

Teacher Educators and KTIP: Promises, Problems, and Possibilities

A White Paper Prepared for the Kentucky Education Professional Standards board

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OVERVIEW POINTS FROM AN EPSB WHITE PAPER: Teacher Educators and KTIP: Promises, Problems, and Possibilities

By Dr. Stephen K. Clements and Denise Beeler Jones
Commonwealth Policy Associates, November 2003

The Issue:

For almost two decades, the Kentucky Teacher Internship Program (KTIP) has helped new teachers adjust to their classroom duties. Each new teacher, called an intern, is assigned a three member committee for the first year in the school: a *resource teacher*, a veteran teacher usually in the same school and trained in mentoring; the *principal*, who runs the committee; and a *teacher educator*, a representative of a nearby university or college. The committee meets several times during the year, observes the intern over three cycles, and at the end of the year decides if the intern meets the state's new teacher standards and should received a full teaching certificate. This white paper focuses on intern assignments and roles of the teacher educator in KTIP committees, based on complaints about large numbers of retired teachers and principals serving as teacher educators, and about logistical difficulties in teacher educator visits to schools.

Key Findings:

- The induction literature reveals considerable consensus about the importance of support for new teachers, particularly mentoring programs. Many states have joined Kentucky in providing such programs, but most support committees involve teachers on-site rather than university-based faculty members.

- Several thousand Kentucky educators are involved in supporting the 2,600 or so interns each year. In 2002-03, some 471 individuals served as teacher educators, about half of whom were full-time faculty and half part-timers, mostly retired teachers and principals. Fully 70 percent of all interns are assigned these part-time employees as teacher educators, and several dozen teacher educators serve up to 24 interns each year.

- Many of the 30 KTIP committee members interviewed for the project agreed that the teacher educator can play a valuable role in providing an outsider's perspective on the intern and in lending stability to the committee. But teacher educators provide little if any feedback to their institutions, and sometimes have difficulty with the logistics of serving interns.

Policy Options:

- Leave the KTIP committee structure unchanged. This would ensure program stability, but would not address the problems of part-time employees and logistical difficulties.

- Eliminate teacher educators from KTIP. But this would also eliminate the outsider perspective on interns, and sever the tenuous link between KTIP and preparation programs.

- Retain teacher educators on KTIP but modify rules and incentives. Cap the number of intern assignments and increase incentives for faculty participation.

- Remove teacher educators from KTIP committees but assign them other roles vis-à-vis interns. Teacher educators could work with interns through electronic means, or review intern performance on online training modules. Or teacher educators might lead groups of interns in monthly networking meetings.

EXECUTIVE SUMMARY:

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Background

In 1984, Kentucky became one of the first states in the nation to mandate and fund an induction program for all new teachers in the state. Two years later the initiative now known as the Kentucky Teacher Internship Program (KTIP) was launched. Under KTIP, each new teacher was given a provisional certificate and assigned a three member committee to guide and evaluate him/her through the first year of classroom duties. The *resource teacher*, a veteran teacher located nearby and trained to assist in induction, would work most closely with the intern, and indeed would spend at least 70 hours with that person during the year. A *teacher educator*, a faculty member from a nearby teacher preparation program, would provide a postsecondary perspective on the induction process. And the building *principal* would round out the committee, and make sure that the program was implemented properly. Committee members would observe the intern three times during the year, and if the intern's performance were satisfactory at the end of the year then he or she would receive a regular teaching certificate.

This induction program, which originated in the early 1980s as a classroom-based complement to the paper-and-pencil National Teachers Exam, has been in operation since 1986, although it has been revised over the years to reflect changes in schools, such as those wrought by the 1990 Reform Act. In recent years, complaints have increased about teacher educators on committees. Some complaints involve the significant number of retired teachers and principals hired by universities to serve as teacher educators, while others involve the difficulties of scheduling meetings with and observations by teacher educators, some of whom must travel considerable distances to reach an intern's school and often juggle numerous intern committee assignments.

This white paper represents an investigation of teacher educators and their role in KTIP committees. The paper includes a historical overview of KTIP, highlights the literature on induction and mentoring, provides an array of statistics on KTIP, and focuses on teacher educators and their committee assignments. It also includes findings from 30 interviews with KTIP committee participants, and sketches the policy options available to decision makers who are pondering the future of KTIP.

Findings on Teacher Induction Approaches and KTIP Committee Assignments

The literature reveals considerable consensus in the education policy community around the importance of induction experiences for new teachers, and particularly for “mentoring” programs. Many states have joined Kentucky in providing induction programs, although only 16 states fund them (districts often fund them on their own), and only Oklahoma includes university faculty members in the process. Most induction programs pair a new teacher with a veteran mentor teacher and one or two other teachers in a peer coaching relationship. In Kentucky, several investigations of KTIP have examined aspects of the program’s performance. However, none of these studies focused significant attention on the teacher educator role in KTIP.

In recent years the number of interns has fluctuated between about 2500 and 3300, and the failure rate usually runs around 1.4 percent. The number of resource teachers roughly equals the number of interns, and about 1200 principals are involved each year in KTIP committee work. In terms of teacher educators, in 2002-2003 university based KTIP coordinators’ records indicate that a total of 471 individuals served as teacher educators. About half of this number were full-time faculty members from universities and colleges in Kentucky, while the other half were part-timers hired to serve as teacher educators, and these individuals were comprised of retired teachers, principals, and a few former university faculty members.

Given that full-time faculty teacher educators typically only serve two or three interns per year, the part-timers must serve 7 or 8 interns each to fill all committee assignments. Disturbingly, a modest number of part-timers, usually 5 to 8 at each university, serve up to 24 interns each. As a result of assignment practices, 70 percent of all interns are assigned teacher educators who are part-time employees of the university, and many of these individuals operate on the periphery of teacher preparation programs.

Perspectives of the Teacher Educator role: Interviews with Participants

Some 30 KTIP participants from around the state—15 teacher educators and 15 principals, resource teachers, and interns—were chosen largely on a reputational basis and interviewed for this project. Several key themes emerged from these discussions:

- The teacher educator often plays an important function in the committee by providing an outside perspective. The teacher educator stands outside the dynamics of personalities and power relationships within the school and can help contribute objectivity to the KTIP process.
- The teacher educator can bring stability, insight, and knowledge of the process to committees. This can be especially helpful when committees involve new principals, new resource teachers, or both, and the teacher educator has experience with the program.
- Though participation as a teacher educator can be beneficial to an individual, teacher educators do not seem to provide feedback on a regular basis to postsecondary

institutions. Many teacher educators do not talk to one another, and do not communicate about their work with full-time faculty or administrators.

- Interviewees often expressed frustration about the inflexibility with the KTIP program design, and requested that committees be given the option to tailor the induction experience to meet the needs of different interns.

- Numerous interviewees confirmed that they had had trouble scheduling and meeting with teacher educators, and some suggested that interns could more easily put on a show for the teacher educator than they could for resource teachers or principals. A few noted that university faculty members were too theoretical in orientation as well.

Policy options for the future

Decision makers have numerous options to consider in terms of responding to the criticisms of teacher educators in KTIP, which seem to be illuminated by this study:

- The KTIP program might be left unchanged. This option allows processes and administrative structures to remain in place and ensures stability in KTIP operation. However, it guarantees that problems with teacher educators will continue, and that nearly three quarters of interns will have retired teachers and principals assigned as teacher educators rather than regular university faculty members.

