

*Kansas State University*  
*College of Education*  
**Teacher Education Advisory Council**  
April 28, 2006

Members in attendance:

Jim Medina	Elementary Education
Sandy Wanklyn	Elementary Education
Brian Schwanz	Middle-Level Education
Gary Stenzel	Secondary Education
Kathy Wagoner	Secondary Education
Rick Pribyl	Secondary Education
Susan Reusser	Special Education
Sherrri Yourdon	Counselor
Jitt Milner	Principal
LeAnn Clark	COE Alumni Fellow
Beth Ireland	Student Outside COE
Tracy Rehnberg	Student, Secondary Education
Janeal Schmidt	Student, COE Honors Program
Christy Moran	Counseling & Educational Psychology
Mary Devin	Educational Administration & Leadership
Gail Shroyer	Faculty, ELED
Di Murphy	Certification Officer
Sally Yahnke	Faculty, Secondary Education
Janice Wissman	Associate Dean
Tweed Ross	Faculty, Catalyst Director
Brandy Zolnerowich	Clinical Instructor
Paul Burden	Faculty, ELED Chair
Larry Scharmann	Faculty, Secondary Chair
Karen Pence	College of Human Ecology
Larry Rodgers	College of Arts & Sciences
Laurie Curtis	Faculty, ELED/Secretary

The meeting was called to order at 9:00 a.m. by Jan Wissman and a welcome was extended to all in attendance. (Warren White, co-chair, was attending an NCATE Institutional Workshop in Washington, DC.) LeAnn Clark was introduced as co-chair of the Teacher Education Advisory Council. Materials were handed out and information given regarding travel and substitute reimbursement forms.

LeAnn Clark led everyone in an activity to allow members to get to know more about one another. She reminded us of her student “Robert” who she works with. He is a Katrina survivor; he has struggled this year, yet had success as well. She reminded us of the importance of recognizing and appreciating the cultural differences found within our classrooms.

The topic for today's discussion was derived from the list of concerns raised at last fall's meeting; ***What do our students need to be aware of, legally, before going out to begin their careers?***

Members met at tables for discussion.

Question #1: What legal issues did you encounter or observe during your first (or first few) years of teaching?

Combined List Included:

- Basic understanding of IEPs
- ESEA, IDEA: Special Education accessibility and accountability
- Confidentialities
- AYP and understanding of the subgroups
- What do we need to document
- How should professional documentation look? Leaving out personal opinions
- A home language survey is required by law, so you know what the language of the home is
- Custody information; who can I release children to?
- What should the teacher do in case a child makes a threat to self or others
- Balance between censorship and freedom of speech
- Test preparation: What is appropriate?
- Student supervision outside of school time
- Teacher accountability for student safety: Liability and insurance (Note: Don't put yourself in a position of neglect. Always be in proximity.)
- Student/Teacher relationships: What are the boundaries?
- The potential for false allegations
- When students are abusing alcohol — what are your legal responsibilities?
- What are the boundaries of student/teacher confidentiality
- Sexual harassment (Note: Teachers can't afford to kid around)
- Beware of bullying, from children or teacher: Sarcasm is never appropriate
- Policies for participation/coaching/committee work, etc.
- Responsibility for reporting abuse and neglect; Making sure your administrator has reported
- When should police be called?
- Information regarding blood borne pathogens
- Field trip forms/Legality of transporting students
- Notary Public forms
- Drug arrests or alcohol use by teachers
- Separation of Church and State: Interface of law with alternative religions
- Privacy of grading/not letting others grade/how long do you keep grade?
- Concerns about literature that may be voiced by parents
- Technology sites- how do we protect information? Are we responsible if students post things on websites?
- Teacher computer security/items posted
- Negotiation and Bargaining laws

- Licensure rules: How do these vary by state?
- Political activities
- Contractual Law

Groups were re-structured and then met to identify what should be addressed with our teacher candidates to help them become informed of these issues. Combined list of thoughts follow:

