13 – 23.
18. Adams, P. E. (1999). Guest Editorial: The forgotten science educator. *Journal of Research in Science Teaching*, 36, 407 – 410.
19. Adams, P. E., & Krockover, G. H. (1998). Guest Editorial: Getting there from here: The role of policy. *Journal of Research in Science Teaching*, 35, 707-709.
20. Adams, P. E. (1998). Meeting the USA National Science Education Standards in Technology. *Proceedings of the Fifteenth International Conference on Technology Education*. Arlington, TX: ICTE.
21. Adams, P. E., & Krockover, G. H. (1997). Beginning teacher cognition and its origins in the preservice secondary science teacher program. *Journal of Research in Science Teaching*, 34, 633 – 653.
22. Adams, P. E., & Krockover, G. H. (1997). Concerns and perceptions of beginning secondary science and mathematics teachers. *Science Education* 81, 29-50.
23. Adams, P. E., & Shepardson, D. P. (1996). Coming to know and understand alternative assessment in science. *Journal of Science Teacher Education*, 7(4), 267-282.
24. Adams, P., Lehman, J., & Krockover, G. (1996). Strategies for implementing computer technology into the science classroom. In J. Rhoton, & P. Bowers (Eds.), *Issues in science education* (pp. 63-69). Washington, DC: NSTA/NSELA.
25. Adams, P. E. (1996). Hypermedia in the classroom using earth and space science CD-ROMs. *Journal of Computers in Mathematics and Science Teaching*, 15(1/2), 19-34.
26. Adams, P. E., & Tillotson, J. W. (1995). Guest editorial: Why research in the service of science education is needed. *Journal of Research in Science Teaching*, 32, 441 - 443.
27. Adams, P., & Krockover, G. H. (1995). Navigating the Internet highway. *Journal of Computers in Mathematics and Science Teaching*, 14, 35 - 49.
28. Witten, M. H., & Adams, P. E. (1993). Potpourri: You're getting warmer. *Science Scope*, 16(4), 21.

Publications - Non-refereed:

29. Leigleiter, E., & Adams, P.E. (2006) Modeling Method Workshops. *Kansas Association of Teachers of Science Newsletter*.
30. Taggart, G. T., & Adams, P.E. (submitted 2006) Pick's Formula for area determination. . *Kansas Association of Teachers of Science Newsletter* (pending publication date).
31. Adams, P.E., & Taggart, G.T. (submitted 2006) Family involvement in science through take-home cards. *Kansas Association of Teachers of Science Newsletter* (pending publication date).

32. Adams, P. E., & Krockover, G. H. (1997, October). *Stimulating professional development through the use of interviews and observations*. (ERIC Document Reproduction Services, ED 405 212).
33. Adams, P. E. (1997, Fall). The national science education standards and its implications for undergraduate science. *Purdue University School Mathematics and Science Center Newsletter*. West Lafayette, IN: Purdue University.
34. Adams, P. (1996, October). Beginning teacher cognition: A case study of four secondary science teachers. *The Purdue University Salish Times*, 3(3), 2-3.
35. Adams, P., & Krockover, G. (1996, Summer). Beginning science teacher cognition and its origins in the preservice secondary science teacher program. *Salish Communiqué*, 3(1), 11-14.
36. Adams, P. (1995, Spring). Purdue Salish NT activities. *Salish Communiqué*, 2(1), 5.
37. Adams, P. (1994, Fall). Purdue Salish. *Salish Communiqué*, 1(3), 5.
38. Adams, P., & Moon, C. E. (1991, March 31). Teacher training crucial in becoming scientifically literate. *The Advertiser-Tribune* (Tiffin, OH), p. A5.

Selected Technical Papers

1. Evaluation Report, Indianapolis Public School MSP Partnership I, December 2012 – 2013
2. Evaluation Report, Indianapolis Public Schools MSP Partnership II, December 2012-2013.
3. Evaluation Report, MSRAPs Mathematics and Science Partnership Grant. June 2008, 2009, 2010.
4. Evaluation Report, PIBS3 Mathematics and Science Partnership Grant. June 2008, 2009, 2010.
5. NCATE Unit Assessment Report, Fort Hays State University. October, 2003; October, 2009.

Selected Presentations

1. Teaching Light with NGSS, Science Teachers of Missouri, St. Louis, September, 2014.
2. The NSTA Learning Center, Kansas Association of Teachers of Science, Junction City, KS, April 2014.
3. Distinguished Teachers Panel, NSTA National Meeting, Boston, MA, 2014.
4. Modeling Method of Physics Instruction, NSTA Regional Meeting, Denver, CO, 2013.
5. Distinguished Teachers Panel, NSTA National Meeting, San Antonio, TX, 2013.
6. Bringing the NGSS into the classroom, SWPRSC Common Core Conference, 2013.
7. Science Café in the Community, American Geophysical Union, San Francisco, December 2012.
8. Development of a Research Course in the Earth Sciences, American Geophysical Union, San Francisco, December 2011.
9. A Christmas Science Show: A Student NSTA Outreach Program, with Eryn Norton, New Orleans, annual national meeting of the National Science Teachers Association, March 2009.
10. Effect of ESSEA Modules on Teachers, American Geophysical Union, San Francisco, December 2008.

11. Wind and Biofuel ESSEA Modules, Earth System Science Alliance annual meeting, Charleston, SC, June 2008.
12. Effect of ESSEA Modules on Teachers, Earth System Science Alliance annual meeting, Charleston, SC, June 2008.
13. Modeling Method of Instruction Strand, Kansas Association of Teachers of Science, April 2008.
14. Storybook Science, with Eryn Norton and Sarah Fast, Kansas Association of Teachers of Science, April 2008.
15. Satellite Mission to Study Earth, workshop leader, Tecnológico de Monterrey Campus Guadalajara, February 2008.
16. Design, Development, and Evaluation of an Integrated Mathematics and Science Course to Teach Earth System Science to Preservice Middle School Teachers, with John Heinrichs, American Geophysical Union, San Francisco, December 2007.
17. Reaching Out to the Community with Science Shows, with Eryn Norton and Sarah Fast, Denver Regional Meeting of the National Science Teachers Association, November 2007.
18. Using Modeling Method to Improve Middle School Science, Denver Regional Meeting of the National Science Teachers Association, November 2007.
19. The United States And France Partner In CALIPSO Satellite Education: Providing Students And Teachers With An Opportunity To Collect Sun Photometer Data And Improve Their Understanding Of Climate Change, with Dianne Robinson, American Geophysical Union, San Francisco, December 2007.
20. Interpreting NASA Satellite Data, Climate Change & Its Impact on Life, workshop leader, Tecnológico de Monterrey Campus Guadalajara, February 2009.
21. Using Giovanni to Study CALIPSO data, Pau, France, October 2008.
22. Science Teaching Ideas, Bordeaux, France, February 2008.
23. Seven Habits for Effective Science Teaching, invited presentation, SMARTT Conference, Olathe, Kansas, November 2008.
24. Effective Science Teaching, Olathe School District Inservice, January 2009 Using Modeling in Science Instruction, Salina School District Inservice, January 2009.
25. OSTM/Jason 2 Satellite Prelaunch Workshop, Vandenberg Air Force Base, June 2008.
26. MY NASA DATA Workshop, Fort Hays State University, September 2007.
27. AIM Satellite Prelaunch Workshop, Vandenberg Air Force Base, April 2007.
28. CALIPSO Satellite Prelaunch Workshop, Vandenberg Air Force Base, April 2006.
29. Understanding the Sun Photometer, Bordeaux, FRANCE, May 2007.
30. *Basic GLOBE Training*, Kansas Association of Science Teachers, April 2007 and July 2007.
31. *Teaching Students about Earth Observing Satellites*, invited presentation by the French Space Agency in Toulouse, France. May 2006.
32. *Integrating Mathematics and Physical Science in an Inquiry Approach*. Workshop presentation at the School Science and Mathematics Association Meeting, Fort Worth, TX, November 2005.
33. *Cognitive Apprenticeships as a Means of Improving Science Instruction*. American Association of Physics Teachers, Salt Lake City, UT, August 2005.
34. *Teaching an inquiry-based physical science course* with Z. Hrepic. American Association of Physics Teachers, Salt Lake City, UT, August 2005.

35. *A cycle for curriculum improvement of preservice elementary and middle school teacher preparation in the science.* Association of Educators of Teachers of Science, Colorado Springs, CO, January 2005.
36. *Student misconceptions when discovering powers of ten.* National Council of Teachers of Mathematics, Anaheim, CA, April 2005
37. *Navigation: What Lewis and Clark did not know*, with Germaine Taggart, National Science Teachers Association Regional Meeting, Seattle, WA, November, 2004.
38. *Developing an inquiry-based physical science course for preservice teachers*, with Z. Hrepic, G. Taggart, N. Talbott, and L. Young. American Association of Physics Teachers Sectional Meeting, Little Rock, AR, October, 2004.
39. *Storytelling Science*, with FHSU Student NSTA group, Kansas Association of Teachers of Science, April 2004.
40. *Activities to Integrate Middle School Mathematics and Science*, Kansas Association of Teachers of Science, April 2003.
41. *Integrating Science and Mathematics for Preservice Middle School Teachers*, Association of Educators of Teachers of Science, St. Louis, January 2003.
42. *Collaborative Activities in Preservice Education*, with Germaine Taggart. National Science Teachers Association Regional Meeting, Portland, OR, November, 2002.
43. *The Wright Brothers' Vision: 100 Years of Aviation*, with Germaine Taggart. National Science Teachers Association Regional Meeting, Portland, OR, November, 2002.
44. *Assessing Teacher Enhancement Materials for Preservice Middle School Teachers*, with Ervin Eltze, John Heinrichs, Karen Hickman, James Hohman, and Germaine Taggart. American Association of Physics Teachers, Bosie, ID, August, 2002.
45. *Activities and Ideas from Project IRIS: Integrating Physical Science and Plant Science*, Kansas Association of Teachers of Science, April 27, 2002.
46. *High School Student's Views on Inquiry Based Labs*, with Karen Hickman, Shannon Ralph, David Wildeman, and Crystal DeVries, Kansas Academy of Science, April 2002.
47. *University – High School Partnerships in AOK States*, with Earl Legleiter, El Dorado High School. AOK Section, American Association of Physics Teachers, October 2000.
48. *Rocket Science*, with Cheryl Shepherd-Adams, Dawn Weibers, and Cheryl Brummer. Kansas Association of Teachers of Science, April 2001.
49. *Running Aground – Navigation as a Means of Integration*, with Maurice Witten. National Association of Science Teachers, St. Louis, MO, March 2001.
50. *Teacher as Scientist: Promoting Student Research*, with Cheryl Shepherd-Adams. National Association of Research in Science Teaching, New Orleans, LA, April 2002.
51. *Changing the College Science Classroom Teaching Environment for the Preparation of K-8 Teachers*, with Ervin Eltze, James Hohman, and Germaine Taggart. National Association of Research in Science Teaching, St. Louis, MO, March 2001.
52. *Science and Science Education Collaboratives: Where We Are, How We Got There, and Where We Are Going*, with Don Duggan-Haas et.al. Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Arkon, OH, January 2000.
53. *Connecting Undergraduate Science and Science and Teacher Preparation*, National Science Teachers Association, Boston, MA, March 1999.

54. *Coping with Life When We Both Teach Physics*, with Cheryl Shepherd-Adams, American Association of Physics Teachers, Summer Meeting, San Antonio, TX, August 1999.
55. *Using a Physical Science Laboratory to Teach the Use of Technology and the WWW for K-9 Preservice Teachers*, with Timothy J. Folkerts, American Association of Physics Teachers, Summer Meeting, San Antonio, TX, August 1999.
56. *Web-Based Journals as a Vehicle for Student Dialogue*, with Gavin D. Buffington, American Association of Physics Teachers, Summer Meeting, San Antonio, TX, August 1999.
57. *Teaching Space Science Through Inquiry*, with Linda Kallam Mathematics, Dirk Ankerholz, student, Nathan Durr, student, Jeff Mills, student, and Nancy Winklepleck, student. Kansas Association of Teachers of Science Annual Meeting, Junction City, KS, April 1999.
58. *Earth & Space Science Teaching Activities*, with Mary Johnson, student, and Heidi Diercks, student. Kansas Association of Teachers of Science Annual Meeting, Junction City, KS, April 1999.
59. *Empowering Learners with Technology and the Learning Cycle*, Tenth International Conference on College Teaching and Learning, April 14-17, 1999, Jacksonville, FL.
60. *From Theory to Practice: How Research in Science Teacher Education Informs and Changes Teacher Education Programs*, National Association for Research in Science Teaching Annual Meeting, March 28 – 31, 1999, Boston, MA.
61. *Workshop: Calculator-Based Laboratories in Middle & High School Science*, with Cheryl Shepherd Adams. Fort Hays Educational Development Center Regional Inservice Day, Hays, KS, January 18, 1998.
62. *Enhancement of K-9 Teacher Preparation Through the Integration of Science and Mathematics*, with G. Taggart, Teacher Education, and L. Kallam, Mathematics. Association for the Education of Teachers in Science, Austin, TX, January 1999.
63. *The Sky's Not the Limit*, with M. Witten, Physics (retired), Heidi Diercks, student, Jeremy Huxman, student, Nikki Cuccheti, student. National Science Teachers Association, Southwestern Regional Meeting, Albuquerque, NM, December 1998.
64. *Integrating Science, Mathematics, and Teaching Methods for K-9 Teachers*. National Science Teachers Association, Southwestern Regional Meeting, Albuquerque, NM, December 1998.
65. *FHSU Project NOVA: Status Report II*, with Linda Kallam, Mathematics, Germaine Taggart, Teacher Education, and Cheryl Shepherd-Adams, Physics. Invited presentation, NASA Project NOVA Leadership Forum, College Park, MD, November 1998.
66. *A Model of Integrated Science and Mathematics Instruction for Preservice K-9 Teachers*. American Association of Physics Teachers, Summer Meeting, Lincoln, NE, August 1998.
67. *Project NOVA: Creating Change in Higher Education*, with Linda Kallam (Mathematics), Germaine Taggart (Teacher Education), and Cheryl Shepherd-Adams (Physics). Shaping the Future of Undergraduate Science, Mathematics, Engineering, and Technology Education, NSF Sponsored Conference, Lincoln, NE, May 1998.

