



# The Way Forward: Improving Teacher Preparation in Kentucky

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# A Brief History of Governing Teacher Prep



- Test teacher candidates (19<sup>th</sup> century-early 20<sup>th</sup>)
- Stop testing teacher candidates (Mid-20<sup>th</sup>)
- Standardize teacher prep coursework (1950-1990)
- Shift away from standardized coursework (1990s)
- Replace emphasis on coursework with beefed up licensing tests; report programs' pass rates to measure performance (1990-2015)
- Abandon efforts to use pass rates; instead apply new “value-add” methodology to measure program performance (2000-2015)
- Abandon value-add after its methodological problems surface(2015)
- Get rid of/ seek alternatives for licensing tests (2015-now)



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# The way forward requires solving data problems

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A few ideas, but no one idea can stand alone.

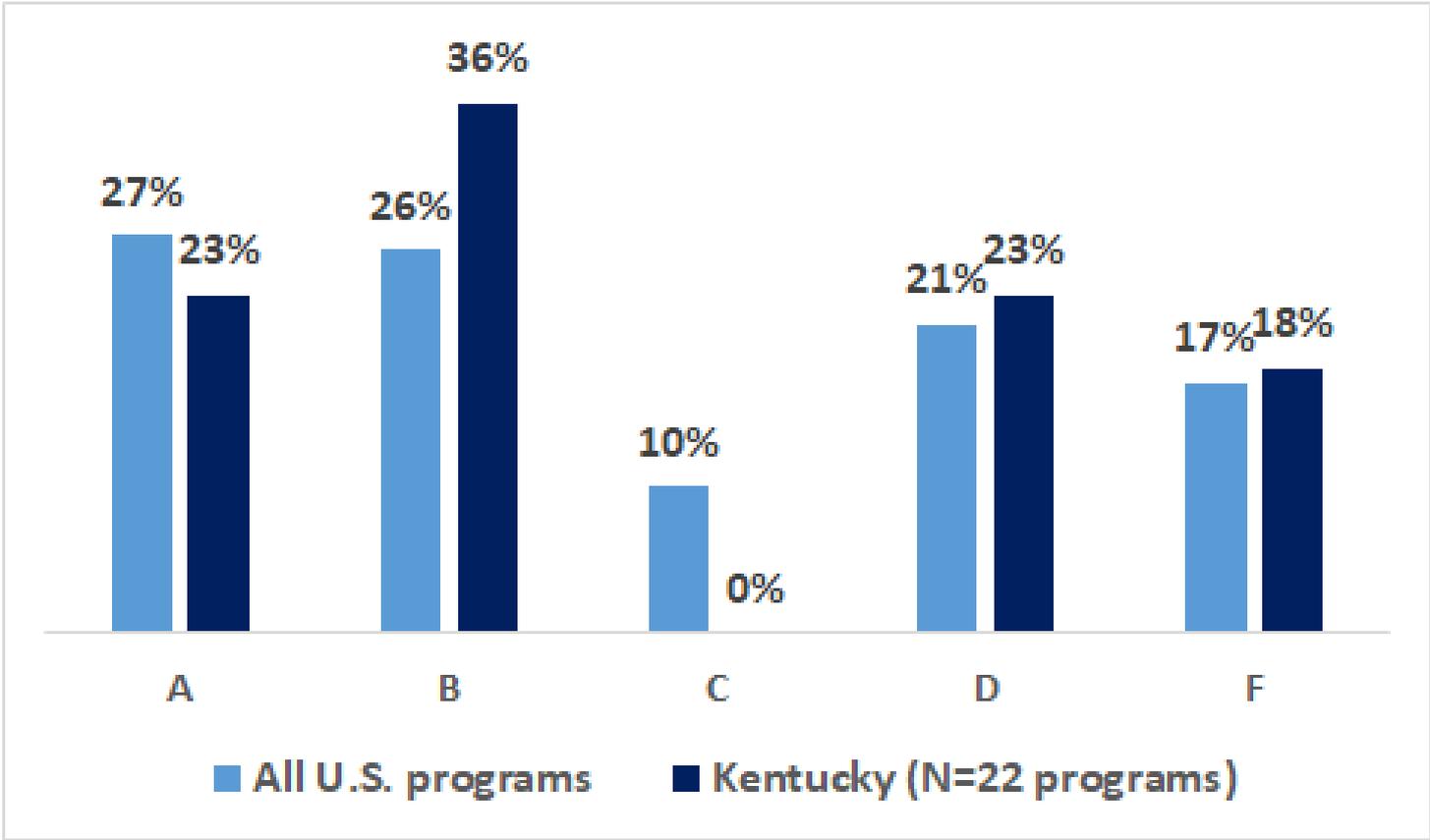
- ➔ ● Measuring prep programs against research-based standards, the Teacher Prep Review (2013-current)
- ➔ ● Programs' pass rates on licensure tests
- Performance metrics (evaluation results)
- Meaningful inspections (TPI-US)
- Supply and demand data



