

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Collaborative Partnership with the Education Professional Standards Board to improve teacher preparation and teacher leadership

Applicable Statute or Regulation:

KRS 156.557, 704 KAR 3:370,

History/Background:

Existing Policy. In order to address the Kentucky Board of Education goal of an effective teacher in every classroom and an effective leader in every school, the Kentucky Department of Education (KDE) is involved in a collaborative partnership with the Education Professional Standards Board (EPSB) on several initiatives to strengthen teacher preparation programs, to ensure alignment with the Professional Growth and Effectiveness System, and to develop teacher leadership pathways.

A recent National Council on Teacher Quality report evaluated Kentucky teacher preparation programs. The report found that 17 programs did not receive a numeric rank because their performance was in the bottom half of programs; 37 programs were fully evaluated, and 10 elementary and 10 secondary programs were strong enough to receive a national ranking. In student teaching, no programs in Kentucky were identified as ensuring a high-quality student teaching experience defined as one in which candidates are assigned only to highly-skilled teachers who provide frequent feedback. KDE, EPSB, and the Council on Postsecondary Education (CPE) are working to address challenges associated with teacher preparation. Collaborative work also is beginning to identify career pathways and opportunities for teachers to serve in instructional leadership roles to impact both student learning and teaching practices. Some examples of cross-agency collaboration around teacher preparation are:

- The **Supporting Effective Educator Development (SEED) Grant - SEED** provides funding from the U.S. Department of Education to the National Board for Professional Teaching Standards and six sites (four states and two large districts) for a project, Network to Transform Teaching. The participating sites are New York, Washington, Arizona, Kentucky, San Francisco, and Albuquerque. Research for the grant will be conducted by the American Institutes for Research (AIR), and technical assistance is being provided by the Carnegie Foundation for the Advancement of Teaching. The two aims of the work are to:

1. Increase the number of National Board Certification candidates; and
2. Capitalize on the instructional expertise of board-certified teachers to increase the percentage of teachers in instructional leadership roles.

Kentucky partners in the work include KDE, EPSB, the Kentucky Education Association (KEA) and the Fund for Transforming Education in Kentucky, who collaborate through a Networked Improvement Community (NIC) on plans to address the two aims.

- **Vanguard** - In 2012, the Council of Chief State School Officers (CCSSO) convened a Task Force on Transforming Educator Preparation and Entry into the Profession that issued a call to action to chief state school officers and identified action steps that states could take to improve the workforce upon entry into the education profession. The task force was composed of current and former chiefs as well as representatives from the National Association of State Boards of Education (NASBE) and the National Governors Association (NGA). Commissioner Holliday served as a co-chair for this task force. *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession* was written by the task force. This report identified ten recommendations for transforming teacher preparation programs and can be found at:
<http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise2012.pdf>.

Vanguard is a specific initiative underway in support of the recommendations from the task force report. This is a pilot program designed to attract volunteer universities to work in partnership with volunteer school districts to significantly enhance the teacher preparation pipeline. The pilot program focuses on building a world-class teaching force by connecting compensation to career structures; implementing a more rigorous teacher education admissions process; modifying the structure of teacher education programs; raising licensure standards for teachers; and improving teacher induction.

- **Network for Transforming Educator Preparation (NTEP)** – NTEP developed as a response to the *Our Responsibility, Our Promise* task force recommendations. Seven states are participating in a two-year pilot focused on transforming educator preparation and entry systems into the profession. The participating states include: Connecticut, Georgia, Idaho, Kentucky, Louisiana, Massachusetts, and Washington. The work has four outcomes:
 1. Transform data systems to support continuous improvement of educator preparation;
 2. Transform licensure policies and systems;
 3. Transform program approval policies, systems, and standards; and
 4. Engage stakeholders to develop and implement this new system of educator preparation.

- **Merging of the Kentucky Teacher Internship Program (KTIP) and the Professional Growth and Effectiveness System** - Twenty-one districts are piloting this effort during the 2014-2015 school year. Nine district trainings have been conducted. Overall, districts have expressed relief that merging the systems will be more efficient. Four trainings have occurred for Institutions of Higher Education Teacher Educators. Additional trainings and just-in-time support will be provided for Institutions of Higher Education as a result of their requests.

Impact on Getting to Proficiency:

In order to meet the board's goal of having an effective teacher in every classroom and an effective leader in every school, a coherent agenda should take into account the appropriate structures and supports in the early phase and throughout an educator's career.

Contact Person:

Amanda Ellis, Associate Commissioner
Office of Next Generation Learners
(502) 564-9850

Amanda.ellis@education.ky.gov



Commissioner of Education

Date:

August 2014