68. *Let's Get Organized*, with Cheryl Shepherd-Adams. Professional Conference for Science Teachers: Kansas Association of Science Teachers, Kamp '98, Junction City, KS, April 1998.
69. *Into the Wild Blue Yonder*, with Maurice Witten, Germaine Taggart (Teacher Education), and students A. McDaniel, B. Eller, C. Hamann, T. Henning, K. Schoenrock, C. Albers, and J. Huxman. Professional Conference for Science Teachers: Kansas Association of Science Teachers, Kamp '98, Junction City, KS, April 1998.
70. *Meeting the USA National Science Education Standards in Technology in the Undergraduate Classroom*. International Conference on Technology and Education, Santa Fe, NM, March 1998.
71. *Sequenced Undergraduate Mathematics and Science Instruction for Preservice Teachers*. Association for the Education of Teachers in Science, Minneapolis, MN, January 1998.
72. *FHSU Project NOVA: Status Report*. Invited presentation, NASA Project NOVA Leadership Forum, College Park, MD, November 1997.
73. *Concept Maps and Vee Diagrams: Tools for Developing Alternative Assessment*, with Maurice Witten and Cheryl Shepherd-Adams. Science & Mathematics - Assessing, Reinforcing, Teaching - Together (SMARTT) Conference, Wichita, KS, November, 1997.
74. *A Model of Effective K-3 Science Teaching*, with Maurice Witten, Nancy Costigan-Talbott (Teacher Kennedy Middle School), Nancy Harman (Teacher O'Loughlin Elementary School), Monica Olderding (Student - FHSU), Camille Biel (Student - FHSU). National Science Teachers Association Meeting, Denver, CO, November, 1998.
75. *Future Directions in Teaching Undergraduate Science*. Invited presentation, Purdue University, September 1997.
76. *A Tool for Developing Constructivist-Based Teaching*. American Association of Physics Teachers, Summer Meeting, Denver, CO, August 1997.
77. *A Capsule View of Summer Physical Science Offerings at Fort Hays State University*, with M. Witten. Kansas Association of Teachers of Science annual meeting, Junction City, KS, April 1997.
78. *The Purdue University Salish Project: Emerging Results*. Invited presentation, Purdue University Salish Meeting, October 1996.
79. *Purdue University Salish Project: Preparing Secondary Mathematics and Science Teachers*. Purdue University Vocational and Technical Education Colloquium; West Lafayette, IN, January 1996.
80. *Stimulating Professional Development Through the Use of Interviews and an Observation Rubric*, with G. Krockover. National Association for Research in Science Teaching, Annual Meeting, Oak Brook, IL, March 21 -24, 1997.
81. *Kelly's Personal Construct Theory*. National Association for Research in Science Teaching, Annual Meeting, Oak Brook, IL, March 21 -24, 1997.
82. *Beginning Science Teacher Cognition and Its Origins in the Preservice Secondary Science Teacher Program*, with G. H. Krockover. National Association for Research in Science Teaching, Annual Meeting, St. Louis, MO, March 1996.

83. *Perspectives on Assessment in Science: Voices from the Field*, with D. P. Shepardson. National Association for Research in Science Teaching, Annual Meeting, St. Louis, MO, March 1996.
84. *Beginning Secondary Science Teaching: The Purdue Salish Project*, with G. H. Krockover, J. Shane, J. Nohl, and P. Pusey. National Science Teachers Association, National Convention, St. Louis, MO, March 1996.
85. *Alternative Assessment in Science*, with D. P. Shepardson. National Science Teachers Association, National Convention, St. Louis, MO, March 1996.
86. *Making Laboratory Instruction and Assessment Meaningful*, with D. P. Shepardson. National Science Teachers Association, National Convention, St. Louis, MO, March 1996.
87. *Using the Camcorder & VCR in Your Classroom Workshop*, with T. Lannis, W. Ploughe, & R. Speers. American Association of Physics Teachers, Summer Meeting; Spokane, WA, August 1995.
88. *Concept Mapping: A Research Tool, A Classroom Organizer, and an Assessment Technique*. American Association of Physics Teachers, Summer Meeting; Spokane, WA, August 1995.
89. *Can We Improve Secondary Preservice Teacher Preparation? Suggestions from the Salish Project*. American Association of Physics Teachers, Summer Meeting; Spokane, WA, August 1995.
90. *Collaborating with Teachers to Carry Out Staff Development*, with D. P. Shepardson & R. Hendricks. Purdue University Vocational and Technical Education Colloquium; West Lafayette, IN, August 1995.
91. *Teaching Science to Non-Majors--The Role of the GTA*. Invited presentation, Purdue University Geology Graduate Assistantship Training; West Lafayette, IN, August 1993 - 95.
92. *Effective Utilization of the Internet*. Invited presentation, Purdue University Chemistry Instrumentation Van Project; West Lafayette, IN, July 1995.
93. *First-Year Secondary Science Teaching: The Salish Project*, with G. H. Krockover, J. Nohl, K. Little, & P. Pusey. Hoosier Association of Science Teachers, Annual Convention; Indianapolis, IN, February 1995.
94. *Comparing Beginning Science and Mathematics Teachers*. National Science Teachers Association, National Convention; Philadelphia, PA, March 1995.
95. *Student Learning in Classrooms of First-Year Teachers*, with J. Tillotson. National Science Teachers Association, National Convention; Philadelphia, PA, March 1995.
96. *Strategies for Improving Laboratory Instruction and Assessment*, with D. P. Shepardson. National Science Teachers Association, National Convention; Philadelphia, PA, March 1995.
97. *Using the Camcorder & VCR in Your Classroom Workshop*, with T. Lannis, W. Ploughe, & R. Speers. American Association of Physics Teachers, Summer Meeting; South Bend, IN, August 1994.
98. *Project INLAB*, with D. P. Shepardson, Purdue University Technology Education Colloquium; West Lafayette, IN, November, 1994.
99. *The Salish Project: Improving Science and Mathematics Teacher Education*, with G. H. Krockover. Colloquium in Science Education, Purdue University; West Lafayette, IN, November 1994.

100. *Teaching Physical Science with Video Cameras*. Project INLAB Summer Workshop, Purdue University; West Lafayette, IN, June 1994.
101. *On-Line Data Bases*, with G. H. Krockover. Project INLAB Summer Workshop, Purdue University; West Lafayette, IN, June 1994.
102. *Authentic Assessment*. Indiana State Assessment Committee; Indianapolis, IN, March 1994.
103. *A Framework for Improving Laboratory Instruction and Assessment*, with D. Shepardson & B. Kasarjian. Science, Math, and Technology Conference, Indiana State Department of Education; Indianapolis, IN, February 1994.
104. *Using the Camcorder in the Physics Laboratory*, with T. Lemley. Science Education Council of Ohio, Annual Convention; Cleveland, OH, February 1993.
105. *Hands-on, Minds-on Activities for the Elementary/Middle Schools*. Science Education Council of Ohio, Annual Convention; Cincinnati, OH, February 1992.
106. *Using the Camcorder in the Physics Laboratory*, with T. Lemley. Science Education Council of Ohio, Annual Convention; Cincinnati, OH, February 1992.
107. *Camcorder-Based Laboratories for College Physics*. American Association of Physics Teachers, Summer Meeting; Orono, ME, August 1992.
108. *Opening Day of Science for the Non-Science Student*. American Association of Physics Teachers, Summer Meeting; Orono, ME, August 1992.
109. *Teaching Science to the Non-Science Major*. Invited presentation, East Central College Consortium; Bethany, W.Va., April 1991.
110. *Two Exciting Classroom Demonstrations*. Ohio Section American Association of Physics Teachers, Spring Meeting; Cleveland, OH, March 1991.
111. *Discount Store Kit Science Workshop*, with M. Witten. National Science Teachers Association, Regional Meeting; Long Beach, CA, November 1990.
112. *Department Store Kit Science Workshop*, with M. Witten. National Science Teachers Association, Regional Meeting; Phoenix, AZ, November 1989.
113. *K-8 Classroom Science Activities Workshop*, American Association of Physics Teachers, Summer Meeting; San Luis Obispo, CA, June 1989.
114. *A Lecture Demonstration Workshop for Grades 8-12*, with M. Witten. American Association of Physics Teachers, Summer Meeting; San Luis Obispo, CA, June 1989.
115. *K-8 Classroom Science Activities*, with M. Witten. Kansas Association of Teachers of Science, Annual Meeting; Junction City, KS, April 1989.
116. *Physical Science Demonstrations*, with R. Rupp. Kansas Association of Teachers of Science, Annual Meeting; Junction City, KS, April 1988.
117. *Background Factors in Performance in the Non-Calculus Physics Class*. Pacific Northwest Association for College Physics; Tacoma, WA, March 1985.

Other Scholarly Activities

Collaborative Work on Development of Materials, Projects, and Student Supported Presentations

1. Provided students opportunities to serve as a community advisor to the Young Astronauts Group (1999 – present).

2. *Roller Coaster Physics*, with Brian Cole, Kansas Association of Teachers of Science, April 27, 2002.
3. *Developing an Integrated System for Using a CCD Camera, Telescope, and Computer: A Report on Progress*, with Eric Gourley. AOK Section, American Association of Physics Teachers, October 2000.
4. *Kansas Cosmosphere NASA Trips: A Report*, with Jessica Schlick and Jaimi Hutchinson, AOK Section, American Association of Physics Teachers, October 2000.
5. *The NASA's Young Astronauts Program: An Opportunity for Community Outreach*, with Rebecca Charles. AOK Section, American Association of Physics Teachers, October 2000.
6. *Webelos' Scientisit Badge*, with Jessica Braun. University of Scouting, Salina, KS, November 2001.
7. *Classroom Demo's for Modern Physics Concepts*, with Adam North, Brian Cole, Brooke Scott, and Nicole Gerstner. Kansas Association of Teachers of Science, April 2001.
8. Involved four undergraduate preservice science teachers in the *Rooks County 2000 Curriculum Reform Project*: Nicole Gerstner, Brooke Scott, Brian Cole, Adam North.
9. Involved five undergraduate preservice science teachers in the *Rooks County 2000 Curriculum Reform Project*: Adam North, Jeff Mills, Jennifer Nylund, Sandra Wallace, Heidi Diercks, Spring 1999.
10. Facilitated student presentations by Dirk Ankerholz, Nathan Durr, Jeff Mills, Nancy Winklepeck, Heidi Diercks, and Mary Johnson at the *Professional Conference for Science Teachers: Kansas Association of Science Teachers, Kamp '99*, Junction City, KS, April 1999.
11. Facilitated student project, *Challenging Earth Science Misconceptions with the Learning Cycle*, by Heidi Diercks & Sandra Wallace, presented at the *Kansas Academy of Science*, April, 1999.
12. Facilitated student presentations at the *National Science Teachers Association Southwestern Regional Meeting*, Albuquerque, NM, by Heidi Diercks, Jeremy Huxman, and Nikki Cuccheti. December, 1998.
13. Facilitated student project, *Computer Guidance System for Celestron Telescopes*, by Craig Hartman, presented at *Kansas Academy of Science*, Kansas Newman College, April 1998.
14. Production of a video on *The Ways of Knowing in Physics*, with Roger Pruitt for Dr. Steve Tramel's Master of Liberal Studies class, *Ways of Knowing in Comparative Perspective*, January 1998.
15. Facilitated student presentations at the *National Science Teachers Association Regional Meeting*, Denver, CO, by Monica Olderding and Camille Biel, November 1997.
16. Facilitated student presentations at the *Professional Conference for Science Teachers: Kansas Association of Science Teachers, Kamp '98*, Junction City, KS, by Kenneth Schoenrock, Clint Albers, and Jeremy Huxman. April 1998.
17. Assisted with the development of the Wichita State University workshop, *Physics Teaching: A Constructivist Approach*, September 1997. Workshop staff, July - December 1998.

g. Selected Grants Received (not a complete list)

1. 10 additional Kansas NASA Space Grant grant awards (~ \$200,000)
2. 3 additional NSF Grants totaling \$2.5 million
3. Co-Principal Investigator, *NSF Noyce Scholarship Program*, 2018-2023, \$1,500,000.
4. Principal Investigator, *Project GLOBE and MY NASA DATA for NGSS*, Kansas NSF EPSCOR, 2015, \$20,000.
5. Principal Investigator, *EV3 Robotics for Western Kansas Schools*, Kansas NASA SpaceGrant, 2014-15. \$900.
6. Co-Principal Investigator, *Noyce Scholarship Program*, 2012 – 2018, \$1,000,000.
7. Principal Investigator, *High Altitude Ballooning for Middle and High Schools*, Kansas NASA SpaceGrant, 2013-2014. \$9,000
8. Principal Investigator, *Training for the Next Generation Science Standards*, KBOR ITQ Program, \$109,000.
9. Principal Investigator, *African Dust – A Climate Change Education Program*, 2012-2014, NASA, 22,000.
10. Principal Investigator, *NASA Robotics for Western Kansas Schools III*, Kansas Space Grant Foundation, 2011-2012. \$9,000.
11. Principal Investigator, *Modeling Instruction Institute*, Kansas Board of Regents Improving Teacher Quality Grant, 2008-2011. \$750,000.
12. Co-Principal Investigator, *Unpacking Science*, Kansas Board of Regents Improving Teacher Quality Grant, 2008-2011, \$90,000.
13. Principal Investigator, *Exploring the Solar System with Robotics*, National Space Grant Foundation, 2010, \$30,000.
14. Principal Investigator, *NASA Robotics for Western Kansas Schools III*, Kansas Space Grant Foundation, 2010-2011. \$9,000.
15. Principal Investigator, *We Go to the Moon*, National Space Grant Foundation, 2009, \$30,000.
16. Principal Investigator, *NASA Robotics for Western Kansas Schools II*, Kansas Space Grant Foundation, 2009-2010. \$9,000.
17. Co-Principal Investigator, *NASA Robotics for Western Kansas Schools*, Kansas Space Grant Foundation, 2008-2009. \$5,534.
18. Principal Investigator, *Energizing Middle School Science and Social Studies*, Kansas Board of Regents Improving Teacher Quality Grant, 2008 – 2011, \$450,374.
19. Principal Investigator, *Kansas Academy of Mathematics and Science Planning Grant*, State of Kansas, January 2008- June 2009, \$395,000.
20. Principal Investigator, *Earth System Science Education Alliance*, National Science Foundation Sub-Grant, 2008- present, \$40,000.
21. Co-Principal Investigator, *Water Awareness Education*, Kansas Campus Compact, 2008-2009, \$7,485.
22. Principal Investigator, *My NASA Data*, Kansas Space Grant, 2008, \$9,544.
23. Co-Principal Investigator, *Western Kansas Primary Mathematics*, Kansas State Department of Education, 2007-2010, \$300,000.

