



Restricted License Guidebook For School Administrators

A guide for understanding the regulations and policies
related to the **Kansas State Department of Education**
Restricted Teaching and Restricted School Specialist Licenses

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This Guidebook has been compiled by Kerry Schuckman, Fort Hays State University Licensure Officer, with input from other Restricted License program contacts from other Kansas institutions.

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Restricted License Alternative Pathway

The restricted teaching license alternative pathway became available in 2003 through the Kansas State Department of Education through a federal Transition to Teaching grant. This route allows someone that has a bachelor's degree or higher in the content area or with equivalent coursework in the area for which the license is sought to obtain a restricted teaching license while employed under contract in an accredited school teaching in the content area. Heritage language speakers shall qualify as having met content equivalency for their heritage language.

Not all Kansas higher education institutions work with every subject area and individual institutions may have additional policies and requirements beyond the KSDE requirements below.

Eligibility - (Must meet all eligibility requirements)

- ✓ A Bachelor's degree or higher from a regionally accredited university,
- ✓ The degree or equivalent coursework must be in a regular education content area you want to teach, OR be a heritage language speaker,
- ✓ A GPA of 2.75 from the last 60 semester credits hours of college coursework completed,
- ✓ A passing score for the Praxis II content assessment in the content area, AND
- ✓ A supervised practical training experience must be completed under the collaboration of the supporting institution and hiring school district before restricted teaching license can be issued. Each higher education institution has their own policies regarding how this is met.

Recommendations for Working with First Year Restricted License Teachers

Extra Duty Assignments: Restricted license teachers in Kansas are different from those prepared in the traditional pathways in many ways. One major difference is that while they are prepared in their content areas, they are learning about pedagogy, planning, curriculum development, and classroom management while “on the job” simultaneously with their college coursework. This puts an additional stressor on these teachers that may not be present with the newly graduated, traditional, undergraduate pathway teacher.



We have found that restricted license teachers can get overwhelmed if they are burdened with too many extra expectations, especially in year one. Besides the

expectations of being successful in the classroom during the day, they also have 4 to 12 hours of graduate classwork to do per week as part of the licensure process. Balancing full time work as a brand-new teacher, graduate schoolwork, and normal family duties can be an enormous challenge.

We highly recommend restricted license teachers “extra duty” school responsibilities (e.g. coaching, yearbook, sponsorships, or other evening and weekend extra duties) are kept to a minimum, especially during their first year in the program.

Mentors: By regulation, the district is required to assign a mentor to the restricted license teacher while they are completing the program for full licensure. It should be a teacher with a professional teaching license and, ideally, it is someone that is endorsed in the same subject area as the newly hired teacher, though it doesn’t have to be. This person should serve as a “go-to” person for questions, advice and general recommendations and help. At times, a mentor may be asked by the institution to provide an evaluation using the institution’s evaluative form. If the mentor is not able to evaluate the restricted license teacher, a principal may serve as the evaluator.

Participating Institutions

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Institutions have differing qualifying and program requirements, courses within the program, and on campus requirements, but all must adhere to the KSDE license regulations. Most institutions refer to their program as either Transition to Teaching (T2T) or Restricted License Program.

KSDE Restricted Teaching License Regulation

(h) Restricted teaching license.

(1) Each applicant for a restricted teaching license shall submit to the state board the following:

(A) An application for a restricted teaching license and the appropriate fee;

(B) an official transcript or transcripts verifying completion of an undergraduate or graduate degree in the content area or with equivalent coursework in the area for which the restricted license is sought. Heritage language speakers shall qualify as having met content equivalency for their heritage language;

(C) verification of a minimum 2.75 grade point average on a 4.0 scale for the most recent 60 semester credit hours earned;

(D) verification that the applicant has attained a passing score on the content assessment required by the state board of education;

(E) verification that the local education agency will employ the applicant if the license is issued;

(F) verification that the local education agency will assign a licensed teacher with three or more years of experience to serve as a mentor for the applicant;

(G) verification that the applicant has completed a supervised practical training experience through collaboration of the teacher education institution and the hiring local education agency;

(H) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

a. The applicant has on file a written plan that will qualify the applicant for full licensure in the content area for which the restricted license is sought;

b. the plan for program completion can be completed in not more than two years and contains a specific designation of the coursework that is to be completed each year;

c. the program provided to the applicant will meet the institution's approved professional education standards; and

d. the institution will provide the applicant with onsite support at the employing local education agency, including supervision of the applicant's teaching experience; and

(I) a statement verifying that the local education agency and the teacher education institution have collaborated regarding the approved program that the applicant will pursue and the

support that the applicant will receive.

