

# Kentucky

**Are New Teachers Being  
Prepared for College- and  
Career-Readiness Standards?**

## **2014 State Teacher Policy Yearbook**



National Council on Teacher Quality

## Acknowledgments

### STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Although this year's edition did not require the extensive review that comprehensive editions require, we still wanted to make sure that we captured all relevant policy changes and that states' perspectives were represented. Every state formally received a draft of the policy updates we identified in June 2014 as well as a draft of analyses and recommendations for the new indicators related to college- and career-readiness standards for comment and correction. States also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue, explain their differing points of view and often acknowledge the imperfections of their teacher policies are important steps in moving forward.

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### STAFF

Sandi Jacobs, *Project Director*

Kathryn M. Doherty, *Special Contributor*

Kelli Lakis, *Lead Researcher*

Phil Lasser and Lisa N. Staresina, *Researchers*

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# Teacher Preparation Policy Priorities for Kentucky

## Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.  
*Priority for elementary, middle, secondary and special education teacher preparation.*
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.  
*Priority for elementary, middle, secondary and special education teacher preparation.*
- Ensure teachers are prepared to intervene and support students who are struggling with reading.  
*Priority for elementary, middle, secondary and special education teacher preparation.*

### Additional priorities for elementary teacher preparation:

- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

### Additional priorities for secondary teacher preparation:

- Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.

### Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

### Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

### Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.























# Teacher Preparation in Kentucky

The 2014 *State Teacher Policy Yearbook* keeps the spotlight on the critical issue of teacher preparation. In addition to updating the full set of teacher preparation policies reviewed in last year's comprehensive edition, the 2014 *Yearbook* casts a critical eye on whether states have established requirements for teacher preparation and licensure that help to ensure that teachers are ready for the increased demands of states' college- and career-readiness standards for K-12 students.

## Current Status of Kentucky Teacher Prep Policy

### **B-** 2014 Teacher Prep Grade

Prior Grades: **B-** 2013 | **C+** 2012 | **C-** 2011

Yearbook Goal	Topic	2014 Score	2013 Score
1-A	<i>Admission into Preparation Programs</i>		
1-B	<i>Elementary Teacher Preparation</i>		
1-C	<i>Elementary Teacher Preparation in Reading Instruction</i>		
1-D	<i>Elementary Teacher Preparation in Mathematics</i>		
1-E	<i>Middle School Teacher Preparation</i>		
1-F	<i>Secondary Teacher Preparation</i>		
1-G	<i>Secondary Teacher Preparation in Science</i>		
1-H	<i>Special Education Teacher Preparation</i>		
1-I	<i>Assessing Professional Knowledge</i>		
1-J	<i>Student Teaching</i>		
1-K	<i>Teacher Preparation Program Accountability</i>		



Does Not Meet



Meets Only a Small Part



Partially Meets



Nearly Meets



Fully Meets

## 2014 Teacher Prep Policy Update for Kentucky

Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent teacher prep policy changes in Kentucky:

### ■ Admissions into Teacher Preparation

Kentucky now requires the Praxis Core Academic Skills for Educators Tests for admission into teacher preparation programs instead of the Praxis I.

*Praxis Test Requirements*

<http://www.ets.org/praxis>

### Kentucky Response to Policy Update

States were asked to review NCTQ's identified updates and also to comment on policy changes related to teacher preparation that have occurred in the last year, pending changes, or teacher preparation in the state more generally.

Kentucky elected to provide its perspective on each of NCTQ's goals related to teacher preparation rather than indicate whether NCTQ's assessment that there had been no policy updates was accurate. While the full response is too long to include here, a summary of the comment on each goal is provided below. Kentucky indicated that in 2013 the state began a process to pursue tests for teacher candidates aligned with the Common Core Standards. In addition to adopting the new Praxis Core Academic Skills for Educators assessments, two Kentucky higher education faculty members participated in a multistate standard-setting study for the new Core tests. The state also participated in the standard setting for the new Elementary Education: Multiple Subjects-Reading and Language Arts subtest (5002), which has been newly developed to align with the Kentucky Core for Academic Standards and which will replace the current Praxis Elementary Education tests.

Kentucky described in detail numerous steps the state has taken dating back to 2009 related to teacher preparation in reading and provided similar detail on steps to ensure that preparation programs for elementary teachers are aligned with state standards for mathematics. Similar descriptions of alignment projects, accreditation requirements and assessment standard setting were provided for middle school English language arts and middle school mathematics.

Related to secondary teacher preparation, Kentucky referenced Senate Bill 1 from 2009, which assigned responsibilities to the Education Professional Standards Board (EPSB) for ensuring that preservice teachers and interns have the capacity to address student content standards. Online training modules have been developed that must be completed annually by teacher preparation program faculty in order to provide instruction to teacher candidates.

The state also noted its participation in the Council of Chief State School Officers Network for Transforming Educator Preparation. As part of its first-year goals, the Kentucky Teacher Internship Program Teacher Performance Assessment will be redesigned to reflect the Teacher Professional Growth and Effectiveness System. A pilot is underway in 22 Kentucky school districts.

Kentucky also provided extensive comment on both its student teaching requirements and teacher preparation program accountability system. The state also included supporting documentation for the Kentucky Center for Education Center for Education and Workforce Statistics, which collects and links data to evaluate education and workforce efforts in the state, and the EPSB Data Dash Board.

Figure A

*Delivering well-prepared teachers*

	2014 GRADE	2013 GRADE	2012 GRADE	2011 GRADE
Alabama	B-	B	B-	C
Alaska	F	F	F	F
Arizona	D	D-	D-	D-
Arkansas	C+	C+	C	C
California	D+	D+	D	D
Colorado	D-	D-	D	D-
Connecticut	B-	B-	C+	C-
Delaware	B-	C+	D-	D-
District of Columbia	C-	D+	D	D
Florida	B+	B+	B-	B-
Georgia	C+	C+	C	C
Hawaii	D-	F	D	D
Idaho	D+	D+	D	D
Illinois	D+	D+	D	D
Indiana	B+	B+	B-	C+
Iowa	D+	D+	D	D
Kansas	D+	D+	D+	D+
KENTUCKY	B-	B-	C+	C-
Louisiana	C	C-	C	C
Maine	D+	D+	D+	D
Maryland	D+	D+	D+	D+
Massachusetts	B-	B-	C+	C+
Michigan	D+	D	D+	D+
Minnesota	C+	C+	C+	C
Mississippi	C	C-	C	C
Missouri	B-	C-	D+	D+
Montana	F	F	F	F
Nebraska	D-	F	D-	D-
Nevada	D-	D-	D-	D-
New Hampshire	C-	C-	C-	D
New Jersey	B-	B-	C-	D+
New Mexico	D+	D	D+	D+
New York	B	B-	C-	D+
North Carolina	C+	C+	D-	D-
North Dakota	D	D	D	D
Ohio	C	C	C-	D+
Oklahoma	C	C	C	C
Oregon	D+	D	D-	D-
Pennsylvania	C	C	C	C
Rhode Island	B+	B+	C	D+
South Carolina	C+	C	C-	C-
South Dakota	D	D-	D	D
Tennessee	B-	B-	B-	B-
Texas	B	B	C+	C+
Utah	C-	D+	D	D
Vermont	C	C	C-	D+
Virginia	B-	C+	C-	C-
Washington	D+	D+	D+	D+
West Virginia	C+	C+	C-	C-
Wisconsin	C	C-	D+	D
Wyoming	D-	F	F	F
<b>Average State Grade</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>

Figure B

*Delivering well-prepared teachers*

	2014 GRADE
Florida	B+
Indiana	B+
Rhode Island	B+
New York	B
Texas	B
Alabama	B-
Connecticut	B-
Delaware	B-
KENTUCKY	B-
Massachusetts	B-
Missouri	B-
New Jersey	B-
Tennessee	B-
Virginia	B-
Arkansas	C+
Georgia	C+
Minnesota	C+
North Carolina	C+
South Carolina	C+
West Virginia	C+
Louisiana	C
Mississippi	C
Ohio	C
Oklahoma	C
Pennsylvania	C
Vermont	C
Wisconsin	C
District of Columbia	C-
New Hampshire	C-
Utah	C-
California	D+
Idaho	D+
Illinois	D+
Iowa	D+
Kansas	D+
Maine	D+
Maryland	D+
Michigan	D+
New Mexico	D+
Oregon	D+
Washington	D+
Arizona	D
North Dakota	D
South Dakota	D
Colorado	D-
Hawaii	D-
Nebraska	D-
Nevada	D-
Wyoming	D-
Alaska	F
Montana	F
<b>Average State Grade</b>	<b>C</b>

# Elementary Teacher Preparation

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
  - A. The state should require that all new elementary teachers are prepared to incorporate complex texts and academic language into instruction.
  - B. The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
  - C. The state should ensure that all new elementary teachers of English language arts are prepared to support struggling readers.
2. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, pass a rigorous test of reading instruction in order to attain licensure.
3. The state should ensure that all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, possess sufficient content knowledge in all core subjects, including mathematics.
4. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 45 credit hours to ensure appropriate depth in the core subject areas of English, mathematics, science, social studies and fine arts.
5. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement ensures that prospective teachers have taken higher-level academic coursework.