24. Principal Investigator, *Water Quality for After School Science Program*, Kansas Campus Compact, 2006, \$4,945.
25. Writer, *Mathematics and Science Partnership Grant*, Kansas State Department of Education, 2006-2009, \$300,000.
26. Principal Investigator, *MISSION Space Connection*, Lunar and Planetary Institute, 2005, \$5000.
27. Principal Investigator, *Physical Science and Mathematical Modeling Workshop*, Kansas Board of Regents, Improving Teacher Quality Grant, 230,170 (year 1); total of \$706,667 over all three years of the project.
28. Co-Principal Investigator, *Food Science CSI*, Kansas Parent Information Resource Center. \$3,000.
29. Co-Principal Investigator, *Southwestern Kansas Science in Context*. Kansas Board of Regents, Improving Teacher Quality Grant. \$180,000
30. Principal Investigator, *Adapting Operation Primary Physical Science for Use in a Physical Science Class*. National Science Foundation. \$89,000.
31. Co-Principal Investigator, *Generating Research Activities that Strengthen Physical Science*, Kansas Board of Regents, Improving Teacher Quality Grant. \$180,000
32. Principal Investigator, *Project IRIS: Inquiry, Research, and Integrated Science for the Middle School*, with Karen Hickman. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 2000 – 2002. Amount Funded: \$118,794
33. Principal Investigator, *ABC's of Science Inquiry*. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 2001 – 2002. Amount Funded: \$41,062
34. Principal Investigator, *Operation Primary Physical Science Field Test Site*. Funded by the National Science Foundation, under a subcontract from Louisiana State University, 1999 – 2000. Amount funded: \$25,200.
35. Principal Investigator, *Integrating Exemplary Physical Science Teacher Enhancement Materials with Mathematics for Preservice Teachers*, with Ervin Eltze, Karen Hickman, John Heinrichs, James Hohman, and Germaine Taggart. Funded by the National Science Foundation. 2001 – 2004. Amount funded: \$200,000.
36. Principal Investigator, *Improving Mathematics and Science Instruction through Development of Integrated Content Knowledge*, with Ervin Eltze. Funded by the Dwight D. Eisenhower Program, administered by the Kansas Board of Regents, 1999 - 2000. Amount Funded: \$68,504.
37. Co-Principal Investigator, with L. Kallam, Mathematics, G. Taggart, Teacher Education, J. Hohman, Chemistry, & E. Eltze, Mathematics. *Implementation and Integration of Inquiry-Based Science and Mathematics Learning for the Preparation of K-12 Teachers*. Supported by a grant from NASA Project NOVA, May 1999 – June 2000. This project will involve two undergraduates. Project Amount: \$90,000.
38. Principal Investigator, *Operation Primary Physical Science Field Test Site for Magnets and the Nature of Matter*. Supported by a National Science Foundation grant contracted through Louisiana State University, June 1999. This project involved two undergraduate students. Project Amount: \$5000.
39. Principal Investigator, *Improving Physical Science Instruction with the Comprehensive Conceptual Curriculum for Physics*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the

- Kansas Board of Regents, December 1998 – May 2000. This project involved two undergraduate students. Project Amount: \$121,000.
40. Principal Investigator, *The Cognitive and Affective Impact of the Toshiba ExploraVision Project*. Supported by a FHSU Graduate School Research Award, March 1998 - December 1998. This project involved four undergraduate and one graduate students. Project Amount: \$618
 41. Principal Investigator, *Enhancing the Preparation of Secondary Physical Science Teachers at Fort Hays State University*. Supported by the Fort Hays Educational Development Center, March 1998 - May 1998. This project involved three undergraduate students. Project Amount: \$2,300
 42. Co-Principal Investigator, with Maurice Witten, *A Model of Interactive Instruction to Facilitate Statewide Collaborative Reform of K-3 Science Teaching*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the Kansas Board of Regents, December 1996 - December 1997. This project involved two undergraduate students. Project Amount: \$10,000
 43. Co-Principal Investigator, with L. Kallam, Mathematics, and G. Taggart, Teacher Education, *A Model of Integrated Science and Mathematics Instruction for Preservice K-9 Teachers*. Supported by a grant from NASA Project NOVA, August 1997 – March 1999. This project involved two undergraduate and one graduate student. Project Amount: \$87,000.
 44. Co-Principal Investigator, *Enhancing Video Laboratories with Computer Technology* (NSF Grant #USE-9351597), Heidelberg College, OH, 1 May 1993 - 31 October 1995 Project Amount: \$72,788.
 45. Principal Investigator, *Enhancing Physics Laboratories with Video Technology* (NSF Grant #USE-91522779), Heidelberg College, OH, 4 May 1991 - 30 September 1993. Project Amount: \$35,208.
 46. Principal Investigator, *K-8 Classroom Science Activities Workshop for Rural Schools of Seneca County*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the Ohio Board of Regents. Heidelberg College, OH, 1990-92. Project Amount: \$38,363.
 47. Co-Principal Investigator, *K-8 Classroom Science Activities Workshop*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the Kansas Board of Regents. Fort Hays State University, KS, 1988-89. Project Amount: \$26,000.
 48. Co-Principal Investigator, *Physical Science Concepts and Demonstrations Workshop*. Supported by a grant under the federally funded Dwight D. Eisenhower Mathematics and Science Education Act, administered by the Kansas Board of Regents. Fort Hays State University, KS, 1987-88. Project Amount: \$24,000.

h. Honors and Distinctions

1. *Faraday Science Communicator Award*, National Science Teachers Association, 2017.
2. *Vernier Technology Distinguished Teaching Award*, National Science Teachers Association, 2014.
3. *Outstanding Commitment and Contributions to Science Education*, Kansas Association of Teachers of Science, 2012.
4. FHSU President's Distinguished Scholar, 2009
5. Kansas Association of Teachers in Science Member of the Year, 2009
6. Distinguished Teaching Award, National Science Teachers Association, 2008.
7. FHSU Faculty Member of the Year, 2005.
8. Nomination for Fort Hays State University Pilot Award, Spring 2005.
9. *Award for Innovative Excellence in Teaching, Learning, and Technology*, The Tenth International Conference on College Teaching and Learning, April 14 – 17, 1999, Jacksonville, FL.
10. Nomination for the *Innovation in Teaching Science Teachers Award of the Association for the Education of Teachers in Science*, February 1999.
11. Honorable Mention, *NASA Advanced X-Ray Astrophysics Facility Naming Competition*, December 1998.
12. *Teacher/Scholar/Innovator of the Year Award* for 1997-98 School Year.
13. *Teacher Innovator Award*, December 1997.
14. *Outstanding Dissertation Award for the Department of Curriculum and Instruction*, Purdue University, West Lafayette, IN, 1997.
15. Nomination for the National Association of Research in Science Teaching Outstanding Paper Award, for *Simulating Professional Development Through the Use of Interviews and Observations*, 1997.
16. Nomination for the National Association of Research in Science Teaching Outstanding Paper Award, for *Kelly's Personal Construct Theory*, 1997.
17. *The Honor Society of Phi Kappa Phi*, for outstanding academic performance; membership limited to seniors and graduate students who rank in the upper ten percent of their class, Purdue University, IN, 1996.
18. *Phi Delta Kappa*, educators honorary, Purdue University, IN, 1993.
19. *Frederick N. Andrews Doctoral Fellowship*, a two-year fellowship awarded to recognize and assist outstanding new doctoral students; 33 are awarded university-wide each year, Purdue University, IN, 1993-95.
20. *Who's Who Among American College Students*, Heidelberg College, OH, 1983.
21. *Tower Laureate*, Senior Honorary, Heidelberg College, OH, 1983.
22. *Sigma Pi Sigma*, National Physics Honorary, Heidelberg College, OH, 1982.
23. *Heidelberg Honor Society*, Heidelberg College, OH, 1982.
24. *George A. Stinchcomb Prize in Natural Sciences*, awarded to the outstanding sophomore in science or mathematics as judged by the science and mathematics faculty, Heidelberg College, OH, 1980.

i. Community Service (selected)

1998 -Present

1. Over 150 observatory programs for school, scouting, and community groups.
2. Fourteen “Physics Phun” shows for school and community groups.
3. *Celestial Navigation*, Felten Middle School, September 1999.
4. O’Loughlin Elementary School Toyota Tapestry Grant Writing Team, January 1999.
5. *Astronomy Consultant*, Hays High School & Kennedy Middle School, 1998 – 1999 school year.
6. *Comets*, O’Loughlin Elementary School, September 1998.
7. *Hot Air Ballooning*, O’Loughlin Elementary School, October 1998.
8. O’Loughlin Elementary School Toshiba ExploraVision Team, Community Advisor (98)
9. O’Loughlin Elementary School Young Astronauts Program, Community Advisor (98 – present School Year).
10. *Judge*, Regional Science Olympiad (97 - present)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 e.

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date:

3/11/2025

Item Title:

Act on request from USD 230, Spring Hill, Johnson County, to receive Capital Improvement (Bond and Interest) State Aid (Dr. Frank Harwood)

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 230, Spring Hill, Johnson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 230, Spring Hill, Johnson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 21, 2025.

USD 230 plans to use the bond proceeds (not to exceed **\$60,000,000**) to pay: (a) constructing, equipping, and furnishing additional classrooms at existing elementary schools; (b) constructing, equipping, and furnishing a Career and Technical Education (CTE) addition and an expansion of the commons area at Spring Hill High School; (c) making certain other capital improvements to the buildings and facilities of the District, including roof replacements and heating, ventilation, and air conditioning (HVAC) improvements; (d) providing for all other necessary and related improvements, and (e) paying fees and expenses incidental thereto including interest during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid *

Unified School District USD 230 Spring Hill	County: Johnson
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1. Current equalized assessed tangible valuation *	<u>\$579,184,747</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$81,085,865</u>	
4. State Aid Percentage	<u>0%</u>	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$200,100,000</u>	<u>34.5%</u>
6. Amount of bond indebtedness requested	<u>\$60,000,000</u>	<u>10.4%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$260,100,000</u>	<u>44.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$81,085,865</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$179,014,135</u>	<u>30.9%</u>

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
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February 3, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 230 Spring Hill**

- | | | |
|-----|-----|--|
| Yes | 7-0 | 1. The vote to submit the bond application by the local board of education was unanimous. |
| Yes | | 2. The district is experiencing growth in enrollment. |
| Yes | | 3. The community was involved in the process of the building proposal. |
| Yes | | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | | 6. An outside architect was utilized in determining school district needs. |
| No | | 7. The age of the existing building(s) appears to justify a bond election. |
| Yes | | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | | 9. Several buildings are being consolidated under this proposal. |
| No | | 10. Bond Project includes facilities that would used primarily for Extracurricular Activities |

Date of Application 31-Jan-25	Election Date 13-May-25	Last Election 6-Sep-2018	Last Successful Election 6-Sep-2018
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Amount of Bond \$ 60,000,000	Length of Bond 20	Mill Rate with Aid 22.0237	Mill Rate without Aid no change
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Mail In Ballot YES	Interest Rate 4.67%
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Project Details:	USD 230
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Bond Resolution Info			
\$16.0M -- SHES, TSES, and PCES Construct, equip, and furnish additional classrooms at existing elementary schools	\$25.0M at SHHS - Construct, equip and furnish a CTE Addition and expansion of the commons area at high school.	\$7.0M -- New roofs at SHES and SHMS \$12.0M -- HVAC improvements at SHES, SHMS and SHELA	Other necessary and related improvements and paying fees and expenses incidental to the project

Additional Project Details

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 f.

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act on request from USD 230, Spring Hill, Johnson County, to hold a bond election (Dr. Frank Harwood)

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 230, Spring Hill, Johnson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 230, Spring Hill, Johnson County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 230 plans to use the bond proceeds (not to exceed **\$60,000,000**) to pay: (a) constructing, equipping, and furnishing additional classrooms at existing elementary schools; (b) constructing, equipping, and furnishing a Career and Technical Education (CTE) addition and an expansion of the commons area at Spring Hill High School; (c) making certain other capital improvements to the buildings and facilities of the District, including roof replacements and heating, ventilation, and air conditioning (HVAC) improvements; (d) providing for all other necessary and related improvements, and (e) paying fees and expenses incidental thereto including interest during construction.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the

state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education to
Allow Local Vote on Exceeding Debt Limit

Unified School District 230 Spring Hill County: Johnson

1. Current equalized assessed tangible valuation *	\$579,184,747	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$81,085,865	
4. State Aid Percentage	0%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$200,100,000	34.5%
6. Amount of bond indebtedness requested	\$60,000,000	10.4%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$260,100,000	44.9%
8. Estimated amount of bond indebtedness authorized without approval	\$81,085,865	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$179,014,135	30.9%

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 3, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

Re:

Application for USD 230 to allow local vote to exceed debt limit

Yes	7-0	1. The vote to submit the bond application by the local board of education was unanimous.
Yes		2. The district is experiencing growth in enrollment.
Yes		3. The community was involved in the process of the building proposal.
Yes		4. All required forms were properly filed with us, along with an appropriate notice for the election.
Yes		5. The district outlined the needs for the building project by responding to all questions required by the district.
Yes		6. An outside architect was utilized in determining school district needs.
No		7. The age of the existing building(s) appears to justify a bond election.
Yes		8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
No		9. Several buildings are being consolidated under this proposal.
No		10. Bond Project includes facilities that would be used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 g.

Staff Initiating:

Sherry Root

Director:

Dr. Harwood

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act on request from USD 303, Ness City, Ness County, to receive Capital Improvement (Bond and Interest) State Aid

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 303, Ness City, Ness County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5462 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 303, Ness City, Ness County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held February 21, 2025.

USD 303 plans to use the bond proceeds (not to exceed **\$24,000,000**) to pay the costs to acquire, construct, equip and install additions, renovations and improvements (a) to the junior/senior high school, including HVAC replacement, roof repairs and improvements, a new physical ed and competition gymnasium, locker room, weight room and K-12 FEMA storm shelter addition that connects to the elementary school building, secure entry improvements, renovated office space, and auditorium renovations; and (b) to the elementary school, including HVAC replacement and electrical system improvements, secure entry and other office area improvements, renovations to other areas, and improvements to accommodate the connecting addition to the junior/senior high school building; pay the costs to make related site and utility improvements and all other necessary improvements; and pay financing costs of issuance and capitalized interest affiliated with the general obligation bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 4-3.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are not in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Bond project does not include facilities that will be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education for Capital Improvement State Aid *

Unified School District USD 303 Ness City	County: Ness
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1. Current equalized assessed tangible valuation *	\$46,131,337	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$6,458,387	
4. State Aid Percentage	0%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$24,000,000	52.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$24,000,000	52.0%
8. Estimated amount of bond indebtedness authorized without approval	\$6,458,387	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$17,541,613	38.0%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
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February 13, 2025
Date

Dale Brungardt
Director, School Finance

Dr. Frank Harwood
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 303 Ness City**

- | | |
|---------|--|
| No, 4-3 | 1. The vote to submit the bond application by the local board of education was unanimous. |
| No | 2. The district is experiencing growth in enrollment. |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside architect was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| No | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this proposal. |
| No | 10. Bond Project includes facilities that would used primarily for Extracurricular Activities |

Date of Application 11-Feb-25	Election Date 5/6/2025	Last Election 2/1/1987	Last Successful Election 2/1/1987
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Amount of Bond \$ 24,000,000	Length of Bond 25	Mill Rate with Aid 29	Mill Rate without Aid n/a
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Mail In Ballot NO	Interest Rate 4.50%
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Project Details:	USD 303
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Purpose of providing funds to acquire, construct, equip and install additions, renovations and improvements:

to the **Junior Senior High**, including HVAC replacement, roof repairs and improvements, a new physical education and competition gym, locker room, weight room and K-12 FEMA storm shelter that connects the buildings together

to the **elementary**, including HVAC replacement and electrical system improvements, secure entry and other office area improvements, renovations to other areas, and make improvements to accommodate the connection addition to the Jr/Sr high

Additional Project Details

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 h.

Staff Initiating:

Sherry Root

Director:

Frank Harwood

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act on request from USD 303, Ness City, Ness County, to hold a bond election (Dr. Frank Harwood)

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 303, Ness City, Ness County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 303, Ness City, Ness County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 303 plans to use the bond proceeds (not to exceed **\$24,000,000**) to pay the costs to acquire, construct, equip and install additions, renovations and improvements (a) to the junior/senior high school, including HVAC replacement, roof repairs and improvements, a new physical ed and competition gymnasium, locker room, weight room and K-12 FEMA storm shelter addition that connects to the elementary school building, secure entry improvements, renovated office space, and auditorium renovations; and (b) to the elementary school, including HVAC replacement and electrical system improvements, secure entry and other office area improvements, renovations to other areas, and improvements to accommodate the connecting addition to the junior/senior high school building; pay the costs to make related site and utility improvements and all other necessary improvements; and pay financing costs of issuance and capitalized interest affiliated with the general obligation bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 4-3.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) does not appear to justify a bond election.
8. The application indicates that the building(s) are not in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.
10. Bond project does not include facilities that will be used primarily for extracurricular activities.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 303 Ness City

County: Ness

1. Current equalized assessed tangible valuation *	\$46,131,337	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$6,458,387	
4. State Aid Percentage	0%	24-25 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$24,000,000	52.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$24,000,000	52.0%
8. Estimated amount of bond indebtedness authorized without approval	\$6,458,387	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$17,541,613	38.0%

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 13, 2025

Date

Dale Brungardt

Director, School Finance

Dr. Frank Harwood

Deputy Commissioner

Re:

Application for USD 230 to allow local vote to exceed debt limit

No, 4-3

1. The vote to submit the bond application by the local board of education was unanimous.

No

2. The district is experiencing growth in enrollment.

Yes

3. The community was involved in the process of the building proposal.

Yes

4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes

5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes

6. An outside architect was utilized in determining school district needs.

No

7. The age of the existing building(s) appears to justify a bond election.

No

8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No

9. Several buildings are being consolidated under this proposal.

No

10. Bond Project includes facilities that would be used primarily for Extracurricular Activities

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 i.

