

OVERVIEW OF TEACHING IN KENTUCKY

**P-16 Council
Agenda Item C-1
March 22, 2004**

Discussion

At its December meeting, the P-16 Council charged the staff to develop an overview of the state of teaching in Kentucky. Below is a description of the current state of teacher preparation and development in Kentucky.

Teacher Recruitment

There are various programs to cultivate interest in teaching prior to college. Future Educator of America Clubs are being revived across the state. There are approximately 150 FEA clubs across the state chartered through Phi Delta Kappa International. Approximately 2,000 students are members of FEA clubs across Kentucky, and approximately 25 percent of these students are minorities. The 2+2 Teacher Preparation Program, developed by the Kentucky Community and Technical College System with all of Kentucky's public universities and several independent institutions, offers dual credit options to high school students for introductory education courses and possible transfer of 60 credit hours or more to collaborating four-year institutions.

Minority populations remain underrepresented in Kentucky's teaching profession. Only approximately 7 percent of teachers in Kentucky are members of a minority. The Kentucky Educator Placement Service is the primary mechanism for recruitment of minorities in Kentucky. The KEPS is a placement service that matches certified vacancies with applicants seeking employment. Several early identification programs have been designed, at least in part, to increase the number of teaching and educational leadership candidates. These include the following:

- Minority Educator Recruitment and Retention (MERR) scholarships that provide \$2,500 per semester to students declaring education as a major. Approximately 355 students at all major universities and some community colleges have been awarded \$1.675 million in scholarships for 2003–04.
- Administrative Leadership Institute (ALI) whose overall goal is to prepare a cadre of highly qualified minorities to assume leadership roles as principals and superintendents. Ninety-four participants have completed this rigorous course of study through a partnership with Western Kentucky University.
- Counselors for the New Millennium, a newly approved program to provide minority candidates an opportunity to become a part of school leadership through counseling. This program, which was initiated at the University of Louisville in spring 2002, has involved two cohort groups totaling approximately 30 individuals. The third cohort of 15 has been interviewed and is slated to begin coursework in summer 2004.

Teacher Preparation

Candidates who complete an approved traditional program will have at least a) a bachelor's or graduate degree with a cumulative grade point average of 2.5 or 3.0 on a 4.0 scale for the last 60 hours of credit completed, including undergraduate or graduate coursework, b) the appropriate assessments corresponding to the certification area, and c) recommendation for certification from a postsecondary institution approved by the Education Professional Standards Board.

There are 29 approved educator preparation programs in Kentucky, 8 public and 21 independent. Of these, two are out-of-state institutions with a presence in Kentucky. Although certification program options vary by institution, all institutions must meet the accreditation standards of the [National Council for Accreditation of Teacher Education](#), which have been adopted by the Education Professional Standards Board. Fourteen institutions are NCATE accredited, and three more are pursuing national accreditation.

There are 68 areas for certification in Kentucky (Attachment C-1). Institutions are required to secure EPSB approval for programs leading to certification based upon the certificates identified in 16 KAR 2:010. Institutions are required to submit all degree program proposals to the Council on Postsecondary Education. The EPSB, the CPE, and the Kentucky Department of Education are working together to guarantee that all proposed programs address state and local needs.

Educator preparation institutions select candidate entrance requirements, which may include a combination of college admissions exams, the PRAXIS I exam (an instrument that assesses reading, writing, and mathematics), other assessments, or grade point average. An increasing number of institutions are using the PRAXIS I as part of their admissions process.

For aspiring teachers at the graduate or mid-career level, several alternative routes to certification exist (see http://www.kyepsb.net/Legislative/routes_alt_cert/default.html). The university-based alternative routes to certification gained momentum in the past two years with the approval of programs at 15 institutions. Candidates must have at least a bachelor's degree and meet university admission standards. Candidates are issued a temporary provisional certificate when they obtain an offer of employment from a local school district. They must complete all requirements within two years, including passing the year-long Kentucky Teacher Internship Program (KTIP) and required subject assessments. Bellarmine University, Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, and Spalding University offer a Master of Arts in Teaching degree designed primarily for nontraditional candidates.

