

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.

- In April 2013, the Council approved the recommendation of the review committee to fund three model clinical teacher preparation programs with Eastern Kentucky University (in partnership with Corbin Independent Schools), the University of Louisville (in partnership with Jefferson County Public Schools), and Western Kentucky University (in partnership with Bowling Green Independent Schools and Simpson County Public Schools). These sites received \$500,000 each from the Council's Senate Bill 1 (2009) FY13-14 appropriation for a total investment of \$1,500,000.
 - Clinical sites are finishing their first year of implementation and continue to grow in capacity.
 - CPE staff is visiting staff to monitor the program implementation.
 - Representatives from clinical sites have a spring meeting planned to discuss their program model designs and processes for evaluating the programs for future improvements.
- During the 2012-13 school year, more than 50 school districts participated in a field test of the **Professional Growth and Effectiveness System (PGES)**. This method for evaluating and improving Kentucky's current teaching focuses on measures related to observation, peer observation, reflection, professional growth, student growth and student voice. CPE was represented on a work team that developed the criteria and implementation process.
 - During the statewide pilot in 2013-14, at least 10 percent of the schools in each district will implement the Professional Growth & Effectiveness System.
 - In 2014-15 the system will be implemented statewide with full accountability in spring 2015.
- **Vanguard** focuses on tightening the admissions standards for schools of education; increasing expectations for teachers' mastery of the subjects they will teach; providing better opportunities for prospective teachers to master the craft of teaching; raising the standards for teacher licensure; and providing support to new teachers.

- In March 2014, a group of K-12 and higher education professionals met with a group of leaders from Toyota Motor Manufacturing, including systems engineers, training professionals, and TMMK President Wil James, to discuss Toyota’s approach to developing and changing systems and problem-solving from a systems perspective.
- Four prospectuses from potential partners have been received: Vanguard East (an eastern Kentucky consortia of postsecondary institutions and school districts), Georgetown College, Campbellsville University, and Western Kentucky University.
- Final proposals are due to CPE by May 15, 2014.

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 2013, the Council on Postsecondary Education approved \$839,000 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 12th year, awards grants to partnerships that deliver research-based training programs to P-12 teachers and administrators.
 - Projects are expected to fully integrate the Common Core State Standards and/or Next Generation Science Standards.
 - A request for new proposals will go out May 2014, and the proposals will be due back to CPE in September 2014.
- 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 at Morehead State University, Northern Kentucky University, and Western Kentucky University. 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).
 - NKU’s Center for Education Excellence convenes job-alike networks across 18 school districts and has provided professional development and learning opportunities for more than 780 educators. NKU sponsored the second annual Evidence-Based School Counseling Conference on January 13 and 14. In addition to this work, NKU has planned literacy, mathematics, and science content workshops to provide professional development support for instructional coaches from 10 local school districts involved in the IEQ grants.

- The 21st Century Education Enterprise at MoSU continues to provide professional development activities to teachers in their service area. They have created virtual high school senior year transitional courses, in partnership with KDE, in English, reading, and in a project called An Eagle Eye Vision for Education: Bridging the College Readiness Gap.
- The A.S.K. Academy at WKU, in cooperation with the Center for Excellence in Teaching and Learning, has developed a professional development initiative as a MOOC. The program, called Learn, Embed, Assess, Disseminate (L.E.A.D.), allows educators to target their professional development to address their needs. The teachers are supported by experts in the field who help them devise ways of measuring the impact of changes made in their classroom.
- 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.
 - The Kentucky program will complete its first year of professional development this spring 2014.
 - A cohort of seven postsecondary faculty from five institutions has been trained to deliver NISL training to high school principals.
 - A cohort of principals will be selected to begin training in summer 2014.