Staff Initiating:

Sarah Thompson

Director:

Luann Barron

Commissioner:

Randy Watson

Meeting Date:

3/11/2025

Item Title:

Authorize Out-of-State Tuition Contract for students attending the Kansas School for the Deaf

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2024-2025 school year for students attending the Kansas School for the Deaf.

Explanation of Situation Requiring Action:

In August, the Kansas State Board of Education authorized out-of-state tuition contracts for students who attend the Kansas School for the Deaf. An additional request has been submitted within the 2024-2025 school year. It is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into a contract for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

Beatrice Public Schools, Beatrice, Nebraska - 1 Day Student - \$20,000

Nebraska Department of Education, Lincoln, Nebraska - 1 Residential Student - \$10,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 j.

Staff Initiating:

Sherry Root

Director:

Dale Brungardt

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act to approve Purple Star Schools

Recommended Motion:

It is moved that the Kansas State Board of Education act on a request to approve the following four school districts with the designation of Kansas Purple Star School, recognizing military-friendly schools that meet specific criteria and demonstrate a major commitment to serving students and families connected to the nation's armed forces: USD 203 Piper; USD 230 Spring Hill; USD 253 Emporia; and USD 394 Rose Hill.

Explanation of Situation Requiring Action:

A school that is requesting to become a Purple Star School must be approved by the Kansas State Board of education.

Kansas Purple Star School Recognition Program

On October 11, 2022, the Kansas State Board of Education unanimously voted 10-0 to approve the Kansas Purple Star School Recognition Program. This program is designed to help schools respond to the educational challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce and life-ready. The Purple Star School designation is awarded to military-friendly school districts and schools that have demonstrated a major commitment to students and families connected to our nation's military, including active duty, National Guard or Reserve. A Purple Star School will actively support students as they relocate to new schools due to a parent's change in duty station.

Please check this application link out: [Purple Star School Designation Application](#)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 3 k.

Staff Initiating:

Sherry Root

Director:

Dale Brungardt

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Notification to the State Board of Education of a private school participating in the Tax Credit for Low Income Student Scholarship

Recommended Motion:

This is information only. By Statute any private school that intends to participate in the Tax Credit for Low Income Student Scholarship must give notice to the State Board of Education.

Explanation of Situation Requiring Action:

One private school, listed below, **meets the requirements** and this is to *notify the Kansas State Board of Education* of their intention to participate in the Tax Credit Low Income Student Scholarship Program (TCLISSP).

- a) Faith Academy of Wichita – Wichita, KS

The Tax Credit for Low Income Scholarship Students Program (TCLISSP), [72-4351 \(ksrevisor.org\)](#) et al, requires that the State Board receive notification when there are schools and student scholarship granting organizations intending to participate in the TCLISSP.

Agenda Number: 6

Meeting Date: 3/11/2025

Item Title: Legislative Update (Dr. Frank Harwood)

From: Sherry Root

Dr. Harwood, Deputy Commissioner, Fiscal and Administrative Services, will provide a status report on bills that may impact PreK-12 education, as well as other updates on legislative matters.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 7

Staff Initiating:

Scott Gordon

Director:

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Act on Amendment K.A.R. 91-31-25 to remove Free Application for Federal Student Aid (FAFSA) from Graduation Requirement Regulations (Scott Gordon)

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the proposed amendments to its accreditation regulation, K.A.R. 91-31-35. (Roll call vote required).

Explanation of Situation Requiring Action:

A public hearing was held on Tuesday, February 11th, 2025. Scott Gordon will provide the staff response to public hearing testimony. If modifications are required as a result of comments received at the public hearing, staff will make the appropriate modifications. The modifications will be resubmitted to the Department of Administration and to the Attorney General for approval before the final regulations can be adopted by the Kansas State Board of Education.

91-31-35. Graduation requirements. (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature, grammar, and at least one-half unit of communication. The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in K.A.R. 91-31-35(e), a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one-half unit of physical education. This requirement shall be waived if the school district is provided with a statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program;

(6) one-half unit of health education which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(7) one-half unit of financial literacy;

(8) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by the governing body;

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(9) one unit of advanced science, technology, engineering, advanced math or other similar studies selected by the governing body;

(10) four and one-half units of elective courses; and

(11) two or more accomplishments approved by the State Board that demonstrate the pupil will be a successful Kansas high school graduate;

~~(12) one of the following filings, unless exempted by the chief administrative officer:~~

~~(A) a free application for federal student aid with the United States department of education, or;~~

~~(B) on a form created by the state board, file a waiver with the governing body indicating that a parent or guardian or, if the pupil is at least 18 years of age or legally emancipated, the pupil understands what the free application for federal student aid is and has chosen not to file an application.~~

(b) At least 21 units of credit shall be required for graduation.

(c) A unit may only satisfy one graduation requirement at a time.

(d) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(e) The governing body shall waive the requirement for a course of instruction in Kansas history and government required in K.A.R. 91-31-35(a)(2) for any student who transfers into the district at a grade level above that in which the course is taught.

~~(f) Unless more stringent requirements are specified by existing local policy, the graduation requirements specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.~~

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and

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K.S.A. ~~2023~~ 2024 Supp. 72-5170; effective July 1, 2005; amended October 8, 2021; amended July 5,
2024; P-_____.)

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December 17, 2024

To: Kansas Legislature

From: Jill Shelley, Principal Research Analyst

Re: Report of the December 11, 2024, Meeting of the Joint Committee on Administrative Rules and Regulations

With this report, the Joint Committee on Administrative Rules and Regulations (Committee) provides its comments on rules and regulations reviewed at its meeting on December 11, 2024. Agencies are asked to respond to each comment or request for information; responses are compiled and maintained by staff of the Kansas Legislative Research Department.

All Agencies

The Committee requests and expects agency staff, board members, or other knowledgeable people to be available during presentations to answer technical subject-matter questions and questions about information presented in economic impact statements, to allow the Committee to fully review proposed rules and regulations.

Kansas State Department of Education

KAR 91-31-35, graduation requirements.

The Committee had no comments.

Department of Agriculture, Division of Animal Health

KAR 9-15-2, ear marks; limited recognition; KAR 9-15-4 brand registration and renewal fees.

The Committee had no comments.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

3/11/2025

Item Title:

ERC recommendations for higher education accreditations and program approvals

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 1997 and 2004, and have been revised and updated regularly as-needed.

The educator preparation provider accreditation review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider for alignment to the provider accreditation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; alignment explanations, assessment instruments; collected data, analyses, and interpretations; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

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

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

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

appropriate preparation standards.

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

Each initial recommendation was submitted to the educator preparation institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. For each of the providers, the ERC offered the opportunity for a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for program status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions. These recommendations were presented as a Receive item in February.



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January 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Fort Hays State University

Introductory Statement:

On January 15, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Fort Hays State University College of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and institution's Rejoinder to the Visitation report.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2032:

Standards R1-R5, RA1-RA5

Areas for Improvement

None

Standard R1-R5, RA1-RA5

Stipulations

None

Standards	Initial	Advanced
R1/RA1: Content and Pedagogical Knowledge	Met	Met
R2/RA2: Clinical Partnerships and Practice	Met	Met
R3/RA3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/RA4: Program Impact	Met	Met
R5/RA5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Visit: Spring 2031

Previous Areas for Improvement (AFI)

March 13, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5, A1-5

None

Stipulations

Standards 1-5, A1-5

None



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January 21, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for Accreditation for Wichita State University

Introductory Statement:

On January 15, 2025, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Wichita State University College of Applied Studies.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, institution's Rejoinder to the Visitation report, and team lead's response to the rejoinder.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2032:

Standards R1-R3, R5, RA1-RA5

Areas for Improvement

None

Standard R4

AFI 4.1: The EPP provided limited evidence that demonstrated program completers effectively contributed to P-12 student-learning growth and applied in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. (component R4.1)

Rationale 4.1: To determine completers' contribution to P-12 student learning, the EPP conducted a pilot study in 2022, which included self-perception data from 11 completers (completed during AY2020 & AY2021) and survey data from 41 principals (administered in AY2022). The EPP presented a revised case study methodology with the addendum and began carrying out the new process in the fall of 2023. Interviews clarified that completers are currently involved in the case study. As of the spring 2024 virtual visit, the EPP had collected only two cycles of data: one from the pilot study and one from the revised study.

Standard R1-R5, RA1-RA5

Stipulations

None

Standards	Initial	Advanced
R1/RA1: Content and Pedagogical Knowledge	Met	Met
R2/RA2: Clinical Partnerships and Practice	Met	Met
R3/RA3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/RA4: Program Impact	Met	Met
R5/RA5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next Visit: Spring 2031

Previous Areas for Improvement (AFI)

October 09, 2018 KSBE Decision

Areas for Improvement (AFIs)

Standards 1-5, A1-5

None

Stipulations

Standards 1-5, A1-5

None

ACCREDITATION REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Stipulation. This accreditation decision indicates that the unit has met the KSDE standards but has problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with stipulation is granted, the unit must schedule a documents review two years after the accreditation-with-stipulation decision was rendered. The unit must address the concerns noted in the decision. Following the documents review, the ERC will (1) continue accreditation or (2) revoke

accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the documents review; seven years from the earlier full visit.

Probationary Accreditation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If probationary accreditation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit; seven years from the earlier full visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC under the following circumstances: (1) following an on-site visit by an accreditation team initiated by a complaint made to KSDE or CAEP; (2) following an on-site visit by an accreditation team initiated by KSDE or CAEP based on concerns arising from an EPP's Annual Report; (3) following a motion from the Kansas State Board of Education or President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed (CAEP); (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.



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January 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

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

Introductory Statement:

On January 13, 2025, the Evaluation Review Committee reviewed an application for program approval for Fort Hays State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Fort Hays State University program through December 31, 2029:

Business 6-12, I, continuing

Areas for Improvement

Standards 1-8

None



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January 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approval for Pittsburg State University

Introductory Statement:

On January 13, 2025, the Evaluation Review Committee reviewed an application for program approval for Pittsburg State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

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

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



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January 16, 2025

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Washburn University

Introductory Statement:

On January 16, 2025, the Evaluation Review Committee reviewed application for program approvals for Washburn University.

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

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Washburn University programs through December 31, 2030.

High Incidence Innovative LRL K-6, 6-12, I, continuing

Areas for Improvement

Standards 1-8, Science of Reading

None

Science 5-8, I, continuing

Areas for Improvement

Standards 1-10

None

PROGRAM REVIEW PROCESS

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

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-234, 91-1-235 and 91-1-236.

91-1-234. Innovative or experimental programs.

(a) Any teacher education institution desiring to offer an innovative or experimental program to prepare personnel for positions for which no program currently exists, or to utilize a new approach or method for the preparation of education personnel in an existing program, shall submit a written application to the state board for consideration for approval of the proposed program. The application shall include the following:

- (1) A written statement of the purpose and objectives of the proposed program;
- (2) documentation of the need for the proposed program;
- (3) a written statement of the competencies to be acquired by persons who complete the proposed program. These competencies shall include the knowledge and skills required for a beginning teacher or other school professional. This statement of competencies shall be based upon the purpose and objectives of the program;
- (4) a written description of the curricula to be used in the proposed program;
- (5) a written statement of the administrative structure for governance of, and responsibility for, the proposed program. This statement shall include a designation of the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to the program. The statement shall also include a designation of the financial and human resources that will be dedicated to the program during its initial five years of operation; and
- (6) a timetable that specifies the following information:
 - (A) The sequence of activities that will occur;
 - (B) the anticipated schedule of evaluative checkpoints;
 - (C) identification of competencies to be acquired by the students; and
 - (D) provisions for program design changes, if necessary, at selected intervals in the program.

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

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

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

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;

(B) at least 12 weeks of student teaching; and

(C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Receive request to contract with Kansas State University to support Kansas FFA

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Kansas State University to support the Executive Director of Kansas FFA at a total amount not to exceed \$75,427.00 per year, up to a total of \$301,708.00 for the four years, from July 1, 2025 to June 30, 2029.

Explanation of Situation Requiring Action:

The current contract to support the Executive Director of Kansas FFA will expire June 30, 2025. Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

The Executive Director role includes leading, maintaining and coordinating all aspects of Kansas FFA by:

1. Coordinating and managing all regional and state FFA events.
2. Attending national FFA should Kansas students qualify.
3. Training of state officers.
4. Guiding and supporting local chapter advisors.
5. Develop, grow, and lead the Kansas FFA Board of Directors.
6. In conjunction with the Kansas FFA Board of Directors, provide financial oversight of Kansas FFA funds including, but not limited to, regular financial reports, tax filings and audits.
7. Regular quarterly progress reports to the KSDE lead consultant including updates on student membership, local chapter totals, results of local, regional, state, and national FFA events, financial reports, etc.
8. Create and maintain a Kansas FFA website complete with events calendar and resources for

student members and chapter advisors.

Funding Sources:

W00704 Perkins CTE-State Leadership - Career and Technical Student Organizations (CTSOs) State

General Fund 50% \$150,854.00

W00705 Perkins CTE-State Leadership - CTSOs (Federal) 50% \$150,854.00

Total - \$301,708.00

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov)) Full Text

§2344. State leadership activities

(a) General authority

From amounts reserved under section 2322(a)(2) of this title, each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and

(2) report on the effectiveness of such use of funds in achieving the goals described in section 2342(d)(2) of this title and the State determined levels of performance described in section 2323(b)(3)(A) of this title, and reducing disparities or performance gaps as described in section 2323(b)(3)(C)(ii)(II) of this title.

(b) Permissible uses of funds

The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 2342(d)(4)(B) of this title;

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section

1111(b)(1) of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6311(b)(1)]; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study;

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special populations;

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

Business Professionals of America (BPA)

DECA

Future Business Leaders of America (FBLA)

Family, Career and Community Leaders of America (FCCLA)

FFA

HOSA-Future Health Professionals (HOSA)

SkillsUSA

Technology Student Association (TSA)

Full text of 20 USC Ch. 44: CAREER AND TECHNICAL EDUCATION ([house.gov](https://www.house.gov))

SEC. [20 U.S.C. 2302] DEFINITIONS.

(6) Career and technical student organization

(A) In general

The term "career and technical student organization" means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) State and national units

An organization described in subparagraph (A) may have State and national units that aggregate the work and purposes of instruction in career and technical education at the local level.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:

Sherry Root

Director:

Kelly Chanay

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Receive request to contract with Kansas Association of Broadcasters for Public Service Announcements to advertise summer meals

Recommended Motion:

It is moved that the Kansas State Board of Education approve a request to contract with Kansas Association of Broadcasters for Public Service Announcements to advertise summer meals.

