

## **Policy Objective 3: Increase the effectiveness of Kentucky's P-12 teachers and school leaders.**

### **Strategy 3.1: Ensure P-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.**

- The Council recently solicited applications from Kentucky public higher education institutions and P-12 school districts to develop, implement, and evaluate **model clinical teacher preparation programs**. The competition focused on two partnerships between a public university and a middle or high school, one in a large school district and another in a smaller school district. The Council will consider recommendations from a review committee at the April 2013 meeting.

Proposals were required to:

- Integrate coursework, theory, and pedagogy with practitioner knowledge.
- Reflect best practices in clinical teacher preparation.
- Be mutually beneficial to higher education institutions and P-12 schools.
- Demonstrate the attributes of clinical teacher preparation outlined in the NCATE Blue Ribbon Panel report.
- Integrate the new clinical requirements of 16 KAR 5:040.
- Demonstrate clinical teacher preparation at the middle school and secondary levels.
- Lead to systemic change in policy and practice in partnering institutions.
- Be sustainable over time.

Additionally, proposals were asked to:

- Describe the components of the clinical model, including curricular adjustments, co-planning time, co-teaching, discussion forums, etc., that will be implemented in the project.
- Describe how the clinical training site was selected and how it qualifies as an exemplary clinical site.
- Identify the number and percentages of university faculty and school-based faculty who will participate in the project. Provide evidence that the faculty leading and working in this model have the experience and expertise to do so and/or will receive the appropriate training.
- Describe the assessment system that demonstrates candidate knowledge, skills, and dispositions in a program and how that system captures and reports data for continuous improvement of candidates and P-12 student achievement.

- Describe how the institution will support faculty, instructors, and university field and clinical supervisors.
- Describe how the institution’s faculty work will be acknowledged, valued, and rewarded.
- Describe the training for P-12 teachers who will serve as mentors for teacher candidates and training for the principal of the school.
- Describe the teacher candidate performance assessment and how it will be used to support a continuous improvement system at the clinical site.
- Describe how new teachers are supported and inducted into the profession in this model and how the program will dovetail with KTIP and current clinical activities.
- Describe how the clinical model can be sustained over time.
- Describe the benefits of this model for P-12 students, P-12 schools, teacher education candidates, and teacher education programs.
- Include an evaluation plan for the project that addresses how the model aligns with the NCATE Blue Ribbon Panel report and accountability structures, e.g., national and state accreditation and program standards and state regulations.
- Describe a strategy for sharing the results of the project.

**Strategy 3.2: Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.**

- In November 2012, the Council on Postsecondary Education approved \$895,000 in grant funding to seven projects for postsecondary institutions to offer professional development for P-12 teachers and administrators. The federally-funded **Improving Educator Quality grant program**, currently in its 11th year, awards grants to partnerships that deliver research-based training programs to P-12 teachers and administrators. A request for proposals for Year 12 will be released this spring.
- In 2010, CPE received a one-time appropriation by the Kentucky General Assembly to support activities related to SB 1 implementation and college readiness. A significant portion of these funds was awarded to create three **Partnership Academies** across the Commonwealth. They are housed at Morehead State University, Northern Kentucky University, and Western Kentucky University.
  - Each Academy serves school districts within the university’s service region, with an emphasis on struggling schools.
  - The Academies work with P-12 educators to identify specific instructional and student learning needs and customize professional development plans to help teachers implement new teaching strategies based on ongoing assessment results (EPAS, ACT, KYOTE, as well as teacher-made tests).
  - In simple terms, these continuous assessment models teach the teachers how to make sense of various assessment results and tailor instruction to address their students’ particular needs.

- The Academies also communicate postsecondary expectations to school districts and adult education centers and aid in the implementation of the Common Core Standards and related assessments for placement purposes.
- Over time, the strong relationships formed between the university Academies and local schools will produce a number of benefits:
  - More high school students will be “college-ready” upon graduation.
  - Fewer first-year college students will need remediation.
  - Postsecondary faculty, by working extensively with area high schools, will have a better understanding of the Common Core Standards and can ensure alignment with university developmental coursework.
  - Colleges of education will have better information about effective teaching and assessment practices in area schools, which will inform curriculum improvements in undergraduate and graduate programs, as well as professional development offerings for in-service teachers.
  - The entire education community—both P-12 and postsecondary education— will be empowered to take responsibility for the educational attainment of the region.
- In 2012, CPE, KDE, and JCPS agreed to invest in principal training, focusing on leaders in Kentucky’s ‘turn around’ or low performing schools using the **National Institute for School Leaders training (NISL)** program. NISL offers a high-quality, research-based professional development program designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools. Specifically, this program will certify a preselected cohort of former principals, superintendents, and higher education faculty across the state. Once completed, the NISL candidates will work with school districts in their local areas to train principals and assistant principals specifically in low-performing schools. The NISL train-the-trainer program is a 15 month intensive training model that focuses on the following areas: leadership, strategic planning, student (customer) stakeholder, measurement and analysis, human resources, processes, and results.