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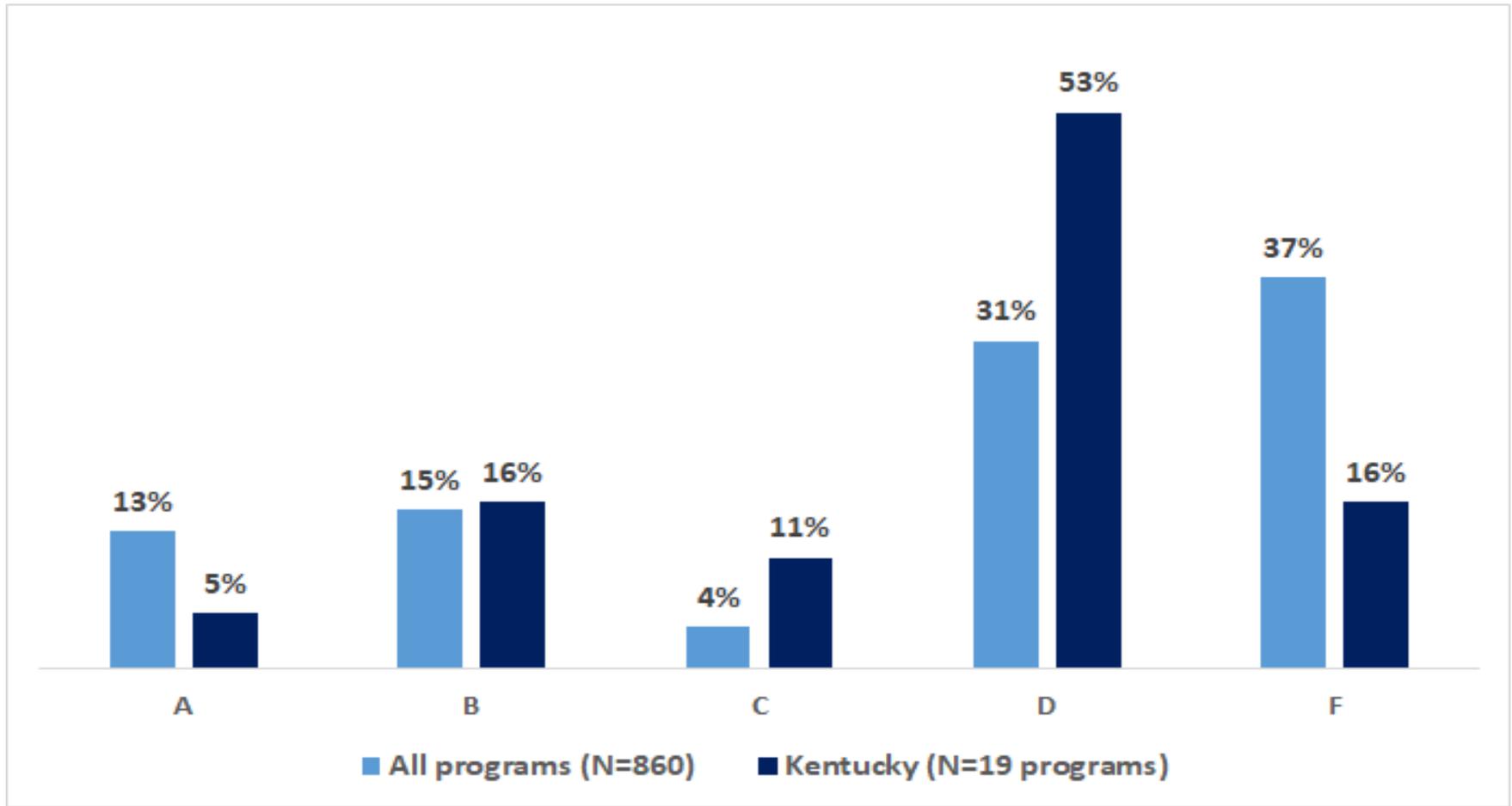
# Performance on High Quality Standards