- The teacher educator might be eliminated from KTIP committees. This would save the funds currently spent on teacher educators—about \$1.1 million per year—but would also eliminate the outsider perspective on interns, and would sever the relationship between teacher education faculty and their graduates out in the schools.

- Retain teacher educators as committee members but modify rules or incentives. The EPSB could keep the current KTIP committee configuration, but might limit the number of interns a teacher educator could serve to 8, and might increase the remuneration for teacher educator work so as to increase the number of individuals available for assignments. It might also reduce the number of required observations from three to two, or might allow teacher educators to interact with interns electronically. Such changes would presumably reduce the problems associated with the current approach.

- Eliminate teacher educators from committees but assign them another KTIP role. Rather than serving a field based role with principals and resource teachers, teacher educators could be employed to work with interns electronically to develop and assess their portfolios. Or teacher educators could provide feedback to interns about their work on online modules created to assist with induction. Alternatively, interns could be brought together to form a network or semi-formal group that would meet monthly under the auspices of a teacher educator to discuss their work as novice teachers.

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I. Introduction: The History

Education scholars, practitioners, and policymakers in America have long criticized the abrupt manner by which newly prepared teachers are typically introduced to their classroom roles in schools. Though nearly all traditionally prepared teachers spend two or three months as student teachers before they complete their training, these individuals never carry the full responsibility of managing students, planning lessons, assessing student progress, juggling paperwork requirements, dealing with misbehavior, interacting with other teachers as part of a faculty, and so forth—all items on the lengthy list of teacher duties. Following the student teaching experience, freshly prepared teachers often simply are hired, given a roomful of fresh faces, and left on their own to adjust to the vagaries of the classroom. This might be an acceptable approach to the transition if new teachers were assigned to exemplary students. However, inexperienced teachers many times are placed in hard-to-staff or high turnover schools, with large percentages of troubled children or youth or, in better schools, given the most difficult students (Ingersoll, 2001; Murnane et al, 1991). Observers of American public schooling blame the combination of new teacher assignment practices and this “sink or swim” introduction to the classroom for the relatively high rate of attrition among new

teachers—nationally about 30 percent after the first five years—and much higher in troubled, urban districts.

In 1984, Kentucky lawmakers decided to address the transition-to-teaching issue by creating the Kentucky Beginning Teacher Internship Program, (precursor of the current Kentucky Teacher Internship Program [KTIP]), to provide a support structure for teachers entering the state’s classrooms. As the program initially was formulated, each new teacher, or “intern,” defined as a graduate of a university/college-based teacher preparation program who had no teaching experience, or someone certified in another state with fewer than two years’ teaching experience, would be given a provisional credential and assigned a three-member committee comprised of the building *principal*, a *resource teacher*, and a university-based *teacher educator*. The principal, who supervises all teachers at a site, would head the committee and spearhead the process. The resource teacher—a veteran teacher usually based at the intern’s school, although not necessarily someone teaching the same subject or grade level—would spend time in and out of the classroom providing advice and help to the intern. The teacher educator, presumably a faculty member at a nearby university/college, would provide guidance to the intern from the perspective of the teacher preparation program.

The committee would meet several times during the year, and each member would observe the intern periodically. Contingent upon committee approval of the intern’s performance, the intern would “pass” and be recommended for a full teaching certificate. An intern who failed would be allowed to repeat the process during a second year, but a second failure would disqualify him/her from receiving a regular teaching

certificate. Hence, this internship process would both provide guidance to a new teacher, and would presumably help screen out individuals who were not promising teachers.

Though KTIP procedures have been adjusted and updated over the years, the program has functioned since 1986 much as described above and seems to be broadly accepted in the Commonwealth as a useful tool for helping new teachers adjust well to their classroom duties under the supervision of experienced educators. In 1996, the Kentucky Institute for Education Research sponsored a survey of 1,066 randomly sampled first-, second-, and third-year teachers to ask about their preparation to teach in the state's reform environment. With regard to internship, these new teachers rated KTIP an overall of 3.85 on a 5.00 scale, with the high being "extremely helpful," leading survey analysts to conclude that KTIP was "very helpful to both those trained in Kentucky and those trained out of state" (Wilkerson, 1997, p. 58). Not surprisingly, of the three KTIP committee members, the resource teacher was given the highest marks for helpfulness, earning 4.26 overall, while principals came in second with 4.06. Teacher educators, who of course are not on-site, were deemed least helpful, scoring 3.60, but this still placed them in the "very helpful" category.

In 2003, Kentucky remains one of the few states to provide a structured induction program to all new teachers. According to *Education Week's* 2003 edition of its annual "Quality Counts" series, 30 states have an induction program for beginning teachers, but only 16 of these both require an induction experience and provide financing for such efforts. This suggests that many teachers in states with induction programs do not actually get to participate. Most of the 16 states that require induction do so for one year, although a few extend the process across two or even three years. Of the states that both

require an induction program and require face-to-face time between new teachers and their mentors or resource teachers, Kentucky has among the highest requirements, with resource teachers expected to spend a total of 70 hours per year with an intern (20 hours in the classroom and 50 hours outside). Only Oklahoma (72 hours) and Mississippi (90 hours) have greater contact time requirements, and many of the rest require only one hour per week of mandatory interaction, or 36 hours per year. And only nine states, including Kentucky, actually compensate mentor or resource teachers for the work they do supervising a new teacher (*Education Week*, 2003). Currently, Kentucky remunerates resource teachers at a rate of \$1,400 per year, and provides a tuition waiver for up to six hours of graduate credit. Principals are not paid for participation in committee work, though, and teacher educators are paid \$55 plus travel expenses for each of the four meetings that he/she is supposed to attend during the year for each intern.

Induction programs are frequently cited as contributing to higher teacher retention. A 2002 study of teacher supply and demand issues conducted by the University of Kentucky's Edward Kifer for Kentucky's Education Professional Standards Board (EPSB) determined that Kentucky's attrition rate for teachers between 1988 and 1995 was about 20 percent, far better than the national rate of around 33 percent (Hibpshman, 2002). Indeed, the National Education Association's Foundation for the Improvement of Education, in its "Using Data to Improve Teacher Induction Programs," states that "Studies show that well-designed teacher induction programs reduce turnover rates and increase teacher effectiveness during the early career (NFIE, 2002). Conversely, according to the National Commission on Teaching and America's Future's 1996 report *What Matters Most: Teaching for America's Future*, informal, haphazard

induction experiences have been associated with higher levels of attrition as well as lower levels of teacher effectiveness.

Despite Kentucky's success with its internship program during the past 17 years, improvements must be made as problems surface. One continuing concern among state legislators has been the role and value of the teacher educator on the KTIP committee. The problem here seems to be two-fold. The first issue is that many universities/colleges do not send regular faculty members to serve on some committees, but instead hire part-timers, many of whom are retired teachers/principals who may never have taught at the postsecondary level. These individuals may have practical knowledge for guiding the intern, but few bring a postsecondary perspective to the committee. The second is that teacher educators, who are not on-site at the school, sometimes do not show up for scheduled committee meetings, or have difficulty scheduling times to conduct observations of interns. These problems present practical difficulties to schools and naturally bring into question the rationale for involving university/college faculty to being with.