*How well are states ensuring that elementary teachers are prepared for college- and career-readiness standards?*

11

Alaska, Arizona, Hawaii, Iowa, Kansas, Montana, Nebraska, Nevada, North Dakota, Ohio, South Dakota

9

Colorado, Georgia, Illinois, Louisiana, Maine, Maryland, Michigan, Oklahoma, Oregon

19

Alabama, Delaware, District of Columbia, Idaho, **KENTUCKY**, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, Wisconsin, Wyoming

12

Arkansas, California, Connecticut, Florida, Indiana, Massachusetts, New Hampshire, New York, North Carolina, Texas, Virginia, West Virginia


0





## Elementary Teacher Prep Analysis: **Kentucky**



### PREPARING ELEMENTARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The new demands of college- and career-readiness standards for students heighten the need for elementary teachers to have a strong content background in all of the subject matter taught in the elementary grades. Kentucky, like most states, has adopted such standards and must ensure that its preparation and licensure requirements for new teachers address this need.

Currently, Kentucky offers an elementary license to teach grades K-5. Key licensing requirements for elementary school teachers in Kentucky include:

 **KENTUCKY  
ELEMENTARY TEACHER PREP SNAPSHOT**

	<b>State requires passing a content test in each of the four core subjects.</b>
	<b>State requires adequate test on the science of reading.</b>
	<b>State requires academic content specialization.</b>
	<b>State has adequate/appropriate requirements for teachers who teach elementary grades on an early childhood license.</b>

 Yes  No

In addition to the strong content background called for by college- and career-readiness standards, teacher candidates must also be prepared for the key instructional shifts that differentiate these standards from their predecessors. Elementary teachers in Kentucky are required to pass the Praxis II Elementary Education: Multiple Subjects (5031) test. The reading and language arts subtest requires teachers to understand the “basic elements of ... informational texts,” but there is no elaboration to suggest that this includes the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with Kentucky’s college- and career-readiness standards for students. The state is in the process of adopting the revised Multiple Subjects (5001) test, which includes some of the instructional shifts associated with these standards. However, although the framework now addresses complex texts, it does so only in the context of measuring text complexity and does not address how to also incorporate increasingly complex texts into instruction.

Neither teacher standards nor testing requirements address incorporating literacy into all academic subjects.

### RECOMMENDATIONS

- **Ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

*Incorporate informational text of increasing complexity into classroom instruction.*

Kentucky is headed in the right direction with its pending adoption of the revised Multiple Subjects test. However, the testing framework does not adequately capture all of the major instructional shifts of college- and career-readiness standards. Kentucky is therefore encouraged to strengthen its teacher preparation requirements and ensure that all elementary candidates have the ability to incorporate complex informational texts into classroom instruction.

*Incorporate literacy skills as an integral part of every subject.*

To ensure that elementary students are capable of accessing varied information about the world around them, Kentucky should also—either through testing frameworks or teacher standards—include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

*Support struggling readers.*

Kentucky should articulate specific requirements ensuring that elementary teachers are prepared to intervene and support students who are struggling. The early elementary grades are an especially important time to address reading deficiencies before students fall behind.

- **Require teacher candidates to pass a rigorous assessment in the science of reading instruction.**

Kentucky should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and

Kentucky has no requirements for the preparation of elementary teachers that address struggling readers.

### Supporting Research

Praxis Tests

[www.ets.org/praxis](http://www.ets.org/praxis)

Kentucky Administrative Regulations 16 KAR 6:010

#### KENTUCKY RESPONSE TO ANALYSIS

Kentucky was helpful in providing NCTQ with facts that enhanced this analysis. The state also asserted that it was the first state to adopt the Common Core State Standards, which it now calls the Kentucky Core Academic Standards (KCAS). Programs must document how the courses and experiences align with the specialty professional association (SPA) standards/guidelines, and elementary preparation programs must align with the Association for Childhood Education International (ACEI) standards. They must also demonstrate alignment of courses and assessments; alignment with the Kentucky Performance Standards; how the KCAS are integrated into candidate preparation/coursework; where the necessary content knowledge is delivered in the curriculum; and integration of diversity, assessment techniques, literacy/reading and closing of the achievement gap for students.

Kentucky pointed out that KCAS English language arts standards state that to build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science and other disciplines, students build a foundation of knowledge in these fields that will enable them to be better readers in all content areas.

Kentucky also noted that ACEI requires candidates to demonstrate a high level of competence in the use of English language arts and to know, understand and use concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas. Candidates must understand how elementary children learn to read, write, speak, view and listen effectively.

#### RECOMMENDATIONS CONTINUED

address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

#### ■ **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

In addition to enhancing content knowledge, this requirement would ensure that prospective teachers in Kentucky take higher-level academic coursework. The requirement also provides an important safeguard in the event that candidates are unable to successfully complete clinical practice requirements. With an academic concentration (or better still a major or minor), candidates who are not ready for the classroom and do not pass student teaching can still be on track to complete a degree.

#### ■ **Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.**

Kentucky should either articulate a more specific set of standards or establish comprehensive coursework requirements for elementary teacher candidates that align with college- and career-readiness standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 45 credit hours in the core subject areas of English, mathematics, science, social studies and fine arts.

In 2012, the Education Professional Standards Board (EPSB) chartered the Literacy Preparation Advisory Committee (LPAC) and charged it with reviewing the literacy instruction preparation currently provided in Kentucky's educator preparation programs. Recommendations included requiring literacy preparation in all approved preparation programs that result in grades 6-12 certification, as well as requiring comparable preparation for out-of-state candidates. The state contended that given the literacy demands of KCAS, preparing teachers across grade levels to address literacy in content instruction is imperative and pointed to its support of the National Governor's Association Center for Best Practices identified policy strategies to improve adolescent literacy.

Kentucky added that a regulation has been adopted that requires all programs to provide instruction in and assess candidates' mastery of the International Reading Association's Standards for the Preparation of Literacy Professionals (2010). LPAC's recommendation to adopt a similar requirement for out-of-state applicants will be presented in a timely manner. The state also noted that all educator preparation programs will be required to provide training in literacy across the curriculum.

Finally, Kentucky noted its participation in the multistate standard setting study for the new Praxis II Elementary Education: Multiple Subjects (5002) test, which has been newly developed to align with KCAS. In fall 2014, tests will be submitted to the EPSB for approval to begin the regulatory process of adopting and establishing the tests with their appropriate qualifying scores. The first administration of the new more rigorous tests is projected for the 2015-2016 school year. In a subsequent response the state indicated that the tests were approved in October 2014.

#### Supporting Research

<http://education.ky.gov/curriculum/docs/Documents/KCAS%20-%20June%202013.pdf>

<http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

<http://www.epsb.ky.gov/teacherprep/programguidelines.asp>

<http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

<http://www.lrc.ky.gov/kar/016/005/060reg.htm>

Figure 1

*Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?*

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
KENTUCKY			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			

Fully addresses instructional component Partially addresses instructional component

## SUMMARY OF ELEMENTARY TEACHER PREP FIGURES

### Figure 1

Requirements for instructional shifts associated with college- and career-readiness standards

### Figure 2

Content test requirements

### Figure 3

Specific subject-matter requirements

### Figure 4

Science of reading requirements

### Figure 5

Math requirements

### Figure 6

Requirements for academic concentrations

### Figure 7

Requirements for early childhood teachers

### Figure 8

*Teacher Prep Review* findings about elementary teacher prep

Figure 2

*Do states ensure that elementary teachers know core content?*

	ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■	□	□	□
Alaska	□	□	□	■ <sup>1</sup>
Arizona	□	■	□	□
Arkansas	■	□	□	□
California	□	■	□	□
Colorado	□	□	■	□
Connecticut	■	□	□	□
Delaware	■	□	□	□
District of Columbia	■	□	□	□
Florida	■	□	□	□
Georgia	□	■	□	□
Hawaii	□	□	□	■
Idaho	■	□	□	□
Illinois	□	□	■	□
Indiana	■	□	□	□
Iowa	□	□	■	□
Kansas	□	□	■	□
KENTUCKY	■	□	□	□
Louisiana	□	□	■	□
Maine	■	□	□	□
Maryland	□	□	■	□
Massachusetts	□	□	■ <sup>2</sup>	□
Michigan	□	□	■	□
Minnesota	□	■	□	□
Mississippi	□	□	■	□
Missouri	■	□	□	□
Montana	□	□	□	■
Nebraska	□	□	■	□
Nevada	□	□	■	□
New Hampshire	■	□	□	□
New Jersey	■	□	□	□
New Mexico	□	□	■	□
New York	□	■	□	□
North Carolina	□	□	■ <sup>2</sup>	□
North Dakota	□	□	■	□
Ohio	□	□	□	■ <sup>3</sup>
Oklahoma	□	■	□	□
Oregon	□	■	□	□
Pennsylvania	□	■	□	□
Rhode Island	■	□	□	□
South Carolina	■	□	□	□
South Dakota	□	□	■	□
Tennessee	□	□	■	□
Texas	■	□	□	□
Utah	■	□	□	□
Vermont	■	□	□	□
Virginia	■	□	□	□
Washington	□	■	□	□
West Virginia	■	□	□	□
Wisconsin	□	□	■	□
Wyoming	■	□	□	□
	21	9	17	4



## EXAMPLES OF BEST PRACTICE

Both **Arkansas** and **California** ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. These states specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity.

