

THE DELTA KAPPA GAMMA SOCIETY INTERNATIONAL DKG CALIFORNIA LEGISLATIVE PLATFORM

The DKG California Legislative Platform was established in May 1981 and has been reviewed and revised in 1989, 1997, 2003, and 2014.

"To initiate, endorse, and support desirable legislation in the interest of education and of women educators" is Purpose Number Four of The Delta Kappa Gamma Society International. This mandate is reinforced and expanded in Purpose Number Seven, "To inform the membership of current economic, social, political, and educational issues to the end that they may become intelligent, functioning members of a world society." DKG California members believe that free public education is a basic and essential part of our national heritage. Therefore, DKG California Members will support programs that provide free public education of high quality and equal opportunity for all.

To fulfill these Purposes, DKG California will seek to initiate and support legislation in the following areas:

EQUAL EDUCATIONAL OPPORTUNITY FOR ALL

DKG California recognizes that the purpose of education is to enable individuals to become responsible, productive adults and to continue intellectual, personal, and spiritual pursuits throughout their lifetimes. To this end, DKG California supports measures that will provide:

1. A public education system from early childhood through higher education, including adult education.
2. Programs of instruction, guidance, and counseling to permit optimum development of abilities and skills.
3. Programs to encourage and make use of innovative methods to reach every child, building on the cultural backgrounds of all children.

CURRICULUM AND INSTRUCTIONAL DEVELOPMENT FOR EDUCATORS

DKG California recognizes that the California State Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. To that end, DKG California supports measures that will provide:

1. Programs to further teacher development for the fulfillment of their professional role in the education and well-being of youth.
2. Programs that will prepare teachers to assume responsibility for working with students, parents, policy makers, and the general public in determining the goals and objectives of the schools.
3. Instructional materials and programs in curriculum planning and in the implementation of the educational program in order to achieve the goals and objectives of the schools.
4. Implementation of existing legislation to provide a safe and secure environment for students and school personnel.
5. Legislation to promote alternative programs for educating recalcitrant students.

PROFESSIONAL STANDARDS

Every child has the right to be instructed by competent teachers. Maintenance of high standards for the teaching profession is essential and Chi State supports measures to provide for:

1. Involvement of educators, including classroom teachers, in decisions concerning teaching credential requirements.
2. Teaching credential requirements which include a balance of courses in academic fields as well as instruction in physical, intellectual, emotional, and social growth and development of the learner as they apply to the role of the teacher.
3. Pre-service preparation requiring some courses, beginning no later than the sophomore year of college, which combine observation of and involvement with students of varying ages and instructional levels and include a variety of experiences with pupils from differing ethnic and socioeconomic backgrounds.

4. More emphasis on early screening of teacher candidates prior to their entering training to determine their sensitivity to, and understanding of, human relations as well as their suitability for a teaching career.
5. Continuous evaluation of teacher training candidates.
6. Early and continuous evaluation of teachers and administrators. In-service training designed with emphasis on knowledge, skills, and attitudes towards those they teach, and sensitivity to, and understanding of, human relations.
7. An orderly process for the release of incompetent and unsuitable educators.

EMPLOYMENT CONDITIONS

Agreements on employer-employee relations need to be made in an orderly manner. DKG California supports measures that will:

1. Provide teachers a professional atmosphere in which to carry out their responsibilities to their students without undue or improper restraint, permitting them to present factual information on conflicting sides of controversial issues.
2. Protect by law the continued employment of competent teachers.
3. Safeguard, improve, and strengthen the State Teachers' Retirement System.
4. Establish procedures whereby agreements concerning goals of the educational program, conditions and terms of employment, and the content and mode of instruction can be achieved in an orderly manner.

FINANCIAL STRUCTURE OF EDUCATION

Every student is entitled to a quality education. The burden of the financial structure of the system of education must lie with the state rather than with local districts. DKG California supports measures to provide:

1. The major financial burden of the cost of education to be borne by the state, equalizing contributions with consideration for the tax basis of local school districts.
2. State financial support for state-mandated programs.
3. Public funds allocated for education to be used for public schools only.
4. Funding for adult education to reach students of all socio-economic backgrounds.
5. A financial structure for the education system that includes a cost-of-living index escalation clause.