(2) The teacher education institution providing a plan of study for any person holding a restricted teaching license shall coordinate the submission of a progress report before July 1 of each year during the effective period of the restricted license. This progress report shall verify the following:

- The applicant's contract will be renewed.

- The local education agency will continue to assign an experienced mentor teacher to the applicant.

- The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure.

- The institution will continue to support the applicant, on-site, as necessary.

- The applicant has attained at least a 2.75 GPA on a 4.0 scale in those courses specified in the applicant's plan for full licensure.

(3) Each applicant who is unable to provide any verification or statement required in paragraph (h)(2)

shall no longer be eligible to hold a restricted teaching license.

Kansas State Department of Education Policies

November 2014

Refer to 91-1-203 (h) for the regulation

1. Teaching assignment

- a. The candidate must have a minimum of half-time (.5 FTE) employment in the qualified content area.
- b. If the candidate qualifies for two content areas:
 - i. For the license to show both endorsements, the candidate must be fully qualified for both content areas (degree or equivalent content and passed the content test) AND
 - ii. The candidate's assignment must be at least .5 FTE in one of the content areas. The part of the assignment in the 2nd content area may vary

2. Endorsement and assignment

- a. The endorsement requested must align with the program being completed.
- b. Candidates in all level programs:
 - i. If hired in any grade within 6-12, an observation experience will be required at the elementary level (K-6) within the field
 - ii. If hired to teach only at the elementary level, an observation experience will be required at the 6-12 level within the field
 - iii. If hired to teach only at the middle level (5-8), an observation experience will be required at either the elementary or high school level.
- c. Secondary licensure program candidates (6-12 program) teaching at the middle school:
 - i. If hired to teach only at the middle level, field experience(s) will be required at the high school level (9-12) within the field

3. Career and Technology Education (CTE)

- a. A career and technical education credential (CTE pathway instead of Restricted License [RL] program) may be more appropriate in some cases. Refer candidate/administrator to KSDE to help determine best option on a case-by-case basis.

4. Issuance of a professional license when candidate has completed the RL program

- a. participated in the RL program for a minimum of TWO consecutive years,
- b. was mentored/supervised during the entire program,
- c. has been teaching in the area(s) licensed, and in the same school district
- d. qualifies at the time of program completion by having passing Principles of Learning and Teaching (PLT).

5. The suitability of an **alternative educational setting** is determined on an individual policy basis. Points to consider include: the accreditation status of the school; whether there is face-to-face instruction; is it course monitoring of self-study or actual instruction in the subject, etc.
6. **A one-year nonrenewable license** shall not be an option for restricted licensure holders upon exiting the program. Eligibility for a teaching license includes a passing score for both the content and pedagogy assessments. Content assessment should not be an issue under current regulations because the content assessment is required to issue the restricted license.
7. Ideally, a restricted license candidate should enter a program through a **college or university that has an approved content program** in the subject content area to provide content support. However, if circumstances warrant and the college or university (institution of higher education) [IHE] can provide a plan to support/supervise for content, the IHE without an approved program in the specific content may provide the restricted license program to a candidate. The supervisor/mentor assigned by the program/district must have an appropriate credential in the content area.
8. Institutions may **admit individuals who enrolled in a traditional teacher preparation program to the RL program** if the individual meets the eligibility requirements. At the discretion of the sponsoring IHE, the professional education already completed by the candidate will be reviewed and a determination made by the IHE regarding any retakes and/or validation of the coursework, including application of IHE transfer policies.
9. **“Adequate progress”** in 21-1-203 (h)(2)(C) should be determined by
- GPA—2.75 or higher for courses in the plan of study.
 - Sufficient progress in coursework on the plan of study to make completion within the original two year timeframe achievable.
 - Candidate continues to meet all institutional and district requirements – for the second year of the license AND for the duration of the program.
 - By regulation, any candidate who cannot provide verification required on the progress report is no longer eligible to hold a restricted teaching license.
10. **In the event a degree is not in the area for which a restricted licensure is sought**, institutions must exercise professional judgment in transcript analysis to determine whether a candidate has **equivalent coursework** to qualify for a restricted license. While the institution may use the program of study from the particular teaching area as the base for credential evaluation, equivalent coursework may or may not mean the candidate will have all exact courses in the program of study.

11. Institutions must ensure that the candidate has received training and obtained knowledge through coursework in topics according to the content standards for the specific content subject area and as validated by passing the appropriate content test as required by regulation.

Middle School Teaching Assignments

Middle School Science

A candidate who is eligible for high school science, isn't automatically eligible to teach middle school science. An eligible high school biology teacher, for example, can teach middle school science IF at least half of their coursework they teach is coded under the middle school biology emphasis area (course codes 53051-53099) or general life sciences (53001, 53002 for example). Alternately, they would also be able to teach middle school science if they had all of the required coursework in a program completed.