# Less than 20% of Kentucky programs train teachers in how to teach **reading**



Source: NCTQ 2020 Teacher Prep Review

# Few Kentucky programs prepare elementary teachers to teach math

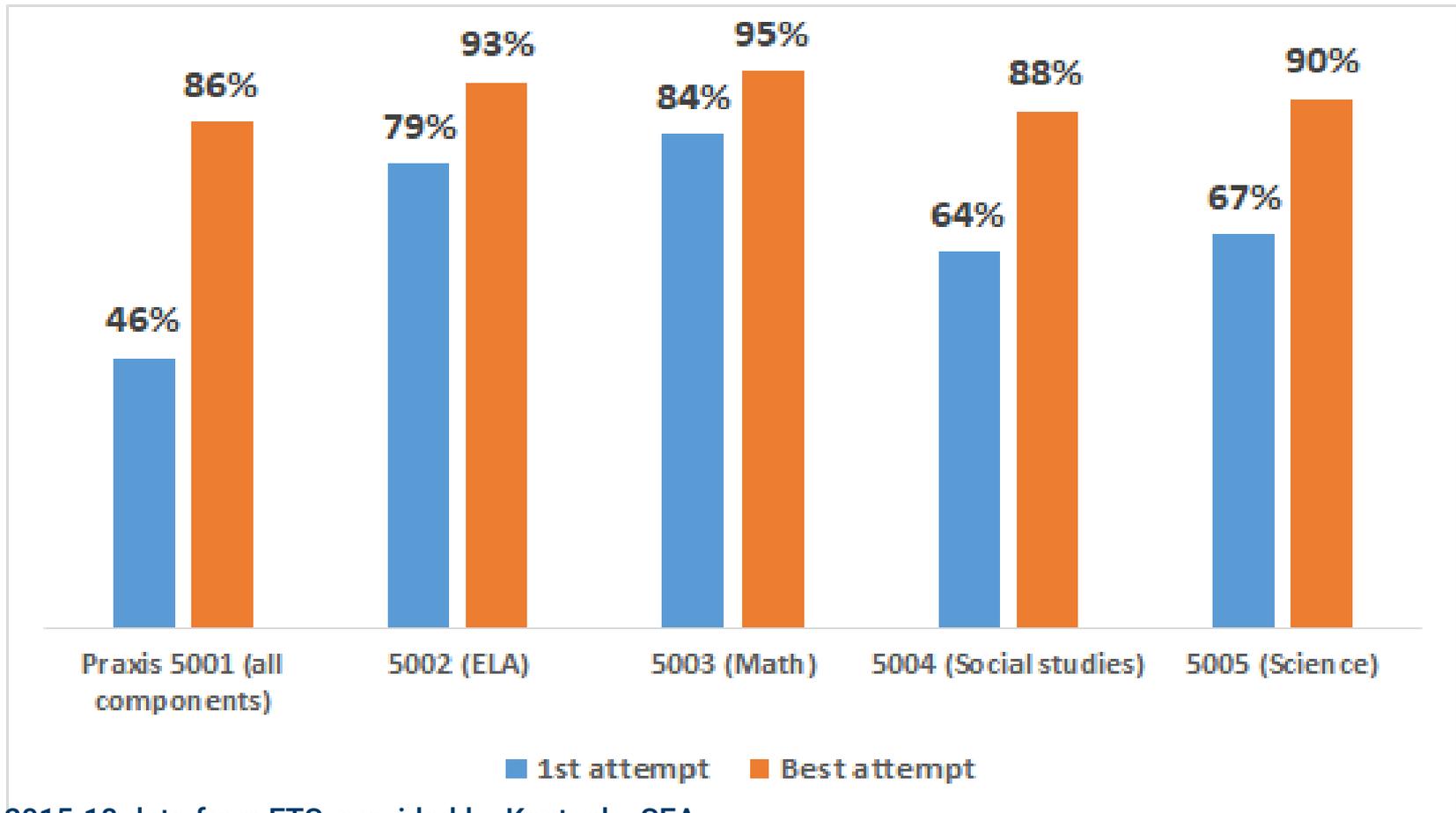


Source: NCTQ 2018 Teacher Prep Review

# Pass Rates on Licensing Tests



# Programs' pass rates on licensure tests are the BEST and ONLY source of objective data.



Source: 2015-18 data from ETS, provided by Kentucky SEA

# Actual pass rates have been a source of genuine confusion. Much of it was intentional.



First-time pass rate on 5001:  
46% or 86%?

Pass Rates by Most Recent Attempt												
Kentucky Attending Institutions												
Test Dates: Sep-2017 to Aug 2020												
Test	1st Attempt			2nd Attempt			3rd Attempt			4th or Later Attempt		
	N	# Passing	Percent Passing	N	# Passing	Percent Passing	N	# Passing	Percent Passing	N	# Passing	Percent Passing
5001 Elementary Education Multiple Subjects	2760	2364	85.65	1097	918	83.68	481	388	80.67	515	391	75.92
5002 Elem Ed: MS Reading & Language Arts Subtest	2326	2199	94.54	326	286	87.73	98	82	83.67	58	51	87.93
5003 Elem Ed: MS Mathematics Subtest	2390	2280	95.40	287	248	86.41	58	54	93.10	38	26	68.42
5004 Elem Ed: MS Social Studies Subtest	1938	1731	89.32	457	391	85.56	218	183	83.94	273	222	81.32
5005 Elem Ed: MS Science Subtest	1976	1811	91.65	471	411	87.26	192	164	85.42	191	166	86.91