Explanation of Situation Requiring Action:

Objective:

1. Increase awareness of summer meal service sites existing in poor economic areas to maximize access of summer meals by children in Kansas by disseminating a public service announcement (PSA) on radio and TV during the months of June and July.

Approach:

The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value of 3 to 1. There are over 120 radio stations and 15 television stations who pledge a bank time of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through the PEP of the KAB and has been pleased with the results. During the time periods the PSA aired we were provided data by the KAB to show that they aired throughout the state of Kansas and were aired in time slots that families and community members would be watching and listening.

Content: The Public Service Announcement (PSAs) is of high quality and was developed by Gizmo Pictures, Inc.

Funding: Child Nutrition & Wellness receives State Administrative Funds (SAF) from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$20,000 in federal fiscal year 2025 SAF funds available for this project. Due to the market value ratio of 3 to 1, the \$20,000 will result in at least \$60,000 of airtime during the identified periods (June-July). The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. Any federal fiscal year 2025 SAF funds that are not obligated by September 30, 2025, must be returned to USDA.

Agenda Number: 11

Meeting Date: 3/11/2025

Item Title: Recognition of the 2024 National ESEA Distinguished Schools

From: Roxanne Zillinger

The Kansas State Board of Education will have the opportunity to hear from the two 2024 ESEA Distinguished Kansas Schools. These schools were honored in February at a ceremony in Austin, Texas during the National ESEA Conference.

2024 ESEA Distinguished Schools:

Sterling Grade School, USD 376 Sterling, Principal Jamie Burtner

Overbrook Attendance Center, USD 434 Santa Fe Trail, Principal Lorie Bolt

Representatives from the above-named schools will briefly introduce themselves and share with Board members the factors they have found to be most significant in raising and/or maintaining student achievement at their schools and their experience at the national ESEA Conference. They will be available to respond to questions from Board members.

Agenda Number: 12

Meeting Date: 3/11/2025

Item Title: Kansas State Assessments: Role of the Technical Advisory Committee

From: Beth Fultz

The role of a technical advisory committee is to provide state departments of education valuable input for building technically defensible assessment and accountability systems. Dr. Cara Laitusis, co-facilitator for the Kansas Technical Advisory Committee (TAC) will detail roles and responsibilities, membership, and involvement of the Kansas TAC in the development and reporting of the Kansas assessments. She will also discuss the role of the Kansas TAC in the standard setting (cut scores) process that will occur June 2025. Dr. Laitusis is currently employed by The National Center for the Improvement of Educational Assessment, commonly referred to as the Center for Assessment. The Kansas State Department of Education has contracted with the Center for Assessment to facilitate the Kansas TAC since 2019.

Beth Fultz, Director, Career, Standards, and Assessment Services will introduce Dr. Laitusis.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 3/11/2025

Item Title:

Seal of Literacy List, Science of Reading and Blueprint for Literacy

Recommended Motion:

It is moved that the Kansas State Board of Education approve the **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses to meet the Science of Reading Licensure requirements.

Explanation of Situation Requiring Action:

Proposed Recommendation:

It is moved that the Kansas State Board of Education approve the **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses to meet the Science of Reading Licensure requirements.

Licensure Update:

Teacher Licensure will provide a review of the Science of Reading and Licensure requirements and formally request the Kansas State Board of Education approve the **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses to meet the Science of Reading Licensure requirements. Teacher licensure will also update the board on the status of the Seal of Literacy and data collection.

Literacy Advisory Committee.

The literacy advisory committee met numerous times since July 2024 to address requirements embedded within Senate Bill 438. Dr. Cindy Lane of the Kansas Board of Regents will provide the State Board of Education an update on the literacy advisory committee's development of structured literacy in-service training. The committee requests the State Board of Education's approval to offer their **Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles** courses as an option to meet Science of Reading licensure requirements. The courses were vetted and approved by KSDE's literacy team, and the courses were vetted by a third-party organization that vets training on behalf of the International Dyslexia Association. **The Reading League** attested the training aligns with International Dyslexia Association's Knowledge and Practice Standards.

Senate Bill 438.

Senate Bill 438 established the Blueprint for Literacy and the literacy advisory committee and states the Kansas Board of Regents and the State Board of Education will collaborate on development of

literacy training micro-credential and professional development for Kansas educators with a goal of 100 percent of the Kansas special education, English for speakers of other languages and elementary teacher workforce achieve a micro-credential in the science of reading and structured literacy by 2030.

Background: Micro-credential guidance.

Since SB 438 utilizes the term micro-credential additional, guidance regarding micro-credentials from a licensure standpoint is provided below.

Micro-credentials as it pertains to licensure is:

1. a school district may allow an individual to complete a micro-credential and receive professional development points towards renewal of a professional license, but a district professional development committee must approve and award professional development points.
2. Micro-credentials are not equivalent to endorsements on a license, and completion of a micro-credential will not renew a license without conversion of the micro-credential to professional development points through a school district's professional development committee.

Micro-credential background.

In 2016-2017, the professional standards board and teacher licensure began researching micro-credentials as a possible opportunity to create individualized professional learning geared to the goals of the state board and create an additional pathway to re-licensure.

Teacher Licensure partnered with Kansas State University to create a micro-credential pilot in 2018. The pilot concluded in 2019. The pilot had over 50 educators participate, and individuals who completed the pilot were allowed to use the micro-credential to renew their professional license. Of the pilot, less than 50% actually completed the micro-credential requirements. Due to the limited number of individuals who completed the pilot, the viability of the micro-credential was questioned.

Though the pilot did not lead to a change in licensure renewal requirement options, the pilot led to creation of the following guidance:

1. A micro-credential is defined as a personalized professional unit of study that is competency based and results in a credential. It can be used for formal and informal professional learning experiences.
2. The components and description of a micro-credential are as follows:
 - a. Overview.
 - i. Rationale – description.
 - ii. Hypothesis – purpose.

iii. Tied to personal/building/district goals.

b. Basis of Knowledge.

i. Supporting Research which could include literature reviews
or other resources.

ii. (Knowledge) what the educator uses to gain knowledge.

c. Implementation.

i. Job-embedded - applied learning.

ii. (Application) action in classrooms, buildings, districts

d. Impact .

i. Results, data, Artifacts, such as sample student work, video,
pictures, documents,

ii. (Impact) verification that the application of knowledge or
skills has had an impact on student performance or educational program of the school or school
district.

e. Reflection.

i. Reflections on professional practice and or student learning,
personal thoughts, student or staff feedback, including changes for future practices.



FOUNDATIONS OF THE SCIENCE OF READING: UNDERSTANDING AND APPLYING STRUCTURED LITERACY PRINCIPLES COURSE

02.17.2025

Introduction

The state of Kansas is committed to enhancing literacy instruction through evidence-based practices. In response to the growing need for professional learning in Structured Literacy, and the requirements of Senate Bill 438, the Kansas Board of Regents has developed the "Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles" course. This initiative aims to equip in-service teachers with the knowledge and skills necessary to implement research-aligned reading instruction effectively.

Course Development Process

The development of this course is a collaborative effort involving literacy experts at the 7 public universities and independent colleges, Wichita State University instructional design team, and the Kansas State Department of Education (KSDE). The development team has extensive knowledge and expertise on best practices in Structured Literacy instruction and aligned the course content with the latest findings in the Science of Reading.

The course is designed to provide a comprehensive understanding of how students learn to read, the components of effective reading instruction, and strategies for supporting struggling readers, including those with dyslexia. The curriculum is aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (KPS) as well as the Kansas State Department of Education's higher education program standards.

This course underwent a third-party peer review by The Reading League to validate that all standards are included, and the course is aligned to the KPS. Their findings are below:

"A team of experts from The Reading League carefully reviewed and provided feedback for the Kansas "Foundations" course and assessments. Adequate revisions were made based on this feedback and as such, The Reading League attests that the course content and assessments align with the international dyslexia association's knowledge and practice standards."

See attachment for the letter from The Reading League.

Course Structure and Content

The course will be delivered through a combination of online readings, live classroom sessions, and literacy coaching providing teachers the knowledge as well as opportunities to practice the application of Structured Literacy. Key topics covered include:

- introduction to the foundations of the science of reading
- assessment

- oral language
- phonological awareness and phonemic awareness
- phonics: encoding and decoding
- fluency
- vocabulary
- morphology
- comprehension
- syntax
- text structure
- writing

Teachers will engage in interactive activities, case studies, and real-world application exercises to reinforce their learning. The course will also provide opportunities for educators to analyze student data and develop instructional plans based on Structured Literacy principles. A critical component of this course is the teacher's access to literacy coaches to help implement Structured Literacy practices within their classrooms.

Implementation and Impact

The course will be made available to in-service teachers across Kansas beginning in June of 2025. It will serve as a critical professional development opportunity for educators seeking to deepen their understanding of the Science of Reading and improve literacy outcomes for students. Participants that successfully complete the course will receive 6 graduate credit hours.

By offering this Structured Literacy course with embedded literacy coaching, Kansas is taking a significant step toward ensuring that all students receive high-quality, evidence-based reading instruction with immediate positive impacts on classroom instruction. The course will support educators in bridging the gap between research and practice, ultimately leading to improved literacy rates and student success statewide.



To the Kansas Board of Regents Office of Literacy:

A team of experts from The Reading League carefully reviewed and provided feedback for the Kansas “Foundations” course and assessments. Adequate revisions were made based on this feedback and as such, The Reading League attests that the course content and assessments align with the International Dyslexia Association’s Knowledge and Practice Standards.

Sincerely,

Kari Kurto
National Science of Reading Project Director
The Reading League



KANSAS BOARD OF REGENTS

Dr. Randy Watson
Commission of Education
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612-1212

RE: State Board of Education Consideration of Seal of Literacy

February 18, 2025

Dear Commissioner Watson,

I am formally requesting that the "Foundations in the Science of Reading: Understanding and Applying Structured Literacy Principles" course be considered for approval by the State Board Education to fulfill the science of reading training requirement.

In response to the growing need for professional learning in Structured Literacy, and the requirements of Senate Bill 438, the Kansas Board of Regents has developed the "Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles" course. This initiative aims to equip in-service teachers with the knowledge and skills necessary to implement research-aligned reading instruction effectively.

The development of this course is a collaborative effort involving literacy experts at the seven public universities and independent colleges, Wichita State University instructional design team, and Kansas State Department of Education (KSDE). The curriculum is aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (KPS) as well as the Kansas State Department of Education's higher education program standards.

This course underwent a third-party peer review by The Reading League to validate that all standards are included, and the course is aligned to the KPS. The Reading League attests that the course content and assessments align with the international dyslexia association's knowledge and practice standards.

We believe the Foundations course meets all the requirements outlined by KSDE. We ask for your recommendation to the State Board that the Foundations course receive approval for the Seal of Literacy.

Sincerely,

Dr. Cynthia Lane
Director of Literacy

Enclosures: The Reading League Standards Validation Letter and Report; Course Report; Course Syllabus

cc. Dr. Blake Flanders, President and CEO of Kansas Board of Regents

★ LEADING HIGHER EDUCATION ★

Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles

6 credit hours

Course Syllabus

Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles provides educators with a deep understanding of the Science of Reading and equips them with the knowledge and skills necessary to apply the principles of structured literacy in the classroom. Emphasizing evidence-based practices, the course highlights strategies for supporting students with dyslexia, English language learners (ELLs), and students with exceptionalities. Knowledge and application is supported through personalized coaching throughout the course. The course is aligned with the [International Dyslexia Association's \(IDA\) Knowledge and Practice Standards for Teachers of Reading](#) (which align with Standards 5, 6, and 7 of the [Kansas Elementary Education \(PK-6\) Educator Preparation Program Standards](#)).

Course Objectives:

Upon successful completion of this course, educators will be able to:

1. Understand and apply the foundational principles of the Science of Reading.
2. Utilize assessments to inform instruction and monitor student progress.
3. Implement evidence-based strategies for teaching phonological and phonemic awareness.
4. Apply structured literacy methods for teaching phonics, spelling, and fluency.
5. Design vocabulary and comprehension instruction that supports diverse learners, including ELLs and students with dyslexia.
6. Incorporate morphology, syntax, and text structure into reading and writing instruction.
7. Implement writing strategies that support literacy development in all students.
8. Provide effective instruction for students with exceptionalities, including adapting strategies for individual needs.

Course Format:

The course consists of modules, each focused on a specific area of the Science of Reading. Each module includes readings, videos, interactive activities, and both knowledge and application assessments. The course will require approximately 180 hours of coursework, and participants will be assessed on their understanding and application of the material throughout the course.

The course is organized into modules covering the topics listed below.

- Introduction to the Foundations of the Science of Reading
- Module 1: Assessment
- Module 2: Oral Language
- Module 3: Phonological Awareness
- Module 4: Phonemic Awareness
- Module 5: Phonics and Spelling
- Module 6: Fluency
- Module 7: Vocabulary
- Module 8: Morphology
- Module 9: Comprehension

- Module 10: Syntax
- Module 11: Text Structure
- Module 12: Writing

Each module consists of specific objectives and topics addressed. Each module is aligned with IDA standards that are both addressed and assessed.

Introduction to the Foundations of the Science of Reading		
Objectives	Topics	IDA Standards Addressed & Assessed
Objective 1: Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	Introduction to: -Simple View of Reading (SVR) -Scarborough's Reading Rope	1.1: Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
Objective 2: Understand that learning to read, for most people, requires explicit instruction.	-4-Part Processing Model of Word Recognition	1.2: Understand that learning to read, for most people, requires explicit instruction.
Objective 3: Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	-Reading and the Brain	1.3: Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
Objective 4: Identify and explain aspects of cognition and behavior that affect reading and writing development.	-Dyslexia	1.4: Identify and explain aspects of cognition and behavior that affect reading and writing development.
Objective 5: Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	-Common Comorbidities	1.5: Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
Objective 6: Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy	-Other factors that influence reading	1.6: Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
Objective 7: Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	Teaching Reading and Writing: Introduction to Upcoming Modules	1.7: Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
Objective 8: Know phases in the typical developmental progression of oral language, phoneme		1.8: Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
		1.9: Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
		2.1: Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
		2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia

<p>awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>Objective 9: Understand the changing relationships among the major components of literacy development in accounting for reading achievement.</p>		<p>and other reading and language disability subtypes.</p> <p>2.3 Identify the distinguishing characteristics of dyslexia.</p> <p>2.4 Understand how reading disabilities vary in presentation and degree.</p> <p>2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.</p> <p>4A.1: Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p>
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Module 1: Assessment

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Demonstrate an understanding of the types of assessments commonly used in the classroom and the purposes for administering them.</p> <p>Objective #2: Demonstrate an understanding of the basic principles of test construction and format.</p> <p>Objective #3: Demonstrate an understanding of basic statistics commonly utilized in formal and informal assessments by psychologists, speech-language professionals, and educational evaluators</p> <p>Objective #4: Utilize universal screener assessment data to identify students who might be at-risk for reading difficulties.</p> <p>Objective #5: Utilize diagnostic literacy assessment data to identify students' strengths and</p>	<p>Types of assessments (formal vs. informal, diagnostic vs. formative)</p> <p>Using literacy assessment data to identify the three common types of reading difficulties</p> <p>Using literacy assessment data to inform instruction across the tiers of Multi-Tiered System of Support (MTSS)</p> <p>How to administer and interpret literacy assessments and data</p> <p>How to use Scarborough's Reading Rope as an assessment guide/tool.</p>	<p>3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.</p> <p>3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).</p> <p>3.3 Interpret basic statistics commonly utilized in formal and informal assessment.</p> <p>3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.</p> <p>3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.</p>