The EPSB requires that all new teachers, including those coming from outside Kentucky with less than two years of experience, successfully complete appropriate assessments prior to initial certification. Teacher candidates must take the PRAXIS II, a content specialty area test, as well as the Principles of Learning and Teaching, a test of pedagogical skills and knowledge. All candidates must file an application to teach in Kentucky (TC-1 form).

Pay scale, determined by individual school districts, is based on years of experience and rank. Rank I requires the master's degree and an additional 30 hours of coursework beyond the

master's degree. Candidates initially certified at a master's level begin at Rank II. Initial certification obtained with a bachelor's degree leads to Rank III. Rank IV (indicating 96-128 semester hours of coursework) and Rank V (64-95 semester hours of coursework) are designations used by districts to determine full-time emergency and substitute teachers' status. Emergency certified individuals with a bachelor's degree and no teaching certificate begin at Rank IV.

In 2002, House Bill 402 gave school districts the ability to offer differentiated compensation plans and directed the Kentucky Board of Education to develop regulations for a two-year pilot project beginning in 2003. The legislation mandated that differentiated compensation plans meet at least one of the following goals:

- recruit and retain teachers in critical shortage areas
- help reduce the number of emergency certified teachers employed in the district
- provide incentives to recruit and retain highly skilled teachers to serve in difficult assignments and hard-to-fill positions
- provide career advancement opportunities for classroom teachers who voluntarily wish to participate
- reward teachers for increasing their skills, knowledge, and instructional leadership within the district or school

Pilot programs to provide additional compensation to teachers above their regular salaries are currently being implemented by ten Kentucky school districts selected through a competitive grant process, as described below.

| DISTRICT | PLAN COMPONENTS | FUNDING AMOUNT |
|-----------------|---|-----------------------|
| Campbell Co. | Salary incentives for middle school certified staff and new teacher mentors; funding for instructional lead teacher positions | \$94,350 |
| Daviess Co. | Tuition reimbursement for critical shortage area teachers | \$90,000 |
| Jefferson Co. | Bonuses for certified and classified staff to work at difficult-to-staff schools; adding extended days to the school calendar for professional development | \$186,154 |
| Jessamine Co. | Stipends and professional development for Student Achievement Coaches for each school | \$125,985 |
| Lincoln Co. | Stipends, released time for mentor/mentee teams; training for mentors; pay for coaching time, training, and materials | \$90,500 |
| Metcalf Co. | Tuition reimbursement for critical shortage area teachers; extra duty pay for critical shortage areas; pay for participation in Skills Enhancement program | \$85,547 |
| Montgomery Co. | Salary incentives for minority, bilingual, and critical shortage area teachers; establishing a mentoring program to provide assistance to struggling teachers | \$80,000 |

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| Pike Co. | Focused professional development; evaluating and rewarding teachers who demonstrate proficient and distinguished scores on classroom implementation; additional compensation for teachers and evaluators of teacher portfolios | \$155,000 |
| Shelby Co. | Salary increment for special education teachers; stipends for mentor teachers for new special education teachers; tuition reimbursement for special education teachers | \$135,500 |
| Warren Co. | Training of teachers at the most diverse high school and feeder schools, who will train other teachers to be teacher leaders; stipends for project teachers and Summer Institute for project teachers; substitute pay, trainer, and materials | \$109,840 |

In 2004, the Department of Education will provide recommendations to Interim Joint Committee on Education on the feasibility of establishing a statewide teacher advancement program or other ideas for modifying teacher compensation.

The EPSB evaluates educator preparation units through its Kentucky Educator Preparation Program (KEPP) Report Card. Programs are graded on a quality performance index (QPI), which uses the following three indicators: the annual summary PRAXIS II pass rate, the overall mean score on the KEPP New Teacher Survey, and the KTIP pass rate. Programs identified as low performing or at risk of low performing by the EPSB's QPI must implement one or more assessments prescribed by statute.

Teachers in private Pre-K through K-12 schools are not required by state law to hold a teaching certificate, although many private schools in Kentucky require their teachers to be certified.

Teacher Professional Development

State regulation (KRS 158.070) requires that four days during the school year be used for professional development activities, defined in 704 KAR 3:035 as “experiences which systematically over a sustained period of time enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional, and organization goals and to facilitate the learning of students.”