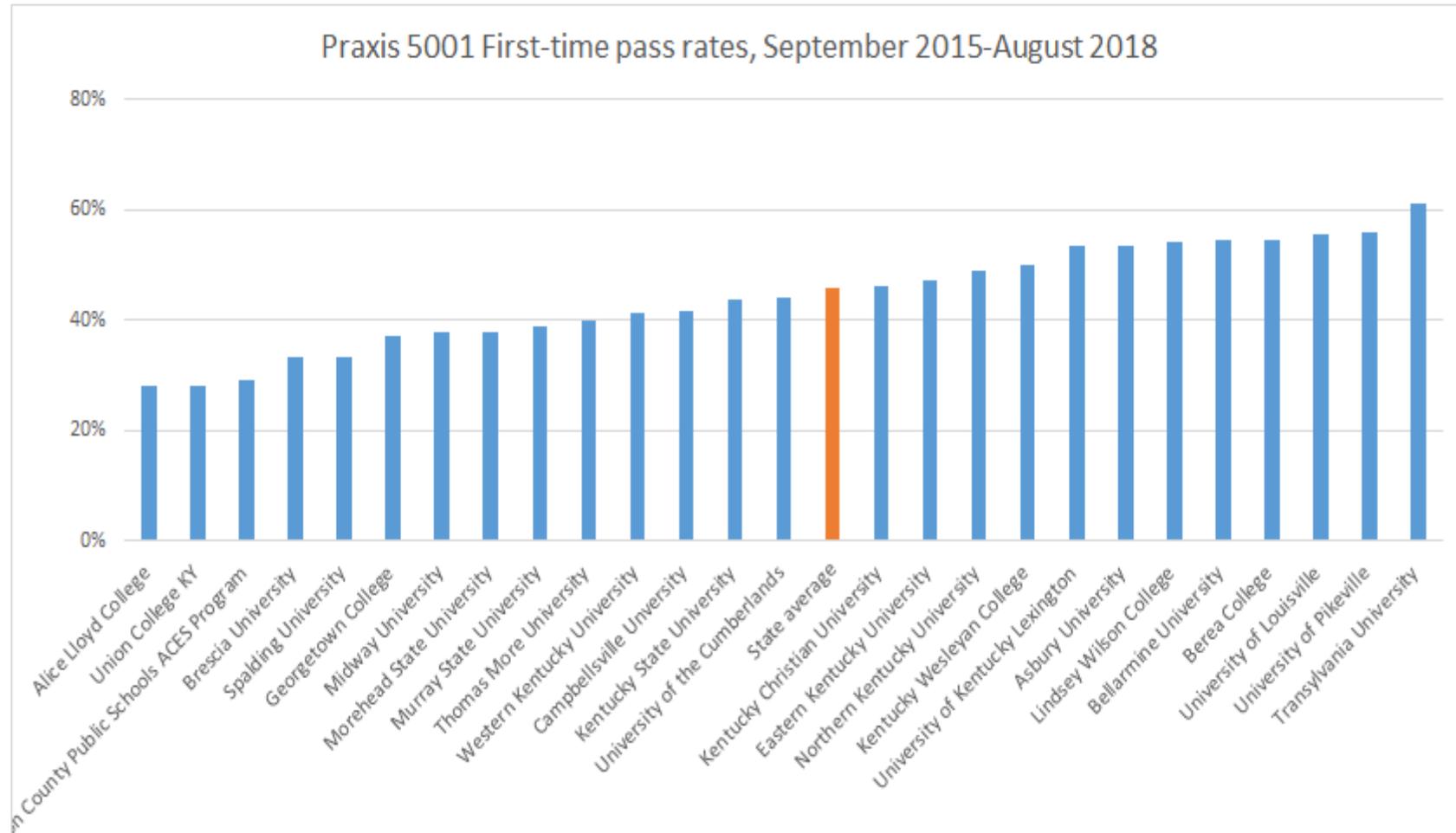
2,760 take test  
2,364 pass, SO  
396 fail