<p>weaknesses.</p> <p>Objective #6: Utilize literacy assessment data to design targeted interventions and monitor student progress.</p> <p>Objective #7: Create a holistic literacy assessment plan using Scarborough's Reading Rope as a guide.</p> <p>Objective #8: Create a literacy intervention plan specific to an individual student's strengths and weaknesses and based on assessment data.</p>		<p>3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.</p>
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Module 2: Oral Language

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Explore the importance of oral language in the development of reading skills and apply strategies to promote language development.</p> <p>Objective #2: Identify and describe the typical phases in the development of oral language,</p> <p>Objective #3: Identify and implement strategies to support oral language development in diverse learners.</p> <p>Objective #4: Identify and implement strategies for building listening and speaking skills</p>	<p>The relationship between oral language and literacy development</p> <p>Strategies for building listening and speaking skills</p> <p>Supporting oral language development in diverse learners, including ELLs</p>	<p>1.2: Understand that learning to read, for most people, requires explicit instruction.</p> <p>1.8: Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>1.9: Understand the changing relationships among the major components of literacy development in accounting for reading achievement.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p> <p>4E.2: Know/apply in practice considerations for the sources of wide differences in students' vocabularies.</p>

Module 3: Phonological Awareness

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Understand and apply the progression of phonological awareness skills, including levels of phonological sensitivity, to understand the learner and inform instructional planning.</p>	<p>The development of phonological awareness and phonological processing skills (with considerations for students with dyslexia and ELLs</p>	<p>1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension,</p>

	<p>Research on the predictiveness of phonological awareness</p> <p>Levels of phonological awareness from less to more complexity: words into syllables; rhyming; alliteration; phonemic awareness: onset/rime; initial/final sounds; blending sounds into words; segment words into sounds; delete/ manipulate phonemes</p> <p>The link between phonological awareness, phonics, and spelling</p> <p>The connection between phonological awareness and related knowledge (syntactic, semantic, and morphology)</p> <p>Phonological awareness assessments</p> <p>Phonological awareness instruction and intervention</p> <p>Instructional sequencing of skills (phonological and phonemic awareness benchmarks)</p> <p>Gradual Release of Responsibility and scaffolding instruction throughout the day</p>	<p>spelling, and writing.</p> <p>4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching ,including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p>
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Module 4: Phonemic Awareness

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Understand and apply the progression of phonemic awareness skill development from simple to complex, to understand the learner and to inform instructional planning.</p> <p>Objective #2: Identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.</p> <p>Objective #3: Understand/apply</p>	<p>The importance of phonemic awareness: Research on development and predictiveness of success</p> <p>The sequence of phonemic awareness (onset-rime; segment initial/final sounds; blend sounds into words; segment words into sounds; delete/manipulate phonemes) in relation to phonological awareness (words into</p>	<p>1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.</p>

<p>considerations for phonemic-awareness difficulties.</p> <p>Objective #4: Know/apply considerations for the progression of phonemic-awareness skill development, across age and grade.</p> <p>Objective #5: Know/apply considerations for the general and specific goals of phonemic-awareness instruction.</p> <p>Objective #6: Know/apply the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, and auditory-verbal.</p>	<p>syllables, rhyme, alliteration (initial, final sounds))</p> <p>Evidence-based practices in phonemic awareness (critical skills)</p> <p>Instructional sequence of skills (phonological and phonemic awareness benchmarks)</p> <p>Gradual Release of Responsibility and scaffolding instruction throughout the day</p>	<p>4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.</p> <p>4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.</p> <p>4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.</p> <p>4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.</p> <p>4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p>
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Module 5: Phonics and Spelling

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Know and apply the connections between sound-symbol associations of English orthography to systematically teach the decoding of single and multisyllabic regular word reading and teaching irregular words in small increments using special techniques.</p> <p>Objective #2: Know and apply the principles of structured literacy for phonics instruction by systematically, cumulatively, and explicitly teaching basic decoding and spelling skills through multisensory routines to enhance student engagement and memory.</p> <p>Objective #3: Know and apply evidence-based approaches for word recognition and spelling structured literacy instruction, including decodable texts in teaching beginning readers.</p>	<p>The alphabetic principle patterns (rules), irregular spelled words, syllable types</p> <p>Instructional scope, sequence, & approach: Structured Literacy routines (explicit and systematic)</p> <p>Assessments for phonics & spelling</p> <p>Diagnostic instruction & interventions</p>	<p>1.3: Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.</p> <p>1.8: Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>2.3: Identify the distinguishing characteristics of dyslexia.</p> <p>3.4: Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.</p> <p>3.5: Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.</p> <p>3.6: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4A.1: Understand/apply in practice the general principles and practices of structured language and literacy</p>

Objective #4: Know and apply adaptations for students with weaknesses in working memory, attention, executive function, or processing speed through structured literacy instruction.

teaching, including explicit, systematic, cumulative, teacher-directed instruction.

4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.

4B1: Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.

4B.5: Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.

4C.1: Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.

4C.2: Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.

4C.3: Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.

4C.4: Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.

4C.5: Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.

4C.6: Know/apply in practice considerations for teaching irregular words in small increments using special techniques.

4C.7: Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

4C.8: Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

4D.1: Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

		<p>4F.3: Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</p> <p>4G.3: Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.</p> <p>4G.5: Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.</p>
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Module 6: Fluency

Objectives	Topics Covered	IDA Standards Addressed & Assessed
<p>Objective #1: Demonstrate an understanding of the role of fluent word-level skills in enhancing automatic word reading, oral reading fluency, reading comprehension, and student motivation to read by designing and implementing research-based fluency strategies in their classrooms</p> <p>Objective #2: Apply progress-monitoring techniques and appropriate assistive technologies to support text reading fluency development, particularly for students with serious limitations in reading fluency, through informed instruction and individualized support.</p> <p>Objective #3: Demonstrate an understanding that fluency instruction should incorporate oral language, where learners practice oral reading fluency, which bridges oral language and text-level reading.</p>	<p>Understanding the importance of fluency</p> <p>Choral Reading</p> <p>Echo Reading</p> <p>Readers Theater</p> <p>Assessing Fluency: ORF; Multidimensional Fluency Scale</p> <p>Fluency at the Secondary Level</p> <p>Assistive Technology for Fluency</p>	<p>1.8: Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>3.6: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4D.1: Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.</p> <p>4D.2: Know/apply in practice considerations for varied techniques and methods for building reading fluency.</p> <p>4D.3: Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.</p> <p>4D.4: Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.</p>

Module 7: Vocabulary

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.</p>	<p>Role of vocabulary when reading and writing</p> <p>Factors that support and hinder vocabulary development</p>	<p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4E.1: Know/apply in practice considerations for the role of</p>

Objective #2: Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	Nature vs. nurture Identifying and prioritizing words for explicit, in-depth instruction	vocabulary development and vocabulary knowledge in oral and written language comprehension. 4E.2: Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
Objective #3: Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	Evidence-based instructional practices Differentiated instructional practices	4E.3: Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
Objective #4: Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	Informal assessment students' vocabulary knowledge	4E.4: Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Module 8: Morphology

Objectives	Topics	IDA Standards Addressed & Assessed
Objective #1: Understand the role of morphology in reading and writing. Objective #2: Know/apply in practice instructional routines to teach morphology Objective #3: Understand and articulate how morphological awareness is analogous to phonological awareness Objective #4: Identify common prefixes, suffixes, roots and their meanings and their role reading instruction	Role of morphology in reading and writing Free and bound morphology Affixes (prefixes, suffixes) Roots / bases Evidence-based instructional practices Differentiated of instructional practices	1.1: Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse. 3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing. 4A.1: Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction. 4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques. 4E.1: Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension. 4E.2: Know/apply in practice considerations for the sources of wide differences in students' vocabularies. 4E.3: Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction. 4E.4: Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Module 9: Comprehension

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Know and apply in practice considerations that contribute to deep comprehension.</p> <p>Objective #2: Know and apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</p> <p>Objective #3: Know and apply in practice considerations for explicit comprehension strategy instruction, as supported by research, through teacher active mediation of text-comprehension processes.</p>	<p>Metacognition</p> <p>Evidence-based comprehension strategies</p> <p>Text and sentence Complexity</p> <p>Instructional approaches (think alouds)</p> <p>Assessments</p> <p>Diagnostic instruction & interventions</p>	<p>1.1: Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.</p> <p>1.7: Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).</p> <p>1.8: Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.</p> <p>1.9: Understand the changing relationships among the major components of literacy development in accounting for reading achievement.</p> <p>2.3: Identify the distinguishing characteristics of dyslexia.</p> <p>2.4: Understand how reading disabilities vary in presentation and degree.</p> <p>3.6: Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4A.1: Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques</p> <p>4C.8: Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.</p> <p>4D.1: Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.</p> <p>4E.1: Know/apply in practice considerations for the role of</p>

		<p>vocabulary development and vocabulary knowledge in oral and written language comprehension.</p> <p>4F.1: Know/apply in practice considerations for factors that contribute to deep comprehension.</p> <p>4F.2: Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.</p> <p>4F.3: Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</p> <p>4F.4: Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.</p> <p>4F.5: Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.</p> <p>4G.1: Understand the major skill domains that contribute to written expression.</p>
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Module 10: Syntax

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Understand the role of syntax in reading and writing: phonological, orthographic, semantic, syntactic, discourse.</p> <p>Objective #2: Know/apply in practice instructional routines to teach syntax</p>	<p>The role of syntax in reading and writing</p> <p>Syntactical features in sentences</p> <p>Evidence-based instructional practices</p> <p>Differentiated of instructional practices</p>	<p>1.1: Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4A.1: Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.</p> <p>4A.2: Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.</p> <p>4F.3: Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</p>

Module 11: Text Structure

Objectives	Topics	IDA Standards Addressed & Assessed
Objective #1: Know and apply	Narrative, informational, and	3.6 Know and utilize in practice informal diagnostic

<p>considerations for instructional routines appropriate for informational, narrative, and argumentation texts.</p> <p>Objective #2: Understand and demonstrate how to teach students to recognize patterns of organization: description and explanation, sequence, cause and effect, compare and contrast, and problem and solution.</p> <p>Objective #3: Understand and demonstrate how to teach students to recognize transitions and phrases that connect sentences, paragraphs and sections of text.</p> <p>Objective #4: Understand and demonstrate how to teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.</p>	<p>argumentation texts</p> <p>Patterns of organization</p> <p>Transitions and phrases</p> <p>The link between text structure and comprehension</p> <p>Instructional approach and application</p>	<p>surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4C.8: Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.</p> <p>4D.1: Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.</p> <p>4D.2: Know/apply in practice considerations for varied techniques and methods for building reading fluency.</p> <p>4F.1: Know/apply in practice considerations for factors that contribute to deep comprehension.</p> <p>4F.2: Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.</p> <p>4F.3: Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.</p> <p>4G.3: Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.</p>
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Module 12: Writing

Objectives	Topics	IDA Standards Addressed & Assessed
<p>Objective #1: Understand and apply the developmental phases of the writing process by identifying and practicing key skills in prewriting, drafting, revising, and editing, with a focus on integrating assistive technologies for students requiring additional support.</p> <p>Objective #2: Demonstrate the ability to teach specific skills related to written expression, including letter formation and written spelling/punctuation by applying research-based principles for manuscript and cursive writing, alongside spelling conventions and punctuation rules, in classroom</p>	<p>Connection of writing to reading</p> <p>Gradual Release of Responsibility</p> <p>Using Think Alouds to support writing</p> <p>The writing process: pre-writing, drafting, revising, editing, publishing</p> <p>The importance of handwriting in writing instruction</p> <p>Incorporating spelling instruction within writing instruction</p>	<p>1.4: Identify and explain aspects of cognition and behavior that affect reading and writing development.</p> <p>3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.</p> <p>4G.1: Understand the major skill domains that contribute to written expression.</p> <p>4G.2: Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.</p> <p>4G.3: Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.</p>

settings	The use of assistive technology in writing instruction	4G.4: Know/apply in practice considerations for the developmental phases of the writing process.
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Resources:

Throughout the course, multiple resources will be used to explore evidence-based research in the Science of Reading (see table below).

The following resources will be used throughout the course:

Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). *Teaching reading sourcebook* (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354

Kansas State Department of Education (2023). *Dyslexia Handbook*.

Spear-Swerling, L.,(2024). *The structured literacy lesson planner: Designing interventions for common reading difficulties, grades 1-9*. New York: The Guilford Press.

Spear-Swerling, L.,(2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. Baltimore:: Brookes Publishing Company.

The Reading League. (2022). *Science of Reading: Defining Guide*.

Additional resources will be used during specific modules (see table below). All course resources will be provided.

Module	Resources
Introduction to the Foundations of the Science of Reading	<p>Chall, J. S. (1983). <i>Stages of reading development</i>. McGraw-Hill.</p> <p>Ehri, L. C. (1995). Phases of development in learning to read words by sight. <i>Journal of Research in Reading</i>, 18(2), 116–125. https://doi.org/10.1111/j.1467-9817.1995.tb00077.x</p> <p>Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. <i>Remedial and Special Education</i>, 7(1), 6–10. https://doi.org/10.1177/074193258600700104</p> <p>Kansas State Department of Education (2023). <i>Dyslexia Handbook</i>.</p> <p>National Institute of Child Health and Human Development. (2000). <i>Report of the National Reading Panel: Teaching children to read</i> (NIH Publication No. 00-4769). U.S. Department of Health and Human Services, Public Health Service, National Institutes of Health.</p> <p>Orton, S. T. (1925). Word-blindness in school children. <i>Archives of Neurology & Psychiatry</i>, 14(5), 581–615. https://doi.org/10.1001/archneurpsyc.1925.02200110093007</p> <p>Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities:</p>

	<p>Evidence, theory, and practice. In <i>Handbook for research in early literacy</i> (pp. 97-110), edited by S. Neuman and D. Dickinson. New York: Guilford Press</p> <p>Sedita, J. (2023). <i>The writing rope: A framework for explicit writing instruction in all subjects</i>. Baltimore: Brookes Publishing Company.</p> <p>Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. <i>Psychological Review</i>, 96(4), 523–568. https://doi.org/10.1037/0033-295X.96.4.523</p> <p>Snowling, M.J., Hulme, C. (Eds.) (2014). <i>The science of reading: A handbook</i>, 2nd Ed. Massachusetts: Blackwell Publishing.</p> <p>The Reading League. (2022). <i>Science of Reading: Defining Guide</i>.</p>
Module 1: Assessment and Common Reading Profiles	<p>Berninger, V.W., Wolf, B.J., (2016). <i>Dyslexia, dysgraphia, OWL LD, and dyscalculia: Lessons from science and teaching</i>, 2nd Ed. Maryland: Brookes Publishing Company. ISBN: 978-1-59857-894-2.</p> <p>Helman, L., Ittner, A.C., McMaster, K.L., (2020). <i>Assessing language and literacy with bilingual students</i>. New York: The Guilford Press.</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching reading sourcebook</i> (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354</p> <p>Hougen, M., Smartt, S., Cardenas-Hagen E. (2020). <i>Fundamentals of literacy instruction & assessment, Pre-k-6</i>. 2nd Edition. New edition. Baltimore: Brookes Publishing Company. ISBN: 9781681253756</p> <p>Hurford, D. (2023). <i>Dyslexia and reading difficulties: A manual for parents, educators, and students: Volume VI - The application of special education law</i>. Kansas: JETT Publishing.</p> <p>Kilpatrick, D. (2015). <i>Essentials of assessing, preventing, and overcoming reading difficulties</i> (Essentials of Psychological Assessment). New Jersey: John Wiley and Sons. ISBN: 978-1118845240</p> <p>Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In <i>Handbook for research in early literacy</i> (pp. 97-110), edited by S. Neuman and D. Dickinson. New York: Guilford Press</p> <p>Sedita, J. (2023). <i>The writing rope: A framework for explicit writing instruction in all subjects</i>. Baltimore: Brookes Publishing Company.</p> <p>Spear-Swerling, L.,(2015). <i>The power of RTI and reading profiles: A blueprint for solving reading problems</i>. Baltimore: Brookes Publishing Company.</p> <p>Spear-Swerling, L.,(2024). <i>The structured literacy lesson planner: Designing interventions for common reading difficulties, grades 1-9</i>. New York:The Guilford Press.</p> <p>Spear-Swerling, L.,(2022). <i>Structured literacy interventions: Teaching students with reading difficulties, grades K-6</i>. Baltimore:: Brookes Publishing Company.</p>
Module 2: Oral	<p>Dewitz, P., Graves, M.F., Graves, B.B., Juel, C. (2020). <i>Teaching reading in the 21st century: Motivating</i></p>