Based on our review of legislative committee hearing records from 1982-83, when the KTIP program was being created and promoted to members of the General Assembly, problems regarding the teacher educator's role actually were anticipated some two decades ago. Though the fact has been largely forgotten, KTIP originated as a complement to legislation requiring all new teachers in Kentucky to take and score acceptably well on the National Teachers Exam—the minimum competency test that was the precursor to the Praxis I exam that individuals in Kentucky and many other states now must pass before entry into a teacher preparation program. The Kentucky Education

Association and other education interests at the time recognized the political necessity of requiring an assessment for aspiring teachers, but argued that a paper and pencil test could never be an adequate measure of teaching capability. As early as 1980, the entity responsible for teacher certification at the time, the Council on Teacher Education and Certification (precursor to today's EPSB), was discussing a plan to ensure basic teacher quality in Kentucky by establishing a minimum competency test *and* by adding a one year internship requirement to help new teachers transition from preparation programs to regular classrooms. As envisioned, the internship would serve both to strengthen the nascent instructional skills of beginning teachers and to provide a mechanism for screening out those who simply were not well-suited to the classroom. At the end of the internship, the three-member committee "would make the determination as to whether that teacher demonstrates the necessary qualities to receive certification" (*Legislative Record*, October 27, 1982).

Almost from the time the internship discussions began the issue of requiring a teacher educator to be a member of the intern's committee was a matter of some dispute. Though the Council's proposal included a teacher educator, the Superintendent of Public Instruction at the time, Raymond Barber, recommended that this not be done for logistical and cost reasons. Barber's suggestion was that instead of a teacher educator the third member of the intern's committee should be "a supervisor of instruction" from the intern's school district. In other words, all three committee members would be geographically nearby. As the Subcommittee on Higher Education of the Interim Joint Committee on Education pursued its background work on the assessment/internship bill, though, its members sought to ensure that all "interested parties" reach some agreement

on the plan as it evolved. Ultimately, the internship proposal, including teacher educators as members of internship committees, was endorsed by nearly all the organizations and institutions in Kentucky with a role or interest in teacher certification, including the Kentucky Education Association, the Kentucky Association for Colleges of Teacher Education, the Kentucky Association of School Boards, and the Kentucky Association of School Administrators (*Legislative Record*, February 4, 1983).

During the most detailed discussion of the proposal before the subcommittee, June Lee, chair of the Council, noted that extensive discussions that had been held around the composition of the committee. In the earliest planning of the internship program, she said, the teacher educator was supposed to come from the institution that had produced the intern. That proposal, however, appeared to require too much travel, so the Council endorsed the idea of utilizing teacher educators from any local university/college that had a teacher preparation program. According to Lee, the value of having teacher educators serve on internship committees would be that doing so would prompt them to spend time in classrooms “to see first-hand what is happening in today’s classroom,” thereby improving instruction in preparation programs (*Legislative Record*, March 4, 1983). In summary, a feedback role was envisioned for teacher educators from the onset of the internship program’s development. It also is important to note that the implication of the legislative committee discussions surrounding internship committees was that teacher educators would be *regular* faculty members, not part-time, retired teachers/principals.

Unfortunately, recent concerns voiced about teacher educators on KTIP committees makes clear that the issues of role and value have not been resolved. This white paper examines the teacher educators’ involvement on KTIP committees,

particularly the extent to which interns are assigned regular faculty members versus part-timers hired for this specific purpose, as well as the specific roles played by the teacher educators. Our interest is not in justifying the continued presence of teacher educators on KTIP committees, but rather in sketching a fairly objective picture of who fills the teacher educator position on these committees, and what roles they typically play. We do this by exploring several sources of data on KTIP in general and teacher educators in particular. Some data are simply numbers and statistics on the program and its participants. Other information, perhaps the most valuable, is derived from extensive interviews with KTIP committee members from across the state—teacher educators, principals, resource teachers—as well as interns. We hope we have articulated the promises, problems, and possibilities involved in teacher educator participation in KTIP, and that this information will be useful to legislators and other education policymakers as they study KTIP in the months ahead.

The structure of the paper is as follows. The first section provides a perspective on Kentucky’s internship via a brief overview of recent teacher induction literature. Next is a description in statistical and numerical terms of what KTIP “looks like” across the Commonwealth, with particular focus on teacher educators on KTIP committees. The third section deals most directly with our interview results, and what participants in the KTIP process have to say about teacher educators vis-à-vis their roles on KTIP committees. The final section provides an array of options that policy makers might consider in their review of the teacher educator issues. Reiterating, our concern here is not to advocate for or against the retention of teacher educators in KTIP, but rather to identify the problems that appear to exist, to discuss the potential value of various teacher

educator roles in new teacher induction, and to explore various options that might be available to policymakers concerned about improving this aspect of the program.

II. The Policy Context: The Induction Idea and the Role of the Teacher Educator

Induction programs—particularly those described as “mentoring” programs—have been a fundamental component of the teacher quality improvement literature since the 1980s. Our survey of the induction literature showed that the impetus for such programs, however, flows not so much from a solid research base as from a body of thought that relies on professional judgment and important ideas about the development of teaching as a profession. And since the mid-1980s, mentoring has emerged as the favored induction strategy based on the conviction of experts that assigning well-trained veteran teachers as mentors to work directly with new teachers for at least a year is the most effective way of introducing novices to their teaching duties (Feiman-Nemser, et al 1993, Darling-Hammond & Sclan, 1996).

There exists an array of teacher quality improvement plans that include induction in general, and especially mentoring, that have appeared from the 1990s and on through today, and a few of the most prominent are highlighted here. Murnane et al., in an influential 1991 book on the teacher workforce, delineated numerous policies important to increasing the talent pool for the nation’s classrooms, and they focused their “better working conditions” recommendations on creating support programs for beginning teachers (Murnane et al., 1991, pp. 122-23). In 1996, the National Commission on Teaching and America’s Future released its inaugural report, *What Matters Most: Teaching for America’s Future*, in which was recommended that new teachers spend a

student teaching year in a university/college-run “professional development school,” and then receive extensive mentoring during their first year in the school (1996). Three years ago the Education Commission of the States released a teacher quality improvement agenda that honed in on five strategies for policymakers to pursue, two of which advocated induction programs for new teachers (2000).

Calls for better induction are certainly not limited to national education organizations. In 1999, the Southeast Center for Teaching quality urged all states in its region to develop induction systems that could ensure new teacher competence in the basic acts of teaching (Berry and Buxton, 1999). More scholarly treatments of teacher quality enhancement also address induction. Earlier this year, Troen and Boles laid out a “new model” for the teacher career that envisions “interns,” undergraduate and graduate students who work with veteran teachers for a year in a school before they are certified, and “associate teachers” who are mentored and supervised by veteran teachers for the first several years of regular classroom duty (2003). A brand new journal article about Harvard University’s Project on the Next Generation of Teachers argues that new teachers’ initial experiences with students and colleagues at the school are critical to whether or not they stay in the profession (Johnson and Birkeland, 2003). Even the American Association of Retired Persons, Inc. has a position on induction, having just released a study of retired and former educators who assert that new teachers should be mentored (2003).

