



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 staff has been working very closely with the Education Professional Standards Board to design and review **teacher leader master's degrees for rank change and principal preparation programs**. Programs must collaborate with districts in design of programs; focus on student achievement; have a differentiated program based upon candidate interests and needs; utilize assessment data; provide job-embedded professional experiences for candidates; allow for multiple career pathways; easily transfer across institutions; evaluate high-quality research on student learning; emphasize differentiated learning and classroom management; provide opportunities for candidates to increase content knowledge; emphasize reflections that inform practice; and emphasize leadership development.
- **Teacher Leader programs have been approved at the following institutions:** Asbury University, Bellarmine University, Brescia University, Campbellsville University, Eastern Kentucky University, Georgetown College, Lindsey Wilson College, Morehead State University, Murray State University, Northern Kentucky University, Spalding University, Union College, University of Kentucky, University of Louisville, University of the Cumberlands, and Western Kentucky University.
- **Principal preparation programs have been approved at the following institutions:** Asbury University, Bellarmine University, Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, Spalding University, University of Louisville, University of the Cumberlands, and Western Kentucky University.
- Council staff has worked with EPSB's Committee to Review Admissions and Clinical Experiences for Pre-Service Programs (CRACE) to recommend **several changes related to educator preparation programs**. The new regulation promulgated by EPSB requires that all new teacher candidates pass a rigorous basic skills test in math, reading, and writing; raises the required GPA for admission; requires teacher candidates to demonstrate the essential teacher dispositions and 21st Century Skills, including critical thinking, collaboration, creativity, and communication; ensures that all new teachers have the benefit of a supportive

induction into the teaching profession by adequately funding the Kentucky Teacher Internship Program (KTIP); ensures a sufficient number of high-quality clinical experiences across the program; documents student teaching candidates' ability to increase K-12 student learning; offers high-quality mentoring for those entering the teaching profession via an alternative pathway; explores how to expand paid, year-long pre-teaching residency experiences.

- The Council is funding an effort to help teacher preparation programs strengthen the clinical components of educator preparation programs while at the same time enhancing the effectiveness of classroom teachers and ultimately improving student learning. The focus of this activity is to **increase the capacity of higher education and P-12 educators to develop and implement co-teaching models within teacher education programs**. The program will help higher education faculty and P-12 educators to examine the principles of co-teaching as a model for clinical components of educator preparation programs. Institutions in collaboration with their P-12 partners will develop workplans for the design of co-teaching models at their institutions, and teacher educators and P-12 partners will develop a plan to evaluate the effectiveness of the co-teaching model.
- **EPSB is designing a teacher preparation program evaluation process** that will include, but not be limited to: redesigning the current seven-year cycle of accreditation and program; providing a continuous electronic program review and approval of all preparation programs; developing and publishing a Quality Performance Index (QPI) for all of Kentucky's teacher preparation programs; including in the QPI a value-added measure of teacher preparation programs that uses P-12 student performance data; and evaluating the effectiveness of Teacher Leader and principal preparation programs.

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 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 **Professional Development and Assessment Academies** across the Commonwealth. They are housed at Morehead State University, Western Kentucky University, and Northern Kentucky University.
 - o Each Academy serves school districts within the university's service region, with an emphasis on struggling schools.
 - o 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).
 - o 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.

- o 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.
- o Each of these Academies is a collaborative of two public postsecondary institutions, a private college or university, a community college, and an adult education center. Some of the specific services offered by the Academies include:
 - Developing and implementing high school transitional courses and related placement assessments in school districts, using assessments from these transitional courses to improve content and delivery and create a shareable protocol for implementation.
 - Working with school districts and adult education centers to create sustainable lines of funding for long-term partnerships for success.
 - Enhancing the readiness of postsecondary faculty to instruct students moving into the postsecondary environment.
 - Enhancing the transition from P-12 and adult education programs to postsecondary to improve placement, retention, and graduation.
 - Feeding information back from these experiences into teacher and adult educator preparation, as well as into the entire postsecondary experience.
 - The most successful continuous assessment models resulting from this work will improve all aspects of student success at all levels, including, but not limited to, placement, retention, graduation, and teacher preparation. The ultimate goal is to expand the Academy model to include all eight public universities and 16 community and technical colleges.
- o 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.