

2009-2011

mission



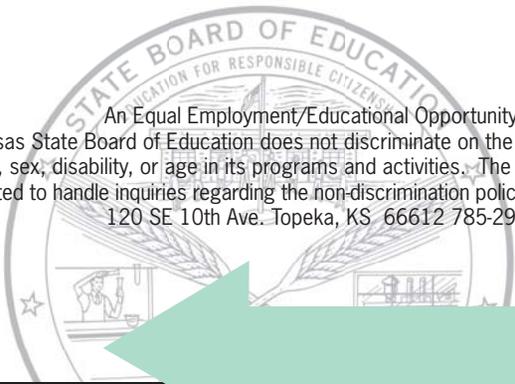
goals

objectives

Kansas State Board of Education

May 2009

An Equal Employment/Educational Opportunity Agency
The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave. Topeka, KS 66612 785-296-3201.



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Mission Statement

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or postsecondary education).

Strategic Goals

To accomplish the mission of the Kansas State Board of Education, the Board has identified four goals. They are as follows:

- Redesign the delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure a visionary and effective leader in every school.
- Improve collaboration with families and communities, constituent groups, and policy partners.

Goal 1:

Redesign the delivery system to meet our students' changing needs

The State Board has been studying the current educational delivery system in Kansas to determine how best to move the system from one that provides an opportunity for all to learn to one that ensures every student meet or exceed challenging standards. The Board studied the expectations of the system, effective practices, and barriers to student learning. Most recently, the Board reviewed the ever-changing demographics in Kansas as well as the urgent need for schools and districts to reflect a future that is rapidly and constantly changing.

A recent survey of high school students, outlined in “The Silent Epidemic: Perspectives on High School Dropouts,” found that the top reason high school students quit school was that classes were not interesting. When asked what could have kept them in school, dropouts recommended making school more relevant and engaging. The State Board agrees with this premise. Additionally, the Board stressed the importance of early intervention when a child is struggling or becoming disengaged.

Thus, the focus for the Board is on promoting evidence-based practices for those students who are disengaged as well as those who are not being successful. One successful model is that of integrating academic and career-technical education programs. The Board realizes that much remains to be done. For that reason, the State Board has adopted the following objectives for redesigning the delivery system:

- Develop and implement policy on academic and technical education integration.
- Identify, replicate, and promote best practices that can be targeted to specific populations (e.g., high school; middle school reading; early childhood).
- Study and clarify regulations and identify challenges.
- Examine the definition of a classroom in a redesigned system.

Background

The legislature made provisions for the membership of the Board to be based on the distribution of population according to the 40 senate districts. Each Board Member serves a four-year term.

The State Board appoints the Commissioner of Education.

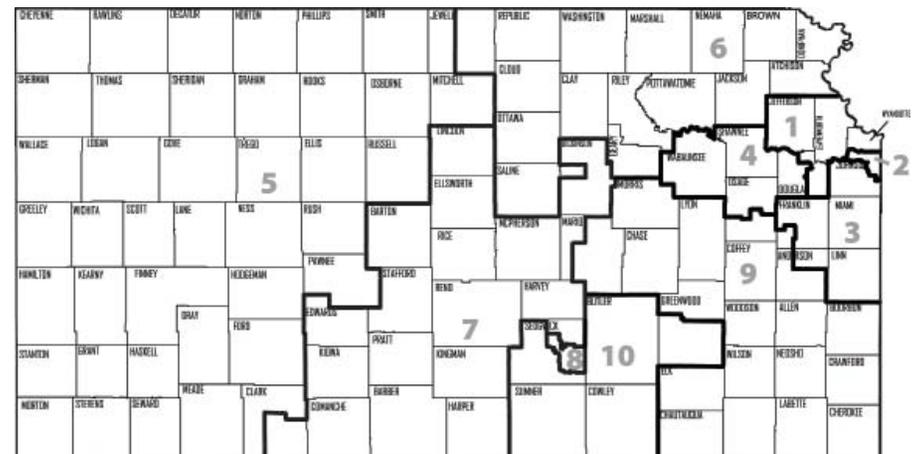
The Commissioner may be reached at:

Kansas State Department of Education
120 SE 10th Ave.
Topeka, KS 66612-1182
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Monthly State Board Meeting

Second Tuesday (10 am) and Wednesday (9 am)
State Board of Education
(785) 296-3203

Citizens are encouraged to attend State Board meetings, to speak to the Board at the regularly scheduled Citizen's Open Forum on Tuesday of each monthly Board meeting (10:30 a.m.), and to communicate with Board members.



