



## Planning for Equitable Access to Effective Educators Critical Fact Sheet 01/24/2017

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**Overview/Background:** In 2015, The U.S. Department of Education required state education agencies to submit equity plans outlining states' efforts to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. In response, Kentucky convened a shareholder group and thoroughly reviewed data related to equitable access. Findings of Kentucky's equity gap analysis: students in high poverty and/or high minority schools are disproportionately taught by inexperienced and novice teachers; students in high poverty and/or high minority schools are less likely to be taught by National Board certified teachers; and students in high poverty and/or high minority schools are more likely to experience teacher turnover.

### **Critical Points:**

[Kentucky's Equity Plan](#), approved by the USED in 2015, details the state's strategies to address equitable access:

1. **Teacher Preparation:** increase the amount of training for pre-service teachers; increase the standards for literacy instruction in educator preparation programs; align the Kentucky Teacher Internship Program (KTIP) to the Professional Growth and Effectiveness System; align preparation and accreditation programs; work with institutions of higher education to align current education practices.
2. **Recruitment, Hiring and Placement:** improve district recruitment practices; review and evaluate statutes, policies and procedures that may contribute to inequitable hiring practices; review of district and school teacher and student assignment policies; increase the pool of teachers equipped to work with diverse learners.
3. **Ongoing Job-Embedded Professional Learning:** strategically allocate federal funds; review alternative funding streams; implement the Professional Learning and Integrated Methods for Learning and Support Systems Strategies in the Next Generation Professionals Delivery Plan; develop induction and mentoring programs; implement a coherent statewide system for professional learning that is aligned to the PGES and is implemented as a continuous improvement process and not a one-time event or training; concentrate efforts on engaging teachers in the professional learning experiences that would most impact student achievement and on evaluating the impact in order to improve practice and demonstrate results.
4. **Retention:** provide educator career pathway opportunities; improve the collaborative culture through effective school leadership.

### **Quick Links:**

- [Equitable Access to Effective Educators](#)
- [Minority Educator Recruitment and Retention Scholarship \(MERR\)](#)
- [Administrative Leadership Institute \(ALI\)](#)
- [KRS 161:165](#)
- [Equity Diagnostic FAQ](#)
- [Educator Diversity Task Force](#)
- Minority Leader/Principal Internship Program (Coming soon)
- Teaching and Leading Pathway (coming soon)
- [Educators Rising](#) (Kentucky affiliate page coming soon)

### **Points of Contact:**

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