Candidates are also required to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

In addition, **Indiana** ensures that all candidates licensed to teach the elementary grades, including early childhood education candidates, possess the requisite knowledge of core content and of the key elements of scientifically based reading instruction before entering the classroom. Elementary and early childhood teacher candidates are required to pass a content test comprised of four independently scored subtests, including mathematics. In addition, these candidates are required to pass a comprehensive assessment that tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

**Massachusetts's** MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

1. Alaska does not require testing for initial licensure.

2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.

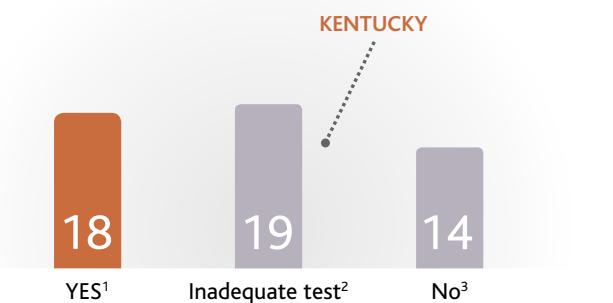
3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

*Do states expect elementary teachers to have in-depth knowledge of core content?*

[illegible]

Figure 4

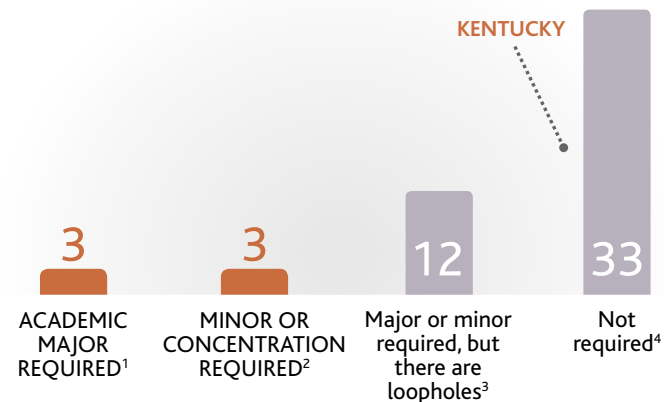
*Do states measure new elementary teachers' knowledge of the science of reading?*



1. **Strong Practice:** Alabama, California<sup>4</sup>, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina<sup>5</sup>, Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
4. California allows an exemption from the state's reading test for teachers who already have a single subject credential.
5. Teachers have until their second year to pass the reading test.

Figure 6

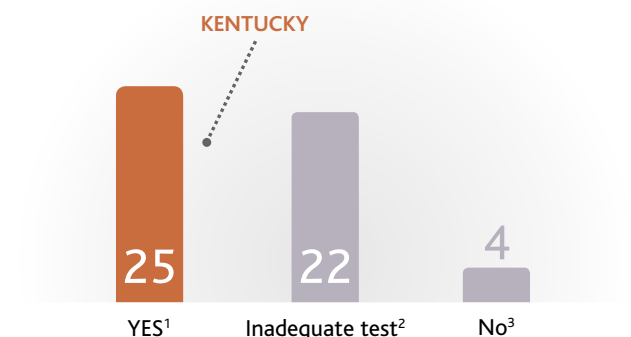
*Do states expect elementary teachers to complete an academic concentration?*



1. **Strong Practice:** Colorado, Massachusetts, New Mexico
2. **Strong Practice:** Indiana, Mississippi, Oklahoma
3. California, Connecticut, Iowa, Maryland, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia  
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire<sup>5</sup>, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming
5. Only K-8 teachers must complete an area of concentration in a field such as humanities, fine arts, social sciences and sciences.

Figure 5

*Do states measure new elementary teachers' knowledge of math?*



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
2. Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin
3. Alaska<sup>4</sup>, Hawaii, Montana, Ohio<sup>5</sup>
4. Testing is not required for initial licensure.
5. Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 7

*What do states require of early childhood teachers who teach elementary grades?*

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	ADEQUATE SCIENCE OF READING TEST
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alaska <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
California <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>
KENTUCKY <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>
Montana <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>

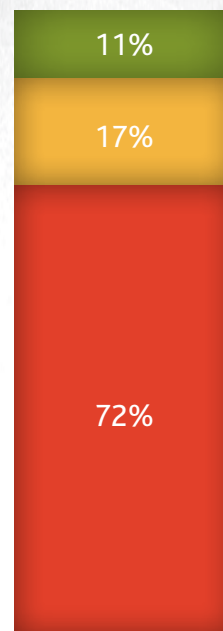
6

13

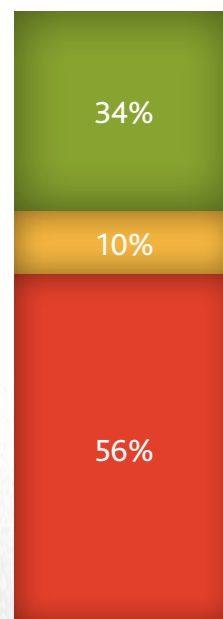
Figure 8

### TEACHER PREP REVIEW FINDINGS

*Only 11 percent of preparation programs ensure that elementary teachers are well prepared in the subjects they will teach.*



*Just 34 percent of preparation programs provide adequate training to elementary teachers in the science of reading instruction.*



From NCTQ's 2014 *Teacher Prep Review* Standard 6: Elementary Content (n=1,166 elementary programs) and Standard 2: Early Reading (n=959 elementary and special education programs)

Figure 7

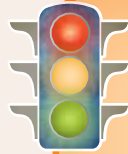
1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
2. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.

# Middle School Teacher Preparation

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all middle school teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
  - A. The state should require that all new middle school teachers are prepared to incorporate complex texts and academic language into instruction.
  - B. The state should ensure that all new middle school teachers are prepared to incorporate literacy skills as an integral part of every subject.
  - C. The state should ensure that all new middle school teachers of English language arts are prepared to support struggling readers.
2. The state should require that new middle school teachers pass a licensing test in every core academic area they are licensed to teach.
3. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.



*How well are states ensuring that middle school teachers are prepared for college- and career-readiness standards?*

16

Alaska, Arizona, California, Hawaii, Idaho, Maine, Michigan, Montana, Nebraska, New Mexico, Oklahoma, Oregon, South Dakota, Utah, Washington, Wyoming

5

Colorado, Massachusetts, Nevada, North Dakota, Wisconsin

22

Alabama, Connecticut, Delaware, District of Columbia, Iowa, Kansas, **KENTUCKY**, Louisiana, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Rhode Island, South Carolina, Vermont, Virginia, West Virginia

6

Florida, Georgia, Illinois, Pennsylvania, Tennessee, Texas

2


Arkansas, Indiana


## Middle School Teacher Prep Analysis: **Kentucky**


### PREPARING MIDDLE SCHOOL TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS



The middle school years are critical to students' education, but, too often, states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by an elementary teacher. Middle school teachers should not only be prepared to teach grade-level content, but should also be prepared to meet the increased instructional requirements of college- and career-readiness standards for students.

Currently, Kentucky offers a middle school license to teach grades 5-9. Key licensing requirements for middle school teachers in Kentucky include:

 **KENTUCKY**  
**MIDDLE SCHOOL TEACHER PREP SNAPSHOT**

 **State requires teachers to pass a content test for each subject they teach.**

 **State requires middle school teachers to hold a middle grade or secondary license.**

 Yes  No

Preparation and licensure requirements for middle school teachers must address more than just content knowledge; the key instructional shifts articulated in college- and career-readiness standards must also be incorporated. Kentucky addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for middle school English teachers, the Praxis II Middle School English Language Arts (5047) test.

Neither teacher standards nor other middle school content tests address incorporating literacy skills.

Regarding struggling readers, Kentucky's middle school English content test requires that a teacher "knows commonly used research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts" and "understands commonly used research-based strategies for teaching adolescent reading."