Though Kentucky is acknowledged as having one of the first teacher induction programs, Connecticut and California initiated programs at about the same time and are more frequently cited in literature as models of new teacher support policy.

Connecticut's approach is closer to that of Kentucky, at least as far as being mandated, funded, and uniform. Its Beginning Educator Support and Training Program (BEST) employs a tiered teacher certification system that aligns four phases of teacher development. The beginning teacher must pass Praxis exams in order to qualify for initial entry into the field; during the first year, BEST provides each beginning teacher a mentor and a year-long 15-hour seminar focused on helping him/her reflect on his/her practice and prepare for assessment; and during the second year, beginning teachers complete a performance-based assessment (a portfolio). Trained assessors—usually exemplary teachers—examine the portfolio and assign a score. Connecticut regards this coaching and assessing as standards-based professional development for the exemplary teachers because all who participate are learners themselves. Further, the Connecticut model includes the preparation and support needs of school administrators by emphasizing capacity building through instructional leadership (Wilson et al., 2001).

California's model is quite different, being voluntary and allowing districts to pursue a broad range of induction approaches. It features 150 different Beginning Teacher Support and Assessment Centers that offer a variety of methods to identify and disseminate best teacher induction practices. Via these centers, districts can tailor mentoring programs to fit the needs of their teachers as they prepare for the California Formative Assessment and Support System for Teachers. Like Kentucky and Connecticut, California recognizes the importance of developing the skills of the mentor, since mentoring new teachers involves instructional practices other than those used in the classroom. Program support for the centers typically is university-based, but local districts serve as the agents (California BTSA, 2003).

Twenty years after Kentucky, Connecticut, and California led the way in establishing induction programs, the number of states adopting some version of mentoring as a way to support beginning teachers has grown to over 30, though only 16 states both require and fund induction programs (Education Week, 2003). These programs vary widely, but most define success in similar measurable terms: e.g., degree of inclusion of all beginning teachers, adequate funding, adequate length of mentoring, reduced teaching loads for participants, qualified mentors, and summative review of the beginning teacher (AFT, 2001).

Using the above measures, *Education Week's* "Quality Counts" 2003 report rated Kentucky's KTIP as one of only two state induction programs that met all of the criteria for success. In fact, Kentucky appears to be even further ahead of other states than this report would indicate. One of the most frequently raised concerns in mentoring literature is the lack of standards by which the summative review of interns can be measured. Kentucky's EPSB, however, already has established New Teacher Standards that are aligned with national teaching standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC), and uses these standards to test new teachers' grasp of essential teaching skills and knowledge (INTASC, 1992; National Commission on Teaching & America's Future, 1996).

Kentucky also is one of only 12 states that provide each beginning teacher with a "support team." As noted earlier, Kentucky's support team includes a mentor (resource teacher), a principal, and a teacher educator from a university/college. Based on an American Federation of Teachers' review of state induction programs, most of the other 11 states with support teams use a network of experienced peers, or a cohort of new

teachers that meets on a monthly basis. Oklahoma is the only other state mentioned that includes teacher educators on its teams (AFT, 2001).

Despite widespread support for induction programs and mentoring, little support exists in the literature about the value of including teacher educators in the process. A few studies suggest the need for a continuum of teacher educator involvement as the beginning teacher develops, but these studies also point out that funding for this kind of involvement is all but nonexistent (Feiman-Nemser, 2001, Howey & Zimpher, 1989). Most of the mentoring literature that does address teacher educators refers only to pre-service mentoring, in which teacher educator participation is inherent. We uncovered no national studies of teacher educator involvement in post-preparation that provided any hard data about their contribution to new teacher support.

The one source of endorsement of teacher educator involvement in a support team is the 1986 Holmes Group report, although its primary focus was on student teaching. The Holmes Group, a reform-minded consortium of college of education deans, averred that maintaining a relationship between the colleges of education and public education via a competent teacher educator as mentor helps promote a professionalism that includes an appreciation among teachers of life-long learning and connects the practice of teaching with the theoretical base focused on reform. The Holmes Group was concerned that once the student teacher entered the classroom, if a good mentoring relationship was not established, survival became the student teacher's primary concern and any hope of reforming education—i.e., promoting it as a profession—was lost.

Mentor teachers are often selected by school officials with little understanding of the particular learnings to be acquired, and with little appreciation for the professional knowledge of competent teachers and teacher educators . . . Rarely does the experience build upon the general principles and theories emphasized in

earlier university study. Almost no person fails these courses and almost all earn top marks for their efforts. Yet most student teachers quickly conform to the practices of their supervising teacher and rarely put into practice a novel technique or risk failure. Student teachers succeed because they relinquish the norms of professional colleges of education without a struggle . . . The emphasis is upon imitation of and subservience to the supervising teacher, not upon investigation, reflection, and solving novel problems. (p.55)

Heeding the call of the Holmes Group, many states are presently considering legislation to establish or expand beginning teacher mentoring, with the addition of accountability features such as requiring stronger collaboration with universities/colleges, successful completion of mentoring programs before advancement to professional certification, and state-level evaluation of mentoring programs (ECS, 1999). The results of these initiatives remain to be seen. Nor is it clear how mentoring programs will deal with the issue identified in the Holmes report quoted above, that of the most appropriate means of selecting and training mentors.

As stated earlier, except for the Holmes Group materials, the role of a teacher educator in support teams is not widely discussed in the induction policy literature. Teacher interns themselves do not appear to consider teacher educators as critical to induction as they do the persons readily available on-site. Given their typical time constraints, new teachers complain that they have almost no time to consult with the teacher educator (NCTAF, 1996), but conversely find their own schools teachers and administrators to be “effective in helping new teachers with discipline, instructional methods, curriculum and adjusting to the new environment” (U.S. Department of Education, 1996). Indeed, National Teacher Policy Institute findings confirm that quality teachers emerge and continue teaching when properly prepared and nurtured within the context of good schools (NTPI, 2000). The implication of this and other

mentoring literature is that appropriate induction can take place without direct teacher educator involvement.

Relative to KTIP itself, only two studies were found that addressed, albeit in part, the role and value of teacher educators on KTIP committees. In 1995, Adkins and Oakes published results of an in-depth survey of 15 interns from the previous two academic years, included in which were several respondents' concerns about scheduling meetings and observations with the teacher educator. The authors noted that revised KTIP procedures were placing significantly greater time burdens on the teacher educator—i.e, in the earlier KTIP process a teacher educator could visit several interns on the same day, whereas under the new approach each intern visit was requiring roughly one half day. This allowed for more interaction between interns and teacher educators, but also raised the “cost” of teacher educator participation in terms of reduced time for other professional activities.

During the 2001-02 school year, University of Kentucky professor Sharon Brennan and doctoral student Dee Beeler Jones examined the performance records of 374 randomly selected interns—successful and unsuccessful—to determine how committee members were using the new recording form, and performance differed between those who passed KTIP and those who did not. Among other things, they found the ratings among the three-member KTIP committee to be consistent, but across the three-cycle assessment period, the teacher educator assigned interns the highest scores while the principal typically assigned the lowest. The principal scored interns lowest across all three cycles, and the scoring gap was greatest during the first two cycles. Brennan and Jones were uncertain as to how to interpret this result. It could mean, they

posited, that principals are more adept than other committee members at sensing potential failure among new teachers. Conversely, if principal ratings are overly harsh, the finding might suggest the cruciality of the teacher educator as an outsider in the committee process. One limitation of this study was its analysis of only one year of ratings data.

