

1 AN ACT relating to the Kentucky Early Entry Initiative pilot program and declaring
2 an emergency.

3 *Be it enacted by the General Assembly of the Commonwealth of Kentucky:*

4 ➔SECTION 1. A NEW SECTION OF KRS CHAPTER 161 IS CREATED TO
5 READ AS FOLLOWS:

6 *(1) As used in this section, "early career teachers" means a Kentucky public school*
7 *teacher with zero (0) to three (3) years of experience teaching grades one (1)*
8 *through three (3) in the areas of English, reading, language arts, or*
9 *mathematics.*

10 *(2) The General Assembly does hereby establish the Kentucky Early Entry Initiative*
11 *pilot program to begin with the 2021-2022 school year and continue until the end*
12 *of the 2023-2024 school year. The pilot program shall be administered by the*
13 *Kentucky Department of Education to:*

14 *(a) Give Kentucky public school teachers the opportunity to begin the process*
15 *of certification by the National Board for Professional Teaching Standards*
16 *within their first three (3) years in the classroom and achieve certification*
17 *early in their careers;*

18 *(b) Create awareness of national board certification specifically among early*
19 *career teachers, teachers of color, and teachers in high-need schools and*
20 *rural schools through awareness campaigns;*

21 *(c) Increase the number of teachers earning national board certification in the*
22 *state; and*

23 *(d) Embed national board certification as an assumed and achievable part of*
24 *the professional pathway for all teachers.*

25 *(3) The Kentucky Early Entry Initiative pilot program shall pursue a comprehensive*
26 *set of objectives that shall include:*

27 *(a) Founding and implementing a system that supports expanded candidate*

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eligibility;

(b) Developing and launching awareness campaigns targeting early career teachers and the educational professionals who provide them support or supervision.

(c) Reinforcing structures that ensure early career teachers have the resources and assistance they need to realistically pursue and achieve national board certification;

(d) Establishing and conducting a robust research and learning agenda to ensure that the pilot program results in useful data to inform Kentucky education leaders on the benefits, challenges, and impact of investing in early career teachers' national board certifications; and

(e) Contributing to long-term state goals with measurable results in:

1. Increased numbers of national board certification candidates;

2. Improved teacher retention;

3. Increased diversity and numbers of teachers of color;

4. Improved student learning outcomes in reading and mathematics due to better early support programs for early career teachers;

5. Increased diversity of teachers with national board certification due to growing the pool of candidates; and

6. Increased numbers of teachers with national board certification.

(4) The Kentucky Early Entry Initiative shall be structured and grown over the three (3) year pilot program. The Kentucky Department of Education shall appoint a statewide national board coordinator to direct the pilot program and to coordinate with local national board coordinators and national board facilitators. The Kentucky Department of Education and the statewide national board coordinator, in partnership with the national board, shall:

(a) Before the start of the 2021-2022 school year:

- 1 1. Implement the foundational systems and awareness campaigns to
2 recruit a first cohort of one hundred (100) early career teachers in a
3 manner that promotes a broad geographic and racial representation of
4 the state and promotes gender equity; and
- 5 2. Develop resources for postsecondary institutions and educator
6 preparation programs to promote national board certification;

7 (b) Beginning with the 2021-2022 school year:

- 8 1. Oversee the first cohort of teachers throughout the year as they begin
9 professional learning, engage with the national board standards and
10 resources, and reflect on their practice, culminating in the completion
11 of the national board's components two (2) and three (3);
- 12 2. Recruit a second cohort of two hundred (200) early career teachers in
13 a manner that promotes a broad geographic and racial representation
14 of the state and promotes gender equity;
- 15 3. Introduce resources to postsecondary institutions and educator
16 preparation programs; and
- 17 4. Conduct ongoing implementation evaluation;

18 (c) Beginning with the 2022-2023 school year:

- 19 1. Continue the professional learning and candidacy of the first cohort
20 of teachers as they develop and submit the national board's
21 component four (4) and the component one (1) assessment;
- 22 2. Oversee the second cohort of teachers throughout the year as they
23 begin professional learning, engage with the national board standards
24 and resources, and reflect on their practice, culminating in the
25 completion of the national board's components two (2) and three (3);
- 26 3. Promote and encourage the ongoing use of resources by
27 postsecondary institutions and educator preparation programs; and

- 1 4. Conduct ongoing implementation evaluation; and
- 2 (d) Beginning with the 2023-2024 school year:
- 3 1. Continue the professional learning and candidacy of the second
- 4 cohort of teachers as they develop and submit the national board's
- 5 component four (4) and the component one (1) assessment;
- 6 2. Promote and encourage the ongoing use of resources by
- 7 postsecondary institutions and educator preparation programs;
- 8 3. Conduct summative research and evaluation; and
- 9 4. Submit a report to the Legislative Research Commission by December
- 10 1, 2024, that includes:
- 11 a. An evaluation of the implementation of the pilot components;
- 12 b. An evaluation of the impact of the pilot program on objectives
- 13 identified in subsection (3)(e) of this section; and
- 14 c. A plan for nationwide dissemination of the project results.

15 ➔Section 2. Section 1 of this Act shall be known and may be cited as the
 16 Kentucky Early Career Teachers Act.

17 ➔Section 3. Whereas schools across the state need access to highly qualified
 18 education professionals and additional resources for retaining early career teachers, an
 19 emergency is declared to exist, and this Act takes effect upon its passage and approval by
 20 the Governor or upon its otherwise becoming a law.