State Policy Review: New Educator Induction

Kentucky

New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

State law requires all first-year teachers and out-of-state teachers with less than two years of successful teaching experience to take part in the Kentucky Teacher Internship Program (KTIP). [Kentucky Revised Statutes (KRS) §161.030(5)] KTIP includes mentoring and a comprehensive assessment prior to initial certification. The assessment consists of three required components that are met upon successful completion of twelve tasks of the Teacher Performance Assessment. [16 Kentucky Administrative Regulations (KAR) 7:010] The one-year internship incorporates a beginning teacher committee comprised of teachers, site-based administrators and teacher educators assigned by regional universities all of whom are focused on supporting and assessing teacher growth throughout the year. Interns who are unsuccessful their first year may have an additional year to complete the internship.

The state law that requires all first-year principals and assistant principals with less than two years of service to complete the Kentucky Principal Internship Program is suspended until June 30, 2016 due budgetary constraints. [KRS §161.027(5) and 16 KAR 7:010]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State law requires mentors, or “resource teachers,” to serve on the beginning teacher committee. The state’s Education Professional Standards Board (EPSB) appoints resource teachers with recommendations from the local school district from a pool of qualified candidates. The selection criteria for resource teachers include at least four years of successful teaching experience and evidence of participation in continuing professional development (by having achieved a master’s degree or its equivalent or the accumulation of 2,000 hours of continuing professional activities). [KRS §161.030 (6)(f ) and (7)]

State law requires the beginning teacher committee to be composed of three persons who have successfully completed “special training” in the supervision and assessment of the performance of beginning teachers. The EPSB must provide this training through “contract with teacher education institutions” in the state. Completion of the training is evidenced by successfully passing assessments as prescribed by the EPSB. School principals hired after July 15, 1996 are required to complete the training program within one year of their appointment. [KRS §161.030 (6) and (8)]

State law prescribes priorities for selecting and matching resource teachers to beginning teacher interns, in the following order: (1) Teachers with the same certification in the same school; (2) Teachers with the same certification in the same district; (3) Teachers in the same school; (4) Teachers in the same district; and (5) Teachers in an adjacent school district. Resource teachers are generally assigned to one intern, but may serve a maximum of two interns. [KRS §161.030 (6)(f )]

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State law requires minimum contact time between the resource teacher (mentor) and new teachers, classroom observation, and a process for formatively assessing teacher practice. Specifically, the resource teacher is required to spend a minimum of 70 hours working with the beginning teacher. Twenty (20) of these hours must be in the classroom and 50 in consultation outside of class or attending assessment meetings. [KRS §161.030 (7)]

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State law suggests that the resource teacher must conduct three official observations with each observation lasting one hour in duration or one class period; or two observations followed by an observation of the teacher intern’s videotaped classroom lesson. In addition, state law requires that the classroom observations be preceded by a pre-observation conference and lesson plan review and followed by a post-observation conference. [16 KAR 7:010(5)]

Resource teachers must spend out-of-class time assisting the teacher intern in: (1) the development of the professional growth plan; (2) areas identified in the professional growth plan; (3) instructional activities such as planning, management techniques, assessment, and parent conferences; (4) arranging to attend
seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern’s professional growth plan; and (5) continually assessing the teacher intern’s progress in the internship in relation to each of the Kentucky Teacher Standards. Interns must complete 12 tasks within three cycles of the internship that include lesson planning, a leadership project, a collaboration project, and reflection of classroom performance. The internship is completed in Cycle 3 with a capstone project. [16 KAR 7:010(5)]

For unsuccessful interns, an appeal process ensures that the intern has received the necessary support and adequate professional development to meet their needs. The committee reviews all documentation including the twelve required tasks of the Teacher Performance Assessment. Along with EPSB staff, teachers, administrators and teacher educators serve on the appeals committee. [16 KAR 7:010(8)]

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards but has outlined specific elements of the KTIP in state regulations. [16 KAR 7:010] These requirements focus primarily on the KTIP assessment components. The beginning teacher committee determines successful completion of the one-year internship by consensus or, in the event that a consensus is not reached, by a majority vote for each standard. The committee is responsible for supporting and assessing teacher performance and growth. It utilizes the scoring rubrics contained within the KTIP Intern Performance Record and takes into consideration the progress of the teacher intern throughout the school year and the level of performance that has been achieved near the end of the internship.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The KTIP is currently funded from the EPSB’s general fund disbursement and is supplemented by federal funds when available. Current funding may be used to support a number of other teacher development opportunities, such as training for coaches and training materials. [KRS §161.030 (9)] Additionally, when state funding is available, resource teachers are entitled to be paid a reasonable stipend by the EPSB for work done outside normal working hours. [KRS §161.030 (6f )]