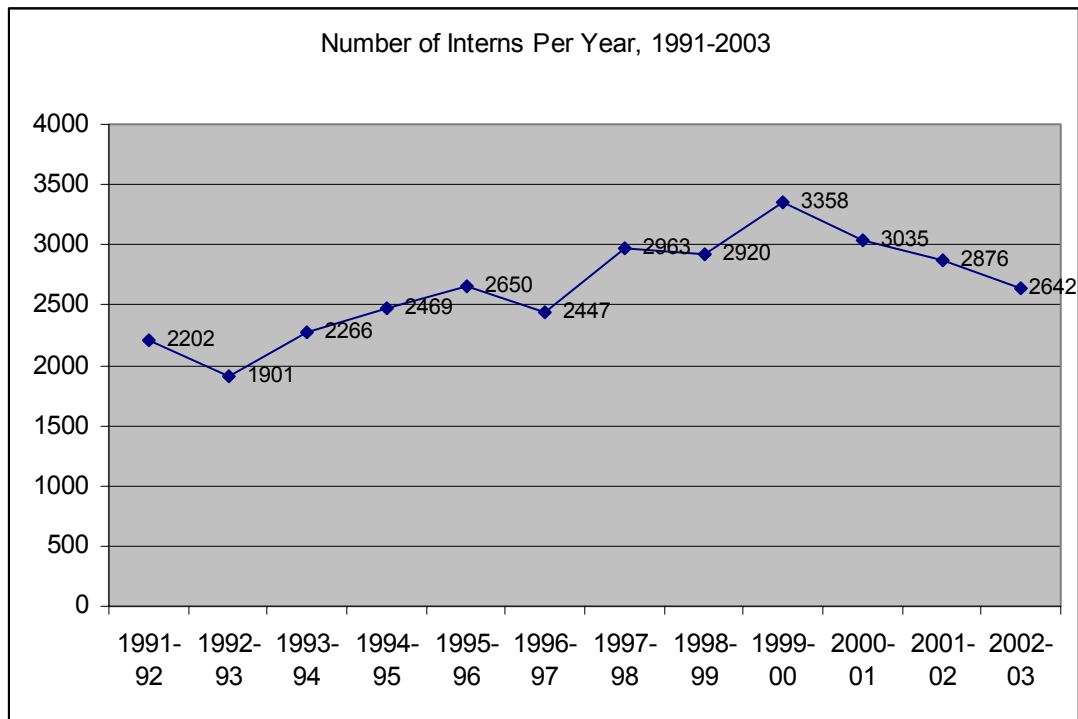
Neither of these studies focused particular attention on the teacher educator's role in KTIP, nor was either of them large scale or longitudinal in nature. Thus the value of having a teacher educator on the internship committee cannot herein be demonstrated conclusively.

III. KTIP By the Numbers

Providing a structured internship for all beginning teachers in Kentucky—including those prepared in other states with less than two years of teaching experience—is an ambitious undertaking based on the sheer numbers of individuals involved. The chart below shows the total number of interns each year since the 1990-91 school year. The number has fluctuated substantially, ranging from a low of 1,855 in 1991-92 to a high of 3,367 in 1999-2000. Since this peak year, the number has been fallen off, but is unlikely to drop to the low figure of the early 1990s.

Several factors influence the number of interns in a given year, particularly the number of teacher retirements or departures from the workforce, the number of new hires that schools are allowed to make (based on retirements or approval of new slots), and the number of hires who just finished preparation programs or who have taught elsewhere but not for the required two years. Hence, a year with large numbers of retirements or departures, ample budget funding for replacement hiring, and positions awarded mostly

to newly prepared teachers will see large numbers of interns. Conversely, a year with smaller numbers of retirements or departures and many slots awarded to certified teachers who are returning to the classroom after time away could lead to significantly reduced numbers. Given that a substantial number of Kentucky teachers are within range of retirement age, it seems unlikely that the number of interns will fall much below the numbers of recent years.



Source: EPSB Data, Division of Professional Learning and Assessment

As discussed in conjunction with the background of KTIP, the program is designed to support novice teachers as they adjust to the vagaries of classroom life, not primarily to screen out incompetent teachers. It is possible, however, to fail the internship, and a small number of individuals each year do in fact fall short of attaining acceptable marks from their KTIP committee members. In formal terms, every intern must receive at least a 2 (out of a possible score of 3) with regard to the nine teacher

standards by the end of the KTIP year, and this is a collective decision of the three-member committee based on all the observations and scores of each member over the course of the year. The vast majority of interns meet this basic requirement, which signifies that the candidate has satisfactorily demonstrated the essential competencies of teaching. A very modest number of interns do not pass the process—approximately one percent of the total number of interns (see Table 1 below). These individuals, according to regulation, must be allowed to attempt the internship during a second year, assuming they can continue to find employment in a Kentucky school. They may also appeal the committee’s decision to the EPSB. No formal study has been undertaken to date of KTIP failures, so we do not know if these represent primarily individuals who should never have passed preparation programs, or those who had major conflicts with committee members.

Table 1: Unsuccessful Interns

Year	Total Number of Interns	Number of Unsuccessful Interns	Unsuccessful Interns as Percent of Total
1990-91	2093	23	1.10
1991-92	1,855	8	.43
1992-93	2075	13	.63
1993-94	2278	33	1.45
1994-95	2482	26	1.05
1995-96	2560	25	.98
1996-97	2446	26	1.06
1997-98	2963	24	.81
1998-99	2920	43	1.47
1999-00	3367	54	1.60
2000-01	3038	37	1.23
2001-02	2876	42	1.46

Source: EPSB Data, Division of Professional Learning and Assessment

Just as the teacher workforce varies from school to school and district to district, so does internship vary from region to region within the state. Smaller schools and those with very stable, mid-career faculties may go for years without an intern. Larger schools, especially in more urban areas, or those utilized by district administrators as sites where teachers often begin their careers, might have significant numbers of interns annually.

It is relatively easy to roughly track the number of interns at a regional level by tabulating the interns whose committees are coordinated by the state's universities. Kentucky's eight public universities have the responsibility for assigning and remunerating teacher educators, and accordingly keep records on the interns their employees service. Given the geographic distribution of these universities across the state, and given their informal service areas for internship assignments, it is fair to say that the distribution of interns around the state is crudely reflected by the intern numbers at these institutions. Table 2 shows the number of interns reported by each of the institutions for a sequence of years. As can be seen, the fluctuations in terms of the number of interns, particularly among the largest programs, can be substantial.

Table 2: Internships Coordinated, by Institution and Year

IHE	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
EKU	421	327	455	380	505	443	407
KSU	75	96	105	109	129	116	120
MoSU	327	312	414	317	445	372	318
MuSU	286	254	330	351	351	307	284
NKU	278	273	287	321	350	333	319
UK	332	306	373	461	502	424	428
UofL	444	452	528	462	464	514	488
WKU	487	427	471	519	612	526	512

Source: EPSB Data, Division of Professional Learning and Assessment

Educators Involved in KTIP Committees

It is clear that supplying three committee members for approximately 3,000 interns is a challenge for the state. If each committee were required to be unique to each intern, then staffing this many committees would require nearly 9,000 educators: 3,000 resource teachers, 3,000 principals, and 3,000 teacher educators. However, a building principal can serve on as many committees as he/she has interns. Similarly, a resource teacher may serve more than one intern, albeit not simultaneously, and teacher educators may serve multiple interns as well. According to the EPSB's educator database, in 2002-03 about 1,200 principals served on one or more KTIP committees. Most of these principals, about 85 percent of them, had three or fewer interns that year. Also in 2002-03, some 2,500 teachers served as resource teachers. By our count there were about 2,640 interns, which means that a few resource teachers moved from working with one intern to another during the course of the year.