1,097 take test  
918 pass, SO  
197 fail

481 take test  
388 pass, SO  
93 fail

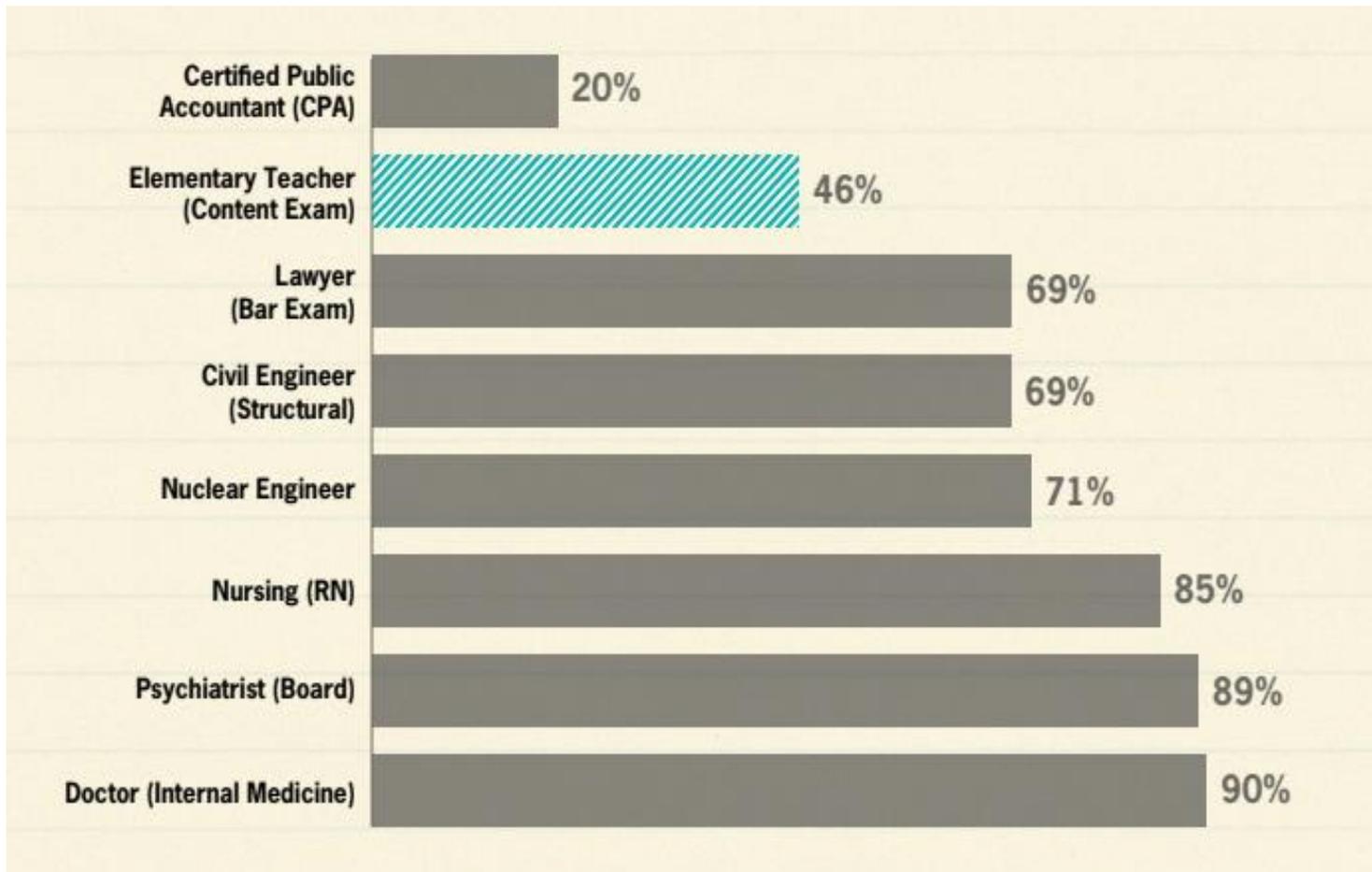
515 take test  
391 pass, SO  
124 fail

# Pass rates vary by preparation program



Source: 2015-18 data from ETS, provided by Kentucky SEA

# First time pass rates in other professions are much higher: Teacher prep can do better



We've done the heavy lifting and taken the hits.  
Here's how we all need to move forward.

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- True, meaningful data must be collected, a mix of input and outcomes.
- Public comparative data really works, but avoid shaming programs.
- Celebrate successes. Make incremental progress possible.
- If the state SEA won't use data in program approval, other groups (e.g. Pritchard) can drive the conversation.
- Involve the IHEs, programs and other potential 'opposition' however rough the waters. The dividends can be huge.



# Want to learn more?

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