#### Supporting Research

Praxis Tests

[www.ets.org/praxis](http://www.ets.org/praxis)

Kentucky Administrative Regulations 16 KAR 2:010, Section 4

### RECOMMENDATIONS

- **Ensure that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

*Incorporate informational text of increasing complexity into classroom instruction.*

Although Kentucky's English language arts content test for middle school teachers addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

*Incorporate literacy skills as an integral part of every subject.*

To ensure that middle school students are capable of accessing varied information about the world around them, Kentucky should also include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

#### *Support struggling readers.*

Kentucky should articulate more specific requirements ensuring that middle school teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all middle school teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

### KENTUCKY RESPONSE TO ANALYSIS

Kentucky was helpful in providing NCTQ with facts that enhanced this analysis. The state added that it has adopted the revised Praxis II Middle School Mathematics (5169) test, which has been developed to align with the Common Core State Standards.

In 2012, the Education Professional Standards Board (EPSB) chartered the Literacy Preparation Advisory Committee (LPAC) and charged it with reviewing the literacy instruction preparation currently provided in Kentucky's educator preparation programs. Recommendations included requiring literacy preparation in all approved preparation programs that result in grades 6-12 certification, as well as requiring comparable preparation for out-of-state candidates. The state contended that given the literacy demands of KCAS, preparing teachers across grade levels to address literacy in content instruction is imperative and pointed to its support of the National Governors Association Center for Best Practices identified policy strategies to improve adolescent literacy.

Kentucky added that a new regulation has been adopted that requires all programs to provide instruction in and assess candidates' mastery of the International Reading Association's Standards for the Preparation of Literacy Professionals (2010). LPAC's recommendation to adopt a similar requirement for out-of-state applicants will be presented in a timely manner. This regulation will ensure that teachers are prepared to incorporate informational text and incorporate literacy skills in every subject.

#### Supporting Research

<http://www.reading.org/general/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

<http://www.lrc.ky.gov/kar/016/005/060reg.htm>

Figure 9

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	■	□	■
Alaska	□	□	□
Arizona	■	□	□
Arkansas	■	■	■
California	□	□	□
Colorado	■	■	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	■	■
Georgia	■	■	■
Hawaii	□	□	□
Idaho	■	□	□
Illinois	■	■	■
Indiana	■	■	■
Iowa	■	□	□
Kansas	■	□	□
KENTUCKY	■	□	□
Louisiana	■	□	■
Maine	■	□	□
Maryland	■	□	□
Massachusetts	□	□	□
Michigan	□	□	□
Minnesota	■	■	■
Mississippi	■	□	□
Missouri	■	■	□
Montana	□	□	□
Nebraska	□	□	□
Nevada	■	□	□
New Hampshire	■	■	■
New Jersey	■	□	□
New Mexico	□	□	□
New York	■	□	■
North Carolina	■	■	□
North Dakota	■	□	□
Ohio	■	□	□
Oklahoma	□	□	□
Oregon	■	□	□
Pennsylvania	■	■	■
Rhode Island	■	□	■
South Carolina	■	□	□
South Dakota	■	□	□
Tennessee	■	□	■
Texas	■	■	■
Utah	□	□	□
Vermont	■	□	■
Virginia	■	□	□
Washington	□	■	□
West Virginia	■	□	□
Wisconsin	□	□	□
Wyoming	□	□	□

■ Fully addresses instructional component ■ Partially addresses instructional component

## SUMMARY OF MIDDLE SCHOOL TEACHER PREP FIGURES

### Figure 9

Requirements for instructional shifts associated with college- and career-readiness standards

### Figure 10

Distinctions in licenses between middle and elementary teachers

### Figure 11

Content test requirements

### Figure 12

*Teacher Prep Review* findings about middle school teacher prep

Figure 10

*Do states distinguish middle grade preparation from elementary preparation?*

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■ <sup>1</sup>
Arkansas	■	□	□
California	□	■ <sup>2</sup>	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	■	□	□
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
KENTUCKY	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■ <sup>1</sup>
Ohio	■	□	□
Oklahoma	□	□	■ <sup>3</sup>
Oregon	□	□	■ <sup>4</sup>
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
South Dakota	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ <sup>1</sup>
Wyoming	■	□	□
	32	5	14



## EXAMPLES OF BEST PRACTICE

**Illinois** ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's new standards for the middle grades include the instructional shifts toward building content knowledge and vocabulary through increasingly complex texts and careful reading of informational and literary texts associated with these standards. The standards also address the needs of struggling readers.

Illinois's requirements connecting literacy to all subject areas are particularly noteworthy. All middle school teachers must understand "the role, perspective and purpose of text in specific disciplines" and be able to perform tasks such as scaffolding reading to allow students to understand and learn from challenging text; guiding reading discussions that require students to identify key ideas and details of a text; analyze craft and structure and critically evaluate the text; and model reading strategies to improve comprehension.

In addition, **Georgia, Mississippi, New Jersey** and **South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

1. Offers 1-8 license.

2. California offers a K-12 generalist license for all self-contained classrooms.

3. With the exception of mathematics.

4. Oregon offers 3-8 license.

Figure 11

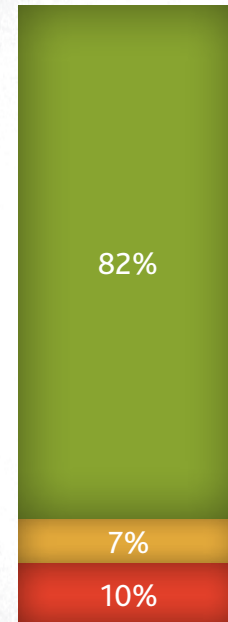
*Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?*

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>4</sup>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KENTUCKY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/> <sup>5</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>6</sup>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> <sup>7</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/> <sup>8</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	27	2	15	7

Figure 12

### TEACHER PREP REVIEW FINDINGS

*82 percent of programs ensure that middle school teachers are well prepared in the subjects they will teach.*



From NCTQ's 2014 *Teacher Prep Review* Standard 7: Middle School Content (n=375 middle school programs). State licensing test requirements are also included in evaluating this standard.

1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require content test.
3. For K-8 license, Idaho also requires one single-subject test.
4. Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject and draft test frameworks are not yet available for review.
5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
6. New Hampshire requires K-8 candidates to pass a middle school content test in one core area.
7. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
8. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

# Secondary Teacher Preparation

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all secondary teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
  - A. The state should require that all new secondary teachers are prepared to incorporate complex texts and academic language into instruction.
  - B. The state should ensure that all new secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.
  - C. The state should ensure that all new secondary teachers of English language arts are prepared to support struggling readers.
2. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
3. The state should require secondary general science and general social studies teachers to pass a subject-matter test of each discipline they are licensed to teach.
4. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.



*How well are states ensuring that secondary teachers are prepared for college- and career-readiness standards?*

6

Alaska, California, Hawaii, Montana, New Mexico, Wyoming

24

Alabama, Arizona, Colorado, Connecticut, Delaware, District of Columbia, Idaho, Illinois, Iowa, Louisiana, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Washington, Wisconsin

16

Florida, Georgia, Kansas, **KENTUCKY**, Maine, Maryland, Missouri, New Hampshire, New Jersey, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, West Virginia

5

Arkansas, Indiana, Minnesota, New York, Tennessee

0

## Secondary Teacher Prep Analysis: **Kentucky**

### PREPARING SECONDARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

To be prepared to meet the instructional requirements of college- and career-readiness standards for their students, secondary teachers must be experts in the subject matter they teach. States should ensure that secondary teachers have sufficient content knowledge in all the subjects they are licensed to teach.

Currently, Kentucky offers single-subject secondary licenses to teach grades 8-12. Key licensing requirements for secondary school teachers in Kentucky include:



#### KENTUCKY SECONDARY TEACHER PREP SNAPSHOT



State requires a content test to teach any single core subject.



State offers only single-subject science certifications or has appropriate requirements for teachers with general science license.



State offers only single-subject social studies certifications or has appropriate requirements for teachers with general social studies license.



State requires a content test in order to add an endorsement to a license.



Yes



No

Not only must secondary teachers possess strong backgrounds in content knowledge as required by college- and career-readiness standards, they must also be able to address the key instructional shifts associated with the standards. Kentucky addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for English language arts teachers, the Praxis II English Language Arts: Content and Analysis (5039) test.

Neither teacher standards nor secondary tests in other content areas address incorporating literacy skills.

Kentucky has no requirements for the preparation of secondary teachers that address struggling readers.

#### Supporting Research

Praxis Test Requirement

[www.ets.org](http://www.ets.org)

Kentucky Administrative Regulations 16 KAR 2:010, 6:010

### RECOMMENDATIONS

- **Ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

*Incorporate informational text of increasing complexity into classroom instruction.*

Although Kentucky's required secondary English language arts content test addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

*Incorporate literacy skills as an integral part of every subject.*

To ensure that secondary students are capable of accessing varied information about the world around them, Kentucky should also include specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

*Support struggling readers.*

Kentucky should articulate requirements ensuring that secondary teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all secondary teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

### KENTUCKY RESPONSE TO ANALYSIS

Kentucky noted that SB1 (2009), which resulted in an array of education initiatives now known as Unbridled Learning, assigned several responsibilities to the Education Professional Standards Board (EPSB), including ensuring that preservice teachers and interns have the capacity to address the revised content standards. To ensure that teacher preparation programs have knowledge in the use of Kentucky Core Academic Standards (KCAS), the Kentucky Department of Education, the Council on Postsecondary Education (CPE) and the EPSB collaborated to create online training modules and provide training that faculty members assigned to a teacher preparation unit must annually complete in order to provide instruction to teacher candidates. This is an ongoing measure to ensure that faculty are prepared to instruct teachers on how to best implement the KCAS.