As noted earlier, a major and persistent complaint about KTIP has to do with the teacher educator on committees, and how many of these individuals tend to be retired teachers or administrators. The original notion, based on the stated intention of KTIP program design, was that teacher educators would be regular faculty members from teacher education programs. As such, they would lend to the committee a postsecondary perspective, which presumably would combine the practitioner's concern about day-to-day instructional and management issues with the theoretical considerations that typically drive academicians. The involvement of postsecondary faculty would also provide a mechanism for feedback to teacher preparation programs about developments in schools

and classrooms as P-12 education shifted to more of a standards-based and accountability model. The potential for the latter purpose arguably increased after the passage of the Kentucky Education Reform Act of 1990 and the EPSB began articulating standards that teachers would be expected to meet.

What do the numbers tell us, though, about who actually serves as teacher educators on KTIP committees? Our attempt to answer this question is based on teacher educator assignment data compiled by the KTIP administrators at each of the eight public universities, which serve as the regional coordinators for teacher educators in KTIP. Our review of the 2002-03 teacher educator assignments confirms that universities/colleges do rely quite heavily on part-time individuals (e.g., retired teachers, principals, and professors) hired by the institutions to work with interns, which does not to us reflect the original intent of the program. As Table 3 on the next page shows, some 233 of the teacher educators assigned to KTIP committees during this year were regular faculty members, whereas the remaining 238 comprised part-time faculty hired primarily for the purpose of KTIP assignments.

The part-timers are a diverse lot, being made up of retired or former regular teacher preparation faculty members; retired teachers, principals, and district superintendents; or other staff members from the university community. In most cases our data sources lumped these individuals together in one category such that we were unable to determine the proportion of individuals at each institution from these different backgrounds. The fact that these individuals are part-time employees, engaged for the purpose of teacher educator service on internship committees, does not in any way suggest that they are unqualified or incapable of providing exemplary guidance to interns.

We note, however, the discrepancy between the original notion of “teacher educator” as a regular university faculty member and the high percentage of individuals who serve this function but are not full-time members of the university/college community.

Table 3
Full-Time and Part-Time Teacher Educators and Interns Served
2002-2003

University	# of full-time faculty serving as teacher educators (Paren. is total from other institutions*)	# of Interns served by full-time faculty	# of Part-Time faculty/retired P-12 serving as teacher educators	# of Interns served by part-time faculty
Eastern Kentucky University	41 (12)	109	23	231
Kentucky State University	18 (10)	38	11	76
Northern Kentucky University	25 (4)	104	29	159
Morehead State University	42 (10)	102	17	113
Murray State University	28	94	26	214
University of Kentucky	25 (4)	95	43	275
University of Louisville	19 (3)	84	40	386
Western Kentucky University	35 (6)	150	49	412
Totals:	233	776	238	1866

* We assume, for the sake of this calculation, that all teacher educators from other institutions (mostly independent colleges) are full-time faculty members.

Source: Teacher educator assignment records from Kentucky’s public universities.

Several additional statistics are relevant to this portrait, and make the teacher educator assignment situation appear even more askew. Even though the total number of trained teacher educators is split roughly in half between full-time faculty and part-timers, the former group typically only take assignments on two or three intern committees each academic year. As Table 3 on the previous page showed, the 233 faculty members in 2002-03 served 776 interns. Given the time commitment involved in committee service, and given a regular faculty member's many other duties, this level of internship service is probably reasonable. However, in 2002-03, that left another 1,866 interns, or about 70 percent of all interns, to be served by part-time employees of the universities/colleges.

Calculated in this manner, it appears that the 238 part-time teacher educators were responsible for serving 1,866 interns, or an average of about 8 interns for each of these individuals. For someone hired by an institution to serve interns, and who presumably has few other professional responsibilities, this seems to us a reasonable number of interns over the course of an academic year—even if some interns are located in relatively remote areas. However, our review of data from each institution shows that while many part-time teacher educators are indeed assigned six to eight committees, a minority from each institution serve an unusually large number of interns. As Table 4 below shows, a handful of teacher educators at each institution take on a very large number of intern assignments. We do not know how many interns any given retired, part-time educator can reasonably handle. But we question whether the logistics of covering up to 24 or more interns makes sense.

Table 4
Five Teacher Educators with Highest Number of Intern Assignments, per Institution

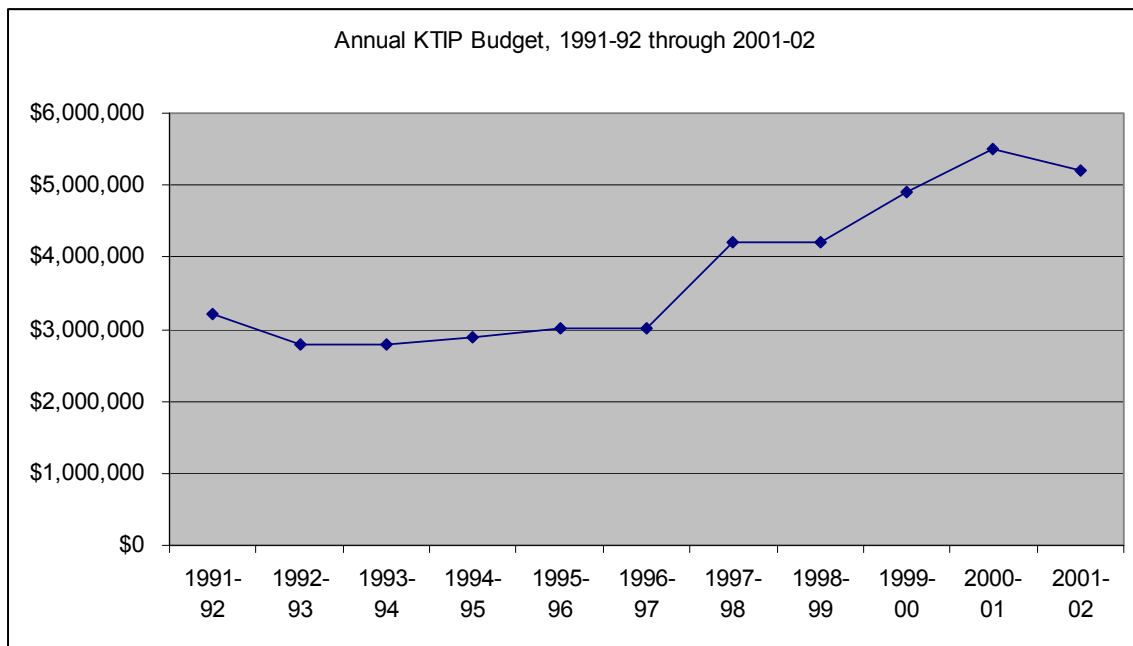
	EKU	U of L	UK	WKU	MuSt	MoSt	NKU	KSU
TE #1	21	24	17	23	22	22	15	17
TE #2	21	24	17	20	20	13	15	13
TE #3	20	24	17	18	18	12	11	10
TE #4	19	22	17	16	16	10	11	8
TE #5	11	21	17	16	14	10	10	7