- They need to understand PL 94-142/ IDEA, and they need to understand the privacy which must accompany this information. They need to be aware of the vocabulary used, the consequence of non-compliance, discipline, implications and placement in regular Ed., and the requirements of the law. They need to know that IDEA changes and when re-authorization occurs, the federal and state regulations can change.
- They need to have a basic understanding of Contractual Law. They need to be aware how experience may or may not transfer when changing jobs, continuing contracts, salary schedules, etc. They need to be able to read and understand their contract. What is seniority? They need to be aware of coaching issues and rights?
- They need to understand that suspension, truancy, and expulsion from school are regulated legally
- They need to understand any immigration laws in place
- They need to understand FERPA
- They need good licensure information; procedures and differences according to states
- They need to be aware of investment/ retirement opportunities and tax laws. They need to know about KPERs, Workman's Comp., etc.
- They need to have a good understanding of ethical testing practices
- They need to understand their liability. They need to understand teacher due process laws. They need to know how to document incidences
- They need to have defined for them the student teacher responsibilities
- They need to recognize what is federal and state laws- and what are local responsibilities
- They need to be aware of QPA regulations. They need to know their school's improvement plan

- They need to understand No Child Left Behind legislation
- They need to understand basic funding legislation: They should follow legislative issues in Topeka
- They need to recognize that HIPPA will impact how medications are distributed
- They need to have a basic understanding of the TEACH act
- They need to know the chain of command - they need to know the support personnel in the school
- They need to be a part of their school's professional learning community
- They need to be professional, respectful, dress professionally, have a positive attitude, and respond to criticism in a non-defensive way. They need to realize they are building a professional reputation. They need to know the unwritten "rules" of their school (go in early, socialize, stay late, etc.)

Thoughts about this list?

It would be difficult to teach all these things in the teacher education program. Districts will need to be aware of these things, to continue to inform new teachers as well. A professional mentor is often where many of these things can be addressed. Being a part of a professional organization helps teachers have a place to go for answers as well.

L. Clark stated that some of us don't know the origins of some of these rules and regulations. It was noted that strong content knowledge and knowing how to work with young people is still what is important. We must not scare young people from going into education. J. Wissman asked the students present if they had thought of these things. B. Ireland said that it is hard to see how these ideas relate until you have a daily relationship with students, towards the end of Block 2. She said when she learned about many of these things as a freshman, it was not as meaningful as when she was working with children. L. Clark noted that KSU should help our students see the importance of these items, being pro-active. J. Medina stated that he is sure his principal told him these things, but as a first year teacher, he didn't remember them. M. Devin stated that it is a matter of balance. We often tend to learn these things the hard way. There are good resources out there. We have some obligation to create awareness in our students. B. Zolnerowich asked if there could be a handbook created such as, "Everything you needed to know, but didn't know to ask?" It would be a resource for students.

The comment was made that we, as educators, have an impact on whether a new teacher knows many of these things, or not. We need to mentor each other. We should mentor our colleagues in the profession.

Groups broke for lunch break. When they returned they were asked for information that would direct next fall's meeting. Items that were mentioned included:

- Curriculum based measurements, and the impact it has on special education
- Assessment: What is being done? What tests can we stop doing? When we crunch the data, what does it show us?
- Wellness policies: Managers of food service are working on ideas. There are nutrition changes occurring in the schools, fitness contests, district facility use for health clubs, teacher memberships in health clubs, resource materials that are available.
- Children of poverty or gender issues: Brain research difference between boys and girls. This can be related to the performance of our students making accommodations and modifications according to contextual factors.
- Professional development: Universal Design for Learning. How are our students applying this in their classes and modeling it?
- MAP - Measures of Academic Progress: two TEAC members in attendance indicated they were using and/or exploring this program. It was suggested that they share their districts experiences at the fall TEAC meeting.

Beth Ireland, Brian Schwanz, and Tracy Rehnberg will not be returning and were presented with certificates by J. Wissman.

Participants were thanked for their participation in the day and wished safe travels.

Meeting was dismissed at 1:30.