Language	<p><i>all learners</i>, 6th Ed. New Jersey: Pearson. ISBN-13: 9780135196755</p> <p>Grigorenko, E., Shtyrov, Y., McCardle, P. (2020). <i>All about language: Science, theory, and practice</i>. Baltimore: Brookes Publishing Company.</p> <p>Helman, L., Ittner, A.C., McMaster, K.L., (2020). <i>Assessing language and literacy with bilingual students</i>. New York: The Guilford Press.</p> <p>Hogan, T. (2020). Typical language development (spoken and written). In Grigoreko, E., Shtyrov, Y., & McCardle, P., <i>Integrative Commentary 2, All About Language: Science, Theory, and Practice</i> (pp. 76-81). Maryland: Brookes Publishing Company.</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching reading sourcebook</i> (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354</p> <p>Paulson, L.H., Moats, L.C., (2018). <i>LETRS for early childhood educators</i>, 2nd Ed. Texas: Voyager Sopris Learning.</p> <p>Shanahan, T., Lonigan, C. (2013). <i>Early childhood literacy: The national early literacy panel and beyond</i>. Baltimore: Brookes Publishing Company.</p> <p>Suskind, D.L., Suskind, B., Lewinter-Suskind, L. (2015). <i>Thirty million words: Building a child's brain</i>. New York: Random House Publishers.</p>
Module 3: Phonological Awareness	<p>August, D., & Shanahan, T. (Eds.) (2006). <i>Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth</i>. Mahwah, NJ: Erlbaum.</p> <p>Colorado Department of Education (2024). <i>Phonological Awareness Resources</i>. https://www.cde.state.co.us/coloradoliteracy/phonaresources</p> <p>Dewitz, P., Graves, M.F., Graves, B.B., Juel, C. (2020). <i>Teaching reading in the 21st century: Motivating all learners</i>, 6th Ed. New Jersey: Pearson. ISBN-13: 9780135196755</p> <p>Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. <i>Reading Research Quarterly</i>, 36, 250-287</p> <p>Gillon, G. T. (2017). <i>Phonological awareness: From research to practice</i>. 2nd ed. New York: Guilford Press.</p> <p>Kilpatrick, D. A. (2016). <i>Equipped for Reading Success</i>. New York: Casey & Kirsch Publishers.</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching Reading Sourcebook</i> (Core Literacy Library), 3rd Ed. Academic Therapy Publications. ISBN: 978-1634022354</p> <p>Kansas Department of Education (2023). <i>Kansas Standards for English Language Learners</i>. https://community.ksde.org/ela/Home.aspx</p> <p>Kilpatrick, D.A. (2014). Phonological Segmentation Assessment Is Not Enough: A Comparison of Three</p>

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Module 4: Phonemic Awareness	<p>Dewitz, P., Graves, M.F., Graves, B.B., Juel, C. (2020). <i>Teaching reading in the 21st century: Motivating all learners</i>, 6th Ed. New Jersey: Pearson. ISBN-13: 9780135196755</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching reading sourcebook</i> (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354</p> <p><i>Phonemic Awareness and Phonics Assessment for 1st Grade, 2nd Grade</i>. Literacy Resources, Inc. 2013</p> <p><i>Phonemic Awareness Screener Assessment</i>. Literacy Resources, Inc. 2015</p> <p>National Center on Improving Literacy (2024). <i>Phonological and Phonemic Awareness Toolkit</i>. https://improvingliteracy.org/kit/phonological-phonemic-awareness/index.html</p> <p>Kilpatrick, D. (2020). How the phonology of speech is foundational for instant word recognition, <i>Perspectives on Language and Literacy</i>, summer, 11-15.</p> <p>(See also Module 3: Phonological Awareness)</p>
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Module 7: Vocabulary	<p>Avalos, M.A., Bengochea, A., Malova, I., Masse, S. (2021). Building on ELA vocabulary instruction to develop language resources. <i>The Reading Teacher</i>, 75(3), 305 – 315.</p> <p>Beck, I., McKeown, M., Kucan, L. (2013). <i>Bringing words to life: Robust vocabulary instruction</i>. New York: The Guilford Press.</p> <p>Dewitz, P., Graves, M.F., Graves, B.B., Juel, C. (2020). <i>Teaching reading in the 21st century: Motivating all learners</i>, 6th Ed. New Jersey: Pearson. ISBN-13: 9780135196755</p> <p>Hiebert, E.H. (2020). The core vocabulary: The foundation of proficient comprehension <i>The Reading Teacher</i>, 73(6), 757 – 768.</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching reading sourcebook</i> (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354</p> <p>Manyak, P.C., & Latka, M.K. (2019). Engaging vocabulary units: A flexible instructional model. <i>The Reading Teacher</i>, 73(4), 501 – 512.</p> <p>Manyak, P.C., Manyak, A.M., & Kappus, E.M. (2021). Lessons from a decade of research on multifaceted vocabulary instruction. <i>The Reading Teacher</i>, 75(1), 27 – 39.</p>
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Module 10: Syntax	<p>Crosson, A. C., & Lesaux, N. (2013). Connectives: Fitting another piece into the vocabulary instruction puzzle. <i>The Reading Teacher</i>, 67(3), 193-200.</p> <p>Eberhardt, N.C., & Gordon-Pershey, M. (2013). Syntax: Its Role in Literacy Learning [Themed Issue]. <i>Perspectives on Language and Literacy</i>, 39(3).</p> <p>Honig, B., Diamond, L., Gutlohn, L., Cole, C., Beard El-Dinary, P., Hudson, R.F., Lane, H.B., Mahler, J., Pullen, P.C., (2018). <i>Teaching reading sourcebook</i> (core literacy library), 3rd Ed. California: Academic Therapy Publications. ISBN: 978-1634022354</p> <p>Justice, L.M., & Ezell, H.K. (2016). <i>The syntax handbook: Everything you learned about syntax—but forgot</i>. Pro-Ed.</p> <p>Mesmer, H.A., & Rose-McCully, M.M. (2017). A closer look at close reading: Three under-the-radar skills needed to comprehend sentences. <i>The Reading Teacher</i>, 71(4), 451 – 461.</p> <p>Philippakos, Z., Graham, S. (2022). <i>Writing and reading connections: Bridging research and practice</i>. New York: The Guilford Press.</p> <p>Saddler, B., Ellis-Robinson, T., & Asaro-Saddler, K., (2018). Learning Disabilities: <i>A Contemporary Journal</i>, 16(2), 191-202.</p> <p>Sedita, J. (2023). <i>The writing rope</i>. Baltimore: Brookes Publishing Company.</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p>Zipoli, R.P., Jr. (2017). Unraveling difficult sentences: Strategies to support reading comprehension. <i>Intervention in School and Clinic</i>, 52(4), 218–227</p>
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Module 12: Writing	<p>Auray, D. (2020) <i>Writing's role in the science of reading</i>. Empowering Writers. https://blog.empoweringwriters.com/blog/writings-role-in-the-science-of-reading</p> <p>Chanski, S., & Ellis, L. (2017). Which Helps Writers More, Receiving Peer Feedback or Giving It?. <i>English Journal</i>, 106(6), 54-60.</p> <p>Gibbons, A., & Harrison, C. (nd). <i>The 10 most important components of writing in a structured literacy lesson</i>. Together in Literacy. https://www.togetherinliteracy.com/blog/10-important-components-of-writing-in-a-structured-literacy-lesson</p> <p>Heuback, E. (2023). 'Encoding' explained: What it is and why it's essential to literacy. Education Week. https://www.edweek.org/teaching-learning/encoding-explained-what-it-is-and-why-its-essential-to-literacy/2023/01</p> <p>Jones, S. (2023, July 2). <i>How to teach students about the writing process in kindergarten, first, & 2nd grade: Writing tips</i> [Video]. https://www.youtube.com/watch?v=VXzXus6gPkw</p> <p>Kelley, S. (nd). <i>Spelling regular words: An evidence-based literacy strategy. Understood for All</i>. https://www.understood.org/en/articles/evidence-based-literacy-strategy-spelling-regular-words</p> <p>Mazura, C., Rapant, J., & Sawyer, M. (2018). Teaching revision as an act of voice and agency. <i>English Journal</i>, 107(3), 81-86.</p> <p>Read, S., Landon-Hays, M., & Martin-Rivas, A. (2014). Gradually releasing responsibility to students writing persuasive text. <i>The Reading Teacher</i>, 67(6), 469-477.</p> <p>Reed, D K., Chan, K.S., (2021). <i>Evaluation of Student Writing Performance in Grades 1-6 of the Marshalltown Community School District</i>. Iowa Reading Research Center. www.iowareadingresearch.org</p> <p>Sawchuck, S. (2023). How does writing fit into the 'Science of Reading'. <i>Education Week</i>, 42, 3-6.</p> <p>Sedita, J. (2022). <i>Teaching Handwriting</i>. Keys to Literacy. https://keystoliteracy.com/blog/teaching-handwriting/</p> <p>Sedita, J. (2023). <i>The writing rope</i>. Baltimore: Brookes Publishing Company.</p> <p>Spear-Swerling, L. (2024). <i>The importance of teaching handwriting</i>. Reading Rockets. https://www.readingrockets.org/topics/writing/articles/importance-teaching-handwriting</p> <p>Smith, S. L., & Haynes, C. W. (2022). <i>Structured Literacy Interventions: Teaching Students with Reading Difficulties, Grades K-6</i>. Guilford Publications.</p>
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To the Kansas Board of Regents Office of Literacy:

A team of experts from The Reading League carefully reviewed and provided feedback for the Kansas “Foundations” course and assessments. Adequate revisions were made based on this feedback and as such, The Reading League attests that the course content and assessments align with the International Dyslexia Association’s Knowledge and Practice Standards.

Sincerely,

Kari Kurto
National Science of Reading Project Director
The Reading League

Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles

Standards/Assessments Frequency and Alignment

The course is aligned with the [International Dyslexia Association's \(IDA\) Knowledge and Practice Standards for Teachers of Reading](#) (which align with Standards 5, 6, and 7 of the [Kansas Elementary Education \(PK-6\) Educator Preparation Program Standards](#)).

Each standard is addressed and assessed a minimum of five times throughout the course. Standards are assessed through a combination of knowledge and application assessments.

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
STANDARD 1: FOUNDATIONS OF LITERACY ACQUISITION			
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	<ul style="list-style-type: none"> • Introduction Module Questions #1-5 • Phonological and Phonemic Awareness Module Questions #1-5 • Syntax Module Questions #1-5 	<ul style="list-style-type: none"> • Comprehension Module • Morphology Module • Oral Language Module • Phonological and Phonemic Awareness Module • Syntax Module
1.2	Understand that learning to read, for most people, requires explicit instruction.	<ul style="list-style-type: none"> • Introduction Module Questions #6-10, 71-80 • Oral Language Module Questions #1-4 	<ul style="list-style-type: none"> • Oral Language Module • Phonological Awareness and Phonemic Awareness Module • Phonics Module • Fluency Module • Vocabulary Module • Morphology Module • Comprehension Module • Syntax Module • Text Structure Module • Writing Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	<ul style="list-style-type: none"> • Introduction Module Questions #11-15 • Phonological and Phonemic Awareness Module Question #40 • Vocabulary Module Question #19 	<ul style="list-style-type: none"> • Phonics: Decoding and Encoding Module

1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.	<ul style="list-style-type: none"> • Introduction Module #16-20 	<ul style="list-style-type: none"> • Writing Module
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	<ul style="list-style-type: none"> • Introduction Module #21-25 	<ul style="list-style-type: none"> • Oral Language Module • Phonological Awareness and Phonemic Awareness Module • Phonics Module • Fluency Module • Vocabulary Module • Morphology Module • Comprehension Module • Syntax Module • Text Structure Module • Writing Module
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	<ul style="list-style-type: none"> • Introduction Module #26-30 • Phonological and Phonemic Awareness Module #6-10 	

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	<ul style="list-style-type: none"> • Introduction Module #31-35 	<ul style="list-style-type: none"> • Comprehension Module
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.	<ul style="list-style-type: none"> • Introduction Module #36-40 • Oral Language Module #5-8 	<ul style="list-style-type: none"> • Assessment Module • Comprehension Module • Oral Language Module • Phonological and Phonemic Awareness Module • Phonics: Decoding and Encoding Module

1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	<ul style="list-style-type: none"> • Introduction Module #41-45 • Oral Language Module #9-12 	<ul style="list-style-type: none"> • Oral Language Module
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IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
STANDARD 2: KNOWLEDGE OF DIVERSE READING PROFILES, INCLUDING DYSLEXIA			
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.	<ul style="list-style-type: none"> • Introduction Module #46-50 	
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.	<ul style="list-style-type: none"> • Introduction Module #51-55 	
2.3	Identify the distinguishing characteristics of dyslexia.	<ul style="list-style-type: none"> • Introduction Module #56-60 	<ul style="list-style-type: none"> • Comprehension Module • Phonics: Decoding and Encoding Module
2.4	Understand how reading disabilities vary in presentation and degree.	<ul style="list-style-type: none"> • Introduction Module #61-65 	<ul style="list-style-type: none"> • Assessment Module • Comprehension Module
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	<ul style="list-style-type: none"> • Introduction Module #66-70 	

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
STANDARD 3: ASSESSMENT			
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.	<ul style="list-style-type: none"> Assessment Module #1, 2, 7, 19, 26, 27, 40 	<ul style="list-style-type: none"> Assessment Module
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	<ul style="list-style-type: none"> Assessment Module #3, 15, 25, 66-68 	<ul style="list-style-type: none"> Assessment Module
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.	<ul style="list-style-type: none"> Assessment Module #4, 12, 21, 33 	<ul style="list-style-type: none"> Assessment Module
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	<ul style="list-style-type: none"> Assessment Module #5, 10, 16, 24, 29, 36 	<ul style="list-style-type: none"> Assessment Module Phonics: Decoding and Encoding Module
3.5	Understand/apply the principles of progress- monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.	<ul style="list-style-type: none"> Assessment Module #8, 17, 30, 35, 49 	<ul style="list-style-type: none"> Assessment Module Phonics: Decoding and Encoding Module