Kentucky added that its new literacy regulation addresses the instructional shifts and will require that all content areas be specifically covered

#### Supporting Research

<http://www.lrc.ky.gov/kar/016/005/060reg.htm>

### RECOMMENDATIONS CONTINUED

- **Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.**

By allowing a general social studies certification—and only requiring a general knowledge social studies exam—Kentucky is not ensuring that its secondary teachers possess adequate subject-specific content knowledge. The state's required assessment combines all subject areas (e.g., history, geography, economics) and does not report separate scores for each subject area.

Figure 13

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
KENTUCKY			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
South Dakota			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			

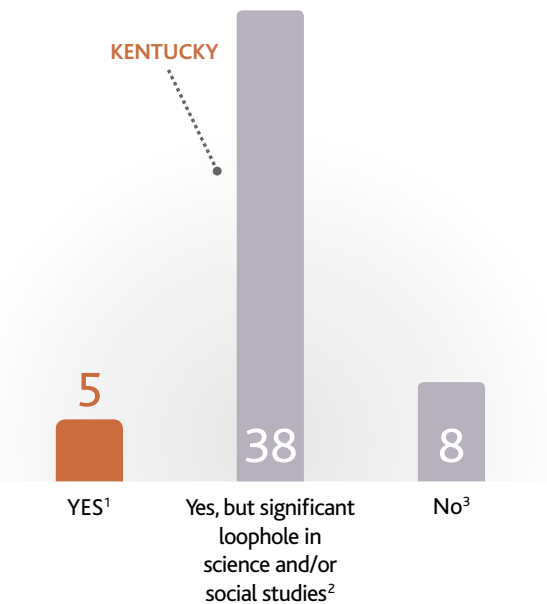
Fully addresses instructional component Partially addresses instructional component

## SUMMARY OF SECONDARY TEACHER PREP FIGURES

- **Figure 13**  
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 14**  
Content test requirements
- **Figure 15**  
Requirements for general science teachers
- **Figure 16**  
Requirements for general social studies teachers
- **Figure 17**  
*Teacher Prep Review* findings about secondary teacher prep

Figure 14

*Do secondary teachers have to pass a content test in every subject area for licensure?*



1. **Strong Practice:** Indiana, Minnesota, Missouri, South Dakota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina<sup>4</sup>, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Figure 15 (science) and Figure 16 (social studies).]

3. Alaska<sup>5</sup>, Arizona<sup>6</sup>, California, Colorado, Hawaii, Montana, Washington, Wyoming

4. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

5. Alaska does not require content tests for initial licensure.

6. Candidates with a master's degree in the subject area do not have to pass a content test.



## EXAMPLES OF BEST PRACTICE

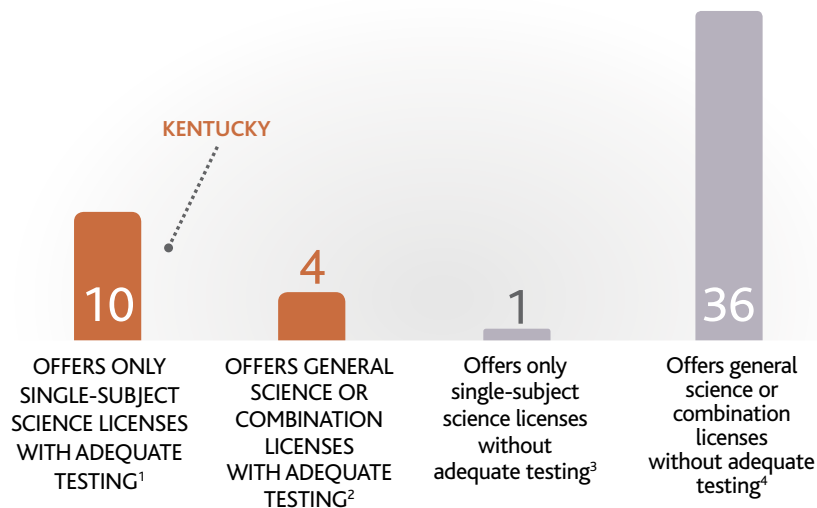
**Arkansas** has done more than other states to ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. Not only does the state address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these new standards in its educator competencies for secondary English language arts teachers, it also requires teachers to incorporate literacy skills into all content areas. For example, the secondary social studies competency to "incorporate disciplinary literacy" states that "reading competencies for literacy in history/social studies for grades 7-12 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts." A similar competency exists for both the life science and physical science secondary certifications.

**Indiana, Minnesota and Tennessee** require that all secondary teacher candidates pass a content test to teach any core subject—both as a condition of licensure and to add an additional field to a secondary license. Further, neither of these states offers secondary certification in general social studies or science; all teachers must be certified in a specific discipline.

Also worthy of mention is **Missouri**, which requires general social studies teachers to pass a multi-content test with six independently scored subtests. Missouri also offers a general science license that can only be used to teach general science courses. All other science teachers must be certified in a specific discipline.

Figure 15

*Do states ensure that secondary general science teachers have adequate subject-matter knowledge?*



1. **Strong Practice:** Florida, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Tennessee, Virginia

2. **Strong Practice:** Missouri, New Jersey, Rhode Island<sup>5</sup>, West Virginia<sup>5</sup>

3. California

4. Alabama, Alaska, Arizona<sup>6</sup>, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Georgia<sup>7</sup>, Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming

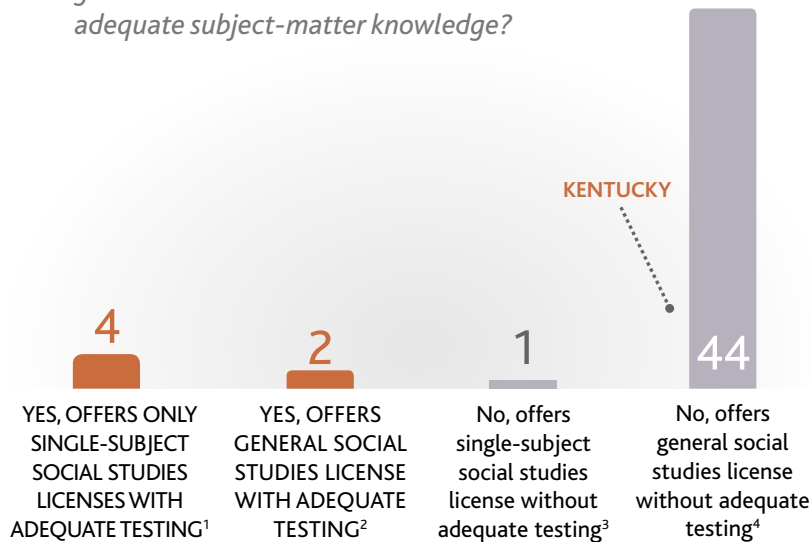
5. Teachers with the general science license may only teach general science courses.

6. Arizona limits teachers with the general science license to teaching only general science courses. However, candidates with a master's degree in the subject area do not have to pass a content test.

7. Georgia's science test consists of two subtests.

Figure 16

*Do states ensure that secondary general social studies teachers have adequate subject-matter knowledge?*



1. **Strong Practice:** Georgia, Indiana, South Dakota, Tennessee

2. **Strong Practice:** Minnesota<sup>5</sup>, Missouri

3. Arizona<sup>6</sup>

4. Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma<sup>7</sup>, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

5. Minnesota's test for general social studies is divided into two individually scored subtests.

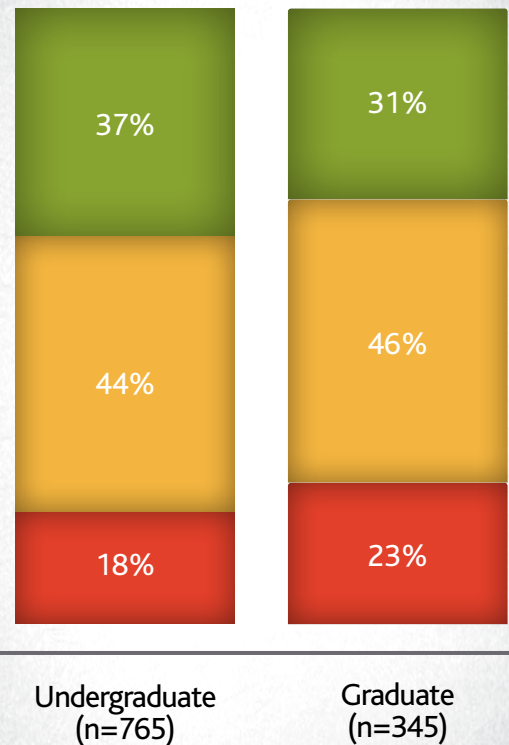
6. Candidates with a master's degree in the subject area do not have to pass a content test.

