

**DRAFT:** EPSB Initiatives, CAEP Standards, CCSSO *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*/Professional Learning Task Force/NCEE findings

EPSB Initiatives	CAEP	CCSSO	PLTF	CPE: NCEE findings
<p>Master’s Degree Redesign Principal Program Redesign Superintendent Program Redesign Initial Preparation clinical experiences</p>	CAEP Standard 1	States will revise and enforce their licensure standards for teachers and principals to support the teaching of more demanding content aligned to college- and career-readiness and critical thinking skills to a diverse range of students.	<b>Policy Recommendation 5:</b> Revise related policies such as school improvement and educator effectiveness for seamlessness and consistency in terminology, expectations, and definitions (e.g., district improvement, school improvement, accountability, certification/recertification, and educator effectiveness).	<p><u>A plan for Kentucky</u></p> <ul style="list-style-type: none"> <li>-Teacher education</li> <li>Principal training</li> <li>Define College Readiness Standards, Adopt Common Placement Exams, Align Learning Outcomes, Adopt Assessments</li> <li>-Curriculum Redesign and Delivery</li> <li>-MA in Teaching</li> </ul>
<p>Teacher Performance Assessments utilized during student teaching and internship.</p> <p>KY institution participation in developing performance measures with ETS</p>	CAEP Standard 1	States will work together to influence the development of innovative licensure performance assessments that are aligned to the revised licensure standards and include multiple measures of educators’ ability to perform, including the potential to impact student achievement and growth.	<b>Policy Recommendation 6:</b> Require professional learning for recertification to meet all professional learning policies and guidelines and be based on an individual professional growth and career advancement plan whose goals are aligned with state and local priorities, Characteristics of Highly Effective Teaching and Learning, goals for student achievement, and individual and career-advancement goals and incorporate evidence of achievement of the established goals (Note: Aligned to TPGES, PPGES, and EPSB).	<ul style="list-style-type: none"> <li>-Licensing Exam</li> <li>-Pre-Service Recruiting and Delivery</li> <li>-Pre-service recruiting and selectivity</li> <li>-Specialization in Elementary Education</li> <li>-MA in Teaching</li> </ul>
Current Rank system based on redesign initiatives	CAEP Standard 4	States will create multi-tiered licensure systems aligned to a	<b>Policy Recommendation 7:</b> Require all newly certified	-Career ladders and

National Board Certification for rank change		coherent developmental continuum that reflects new performance expectations for educators and their implementation in the learning environment and to assessments that are linked to evidence of student achievement and growth.	educators to develop a professional learning plan aligned with individual areas for growth based on preparation and certification data and to use the plan in a mentoring and induction program and add to it goals for professional learning related to student/client performance and local and state priorities (Note: Aligned to TPGES, PPGES, and EPSB).	compensation -Criteria for Advancing on the Career Ladder -Mastery Based Advancement -MA in Teaching
KTIP work team development of TPA tasks  SB1 Initiatives		States will reform current state licensure systems so they are more efficient, have true reciprocity across states, and so that their credentialing structures support effective teaching and leading toward student college-and career-readiness.	<b>Guidance Recommendation G:</b> Provide a resource that links the Kentucky teacher preparation and certification standards used in KTIP programs with the Kentucky Teacher Professional Growth and Effectiveness (TPGES) Framework and Characteristics of Highly Effective Teaching and Learning.	-Induction
New accountability model being discussed with the EPSB.	Recommendations on Annual Reporting and CAEP Monitoring	States will hold preparation programs accountable by exercising the state's authority to determine which programs would operate and recommend candidates for licensure in the state, including establishing a clear and fair performance rating system to guide continuous improvement. States will act go close programs that continually receive the lowest rating and will provide incentives for programs whose ratings	<b>Guidance Recommendation H:</b> Provide a resource that links Kentucky administrator preparation and certification standards with Principal Professional Growth and Effectiveness System.	-Evaluation of the System

		indicate exemplary performance.		
<p>CAEP Standards are being discussed with the EPSB.</p> <p>New requirements for admission standards</p> <p>Initial Preparation clinical experiences</p>	<p>CAEP Standard 2</p> <p>CAEP Standard 3</p>	<p>States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.</p>	<p><b>Guidance Recommendation I:</b> Provide a resource that links Kentucky administrator preparation and certification standards with as "yet to be developed" District Leader Professional Growth and Effectiveness System.</p>	<p>-Pre-service recruiting and selectivity</p> <p>-Alternate Routes</p>
<p>Unbridled Learning (SB1 2009) initiatives</p>	<p>CAEP Standard 1</p> <p>CAEP Standard 2</p>	<p>States will require alignment of preparation content standards to PK-12 college-and career-ready standards for all licensure areas.</p>	<p><b>Guidance Recommendation J:</b> Provide resources on statewide, district, and school initiatives and programs to use in mentoring and induction programs for newly hired staff to accelerate readiness to implement new programs.</p>	<p>Teacher education</p> <p>Principal training</p> <p>Define College Readiness Standards, Adopt Common Placement Exams, Align Learning Outcomes, Adopt Assessments</p> <p>Professional development</p>

Data collection of admissions and exits.  Continuous assessment model being discussed with EPSB (PARC Committee)  Redesign Initiatives	CAEP Standard 5	States will provide feedback, data, support, and resources to preparation programs to assist them with continuous improvement and to act on any program approval or national accreditation recommendations.	<b>Guidance Recommendation M:</b> Collaborate with colleges, universities, and other organizations on teacher-leader development programs.	-Evaluation of the System
Data collection system of the EPSB and of the Kentucky Center for Education and Workforce Statistics	CAEP Standard 5	States will develop and support state-level governance to guide confidential and secure data collection, analysis, and reporting of PK-20 data and how it informs educator preparation programs, hiring practices, and professional learning. Using stakeholder input, states will address and take appropriate action, individually and collectively, on the need for unique educator identifiers, links to non-traditional preparation providers, and the sharing of candidate data among organizations and across states.	<b>Policy Recommendation 12:</b> Revise leadership standards to incorporate knowledge, skills, and dispositions for leading professional learning. The 2008 ISLLC—practices, standards, and functions standard 2 is insufficient to address the role and responsibilities of school and district leaders to lead and facilitate professional learning. (Note: Interface with TPGES, PPGES, and EPSB).	
Data collection system of the EPSB and of the Kentucky Center for Education and Workforce Statistics	CAEP Standard 5	States will use data collection, analysis, and reporting of multiple measures for continuous improvement and accountability of preparation programs.	<b>Policy Recommendation 13:</b> Require leadership certification programs to include leadership of professional learning in preparation curriculum.	Curriculum Redesign and Delivery