In 2000, the KDE's Professional Development Cross Agency Team was charged to devise professional development standards to guide the work of schools and districts in formulating and implementing high-quality professional development that was job embedded and in line with national standards, including the National Staff Development Council Standards, professional development research, and other pertinent resources. The result was the KDE Professional Development Standards that served as a guide for the development of both internal agency and external professional development work. The federal *No Child Left Behind Act* was enacted

subsequent to that work, which required states to provide high-quality professional development for teachers and administrators and to assure that students are taught by highly qualified teachers. In order to determine Kentucky's standards for what constituted high-quality professional development pursuant to NCLB, the KDE staff aligned the professional development requirements in NCLB, state statutes and regulations, and the current PD standards. This work resulted in a revised set of professional development standards. Because most of the elements of the previous standards were included in NCLB, only minor revisions were necessary to achieve compliance.

Professional development opportunities are offered across the state by several agencies and institutions. A representative sample follows.

- Teacher Academies: Established in 1999 to provide intensive, content-based professional development to teachers, the KDE teacher academies typically involve five days of focused work during the summer, followed by at least two days of face-to-face or electronic follow-up during the school year.
- Teacher's Professional Growth Fund: The KDE administers this fund supporting professional development activities for middle school teachers in the form of college content courses, conferences, trainings and workshops, or international study. In the 2002-03 fiscal year, the fund approved professional development activities in the arts and humanities, foreign languages, practical living and vocational studies, language arts, science, social studies, mathematics, and other content areas.
- Postsecondary Programs: Kentucky's colleges and universities are implementing an impressive range of teacher quality initiatives, supporting the recruitment, preparation, certification, and retention of highly qualified teachers and promoting accountability for student learning. A description of over 50 of these initiatives, along with electronic links to contact persons, may be found on the following Web sites: (<http://www.cpe.ky.gov/going2/tqi/> and www.education.ky.gov).
- KyEducators.org (www.kyeducators.org): Developed by the EPSB in collaboration with the Kentucky Virtual University, this Web site provides professional development opportunities through online courses, which can be used by local districts and, in some cases, in conjunction with college or university coursework.

Leadership Preparation and Professional Development

For the past three years, the KDE has implemented the first phase of a State Action for Educational Leadership Policy (SAELP) project to reform school leadership in Kentucky. The project was funded by the Wallace/Reader's Digest Foundation. With the support of this grant, the department investigated the adequacy of the potential pool of principals and superintendents in the Commonwealth, conducted ten demonstration sites to test various models of school leadership, and analyzed the leadership of high-performing schools across the state. Among the results of the SAELP project was the discovery that there is not a shortage of credentialed candidates to fill principal and superintendent openings in Kentucky. The KDE identified the need to restructure the job of school principal by assigning the responsibilities of instructional leadership and fiscal and organizational management to more than one individual. The KDE is

applying for a second phase of the SAELP project to restructure leadership preparation at the university level and to create ongoing professional development opportunities for both principals and teacher leaders.

Teacher Shortages

The U.S. Department of Education and the KDE list the following as high-needs areas for certified teachers: arts and humanities, English language arts, exceptional children (special education), foreign languages, mathematics, music, science, social studies, speech/language, technology/computers, and minority teachers (for any certification). The Kentucky Higher Education Assistance Authority (www.kheaa.com) offers loans with various levels of forgiveness to graduates who teach full-time for five years in a public or nonprofit elementary or secondary school system in the areas of mathematics, science, English as a Second Language, or special education, or who teach in schools that serve students from low-income families. KHEAA offers to forgive the interest on its loans to all teachers regardless of subject matter. For those who teach in math, science, ESL, and special education, it also forgives 20 percent of the loan principal per year for each year of teaching in Kentucky.

Because federal and state law forbids hiring uncertified teachers, schools must resort to emergency certificates to respond to shortages. The EPSB has reduced the number of emergency certificates issued from 1,560 as of July 1, 2001, to 847 as of December 9, 2003, or 45 percent. Most are in the area of special education (learning and behavior disorders).