7. Oklahoma offers combination licenses without adequate testing.

Figure 17

### TEACHER PREP REVIEW FINDINGS

*Less than 40 percent of preparation programs ensure that secondary teachers are well prepared in the subjects they will teach.*



From NCTQ's 2014 *Teacher Prep Review* Standard 8: High School Content (n=1,110 high school programs). State licensing test requirements are also considered in evaluating this standard.

# Special Education Teacher Preparation

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all special education teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
  - A. The state should ensure that all new secondary special education teachers are prepared to support struggling readers.
  - B. The state should require that all new secondary special education teachers are prepared to incorporate complex texts and academic language into instruction.
  - C. The state should ensure that all new secondary special education teachers are prepared to incorporate literacy skills as an integral part of every subject.
2. The state should require that new elementary special education teachers pass a rigorous test of reading instruction in order to attain licensure.
3. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
4. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
5. The state should ensure that secondary special education teachers possess adequate content knowledge.



*How well are states ensuring that special education teachers are prepared for college- and career-readiness standards?*

30

Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kansas, **KENTUCKY**, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Utah, Vermont, Washington, Wyoming

9

California, Colorado, Connecticut, Idaho, Iowa, Maryland, New Jersey, Tennessee, Virginia

11

Alabama, Indiana, Louisiana, Massachusetts, Missouri, North Carolina, Pennsylvania, Rhode Island, Texas, West Virginia, Wisconsin

1

New York

0

## Special Education Teacher Prep Analysis: **Kentucky**

### PREPARING SPECIAL EDUCATION TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

Although most special education students are expected to meet the same high college- and career-readiness standards as typical students, too many states set an even lower bar for the preparation and licensure requirements of special education teachers. States must ensure that special education teachers are well grounded in all of the subject matter they will be licensed to teach.

Currently, Kentucky offers a special education license to teach grades PreK-12. Key licensing requirements for special education teachers in Kentucky include:



#### KENTUCKY SPECIAL ED TEACHER PREP SNAPSHOT



State only offers discrete elementary and secondary special education licenses.



Elementary subject-matter test required for special education license.



Secondary test in at least one subject area required for secondary special education license.



Yes



No

Special education teachers must also be prepared for the key instructional shifts that differentiate college- and career-readiness standards from previous student standards. Regrettably, Kentucky's preparation and licensure requirements for special education teachers are not aligned with the state's college- and career-readiness standards for students.

Kentucky does not require its special education teachers who teach the elementary grades to pass a rigorous test of reading instruction. The state does not require content testing, and teacher standards do not address informational texts or literacy skills.

Kentucky has no requirements for the preparation of elementary or secondary special education teachers that address struggling readers.

#### Supporting Research

Kentucky Administrative Regulations 16 KAR 4:020 and 6:010

### RECOMMENDATIONS

- **Ensure that special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

*Require all special education teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.*

Kentucky should require a rigorous reading assessment tool to ensure that its elementary special education teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary special education teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

*Incorporate informational text of increasing complexity into classroom instruction.*

Either through testing frameworks or teacher standards, Kentucky should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

*Incorporate literacy skills as an integral part of every subject.*

To ensure that special education students are capable of accessing varied information about the world around them, Kentucky should also include specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

### KENTUCKY RESPONSE TO ANALYSIS

Kentucky noted that it participated in the multistate standard-setting study for the Praxis II Special Education: Education of Deaf and Hard of Hearing Students and Special Education: Teaching Students with Visual Impairments tests. In fall 2012, these assessments were submitted to the Education Professional Standards Board for approval to begin the regulatory process of adopting and establishing the tests with appropriate qualifying scores. Beginning September 1, 2013, candidates were required to pass these tests to be recommended for certification within the state.

Kentucky added that it requires different certification types pending special education needs such as Communication Disorders, Visually Impaired, Moderate and Severe Disabilities, Hearing Impaired, Hearing Impaired with Sign Proficiency and Learning and Behavioral Disorders.

#### Supporting Research

<http://www.ets.org/praxis/ky/requirements/>

<http://www.lrc.ky.gov/kar/016/004/020.htm>

<http://www.lrc.state.ky.us/kar/016/002/050.htm>

<http://www.lrc.state.ky.us/kar/016/002/010reg.htm>

### RECOMMENDATIONS CONTINUED

#### *Support struggling readers.*

Kentucky should articulate requirements ensuring that all special education teachers are prepared to intervene and support students who are struggling with reading. With reading difficulties generally representing the primary reason for special education placements, it is essential that all special education teachers have the knowledge and skills to diagnose and support students with literacy needs.

#### ■ **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

It is virtually impossible and certainly impractical for Kentucky to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

## RECOMMENDATIONS CONTINUED

- **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, Kentucky should require these candidates to pass the same multiple-subjects test it requires of all elementary teachers. The state should further set passing scores that reflect high levels of performance. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential. Ensure that secondary special education teachers possess adequate content knowledge.

- **Secondary special education teachers are frequently generalists who teach many core subject areas.**

While it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, Kentucky's current policy of requiring no subject-matter testing is problematic and will not help special education students to meet rigorous learning standards. To provide a middle ground, Kentucky should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

Figure 18

*Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?*

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	■	□	■
Alaska	□	□	□
Arizona	□	□	□
Arkansas	□	□	■
California	■	□	■
Colorado	■	■	■
Connecticut	■	□	■
Delaware	□	□	□
District of Columbia	□	□	□
Florida	■	□	■
Georgia	□	□	□
Hawaii	□	□	□
Idaho	■	□	□
Illinois	□	□	■
Indiana	■	□	■
Iowa	□	□	□
Kansas	□	□	□
KENTUCKY	□	□	□
Louisiana	■	□	■
Maine	□	□	□
Maryland	□	□	■
Massachusetts	■	□	■
Michigan	□	□	■
Minnesota	□	□	□
Mississippi	□	□	□
Missouri	■	■	□
Montana	□	□	□
Nebraska	□	□	□
Nevada	□	□	□
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	□
New York	■	□	■
North Carolina	■	■	■
North Dakota	□	□	□
Ohio	□	□	□
Oklahoma	□	□	□
Oregon	□	□	■
Pennsylvania	■	■	□
Rhode Island	■	□	■
South Carolina	□	□	□
South Dakota	□	□	□
Tennessee	□	□	■
Texas	□	□	■
Utah	□	□	□
Vermont	□	□	□
Virginia	□	□	■
Washington	□	□	□
West Virginia	■	□	■
Wisconsin	■	□	■
Wyoming	□	□	□

■ Fully addresses instructional component   ■ Partially addresses instructional component

## SUMMARY OF SPECIAL EDUCATION TEACHER PREP FIGURES

### Figure 18

Requirements for instructional shifts associated with college- and career-readiness standards

### Figure 19

Distinctions in licenses between elementary and secondary teachers

### Figure 20

Content test requirements

### Figure 21

Science of reading requirements

### Figure 22

*Teacher Prep Review* findings about special education teacher prep



## EXAMPLES OF BEST PRACTICE

Although all states have weaknesses when it comes to special education teachers' preparedness to meet the instructional requirements of college- and career-readiness standards for students, both **Indiana** and **New York** are notable for addressing the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these standards.

Unfortunately, states are also weak in other areas of special education teacher preparation. However, three states—**Missouri**, **New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. These three states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

Secondary special education teachers in New York must pass a multi-subject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area. Secondary special education teachers in Missouri can either take a multi-subject test comprised of four separately scored sections or a single-subject secondary assessment.

Figure 19

Do states distinguish between elementary and secondary special education teachers?

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KENTUCKY	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Missouri	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vermont	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	16	12	23

Figure 20

Which states require subject-matter testing for special education teachers?

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Iowa, Louisiana, Massachusetts, Missouri <sup>1</sup> , New Jersey, New York, Pennsylvania <sup>2</sup> , Rhode Island, West Virginia <sup>3</sup> , Wisconsin
Required for a K-12 special education license	Colorado, Idaho, North Carolina
Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	Missouri <sup>1</sup> , New York <sup>4</sup> , Wisconsin <sup>5</sup>
Test in at least one subject required for secondary special education license	Louisiana, New Jersey, Pennsylvania <sup>2</sup> , Rhode Island, West Virginia <sup>3</sup>
Required for a K-12 special education license	None

1. Missouri offers a K-12 certification but candidates must pass either the elementary multi-content assessment or the middle/secondary multi-content assessment.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
5. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 19

1. Missouri, New Jersey, Oregon and Vermont issue a K-12 certificate, but candidates must meet discrete elementary and/or secondary requirements.

