

Teacher Policy Priorities for Kentucky

AREA 1: Delivering Well-Prepared Teachers

Admission Into Teacher Preparation

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

Elementary Teacher Preparation

- Require a rigorous assessment in the science of reading instruction for all elementary candidates.
- Ensure all new elementary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Middle School Teacher Preparation

- Ensure that all new middle school teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Secondary Teacher Preparation

- Require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.
- Ensure all new secondary teachers are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Special Education Teacher Preparation

- Eliminate the K-12 special education certificate, and require licenses that differentiate between the 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.

- Ensure that all new special education candidates are prepared to meet the instructional shifts related to informational text, incorporating literacy into all content areas and supporting struggling readers associated with college- and career-readiness standards.

Teacher Preparation Program Accountability

- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

AREA 2: Expanding the Teaching Pool

Alternate Routes to Certification

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.
- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers

License Reciprocity

- Grant certification to teachers from other states who can demonstrate evidence of effectiveness and/or meet licensure test requirements.

AREA 3: Identifying Effective Teachers

State Data Systems

- Publish data on teacher production.

Teacher Evaluation

- Require annual evaluations for all teachers.

Tenure

- Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.

Licensure Advancement

- Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.

Equitable Distribution of Teachers

- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.

AREA 4: Retaining Effective Teachers

Compensation

- While giving districts flexibility to determine their own pay scales, discourage systems tied to advanced degrees and/or experience.

AREA 5: Exiting Ineffective Teachers

Dismissal for Poor Performance

- Make classroom ineffectiveness grounds for dismissal, and ensure that teachers terminated for ineffectiveness have the opportunity to appeal within a reasonable time frame.

Reductions in Force

- Use teacher effectiveness as a factor when determining which teachers are laid off during a reduction in force.