

Kentucky Board of Education

February 6, 2013

Report from the President of the Council on Postsecondary Education

Clinical Preparation Sites

The Council is pleased to announce a competition for the establishment of two clinical sites for teacher preparation in Kentucky. This competition will focus on two partnerships between a public university and a middle or high school in a large school district and a public university and a middle or high school in a smaller school district (large school districts are defined below).

The Commonwealth of Kentucky is ideally situated to develop model clinical teacher preparation programs that are designed to improve P-12 student and teacher education candidate learning, facilitate the placement of teacher candidates in model P-12 settings, and provide professional development for pre-service and practicing teachers. In 2011, the National Council for Accreditation of Teacher Education (NCATE) released its Blue Ribbon Panel report, *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*.

The report calls for dramatically different models/strategies for preparing teachers in clinical settings. Specifically, the report calls for:

- More rigorous accountability
- Strengthening candidate selection and placement
- Revamping curriculum, incentives, and staffing
- Supporting partnerships
- Expanding the knowledge base

The report also identifies 10 design principles for clinically-based preparation and a continuum of partnership development for clinical preparation. The complete Blue Ribbon Panel report can be viewed at <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>. At its September 19, 2011, meeting, the Kentucky Education Professional Standards Board endorsed the recommendations of the Blue Ribbon Panel report and voted to become a state partner in NCATE's Alliance for Clinical Teacher Preparation, which is committed to transforming teacher education programs into clinically-based models.

With this agreement, Kentucky became the tenth state in the nation to support this effort. During the same time frame, the EPSB developed and approved revisions to 16 KAR 5:040 which mandate changes to the admission, placement, and supervision of student teachers in approved teacher preparation programs across the Commonwealth.

Funded by an appropriation from the General Assembly to support the implementation of 2009's Senate Bill 1, the Council will support these sites with \$350,000 per site in fiscal year 2013 and \$150,000 in fiscal year 2014. The review committee will consist of two classroom teachers (one a member of EPSB), a principal, a superintendent, a member of the Council, and staff from each of the three education

agencies. The RFP may be viewed at <http://cpe.ky.gov/NR/ronlyres/173B1ED3-EBE4-4631-B31B-56B99204AE71/0/RFPClinicalSitesCombinedwithSchoolDistricts.pdf>. Proposals must be received by 4 p.m. EST, March 1, 2013.

Rural Access Work Group Update

The first meeting of the work group was held October 31 and was well attended by institutional representatives and state policy leaders. Chaired by Pam Miller, the work group began exploring the challenges of providing access to baccalaureate education in areas of Kentucky with perennially low levels of educational attainment. A report and recommendations will be presented to the Council at its April 2013 meeting.

Governor's Minority Student College Preparation Program

Planning is underway for the Annual GMSCPP Statewide Conference, to be hosted by Morehead State University, June 2013. Eastern Kentucky University will host the 26TH Annual Academically Proficient High School Junior and Senior Diversity Conference, June 27-28, 2013.

SREB Doctoral Scholars Program

Planning has begun for the fall 2013 Teaching and Mentoring Institute which will take place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 31- February 1, 2013. The Teaching and Mentoring Institute will be held October 31 - November 3, 2013, in Arlington, Virginia. The institute is designed for scholars currently supported by the Kentucky Doctoral Scholars Program. The Kentucky program is implemented collaboratively by the Council, the University of Kentucky, and the University of Louisville to help students complete the doctorate more quickly and to encourage them to go into the professoriate. As of January 23, 2013, 34 students are currently matriculating at Kentucky institutions, 34 percent of these students are in the STEM areas and there are 68 graduates.

Washington County Commander College

Washington County Commander College is an early college program that is a K-12 and postsecondary education partnership between Washington County Public Schools and Saint Catharine College. This program is funded by the Rockefeller Philanthropy Advisors Group and coordinated by the Council on Postsecondary Education. Current Commander College students are scoring significant ACT gains in English, mathematics, science, and reading. Moreover, these students are gaining ground on their counterparts. Commander College students are achieving higher Grade Point Averages than their high school counterparts: 3.33 vs. 2.50 GPA's (2010-2011) and 2.96 vs. 2.34 GPA's (2011-2012) and miss fewer days of school. In 2010-2011, Commander College students were in school an average of 164.3 days while nonparticipants were in school 163.6 days. In 2011-2012, the gap increased to 164 vs. 162.

Community College Research Center

The Council hosted a high school-to-college transitional program meeting February 1 with the Community College Research Center at Columbia University. Kentucky is one of five states Columbia's research center is targeting to measure the impact of high school intervention program models on success in college. Kentucky's K-12 and postsecondary education systems established unique partnerships by working together to create transitional course frameworks for students not meeting readiness targets and common assessments. Kentucky's intervention efforts continue to be recognized nationally.

Multi-State Collaborative on Assessment

The Massachusetts Department of Higher Education has approached Kentucky (along with a few other states) to design and implement embedded assessments for student learning outcomes. Massachusetts approached Kentucky because of its reputation for being a leader in outcomes-based learning, as evidenced by the Commonwealth's LEAP State status and all the elements of the transfer action plan that are based on learning outcomes.

This multi-state collaborative agreement would:

- Avoid the use of a mandatory standardized test.
- Take as a starting point a model using at least three LEAP Essential Learning Outcomes and Value Rubrics as a common framework (including written communication and quantitative literacy).
- Provide for reporting assessment data aggregated by sector (e.g., community colleges, comprehensive universities, and research universities). There would be no public reporting of individual campus data.

The kick-off meeting is February 10-11 in Boulder, Colorado. Kentucky is sending a team that consists of representatives from Hazard Community and Technical College, Eastern Kentucky University, and the University of Kentucky.

Commonwealth College

A group of presidents and provosts met at CPE on January 23 to discuss the concept of Commonwealth College. The purpose of Commonwealth College is to dramatically increase the number of adults returning to school to complete bachelor's degrees by providing high-demand academic programs in formats conducive to working adults and high-tech, high-touch support services. The concept is still being developed, and the presidents will work together to provide recommendations on what model or models of adult-friendly programming will best meet the needs of Kentucky's adult learners as well as our campuses.

Kentucky Student Success Summit

The second annual Kentucky Student Success Summit will be held April 15-16 at the Louisville Marriott East. The purpose of the summit is to stimulate conversations among campus representatives – faculty, staff, and administrators – on how to improve institutional policies and practices to enhance student success. The summit will feature nationally recognized experts who share evidence-based best practices to promote student learning and retention. The theme of this year's summit is "Building Partnerships between Academic and Student Affairs: Creating a Holistic Approach to Student Success." Vincent Tinto, a noted expert on student retention, will be the keynote speaker. Joe Cuseo, a nationally renowned student success expert, and Jeff Selingo, editor at large of The Chronicle of Higher Education, will also be featured speakers. Breakout sessions will focus on best practices in developing and implementing first year experiences and learning communities.