General Supervision

The State Board of Education derives its authority directly from the Constitution of the State of Kansas as well as from state statute. The Board is charged with the general supervision of public elementary and secondary schools in the state. Some of its specific responsibilities include

- accrediting elementary and secondary schools;
- administering and distributing state and federal funds to local education units;
- appointing numerous advisory councils and reviewing their recommendations;
- certifying teachers, administrators, and school specialists;
- developing, administering, and monitoring state and federal plans;
- developing standards for courses of study and curriculum;
- evaluating and approving teacher education programs;
- holding public hearings on state plans, rules and regulations, transfers of territory, and due process appeals; and
- supervising the Kansas State School for the Blind and the Kansas State School for the Deaf.

Goal 2:

Provide an effective educator in every classroom

Kansas, like most other states, faces a daunting challenge in the years ahead in ensuring highly effective educators—those who hold high expectations for all students—are available. The aging teacher population, the thinning of the teacher education pipeline, the retention of existing teachers—as well as issues in urban and rural areas—are all contributing to the challenges.

We know the following:

- Roughly 36 percent of the state’s teachers will be eligible to retire in the next five years.
- The number of graduates from teacher preparation programs has declined by a little more than 12 percent during the past five years.
- Forty percent of those who enter teaching leave the profession within the first seven years of practice.

Since the quality of the classroom teacher has the biggest impact on students’ learning, the State Board revised and adopted the following measures toward providing caring and competent educators in every classroom:

- Identify, replicate, and promote best practices in teacher preparation and professional development.
- Improve the support system for teachers.
- Assess and improve the alternate licensure program.
- Develop policy on alternative compensation.
- Develop recruitment strategies for future teachers.
- Assess the effectiveness of current professional development practices.
- Identify obstacles.

Goal 3:

Ensure a visionary and effective leader in every school

The potential for a serious shortage of effective school leaders in our state is as serious an issue as the teacher shortage. During the past five years, the turnover rate among Kansas superintendents has approximated 20 percent or more per year. In the next five years, approximately 67 percent of superintendents currently employed will be eligible to retire.

A similar pattern is seen at the principal level. Nearly 50 percent of existing principals will be eligible for retirement in the next five years. Strong building leaders, who hold high expectations for all students, are essential to provide the kind of support teachers need to ensure all students meet or exceed high academic standards.

“Teachers who want to stay in their schools are far more likely than those who want to move to believe that school leadership is working to improve teaching and learning conditions.”

(2008 Kansas Teaching Learning and Leadership Survey Report)

This requires building administrators to be instructional leaders—ones who encourage and support their teachers—in addition to being building managers. For that reason, the State Board endorsed the Kansas Education Leadership Commission (KELC) in July 2007. The KELC developed and recommended a course of action for the State Board to adopt to meet its following criteria:

- Identify, replicate, and promote best practices in preparation and performance.
- Identify and grow visionary leaders focused on learning.
- Study the current leadership programs.

Goal 4:

Improve collaboration with families and communities, constituent groups, and policy partners

Achieving the goal and objectives the State Board has adopted must be done in collaboration with other constituents, policymakers, and interested parties. Ensuring that students achieve high challenging standards and are being prepared for work or other postsecondary opportunities once they have graduated from high school will require the cooperation and commitment from various educational stakeholders. To that end, the State Board revised and adopted the following objectives toward improving collaboration and communication with all constituent groups:

- Hold more work sessions as a board to discuss policy options and how to implement such options.
- Meet annually with the Kansas Board of Regents.
- Keep the public informed on key policy issues.
- Align Pre-Kindergarten through 20 systems of support in collaboration with identified partners.
- Resume focus group meetings in each board member district.
- Continue sending highlights of State Board meetings to predetermined groups/individuals.
- Develop a structure for regularly communicating about education with the legislative leadership of both parties and focus on areas of common interest.