Figure 21

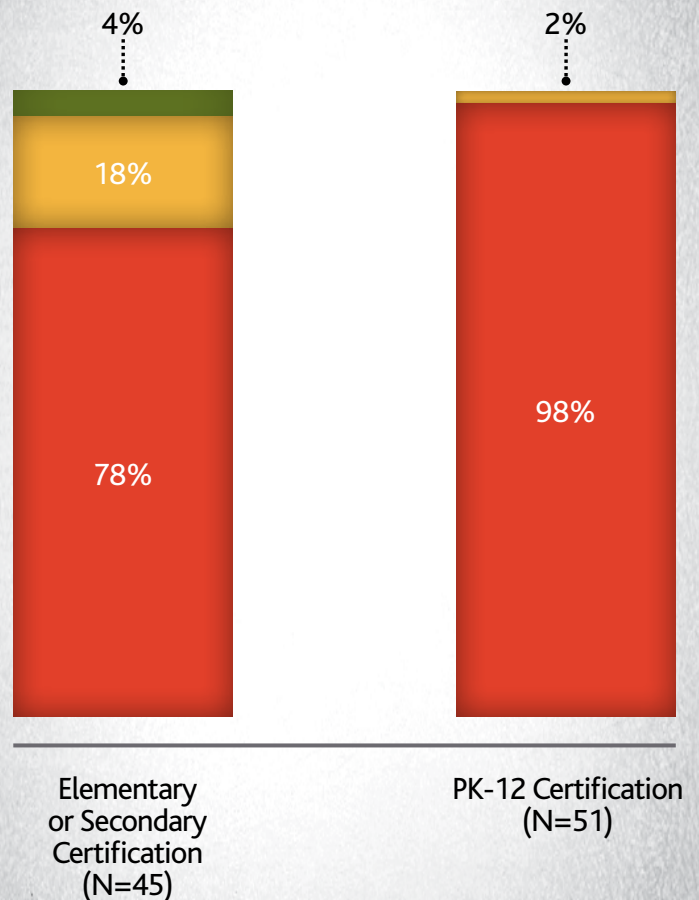
*Do states require all teachers of early reading to pass an adequate science of reading test?*

	Elementary teachers	Early childhood teachers	Elementary special education teachers
Alabama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
California	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connecticut	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Delaware	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KENTUCKY	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Louisiana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Minnesota	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio	<input checked="" type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Oklahoma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Rhode Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18	13	11

Figure 22

### TEACHER PREP REVIEW FINDINGS

*Less than 5 percent of preparation programs ensure that special education teachers are well prepared in the subjects they will teach.*



From NCTQ's 2014 *Teacher Prep Review* Standard 9: Content for Special Education (n=96 special education programs)

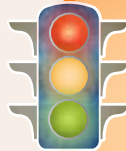
1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

# Admission into Teacher Preparation

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should limit admission to teacher preparation programs to candidates in the top half of the college-going population.
2. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs. Alternatively, academic proficiency could be demonstrated by grade point average.



*How well are states ensuring that teacher prep programs have rigorous admission standards?*

18

Alaska, Arizona, California, Colorado, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, North Dakota, Ohio, South Dakota, Vermont, Wyoming

8

Alabama, Arkansas, Florida, Illinois, Iowa, Missouri, Nebraska, Oregon

10

Connecticut, Indiana, **KENTUCKY**, New Hampshire, Oklahoma, Pennsylvania, Tennessee, Washington, West Virginia, Wisconsin

2

Georgia, Mississippi

13

Delaware, District of Columbia, Hawaii, Louisiana, Michigan, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Virginia

## Admission into Teacher Prep Analysis: **Kentucky**

### RAISING THE BAR FOR TEACHER PREP THROUGH HIGHER ADMISSION STANDARDS

NCTQ has repeatedly found that too many teacher preparation programs are in need of major improvement, graduating first-year teachers lacking skills and content knowledge adequate to thrive in the classroom. One important way states can raise the bar for teacher preparation programs is to set more ambitious admission requirements for new elementary, secondary and special education teachers. This is even more relevant and important as the increasing expectations of college- and career-readiness standards demand more from teachers academically. A key criterion for admissions is evidence of a strong academic background, and states should require programs to select candidates from the top half of the college-going population. Countries like Singapore and Finland are even more restrictive in admissions; the top half goal is realistic and achievable while representing a significantly higher standard for programs throughout the United States. Until recently, few states had rigorous academic standards for admission, but with states like Rhode Island and Delaware significantly raising the bar by taking the lead in establishing higher standards and new accreditation requirements from CAEP, this is beginning to change.



#### KENTUCKY

##### ADMISSION INTO TEACHER PREP SNAPSHOT



**State requires a minimum GPA of 3.0 for admission into teacher prep.**



**State requires a test normed to college-bound population prior to admission to prep program.**



Yes



No

Kentucky requires that approved undergraduate teacher preparation programs only accept teacher candidates who have passed a basic skills test (the Core Academic Skills for Educators). Although the state sets the minimum score for this test, it is normed just to the prospective teacher population. In addition, Kentucky requires a cumulative GPA of 2.75 on a 4.0 scale for admission or a 3.0 GPA for the last 30 hours of credit completed. Kentucky allows teacher preparation programs to exempt candidates who demonstrate equivalent performance on the GRE.

#### Supporting Research

Kentucky Administrative Regulations 16 KAR 5:020

### RECOMMENDATIONS

- **Require preparation programs to use a common test normed to the general college-bound population.**

The basic skills tests in use in most states largely assess middle school-level skills. Kentucky should require an assessment demonstrating that candidates are academically competitive with all peers, regardless of their intended profession. Requiring a common test normed to the general college population would allow for the selection of applicants in the top half of their class, as well as facilitate program comparison.

- **Increase the GPA requirement.**

Requiring a 2.75 GPA does not set a high enough bar for the academic performance of the state's prospective teachers. Kentucky should consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.

- **Exempt candidates with comparable SAT or ACT scores.**

Although the GRE is an acceptable alternative to the basic skills test—in fact, it is a more appropriate assessment—Kentucky should also waive its current basic skills test requirement for undergraduate candidates whose SAT or ACT scores demonstrate that they are in the top half of their class.

#### KENTUCKY RESPONSE TO ANALYSIS

Kentucky noted that candidates must also complete no less than 200 hours of field experiences prior to admission to any Kentucky educator preparation program.

#### RECOMMENDATIONS CONTINUED

##### ■ Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.

In addition to ensuring that programs require a measure of academic performance for admission, Kentucky might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

Figure 23

Do states measure the academic proficiency of teacher candidates?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed to teacher candidates only before admission to prep program	Test normed to teacher candidates only during or after completion of prep program	No test required
Alabama	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arizona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colorado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District of Columbia	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Georgia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Illinois	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Indiana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KENTUCKY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louisiana	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maine	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michigan	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New York	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ohio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Carolina	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tennessee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utah	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
West Virginia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	13	18	13	7

## SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

### ■ Figure 23

Test of academic proficiency requirements

### ■ Figure 24

GPA requirements

### ■ Figure 25

Teacher Prep Review findings about admissions

## ★ EXAMPLES OF BEST PRACTICE

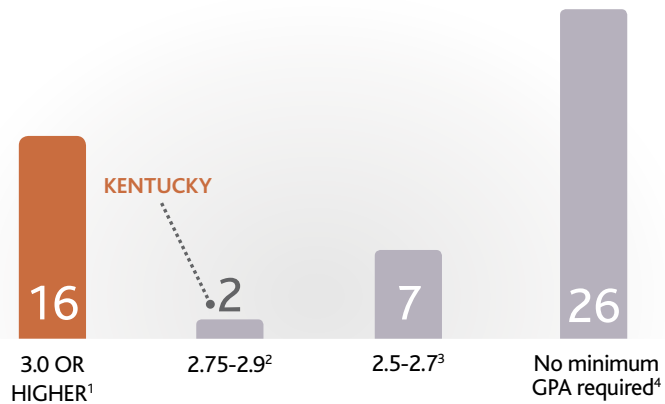
While many states now require CAEP accreditation which includes a standard requiring strong admission practices, **Rhode Island** and **Delaware** have set requirements independent of the accreditation process, ensuring that the states' expectations are clear. Both states require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and, beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