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

All new teachers must successfully complete a one-year internship as part of the KTIP in order to have their initial certification extended. Significant documentation and online reporting is required to ensure educators meet the minimum requirements for the program. If interns are unsuccessful twice, they will not be eligible for a Kentucky teaching certificate.

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state conducts annual surveys and engages in a regular program review of the KTIP. Specifically, Kentucky utilizes the New Teacher Survey to determine how well an intern and the intern’s resource teacher feel they were prepared to teach in their first year.

The EPSB has conducted surveys with resource teachers to determine needed improvements to the program. It has established the Kentucky Advisory Council for Internship (KACI). The Board appoints members (teachers, administrators, and teacher educators) to the KACI from public and private institutions. The Council meets three times per year to discuss issues related to KTIP.

EPSB staff meets annually with regional KTIP coordinators to discuss issues with the teacher educators that serve on the committees and to identify issues and strengths of the program. They host statewide sessions multiple times throughout a year to discuss issues and listen to issues regarding KTIP from district-appointed KTIP coordinators.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

In 2010, 703 Kentucky Administrative Regulations established the use of a teaching conditions survey as part of the evaluation of persistently low-performing schools [KAR 5:225 Section 9(2)b.3 and KAR 5:260 Section 3(3)e]. In 2012, Kentucky became the second state to formally adopt State Standards for Teaching Conditions.
In March 2011, Kentucky first administered the Teaching, Empowering, Leading, and Learning (TELL) Kentucky survey, a statewide online survey of school-based licensed-educators. NTC’s Teaching and Learning Conditions Initiative consists of two parts: 1) the anonymous, online survey about teaching conditions in year one, and 2) working with the client in year two to utilize results from the survey in school improvement planning and policies.

In 2011, after hearing from more than 80 percent of the state’s educators, Kentucky was well equipped to utilize the data as a variety of levels. The survey includes questions regarding: community engagement and support, teacher leadership, school leadership, managing student conduct, use of time, professional development, facilities and resources, instructional practices and support, and new teacher support. Two months after the initial survey, the Kentucky Board of Education (KBE) voted to direct the Kentucky Department of Education to include the use of the TELL data in the development of the new accountability model for schools and districts including annual school improvement plans and the development of the new evaluation system for principals (requiring principals to demonstrate their use of TELL data annually).

In summer 2011, as a result of the initial TELL findings, the KBE voted to address key topics identified by the survey. These topics included Time (to collaborate, plan and provide instruction) and Instructional Practices (data and support available to help teachers improve instruction and student learning). The KBE also voted to develop state standards for teaching conditions, formally adopted in 2012.

The TELL Kentucky 2013 survey captured the voices of 43,759 educators (87% statewide). In August 2013, the KBE reviewed TELL data on three additional areas of the survey that demonstrated need: (1) New Teacher Support, (2) Managing Student Conduct and (3) Community Engagement and Support. The state’s No Child Left Behind waiver in 2013 included the use of TELL data in teacher and principal effectiveness measures, school improvement plans, and district improvement plans.

Finally, to encourage participation and ongoing improvement, the state created the Winner’s Circle Awards to recognize schools that exemplify excellent teaching conditions and student success.

NTC worked with Kentucky to administer the third TELL Kentucky survey in 2015, which broke previous records, with more than 44,900 responses—89% of the state’s educators.

The state’s teacher-equity plan, approved by the U.S. Department of Education in 2015, includes various strategies to address improving teaching and learning conditions.

Links


Kentucky Teacher Internship Program (KTIP): [http://www.kyepsb.net/internships/index.asp](http://www.kyepsb.net/internships/index.asp)


Teaching, Empowering, Leading, and Learning (TELL) Kentucky: [www.tellkentucky.org](http://www.tellkentucky.org)


The Kentucky Education Professional Standards Board has reviewed this state summary.

This information is accurate as of January 2016.