

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Review Item:**

Efforts to Improve Teacher Preparation in Kentucky

### **History/Background:**

***Existing Policy.*** 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. The ten recommendations within the report fall within three state specific policy levers including: (1) Licensure, (2) Program Approval, and (3) Data Collection, Analysis and Reporting. While the report attempts to focus on the state policy levers chiefs can activate, it is clear that the work required by these recommendations is not easy and will require the leadership and collaboration of all stakeholders involved in P-20 education.

In October 2013, CCSSO announced that Connecticut, Georgia, Idaho, Kentucky, Louisiana, Massachusetts, and Washington were selected to participate in a two-year pilot focused on transforming educator preparation and entry systems for the profession. Common questions across the states are:

- What are the current “state of the art” pre-service performance assessments?
- What are some options for program approval?
- How can states solicit stakeholder engagement?

CCSSO is working to provide support across the states to answer these questions. A state team with representatives from the Education Professional Standards Board, Council on Postsecondary Education, Kentucky Education Association, and Kentucky Department of Education coordinates this effort across agencies to implement the recommendations consistent with each agency’s policies and regulations.

The following state-specific feedback was provided by CCSSO to inform the work:

- Articulate a compelling vision for transformed education preparation system that can be easily communicated.
- Be clear about how each strategy is connected to the state goals in the three policy areas.
- Ensure that educator preparation programs take ownership for preparing graduates to be learner-ready on day one.
- Identify responsible owners for the overall effort and each strategy.
- Identify risk and mitigating strategies.
- Articulate how stakeholders will be engaged.

**Attachment A**, compiled by the Education Professional Standards Board, reflects specific initiatives underway in support of the recommendations from the task force report. Two of those initiatives are highlighted below:

**Vanguard** – 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 will implement practices that high-performing counties have found to be successful in building a world-class teaching force such as 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.

**National Board Project SEED Grant** - In September 2013, the National Board for Professional Teaching Standards (NBPTS) received a grant from the United States Department of Education’s (USED’s) Supporting Effective Educator Development (SEED) grant program to expand the pool of highly effective National Board Certified Teachers serving high-needs schools. Kentucky, along with Nevada, New York, Washington, and districts in Albuquerque and San Francisco will be involved in the work of this grant. In Kentucky, the Kentucky Department of Education, the Kentucky Education Association, the Education Professional Standards Board and a network of National Board Certified Teachers have partnered to implement the grant. Technical assistance and research will be provided by the NBPTS, American Institutes for Research, and the Carnegie Corporation.

Anticipated outcomes of the grant will be discussed at the board meeting. The goals, over three years, for the SEED grant are to:

1. Increase the number of National Board Certified Teachers (NBCTs) in high-needs schools
2. Develop pathways for NBCTs to take on instructional leadership roles

**Attachment B** is a profile of this work.

**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.

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**Commissioner of Education**

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