1. Requirements for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admission policy.

2. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 24

*Do states require a minimum GPA for admission to teacher prep?*

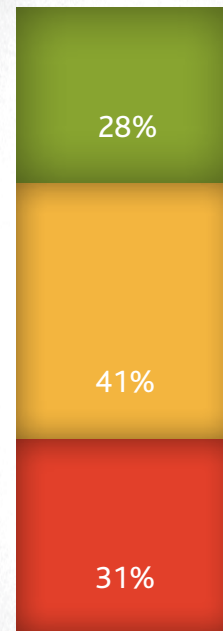


1. **Strong Practice:** Delaware, District of Columbia<sup>5</sup>, Georgia<sup>6</sup>, Hawaii<sup>5</sup>, Louisiana<sup>5</sup>, Michigan<sup>5</sup>, Mississippi<sup>6</sup>, New Jersey<sup>6</sup>, New York<sup>5</sup>, North Carolina<sup>5</sup>, Oklahoma<sup>7</sup>, Pennsylvania<sup>8</sup>, Rhode Island, South Carolina<sup>5</sup>, Utah, Virginia<sup>5</sup>
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut<sup>9</sup>, Florida, Nebraska, South Dakota, Wisconsin<sup>10</sup>
4. Alaska, Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Tennessee, Vermont, Washington, West Virginia, Wyoming
5. Required minimum GPA of 3.0 is based on CAEP accreditation standards, not state's own admission policy.
6. The 3.0 GPA requirement is a cohort average; individual candidates in Mississippi and New Jersey must have a 2.75 GPA. Individual candidates in Georgia must have a 2.5 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

Figure 25

### TEACHER PREP REVIEW FINDINGS

*Only 28 percent of teacher preparation programs have a high bar for admissions.*



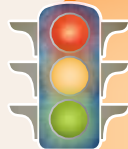
From NCTQ's 2014 *Teacher Prep Review* Standard 1: Selection Criteria (n=2,396 elementary, secondary and special education programs)

# Teacher Preparation Program Accountability

## Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should incorporate preparation to teach to college- and career-readiness standards into its accountability requirements for teacher preparation programs.
2. The state should collect data that connects student achievement gains to teacher preparation programs. Such data can include value-added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.
5. The state should retain full authority over its process for approving teacher preparation programs.



*How well are states ensuring that teacher preparation programs are accountable for their performance?*










## Teacher Prep Program Accountability Analysis: **Kentucky**

### HOLDING PREPARATION PROGRAMS ACCOUNTABLE FOR RESULTS

The ultimate goal of teacher preparation programs should be to produce teachers who are effective in educating their students and ensure that they are ready for college and career. As programs operate by virtue of state approval, it is the state's responsibility to connect approval to accountability measures that ensure high performance. While this goal may have been hard to assess a few years ago, that is no longer the case. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity for states to collect meaningful objective data on the performance of program graduates. To date, few states connect their process of approving teacher preparation programs to measurable outcome data about programs' graduates.



#### KENTUCKY TEACHER PREP ACCOUNTABILITY SNAPSHOT

-  State collects data that connects student achievement gains to teacher preparation programs.
  -  State collects other meaningful data that reflect program performance.
  -  State has set minimum standards for program performance.
  -  State publishes an annual report card on its own website.
  -  State retains full authority over its approval process.
-  Yes     No

Kentucky's approval process for its traditional and alternate route teacher preparation programs could do more to hold programs accountable for the quality of the teachers they produce.

Most importantly, Kentucky does not collect or report data that connect student achievement gains to teacher preparation programs. However, the state does collect other objective, meaningful data to measure the performance of university-based teacher preparation programs. The Education Professional Standards Board's Teacher Preparation Dashboard provides information on each institution's selectivity of candidates, the performance of candidates on required new teacher assessments, the percentage of candidates who achieve full certification, retention and the results of surveys of candidates and their supervisors regarding the effectiveness of the candidate's preparation.

### RECOMMENDATIONS

- **Collect data that connect student achievement gains to teacher preparation programs.**

As one way to measure whether programs are producing effective classroom teachers, Kentucky should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

- **Establish the minimum standard of performance for each category of data.**

In order to make use of the data Kentucky already collects and publishes for accountability purposes, it is critical that the state establish minimum standards for teacher preparation program performance for each category of data. Kentucky should be mindful of setting rigorous standards for program performance, as its current requirement that 80 percent of program graduates pass the state's licensing tests is too low a bar. Programs should be held accountable for meeting rigorous standards, and there should be consequences for failing to do so, including loss of program approval.

Regrettably, Kentucky only requires a summary pass rate on state licensure examinations of 80 percent. This 80 percent pass-rate standard, while common among many states, sets the bar quite low and is not a meaningful measure of program performance.

Further, in the past three years, no programs in the state have been identified as low performing—an additional indicator that programs lack accountability. Commendably, the state posts annual report cards on its website that detail its approval standards and identify programs failing to meet them. Kentucky does not post any data online for its numerous alternate route programs that are not based in universities.

### Supporting Research

16 KAR 5:010

Title II State Reports

<https://title2.ed.gov>

Data Dashboard

<https://wd.kyepsb.net/EPSB.WebApps/Dashboard/DashbrdWeb/TeacherEducatorDashbrd1.aspx?slD=1>

### KENTUCKY RESPONSE TO ANALYSIS

Kentucky asserted that its accountability process has been changing over the past three years. Many educator preparation programs require passage of content tests before candidates can “complete” the preparation program. This is under consideration for how to define performance metrics of state institutions. The state has an advanced data system under way which will provide time sensitive data and create a model of proportional accountability. The system, Kentucky Educator Preparation Accountability System (KEPAS), will also incorporate student level performance as it is linked to respective educators. The state added that it eagerly awaits the availability of student achievement data and PGES data so it can identify more and less effective practices for selection, preparation, placement, and support of new teachers.

Figure 26

*Do states hold teacher preparation programs accountable?*

	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>
Alaska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arizona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkansas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
California	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Connecticut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delaware	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District of Columbia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Florida	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Georgia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hawaii	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Idaho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indiana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Iowa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kansas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KENTUCKY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Louisiana	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
Maine	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Maryland	<input checked="" type="checkbox"/> <sup>3</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Massachusetts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michigan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <sup>1</sup>	<input checked="" type="checkbox"/>
Minnesota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mississippi	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Missouri	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montana	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Nebraska	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nevada <sup>1</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New Hampshire	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Jersey	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Mexico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Carolina	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <sup>2</sup>
North Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ohio <sup>1</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oklahoma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Oregon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pennsylvania	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Rhode Island	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Carolina <sup>1</sup>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
South Dakota	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennessee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vermont	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virginia	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Washington	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
West Virginia	<input checked="" type="checkbox"/> <sup>1</sup>	<input type="checkbox"/>	<input type="checkbox"/>
Wisconsin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wyoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	35	4	18

## SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

### ■ Figure 26

Accountability requirements

### ■ Figure 27

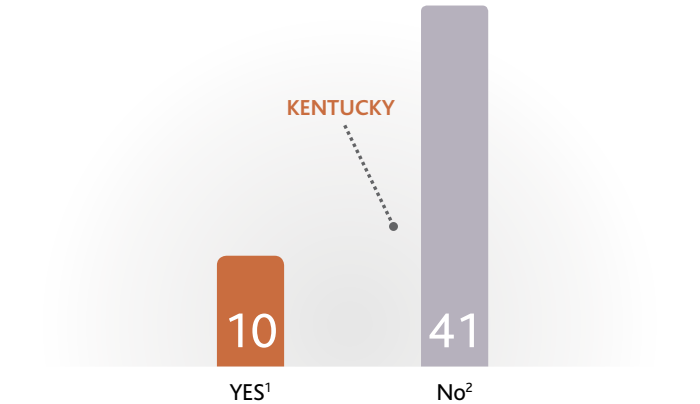
Use of student achievement data

## ★ EXAMPLES OF BEST PRACTICE

No state has yet implemented a full accountability system for teacher preparation that features data, including student achievement gains, connected to teacher preparation programs (not just the institution level); has clear minimum standards of performance for those data; and publishes the results for use by prospective teachers, hiring school districts and the general public. Some states are well on their way. **Georgia** and **Louisiana** collect student achievement gains and set minimum standards of performance, while **Ohio** and **Tennessee** have published report cards that include connections to student achievement gains.

Figure 27

*Do states connect student achievement data to teacher preparation programs?*



1. **Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia<sup>3</sup>, Hawaii<sup>3</sup>, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland<sup>3</sup>, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York<sup>3</sup>, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Included in state's Race to the Top plan, but not in policy or yet implemented.

Figure 26

1. For traditional preparation programs only.

2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.

3. For alternate routes only.

# Teacher Preparation Policy Priorities for Kentucky

## Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.  
*Priority for elementary, middle, secondary and special education teacher preparation.*
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.  
*Priority for elementary, middle, secondary and special education teacher preparation.*
- Ensure teachers are prepared to intervene and support students who are struggling with reading.  
*Priority for elementary, middle, secondary and special education teacher preparation.*

### Additional priorities for elementary teacher preparation:

- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

### Additional priorities for secondary teacher preparation:

- Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.

### Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

### Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

### Hold preparation programs accountable:



- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.



National Council on Teacher Quality

1120 G Street, NW • Washington, DC 20005

Tel: 202-393-0020 Fax: 202-393-0095 Web: [www.nctq.org](http://www.nctq.org)

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For more information, please contact:**

Sandi Jacobs  
*Vice President*  
[sjacobs@nctq.org](mailto:sjacobs@nctq.org)  
202-393-0020