Source: Assignment Reports from Kentucky’s Public IHEs

Why does this situation occur? One obvious answer is that there simply are far more interns than can reasonably be serviced by regular teacher preparation faculty. As noted above, there were only about 230 full-time faculty trained and available for KTIP work as teacher educators. (Note: Historically, universities/colleges have drawn only from faculty in education departments to serve on KTIP committees. The importance of including faculty from the arts and sciences—i.e., those persons charged with ensuring prospective teachers know their content and how to teach it—begs review.) Even by more than doubling that number via a pool of retired faculty members, teachers, principals, and superintendents, there nevertheless remains a greater number of interns per individual than many teacher educators wish to handle. As a result, a modest number of teacher educators, most of them the part-timers, cover a great many interns. Our study was not designed to gauge the relative value of different types of teacher educators, although our interview responses suggested answers to this question and will be dealt with later.

Finally, although the costs of running KTIP are not at issue in this paper, we would be remiss not to mention the financial commitment Kentucky makes to support

new teachers. As the chart below shows, the overall KTIP budget hovered around \$3 million for the first two thirds of the 90s, then rose in the latter 90s and early in the 2000s to just over \$5 million. The bulk of these costs are devoted to stipends for the approximately 2,600 resource teachers. Increases in the resource teacher stipend, which jumped from \$1,000 to \$1,200 in 1997, then to \$1,400 in 2000 are primarily responsible for the overall program budget expansion. Simple multiplication bears this out: 2,600 teachers each receiving \$1,400 consumes \$3.64 million. Principal involvement in KTIP is not a paid activity, and therefore does not have an impact on the overall program budget.



Most of the remainder of the KTIP expenditures are funneled to the eight state universities for costs associated with teacher educators and training for KTIP committee members. Table 5 below shows the allotments for 2002-03 for the universities for the major categories of costs, which add up to just under \$1.1 million. The bulk of these funds provide remuneration for teacher educators, who receive \$55 per visit to a school

or a total of \$220 per intern (accumulated during four visits each year) plus travel costs. Each university also receives funds for administrative, operating, and training costs. Most institutions use the administrative funds to pay at least part of the salary of a staff person who has a variety of duties. These staffers, first and foremost, coordinate teacher educator assignments in their service region. They also arrange the training activities in their area for KTIP committee members, all of whom receive regular instructional updates on the program. They also track budgets, build and maintain datasets on personnel, and supervise other aspects of the program. (The appendix contains a two-page overview of the staff duties for the KTIP Center at the University of Kentucky, which is illustrative of the services that staffing funds purchase.)

Table 5
2002-03 KTIP Budget Allotments to State Universities

	EKU	U of L	UK	WKU	MuSt	MoSt	NKU	KSU
2002-03	\$133,300	131,100	\$135,900	\$139,800	\$137,000	\$101,000	\$103,400	\$47,400

Source: EPSB Data, Division of Professional Learning and Assessment

We conclude our budget focus with two points. First, though universities are allocated funds for anticipated KTIP activities, they do return funds to the EPSB that are not expended on those activities. And second, the EPSB has in recent years trimmed KTIP training expenditures considerably, in part by developing online training modules so more individuals can do this virtually, and by lowering overhead costs of live training sessions. These moves have allowed the EPSB to reduce its expenditures by about \$200,000 per year. This represents efficiency, convenience, and prudent resource use.

IV. Teacher Educators in KTIP: Perceptions of Participants in the Process

As previously discussed, the original proposal for KTIP in the early 1980s included a teacher educator as part of the three-member committee for each intern, and intended that the teacher educator should hail from a university/college in the general vicinity of the intern. The chief stated rationale—at least during the legislative hearings—was to keep teacher educators in touch with classrooms and help preparation programs remain up-to-date on changes in P-12 education. Having teacher educators on committees would, in other words, provide a sort of feedback loop to the institutions. There also was an element of institutional accountability in these early discussions, inasmuch as the earliest versions of the KTIP plan had the teacher educator be a faculty member from the actual program that produced the intern. This would have raised the stakes on institutions for success of their graduates in the classroom, but the idea was rejected as too logistically difficult—a Morehead graduate hired to teach in Calloway County would be virtually impossible to follow on site, given the seven-hour drive that separated the two parts of the state. Numerous additional reasons for including a teacher educator on KTIP committees have surfaced in our recent discussions with members of the higher education community, to wit, it appears that a well-developed “ideology” of teacher educator importance has evolved over the life of the KTIP program.

For this white paper project we had neither the time nor resources to conduct a large-scale survey of the education community in Kentucky to ask questions about the value of or problems with teacher educators on KTIP committees. What we chose to do instead was to conduct detailed interviews—some face-to-face and some via telephone—with 30 KTIP committee participants to discuss an array of issues that we thought critical

to this topic. About half of the interviewees were experienced teacher educators themselves, both full-time faculty members from universities/colleges and part-timers hired by the institutions to serve as teacher educators. These individuals regularly served from two to about thirty interns each year. The other half of our interviewees were resource teachers, principals, and new teachers who recently had completed the internship process. While we chose our interviewees from different parts of Kentucky—geographic areas as well as from both urban and rural locations—we made no attempt to choose interviewees at random. No interview sample would have been large enough for us to generalize across all KTIP participants. Therefore, we used a “reputational” approach to identify 30 of the most thoughtful educators we could find for our interview pool. Quite simply, we thought we could learn more about the practice and promise of KTIP from accomplished, enthusiastic, reflective, and insightful educators than from a randomly chosen list of individuals with KTIP committee experience.

After conducting the interviews, summarizing our notes, and analyzing the documentation, we decided to present our findings by discussing the *themes* that emerged from our conversations. We focus most of our discussion on the major themes—i.e., ideas that appeared in most of the interviews. In the latter part of the section, we devote less space to minor themes, or those ideas that surfaced in a few interviews but were not mentioned by a majority of the participants.

Theme 1: The importance of the teacher educator as providing an OUTSIDE PERSPECTIVE on the intern...

This point was stressed by nearly all committee members we interviewed, even those who did not believe teacher educators were necessary to KTIP. Interviewees often used very different language to describe this benefit of the committee configuration, but the central idea was nevertheless identifiable. Principals and resource teachers have an immediate and personal relationship with the intern. This is as it should be, of course, but in the crucible of a new teacher's first experience with a particular school and the classroom, the public school educators closest to the intern can lose the ability to view his/her performance objectively. This situation can be further complicated by two additional dynamics among the KTIP participants. One involves the resource teacher—i.e., the individual who works most closely with the intern, but is nevertheless in an inferior power relationship vis-à-vis the principal. Few resource teachers are likely to counter the principal's judgment about an intern's performance, even if they disagree with that assessment. A second dynamic involves the fact that the principal typically has played a pivotal role in hiring the intern. The view of some is that this can cause a principal to be blinded to faults of interns, lest his/her recruitment and hiring skills be perceived as deficient.