Middle School English, Math or History

A candidate can teach middle school English, Math or History if they qualify for secondary English, Math or History. They can use either the middle school Praxis exam or the secondary Praxis exam (if not teaching below 6th grade). If they obtain the 6-12 restricted license but are teaching only at the 5-8 level, the expectation is that an observation at the high school level in their subject area will be required (see page 10).

Alternatively, a candidate may qualify for a middle level license in a subject area by having the coursework in that content area and passing the middle school Praxis exam.

KSDE POLICY related to PreK-12 licensed teachers (art, music, physical education, foreign language) and middle school teachers

Candidates that received a restricted license for a PreK-12 subject area (Art, Music, Physical Education or Foreign Language) and those who are licensed 6-12 but teaching only in a middle school must complete observations of class lessons of another teacher within their discipline.

PreK-12 areas:

- * If hired to teach only in any grade(s) within 6-12, an observation experience will be required at the elementary level (K-6) within your discipline;
- * If hired to teach only at the elementary level (K-5), an observation experience will be required at the 6-12 level within your discipline;
- * If hired to teach only at the middle level (5-8), an observation experience will be required at either the elementary level or high school level within your discipline.

Secondary licensed teachers teaching at middle school: If hired to teach only at the middle level, an observation experience will be required at the high school level within your discipline.

ROLES OF INDIVIDUALS

Role of the Candidate

The candidate is to be well prepared for all teaching responsibilities, be present at the scheduled hours, and be diligent in carrying out delegated responsibilities. The candidate is to always recognize that the education of the student in the class is of primary importance.

Role of the University Supervisor

Visits are made to each candidate by a University Supervisor each semester. The primary purpose of the visit is to determine the candidate's progress, and to visit with the candidate about perceptions of teaching and any problems encountered. It is the responsibility of all candidates to work in conjunction with their University Supervisor to establish dates in which evaluations will take place.

The University Supervisor will report any issues to the Restricted License Program Director.

1. Maintain good relations with the candidate, the principal, and the school system.
2. Help clarify the university concept of the roles of individuals in the learning experience.
3. Observe and evaluate the candidate in actual classroom instruction.
4. Confer with the candidate before and after each visit.
5. Prepare and submit evaluations.
6. Keep informed about the public school setting and the teacher education programs.
7. Keep informed of assigned candidate's progress.
8. Offer feedback for improvement to the candidate.

Mentor for Candidate

The principal will assign a teacher to serve as a mentor to the restricted teaching license candidate. The mentor is encouraged to:

1. Meet regularly with the candidate.
2. Give focused feedback through lesson observation and conferences.

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3. Question the candidate to increase awareness.
 4. Help the candidate identify critical moments in the classroom.
 5. Encourage the candidate to discuss and reflect on his/her progress.
 6. Be specific in suggestions for improvement.
 7. Take time for regular discussions.
 8. Engage in joint problem solving about pedagogical issues.

RESTRICTED LICENSE APPLICATION - FORM 9 – INSTRUCTIONS FOR DISTRICT

The applicant, the district administrator or Human Resources Director of the hiring district, and the institution alternate route contact must complete the appropriate section of the Form 9 application.

The applicant initiates the application. A Restricted Teaching License is valid for one year expiring June 30. It is highly recommended that extra-duty assignments be kept to a minimum during the first year of teaching for these teachers.

Once the application is filled out and submitted electronically by the applicant:

1. The Superintendent or designee of the hiring school district will receive an email notification from KSDE to fill out the district portion of the application.
2. Information regarding applicant assignments needs to be provided to the district office by the building administrator.
3. The superintendent or her/his designee will have access to the application and KSDE/nor the institution will be able to provide information on who at the district office is processing the application.
4. After the hiring district electronically submits their portion of the application, it will come to the Licensure Officer at the institution the applicant is working with, for verification before being submitted to KSDE.
5. The application will not be submitted to KSDE until a passing score on the required Praxis test has been received by the institution.
6. KSDE processes applications within a 6-8 week time period. The license will not be issued until KSDE has received payment and a clear background check. You may check the status of the application at License Lookup - <https://svapp15586.ksde.org/TLL/SearchLicense.aspx>

If you have questions, please contact the university Alternate Route contact.

