

The Basics of Educator Prep in Kentucky

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Education Professional Standards Board (EPSB)

- KRS 161:028
 - (1)(a) Establish standards and requirements for obtaining and maintaining a teaching certificate
 - (1)(b) Set standards for, approve and evaluate college, university, and school district programs for the preparation of teachers and other school professionals

Who Can Prepare Teachers?

- Colleges/Universities
- School Districts
- Educational Cooperatives
- Teach for America (TFA)
- 3rd Parties

How Are Preparation Providers Approved?

- 16 KAR 5:010
- For Approval Programs Must Be:
 - Part of a regionally accredited college or university
 - Accredited by the EPSB (state only) or the Council for the Accreditation of Educator Preparation (CAEP)(national)
- Once Approved:
 - Renewal of accreditation every 7 years
 - Providers must provide yearly updates regarding faculty and other major programmatic changes

Standards for Approval/Accreditation

KRS 161:028

1. Alignment of programs with state's core content for assessment
2. Research-based classroom practices
3. Emphasis on subject matter competency of teacher education students
4. Methodologies to meet diverse education needs
5. The consistency and quality of classroom and field experiences including practicums and student teaching
6. The amount of college wide or university wide involvement and support during preparation and induction of new teachers
7. The diversity of faculty
8. The effectiveness of partnerships with local school districts
9. The performance of graduates on various measures as determined by the board

Alternate Routes to Certification

- KRS 161:048 General Assembly Establishes 8 Alternative Routes to Certification
 - Option 1: Exceptional Work Experience
 - Option 2: Local District Teacher Preparation
 - Option 3: Professional from a Post Secondary Institution
 - Option 4: Adjunct Instructor
 - Option 5: Military Veteran
 - Option 6: University Alternative Route (MAT)
 - Option 7: Summer Teacher Institute
 - Option 8: Teach For America (TFA)

Entered a
Preparation
Program

Sum of TOTAL	Column Labels						
Row Labels	20152016	20162017	20172018	20182019	20192020	(blank)	Grand Total
All Grades	1058	1030	1128	992	810		5018
CTE 5-12	102	187	369	188	213		1059
Elementary	1079	1088	1154	1077	845		5243
High School	656	567	591	514	423		2751
Middle School	730	650	637	608	438		3063
Preschool	118	130	129	139	109		625
Grand Total	3743	3652	4008	3518	2838		17759

Program Completers

Sum of TOTAL	Column Labels					
Row Labels	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Grand Total
All Grades	833	729	863	802	699	3926
CTE 5-12	85	96	84	157	167	589
Elementary	1029	902	970	954	949	4804
High School	358	387	448	374	326	1893
Middle School	540	517	585	467	484	2593
Preschool	96	94	105	96	111	502
Grand Total	2941	2725	3055	2850	2736	14307

Educator Preparation Providers

- 32 Elementary Education Providers
- 27 Kentucky based
- 4 State Authorization Reciprocity Agreement (SARA)
- 1 Alternate Route via Teach for America (TFA)

Types of Elementary Preparation Programs

- Initial Undergraduate Baccalaureate: 28 (all KY EPPs offer)
- Initial Post Baccalaureate Certification Only: 5
- Initial Masters Certification Traditional: 8
- Masters of Arts in Teaching (MAT Option 6): 4
- Proficiency Evaluation: 9
- Total: 54

Quality Measures

- Accreditation (30,000 ft)
- PRAXIS CORE: Reading, Writing, Math
- PRAXIS II: Content Test
- Pass rates report to state and feds

Former Quality Measures

- Kentucky Teacher Internship Program (KTIP)
- Professional Growth and Effectiveness System (PGES)
- KPREP Data No Longer Reportable by Teacher to KDE

Hot Topics/Barriers to Certification

- Questions to Consider Regarding Standardized Objective Certification Testing:
 - Do they accurately assess the content that is actually taught in the classroom?
 - Are they predictive of a teacher's effectiveness?
 - Are they equitable, or do they screen out candidates of color and other potentially strong teachers?

Considerations

- EPPs vary by institution and mission
- Approach to training differs among institutions and within programs
- How candidates are trained in content differs by institution
- EPPs develop and vet their own assessments and are not common among institutions

Contact

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