IDA STANDARD:		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.	<ul style="list-style-type: none"> • Assessment Module # 6, 9, 13, 18, 22, 31, 39, 42, 43, 44, 46, 47, 50 • Oral Language Module #13-16 	<ul style="list-style-type: none"> • Assessment Module • Comprehension Module • Morphology Module • Oral Language Module • Phonological and Phonemic Awareness Module • Phonics: Decoding and Encoding Module • Syntax Module • Text Structure Module • Vocabulary Module • Writing Module
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.	<ul style="list-style-type: none"> • Assessment Module #14, 23, 28, 32, 38, 52 	<ul style="list-style-type: none"> • Assessment Module
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.	<ul style="list-style-type: none"> • Assessment Module #11, 20, 34, 41, 45, 48, 51, 53 	<ul style="list-style-type: none"> • Assessment Module

IDA STANDARDS	ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
STANDARD 4: STRUCTURED LITERACY INSTRUCTION		
Substandard A: Essential Principles and Practices of Structured Literacy Instruction		
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.	<ul style="list-style-type: none"> ● Introduction Module #82-86 ● Assessment Module ● Comprehension Module ● Morphology Module ● Phonological and Phonemic Awareness Module ● Phonics: Decoding and Encoding Module ● Syntax Module ● Text Structure Module
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language- learning techniques.	<ul style="list-style-type: none"> ● Oral Language Module #17-20 ● Assessment Module ● Comprehension Module ● Morphology Module ● Oral Language Module ● Phonological and Phonemic Awareness Module ● Phonics: Decoding and Encoding Module ● Syntax Module
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.	<ul style="list-style-type: none"> ● Introduction Module #87-91 ● Assessment Module ● Fluency Module

IDA STANDARDS		ASSESSED:	ADDRESSED IN:
Substandard B: Phonological and Phonemic Awareness (PPA)			
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.	<ul style="list-style-type: none"> Phonemic Awareness Module #1-6 Phonological Awareness Module #11-14 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module #7-12 Phonological and Phonemic Awareness Module #15-21 	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module #13-17 	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module 18-22 Phonological and Phonemic Awareness Module #22-26 	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module #23-27 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ADDRESSED IN APPLICATION SECTION:
4B.6	Know/apply in practice considerations for the principles of phonemic- awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module #28-34 	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module #35-39 	<ul style="list-style-type: none"> Phonological and Phonemic Awareness Module
Substandard C: Phonics and Word Recognition			
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	<ul style="list-style-type: none"> Phonics Module #1-5 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	<ul style="list-style-type: none"> Phonics Module #6-10 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	<ul style="list-style-type: none"> Phonics #11-16 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.	<ul style="list-style-type: none"> Phonics Module #17-18 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	<ul style="list-style-type: none"> Phonics Module #19-21 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.	<ul style="list-style-type: none"> Phonics Module #22-26 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.	<ul style="list-style-type: none"> Phonics Module #27-29 	<ul style="list-style-type: none"> Phonics: Decoding and Encoding Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.	<ul style="list-style-type: none"> Phonics Module #30-33 	<ul style="list-style-type: none"> Comprehension Module Phonics: Decoding and Encoding Module Text Structure Module
Substandard D: Automatic, Fluent Reading of Text			
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.	<ul style="list-style-type: none"> Fluency #1-3, 7 	<ul style="list-style-type: none"> Comprehension Module Fluency Module Phonics: Decoding and Encoding Module Text Structure Module
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	<ul style="list-style-type: none"> Fluency #4-6, 8-14 	<ul style="list-style-type: none"> Fluency Module Text Structure Module
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress- monitoring practices.	<ul style="list-style-type: none"> Fluency #15 	<ul style="list-style-type: none"> Fluency Module
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.	<ul style="list-style-type: none"> Fluency Module #16-20 	<ul style="list-style-type: none"> Fluency Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
Substandard E: Vocabulary			
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	<ul style="list-style-type: none"> • Morphology Module #1-4 • Vocabulary #1-6 	<ul style="list-style-type: none"> • Comprehension Module • Morphology Module • Oral Language Module • Vocabulary Module
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	<ul style="list-style-type: none"> • Morphology Module #5-9 • Oral Language Module #21-24 • Vocabulary #7-10 	<ul style="list-style-type: none"> • Morphology Module • Oral Language Module • Vocabulary Module
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	<ul style="list-style-type: none"> • Morphology Module #9-12 • Vocabulary #11-14 	<ul style="list-style-type: none"> • Morphology Module • Vocabulary Module
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.	<ul style="list-style-type: none"> • Morphology Module #13-18 • Vocabulary #15-18 	<ul style="list-style-type: none"> • Morphology Module • Vocabulary Module

IDA STANDARDS	ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
Substandard F: Listening and Reading Comprehension		
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.	<ul style="list-style-type: none"> Comprehension Module #1-6 Comprehension Module
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	<ul style="list-style-type: none"> Comprehension Module #7-10 Comprehension Module Text Structure Module
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	<ul style="list-style-type: none"> Syntax Module #6-15, 21-25 Comprehension Module #11-14 Comprehension Module Syntax Module Text Structure Module
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	<ul style="list-style-type: none"> Comprehension Module #15-18 Comprehension Module

IDA STANDARDS		ASSESSED IN KNOWLEDGE SECTION:	ASSESSED IN APPLICATION SECTION:
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.	<ul style="list-style-type: none"> Comprehension Module #19-23 	<ul style="list-style-type: none"> Comprehension Module
Substandard G: Written Expression			
4G.1	Understand the major skill domains that contribute to written expression.	<ul style="list-style-type: none"> Writing Module #1-8 	<ul style="list-style-type: none"> Comprehension Module Writing Module
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	<ul style="list-style-type: none"> Writing Module #9-13 	<ul style="list-style-type: none"> Writing Module
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.	<ul style="list-style-type: none"> Syntax Module #16-20, 26-30 Writing Module #14-18 	<ul style="list-style-type: none"> Comprehension Module Phonics: Decoding and Encoding Module Text Structure Module Writing Module
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.	<ul style="list-style-type: none"> Writing Module #19-22 	<ul style="list-style-type: none"> Writing Module
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in	<ul style="list-style-type: none"> Writing Module #23-25 	<ul style="list-style-type: none"> Writing Module



KANSAS BOARD OF REGENTS

Dr. Randy Watson
Commission of Education
Kansas State Department of Education
900 SW Jackson Street, Suite 620
Topeka, KS 66612-1212

RE: State Board of Education Consideration of Seal of Literacy

February 18, 2025

Dear Commissioner Watson,

I am formally requesting that the "Foundations in the Science of Reading: Understanding and Applying Structured Literacy Principles" course be considered for approval by the State Board Education to fulfill the science of reading training requirement.

In response to the growing need for professional learning in Structured Literacy, and the requirements of Senate Bill 438, the Kansas Board of Regents has developed the "Foundations of the Science of Reading: Understanding and Applying Structured Literacy Principles" course. This initiative aims to equip in-service teachers with the knowledge and skills necessary to implement research-aligned reading instruction effectively.

The development of this course is a collaborative effort involving literacy experts at the seven public universities and independent colleges, Wichita State University instructional design team, and Kansas State Department of Education (KSDE). The curriculum is aligned to the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (KPS) as well as the Kansas State Department of Education's higher education program standards.

This course underwent a third-party peer review by The Reading League to validate that all standards are included, and the course is aligned to the KPS. The Reading League attests that the course content and assessments align with the International Dyslexia Association's Knowledge and Practice Standards.

We believe the Foundations course meets all the requirements outlined by KSDE. We ask for your recommendation to the State Board that the Foundations course receive approval for the Seal of Literacy.

Sincerely,

Dr. Cynthia Lane
Director of Literacy

Enclosures: The Reading League Standards Validation Letter and Report; Course Report; Course Syllabus

cc. Dr. Blake Flanders, President and CEO of Kansas Board of Regents

★ LEADING HIGHER EDUCATION ★

Item Title: Receive recommendations for funding Kansas Parents as Teachers grants for 2025-2026

From: Amanda Petersen

In April the Kansas State Board of Education will consider approving grant awards for the parent education program (Kansas Parents as Teachers) for 2025-2026, subject to legislative approval of funding.

Kansas state law (K.S.A. 72-4162) authorizes the board of every school district to: (1) Develop and operate a parent education program; (2) enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a parent education program; (3) contract with private, nonprofit corporations or associations or with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to a parent education program; and (4) apply for a grant of state moneys to supplement amounts expended by the school district for development and operation of a parent education program.

K.S.A 72-4161 defines a “parent education program” as a program developed and operated by a board of education of any school district for the purpose of providing expectant parents and parents of infants or toddlers or both with information, advice, assistance, resource materials, guidance and learning experiences regarding such measures as parenting skills and the various styles of parenting, the processes and principles of growth and development of children, home learning activities designed for infants and toddlers, techniques emphasizing a positive approach to discipline, effective methods of communicating and interacting with children so as to foster the development of self-esteem, strategies for structuring behavioral limits and increasing mutual positive regard, and other elements of effective parenting that are conducive to the structuring of a home environment in which children are encouraged to be successful and productive learners.

Per K.S.A. 72-4163, the Kansas State Board of Education shall be responsible for awarding grants to school districts.

At the time these materials were prepared, the Kansas Legislature has not yet passed a Fiscal Year 2026 state budget. Substitute for House Bill 2007, as passed by the Kansas House of Representatives on February 19, 2025, included an appropriation for Fiscal Year 2026 equivalent to the Fiscal Year 2025 appropriation of \$9,437,635. Expenditures from the parent education program account for each grant must be matched by the school district in an amount that is equal to not less than 50 percent of the grant. School districts may choose to invest more than the minimum match requirement in their programs.

Kansas Parents as Teachers is an evidence-based parent education model used to support parents and children from prenatal to kindergarten entry. The model provides a wide array of services to families including personal visits, group learning and socializing events, child and caregiver screenings and connections to community resources. The services are delivered by trained professionals and support a comprehensive set of goals including: increase children's school readiness and success; provide early detection of developmental delays and connections to services; increase parent knowledge of early childhood development and improve positive parenting practices; and strengthen community capacity and connectedness. [Visit the Parents as Teachers National Center website for additional information about the research base supporting Parents as Teachers as an effective strategy to promote student success.](#)

At the time these materials were prepared, the grant application window had not yet closed for 2025-2026 awards. Grant applications are due March 14, 2025. Kansas Parents as Teachers grant materials are available on the [KSDE Parents as Teachers webpage](#). For 2025-2026, current Kansas Parents as Teachers grantees will first have the opportunity to renew their 2024-2025 level of grant funding. 2024-2025 awards are listed in Part 6 of the grant application and requirements document. Any remaining funding will then be awarded on a competitive basis to improve the quality and availability of community Parents as Teachers programming. Applicants may apply for up to \$50,000 in new Kansas Parents as Teachers funding for 2025-2026.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 15****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**3/11/2025****Item Title:**

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

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law in order to issue the license in 24-PPC-29.

Explanation of Situation Requiring Action:

24-PPC-29

Applicant submitted an application for an emergency substitute teaching license. She has never previously been licensed by the Kansas State Board of Education but testified to working as a paraprofessional in public schools for the last 18 years. Between 1997 and 2010, the Applicant was arrested and convicted ten (10) times for Giving a Worthless Check, a crime involving theft. Applicant testified that she struggled as a single mother for several years without having any support in place during that time. The Professional Practices Commission recommends issuing an emergency substitute teaching license to Applicant contingent on the Kansas State Department of Education's Office of General Counsel receiving a letter of support from Applicant's current employing school district acknowledging her past criminal history. That letter has been received by the Office of General Counsel.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of



KSDE Case No.: 24-PPC-29

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Board of Education (State Board) on a vote of 7-0 recommends to the State Board the application by [REDACTED] (Applicant) for an emergency substitute teaching license, as well as any other licensure applied for if Applicant meets the requirements, be granted contingent on Applicant providing a letter of support from either her current or most recent employer within the field of education that acknowledges Applicant's criminal history. The letter of support must be received by KSDE's Office of General Counsel prior to State Board consideration of this Order.

Statement of Case

On January 24, 2025, a hearing was conducted by the Professional Practices Commission (PPC) whereby the PPC reviewed evidence and heard testimony from KSDE and from the Applicant.

Applicant appeared in person without an attorney.

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

Appearing for the Commission were Chairperson, Ricardo Sanchez, Vice Chair Dr. Christy Ziegler, and members Caroline Spaulding, Carla Breckenridge, Kori Lopez, Anita White and Erica Shook.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through T and requested they be admitted as evidence. Applicant had no objection. Exhibits A through T were admitted.

FINDINGS OF FACT

1. Applicant applied for an Emergency Substitute Teaching License. She is not currently licensed, nor has she ever been licensed by the State Board.
2. Between 1997 and 2010, Applicant was convicted ten (10) times for Giving a Worthless Check, a crime involving theft. The offenses occurred between 14 and 27 years ago.
3. Applicant testified that she struggled as a single mother for several years and that no support during that time. Applicant further testified to having found strong support within her ministry and new friends.
4. Applicant testified that she has worked in some capacity as a paraprofessional for the last 18 years and has been given an opportunity to expand her career options if she receives a license to teach.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. The State Board may deny a license for conviction of any crime involving theft. K.A.R. 91-22-1a(a)(3).
3. One of the obvious goals of education is to "instill respect for the law." Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. The PPC finds the Applicant has clearly demonstrated a present recognition of the wrongfulness of her conduct and has expressed remorse for her past conduct.
6. The PPC finds the Applicant has provided evidence, through her own testimony, of rehabilitation since the time of the offenses.
7. The PPC finds that although the Applicant was not truthful or forthcoming on her application since she did not disclose her crimes involving theft, the PPC accepts the Applicant's explanation that she did not think of her convictions as being crimes of theft.
8. The PPC finds the Applicant is suitable to be placed in a position of public trust as a teacher and that the Applicant is a suitable role model for students.

THEREFORE the Professional Practices Commission recommends to the State Board by a vote of 7 – 0 that the Applicant's application for Emergency Substitute Teaching License, plus any other licensure for which she may apply and otherwise be qualified to receive, contingent upon her providing a letter of support from her current or most recent school employer acknowledging the Applicant's criminal record.

This Initial Order is made and entered this January 24, 2025.

PROFESSIONAL PRACTICES COMMISSION



Ricardo Sanchez, Chairperson

Order signed on Jan. 30th, 2025.

NOTICE TO LICENSEE

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

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

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

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

CERTIFICATE OF SERVICE

I hereby certify that on this 30th day of January, 2025, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was emailed to:



And via interoffice mail to:

R. Scott Gordon
General Counsel, KSDE
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612



Kaley Taylor
Secretary, Professional Practices Commission

Agenda Number: 16
Meeting Date: 3/11/2025



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

Item Title: Final Report on ESSER funds

From: Randy Watson

Dean Zajic, Assistant Director, Special Education and Title Services, will present a report on the final ESSER funds.

Kansas leads the world in the success of each student.

Agenda Number: 17

Meeting Date: 3/11/2025



900 S.W. Jackson Street, Suite 102
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Item Title: Discussion of Opt In/Opt Out for parents and students (Dr. Watson/Scott Gordon)

This item will be a discussion about the various aspects of the Opt In/Opt Out policy in Kansas Schools. Dr. Watson will open the conversation, and Scott Gordon, KSDE General Counsel, will provide a legal perspective. This topic will cover the intricacies of the law in Kansas, data privacy, and the ability for parents to opt in and opt out for their child's involvement in assessments, student data surveys, etc.

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