PROGRESS REPORT AND CONTINUANCE IN THE PROGRAM

After Year 1: The institution will coordinate the submission of a Progress Report to KSDE in June verifying:

- *The restricted license teacher's contract will be renewed,*
- *The district will continue to assign a mentor teacher,*
- *The restricted license teacher's schedule will continue to be an appropriate assignment in Year 2. If hired full time, they must teach at least 50% of their schedule in the subject area listed on their restricted teaching license. If hired half-time, must teach 100% in the subject area listed on their restricted teaching license. **If there is a change in teaching schedule between Year 1 and Year 2, the district is obligated to inform the institution. If an unacceptable assignment is discovered for Year 2, this may jeopardize the teacher's license during the program and ability to become fully licensed.***
- *The restricted license teacher has made appropriate progress toward completion of the Plan of Study and has attained at least a 3.00 GPA in those courses,*
- *The institution will continue to support the applicant.*

The district will be contacted in June to obtain this verification. Upon receipt of the Progress Report and verification of the above items, KSDE will extend the restricted license for another year expiring June 30. **The teacher MUST make adequate progress in their courses to continue.** If a restricted license teacher's license was issued mid-year (January), they will still be able to have a full two years to complete their coursework.

If the teacher does not pass the PLT test, they will not be eligible for any type of teaching license besides an Emergency Substitute License. They are NOT eligible for a one year non-renewable teaching license.

After Year 2: To obtain the next type of license, the teacher must successfully complete:

- * *Kansas Performance Teaching Assessment (submitted during the last year of the program),*
- * *successfully complete all coursework on the Plan of Study,*
- * *and pass the PLT pedagogy test.*

Generally, the teacher can apply for their next license (Professional Teaching License) in May and it will be submitted to KSDE in late May once a passing PLT score report is available.

Note: If a restricted license teacher has a restricted teaching license for a full two years within the same district, KSDE will next issue them a Professional Teaching license. **Otherwise, they will receive an Initial Teaching License.**

Restricted School Specialist Licenses

A restricted school specialist license is available in the areas of **School Counseling and Library Media Specialist**. This license has different qualifications and requirements than the restricted teaching license.

(i) Restricted school specialist license.

(4) Each applicant for a restricted school specialist license with endorsement for school library media or school counselor shall submit to the state board the following:

- a. An application for a restricted school specialist license and the appropriate fee;
- b. an official transcript or transcripts verifying completion of a graduate degree in the content area of counseling or library media;
- c. verification of at least three years of full-time professional counseling or librarian experience;
- d. verification of a minimum 3.25 cumulative grade point average on a 4.0 scale in graduate coursework; and

e. documentation that the following conditions are met:

i. The local education agency has made reasonable attempts to locate and hire a licensed person for the restricted school specialist position that the applicant is to fill;

(ii) the local education agency will employ the applicant if the license is issued;

(iii) the local education agency has an agreement with an experienced school specialist in the same content area to serve as a mentor for the applicant;

(5) the local educational agency will provide, within the first six weeks of employment, an orientation or induction program for the applicant;

(6) the local education agency has collaborated with a Kansas teacher education institution regarding the program that the applicant will pursue to obtain full licensure; and

(7) the local education agency will provide release time for the candidate to work with the mentor and to work on progress toward program completion; and

(F) a statement from the licensing officer of a Kansas teacher education institution attesting to the following:

(i) The applicant has on file a written plan that will qualify the applicant for full licensure in the school specialist content area for which the restricted license is sought;

(ii) the plan for program completion can be completed in not more than three years and contains a specific designation of the coursework that is to be completed each year;

(iii) the program provided to the applicant will meet the institution's approved professional education standards;

(iv) the institution will provide the applicant with on-site support; and

(v) the institution has collaborated with the employing local education agency concerning the applicant's program.

(8) Each local education agency that employs a person holding a restricted school specialist license shall submit to the commissioner of education a progress report before July 1 of each year during the effective period of the restricted school specialist license. This progress report shall include the following:

a. Verification that the applicant has attained passing scores on the content assessment required by the state board by the end of the first year;

b. verification from the chief administrative officer of the employing local education agency attesting to the following:

i. The applicant's contract will be renewed; and

ii. the local education agency will continue to assign an experienced mentor teacher to the applicant and provide accommodations to the applicant to work with the mentor teacher and to complete the applicant's plan for full licensure;

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- c. a statement from the licensing officer of the applicant's teacher education institution attesting to the following:
 - i. The applicant has made appropriate progress toward completion of the applicant's plan to qualify for full licensure; and
 - ii. the institution will continue to support the applicant, on-site, as necessary; and
 - d. an official transcript verifying that the applicant has attained at least a 3.25 GPA on a 4.0 scale in the courses specified in the applicant's plan for full licensure.
- (9) Each applicant who is unable to provide any verification or statement required in paragraph (i)(2) shall no longer be eligible to hold a restricted school specialist license and shall return any previously issued restricted school specialist license to the state board.