Under the leadership of the EPSB, Kentucky has made great progress in implementing standards-based accountability to improve teaching quality in the Commonwealth. As Kentucky addresses the increased level of expectations of its students and its workforce, as reflected in the ADP recommendations and several other state initiatives (including high school restructuring, the State Scholars Program, and GEAR UP partnerships), Kentucky's teachers will require even higher levels of knowledge and instructional skills. Kentucky's education agencies will need to formulate a comprehensive set of coordinated policies to recruit and retain a competent, diverse teaching force, and Kentucky's postsecondary institutions must meet its higher preparation and professional development needs.

Programmatic Listing

Listing of Programs by Institution

Kentucky has 29 institutions (8 public and 21 independent) that have approved educator preparation performance-based programs. Below is a listing of certification programs and the number of Kentucky institutions that have approved programs in these areas.

| CERTIFICATION PROGRAMS (AREAS) | NO. OF INSTITUTIONS OFFERING PROGRAM |
|--|--------------------------------------|
| Agriculture (5-12) | 5 |
| Alternative Routes to Certification | 15 |
| Art (P-12) | 21 |
| Biological Science (8-12) | 25 |
| Business and Marketing Education | 10 |
| Chemistry (8-12) | 18 |
| Communication Disorders | 5 |
| Computer Information Systems (P-12) | 1 |
| Computer Science Endorsement (8-12) | 10 |
| Dance (P-12) | 0 |
| Director of Pupil Personnel Services | 4 |
| Director of Special Education | 6 |
| Driver's Education Endorsement (8-12) | 2 |
| Earth and Space Science (8-12) | 7 |
| Elementary (P-5) | 28 |
| Endorsement for Individual Intellectual Assessment | 3 |
| English (8-12) | 25 |
| English as a Second Language (P-12) | 0 |
| English as a Second Language Endorsement (P-12) | 8 |
| Family and Consumer Science (5-12) | 5 |
| French (P-12) | 12 |
| German (P-12) | 8 |

Attachment C-1

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| Gifted Education Endorsement (P-12) | 8 |
| Health (P-12) | 15 |
| Hearing Impaired (P-12) | 1 |
| Hearing Impaired with Sign Proficiency (P-12) | 0 |
| Industrial Education (5-12) | 5 |
| Instructional Computer Technology Endorsement (P-12) | 5 |
| Instrumental Music (P-12) | 3 |
| Integrated Music (P-12) | 16 |
| Interdisciplinary Early Childhood Education (B-P) | 9 |
| Journalism (8-12) | 0 |
| Latin (P-12) | 2 |
| Learning and Behavior Disorders (P-12) | 16 |
| Learning and Behavior Disorders Endorsement (8-12) | 2 |
| Master of Arts in Education | 14 |
| Master of Arts in Teaching | 6 |
| Mathematics (8-12) | 23 |
| Middle School (5-9) | 24 |
| Moderate and Severe Disabilities (P-12) | 6 |
| Physical Education (P-12) | 18 |
| Physics (8-12) | 14 |
| Planned Fifth-Year Program Equivalency for Rank II | 11 |
| Planned Program for Rank I | 12 |
| Psychology (8-12) | 0 |
| Reading and Writing Endorsement (P-12) | 11 |
| Russian (P-12) | 1 |
| School Guidance Counselor (Standard Certificate, Grades K-8 and 5-12) | 5 |
| School Media Librarian (P-12) | 4 |
| School Nurse | 1 |
| School Nutrition Endorsement (P-12) | 0 |
| School Principal (P-12) | 11 |

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| School Psychologist | 4 |
| School Safety Endorsement (P-12) | 0 |
| School Social Worker | 2 |
| School Superintendent | 6 |
| Social Studies (8-12) | 24 |
| Sociology (8-12) | 0 |
| Spanish (P-12) | 14 |
| Speech/Media Communications (8-12) | 2 |
| Supervisor of Instruction | 7 |
| Technology Education (5-12) | 5 |
| Theatre (P-12) | 2 |
| Virtual University | 2 |
| Visually Impaired (P-12) | 1 |
| Vocal Music (P-12) | 2 |
| Vocational Education Supervision and Coordination | 5 |
| Vocational School Principal | 5 |

