

Teacher Policy Priorities for Kentucky

AREA 1: Delivering Well Prepared Teachers

■ Require that the test used by teacher preparation programs to screen candidates prior to admission is normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.	Goal 1-A
■ Adopt a rigorous stand-alone science of reading test for all elementary teacher candidates.	Goal 1-C
■ Specifically require secondary social studies teachers to pass a content test for each discipline they are licensed to teach.	Goal 1-F
■ Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.	Goal 1-H
■ Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.	Goal 1-J
■ Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs and by establishing the minimum standard of performance for each category of data.	Goal 1-K

AREA 2: Expanding the Teaching Pool

■ Increase admission requirements to alternate route programs, including a high bar for academic proficiency for all routes.	Goal 2-A
■ Ensure that all alternate route programs provide efficient preparation that meets the immediate needs of new teachers.	Goal 2-B
■ Require out-of-state teachers to meet the state's own testing requirements.	Goal 2-E

AREA 3: Identifying Effective Teachers

■ Require student growth to be the preponderant criterion of any teacher evaluation.	Goal 3-B
■ Formally evaluate all teachers annually.	Goal 3-C
■ Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.	Goal 3-D
■ Base licensure advancement from a probationary to a nonprobationary license and licensure renewal on evidence of effectiveness.	Goal 3-E
■ Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.	Goal 3-F

AREA 4: Retaining Effective Teachers

■ Link professional development activities to findings in individual teacher evaluations, and place teachers with ineffective or needs improvement ratings on structured improvement plans.	Goal 4-B
■ Give districts control of teachers' pay structure and scales, but discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.	Goal 4-C
■ Ensure that performance pay initiative rewards teachers for effectiveness as measured by student achievement.	Goal 4-F

AREA 5: Exiting Ineffective Teachers

■ Make ineffective classroom performance grounds for dismissal.	Goal 5-B
■ Use teacher effectiveness as a factor when determining reductions in force, and ensure that seniority is not the only factor used to determine which teachers are laid off during a reduction in force.	Goal 5-C