

BRIEF AGENDA & OVERVIEW – MEETING #3

**Task Force on Teacher Preparation and Professional Learning: Literacy and Numeracy for
Primary Grades**

A Working Group of the Prichard Committee for Academic Excellence

October 8, 2020

<https://us02web.zoom.us/j/87483713688?pwd=SlZ4R1FtZFdXcVQ1ZWtpYXExb29DQT09>

- 2:00 p.m. Introductions & Objectives Review**
Brigitte Blom Ramsey, President & CEO, Prichard Committee for Academic Excellence
- 2:05 p.m. The Mississippi Experience - Lessons & Approaches to Early Literacy and Numeracy**
Dr. Carey M. Wright, Ed.D., State Superintendent of Education for Mississippi
- 3:15 p.m. Group Discussion & Consideration of Strategic Questions**
Consider: What does Kentucky do well? Where can we improve? Are there areas on which consensus be built?
Consider: Who else should the group hear from to advance our discussion?
- 3:45 p.m. Next Steps**

Future Meeting Dates

- Meeting #4 – Thursday, October 22nd – 2-4 pm
- Meeting #5 – Thursday, November 12th – 2-4 pm
- Meeting #6 – Thursday, December 15th – 2-4 pm

WHY EARLY LEARNING MATTERS

Investments in the early years of education build the foundation in reading and mathematics necessary for student success in the future. Students must be ready to learn for academic success as soon as they enter kindergarten, and learning must persist at a high level through the early grades to ensure a strong start. Currently, too many Kentucky students begin school underprepared and struggle to realize the promise of proficiency in reading and mathematics by the end of 3rd grade. Consider:

- In 2019, 49% of Kentucky's children started school behind as measured by Kentucky's kindergarten readiness screener. Moreover, achievement gaps seen later in school begin early – demonstrated by lower kindergarten readiness rates for African American and Hispanic students, low-income students, English language learners, and students with learning differences.
- In 2019, only 52.7% of all Kentucky 3rd grade students scored proficient or better in reading on the K-PREP assessment compared to 29.7% of African American students, and 39.2% of Hispanic students – with similarly large gaps for low-income, English language learners and students with learning differences.
- In 2019, only 47.4% of all Kentucky 3rd grade students scored proficient or better in mathematics on the K-PREP assessment compared to 25.1% of African American Students, and 36.7% of Hispanic students – with similarly large gaps for low-income, English language learners and students with learning differences.

The consequences of not building student success early are significant. By the end of 3rd grade, [16% of students](#) not reading proficiently do not graduate high school on time, four times higher than the rate of those who are proficient. The rate rises to 26% for those students who live in poverty, 25% for African American and Hispanic students, and nearly one-third for African American and Hispanic students who live in poverty.

EMPOWERING TEACHING EXCELLENCE FOR STUDENT SUCCESS

When it comes to delivering on the promise of an excellent education for each and every public school student in Kentucky, teacher preparation and professional learning is paramount, beginning with Kentucky's early elementary teachers, ensuring they have the skills, knowledge, and confidence to support each learner achieve proficiency in reading and mathematics.

Recognizing students in Kentucky's public schools deserve teachers who are well-prepared and effective at delivering instruction in the classroom, teacher preparation programs at Kentucky's colleges and universities are dedicated to preparing undergraduate and graduate students to become licensed teachers. Additionally, a variety of professional development opportunities exist to support teachers hone their craft throughout their careers.

Despite these efforts, substantial challenges remain in ensuring Kentucky students get the strongest start possible in the early grades. In an effort to elevate policies and practices to ensure every student achieves proficiency in reading and mathematics by the end of third grade, the Prichard Committee for

Academic Excellence is establishing the **Task Force on Teacher Preparation and Professional Learning: Literacy and Numeracy for Primary Grades** to study Kentucky's teacher preparation programs and professional development opportunities.

OVERVIEW OF WORK PLAN

Task Force on Teacher Preparation and Professional Learning will be guided by a group of stakeholders representing teachers, students, postsecondary institutions, advocates, and policy makers, as well as expert facilitation by national and state experts on K-12 education and early learning.

The task force's work will be structured around and include, but not be limited to:

- An examination of opportunities to improve Kentucky's teacher preparation programs and professional development to better equip teachers on how to teach literacy and numeracy in the primary grades;
- Evaluating delivery methods to assist teachers in acquiring knowledge and skills in early literacy and numeracy for grades kindergarten through third grade;
- Reviewing the areas that impact a teacher's ability to provide instruction in literacy and numeracy, including but not limited to licensure requirements, qualifications of teachers and candidates for teaching, alternative pathways to licensure, practice-based assessments, clinical practices such as student teaching and mentorships, design and quality of teacher preparation programs, data systems, retention of graduates from teacher preparation programs, effective professional learning strategies, and partnerships between school districts and postsecondary institutions.
- Making recommendations that could impact some of the following areas: cultural competency for educators, innovations in certification levels and requirements (i.e. micro-credentials), reading and numeracy science, changes in assessment for teacher candidates, dedicated funding to advance early learning with measurable outcomes, statewide framework advancing teacher preparation and continued improvement through professional learning.

The task force will meet up to 6 times through December of 2020 with a report of recommendations made to partners and policy makers at that time. Meeting will be held virtually for approximately 2 hour sessions.

TASK FORCE PARTICIPANTS

- Representative James Tipton (R)
- Representative Derrick Graham (D)
- Senator Stephen West (R)
- Senator Morgan McGarvey (D)
- Aaron Thompson, President, CPE
- Jason Glass, Commissioner, KDE
- OJ Oleka, President, AICKU
- Brigitte Blom Ramsey, President & CEO, Prichard Committee for Academic Excellence
- Rob Akers, Associate Commissioner, Office of Educator Licensure and Effectiveness



STUDY • INFORM • ENGAGE

- Steve Rucker, Principal, Taylorsville Elementary School
- Jana Beth Francis, Assistant Superintendent, Daviess County Schools
- Holly Bloodworth, Teacher of the Year (year), KBE member
- Amy Thompson, Superintendent, Monroe County
- Ginni Fair, Dean, NKU
- Corinne Murphy, Dean, WKU
- Amy Lingo, Dean, U of L
- Julian Vasquez Heilig, Dean, UK
- Dr. Robin Magruder, Chair, Campbellsville University
- Dr. Mary Ann Cahill, Chair, Bellarmine
- Amanda Ellis, VP P-20 Policy & Programs, CPE
- Felicia Cummings Smith, National Geographic Society
- Helen Wharton, Student, Murray State
- Abigail Jeffrey, Student, Asbury University
- Eva Holiday, Student, UofL
- Stephen Campbell, James Graham Brown Foundation
- Hilma Prather, Prichard Committee Member
- Brooke Gill, Prichard Committee, Director of Family Engagement
- Perry Papka, Prichard Committee, Deputy Director