These dynamics can play themselves out in various ways, according to our interviewees. An intern might be performing poorly and not making adequate improvement as far as the resource teacher is concerned, yet the principal might be convinced of the capabilities of the intern and discount the negative opinion of the resource teacher. Or, the resource teacher might think an intern's skills are adequate and his/her potential great to grow into a highly competent teacher, yet the principal might have lost faith in the intern. In both these situations, claimed a great many of our

interviewees, the teacher educator, as a disinterested third party, is in an ideal position to help mediate conflicts and interpretations between the two on-site members of the committee. As one person put it, the teacher educator can play a “checks and balances” role in this system, or, as another put it, he/she can help keep the other committee members accountable. When the need arises, said one interviewee, the teacher educator “...can say the ugly things that need to be said” about the situation—about an intern who is not functioning well or about other committee members who are not playing their roles in a professional manner. Sometimes both the principal and resource teacher can be wavering about the performance of an intern, and the teacher educator can step in to help solidify a decision either to pass or fail that individual.

Even in the great majority of internship committees, where little strife or disagreement exists over an intern and his or her performance, the “outsider” status of the teacher educator can be hugely beneficial. One reason has to do with the power relationship between the teacher educator and the intern. While the teacher educator will certainly evaluate the intern as part of the KTIP process, he/she is also usually less threatening than the principal, and less caught up in interpersonal relationship conflicts at the school or the day-to-day strains of the classroom than is the resource teacher. As such, the teacher educator can be in a good position to provide a different kind of guidance to the intern about improving his/her teaching are the other committee members, and this advice can often be both given and received in a more genial fashion than that which comes from the principal or the resource teacher. Some of our interviewees described the teacher educator’s relationship with interns as typically less formal, and associated with less anxiety, than those with other members. Again, this is

not to suggest that the intern/teacher educator relationship is always like this, but that it often can be so given the status of the teacher educator as distant from the immediate concerns of the intern and the other committee members. Nearly all our interviewees thought this was perhaps the most critical and valuable role that the teacher educator can play in the internship process.

We would add that our interviewees who dissented on several of these points were interns. In general, they did not agree that an outsider's perspective on their internship was relevant or necessary. Rather, they thought the resource teacher could provide all the information they needed, and they also felt much more comfortable with the resource teacher than the teacher educator. The interns we interviewed, though, had been successful with this process, and it is possible they would have found the outsider role valuable had their internship been contentious. Likewise, while teacher educators perceived their relationships with interns as low-key, interns generally agreed that teacher educator involvement raised their anxiety levels considerably. Some interns felt their teacher educator had been "nit-picky," and most of them felt their teacher educator had not gotten a good overall view of their performance based on their limited interaction.

Theme 2: The teacher educator can bring stability, insight, and knowledge of the process to committees....

Another theme that surfaced repeatedly although less resoundingly than the previous one had to do with modest other benefits that many teacher educators bring to KTIP committees. For example, teacher educators with experience in KTIP can prove enormously useful in helping new principals learn about induction and the committee

process in Kentucky. Given the turnover in principal positions, this strikes us as an important point. Principals certainly do receive internship training, but it might well take someone new to the position some time to develop a philosophy and style in terms of administering KTIP committees. Teacher educators are in a better position, or so posited many of our interviewees, to educate the novice principal about KTIP than are resource teachers. Some interviewees even noted that certain principals *prefer* that teacher educators take a leadership role in running KTIP committee meetings and helping organize committee activities for the intern's year. As other interviewees described this phenomenon, the teacher educators can sometimes intervene in a committee situation with the authority of a university/college faculty member to help resolve a problem that needs to be dealt with.

Another idea that surfaced several times had to do with the ability of a teacher educator to provide fresh ideas to school leaders who are searching for innovations or ways to make constructive changes in school organization or activities. Teacher educators, by virtue of their experiences with interns at other schools or their reading about innovations and improvements, can sometimes help schools understand what is working elsewhere. And teacher educators who work full-time in preparation programs often have access to research knowledge that can be helpful to schools. On occasion they can even help school leaders see "the big picture" in ways that a school's own leaders and teachers or the leaders and teachers in another school or district cannot. In other words, in theory teacher educators have the potential to be change agents, although in our interviews we heard very few examples of this actually happening.

A final benefit cited had to do with the long-term relationships teacher educators sometimes have with specific schools, principals, and resource teachers. A more sociological way of saying this might be that a teacher educator can function as part of an effective social network of educators who work together over a period of years to acculturate many interns into the norms and behaviors of classroom teaching.

Theme 3: The lack of regular feedback from teacher educators to preparation programs...

Many of our interviewees, especially the teacher educators themselves, indicated that they had seen no evidence over the years that any knowledge gleaned from their experiences with interns had ever had an impact on the preparation programs or the institutions as a whole. One teacher educator noted that the institution that coordinated her internship efforts in the past had sponsored meetings among teacher educators to talk about what they were learning, but that these sessions had been discontinued. Others mentioned that they had no reporting requirements to their institutions other than basics about internship obligations fulfilled. One simply noted that he did not meet with or talk to other teacher educators, so he had no idea what sorts of experiences they were having. Another, this one a part-time employee and retired teacher, said the faculty turnover rate at the institution she worked for was so great that she was unsure about who the regular faculty members are at present, and therefore she would not know to whom she should provide feedback. Yet another part-time teacher educator indicated that her opinions about her work were never given to the institution, and that if they were she did not think anyone would care about them.

We found the same general comments about lack of feedback to the institution from both regular, full-time faculty members and part-time retired teachers and principals. Based on our interviews, it appears to us that the original notion that teacher educators would serve to feed information about school practices and behaviors to members of the higher education community has not been realized. This does not mean, of course, that serving on KTIP committees does not help individual preparation program faculty members stay abreast of classroom developments. Indeed, several such individuals among our interviewees stressed how much they enjoyed getting back in classrooms through their KTIP work. What we are saying, though, is that our interviewees reported that teacher educator experiences have not regularly and systematically informed program or curricular decisions at the institutions.

Theme 4: Problems in the “nuts and bolts” of KTIP...

Our interviewees made many comments about KTIP policies and procedures that we have grouped together under this theme. Most often expressed was concern with the lack of flexibility surrounding the program. Numerous committee members told us that some interns are terrific from the beginning, either because they had well-developed teaching gifts or were highly talented individuals, or because of exemplary preparation. While these people should not be excluded from the internship, interviewees suggested, there should be some way to exempt them from some of the observations, which in turn would relieve some of the burden on the teacher educators, many of whom have to travel long distances to school sites. Numerous interviewees thought that two rounds of observation would be sufficient, while others simply suggested that KTIP committees

should have considerable discretion to decide among themselves what type of observational regimen would be suitable for a particular intern.

A few interviewees mentioned that the evaluation document (the “Intern Performance Report”) was too long and cumbersome, and too difficult to use. According to one teacher educator, “I just ignore a lot of what’s on that form and write what I want to say about the intern anyway.” Others criticized the portfolio that interns have to prepare, stating that it was perfunctory and not adequately reviewed. At least one interviewee criticized the small payments that teacher educators received for their participation, and suggested that most teacher educators offered their services out of altruistic motivations. And a final group of interviewees posited that interns would benefit if they had fewer observations from committee members and instead more opportunities to observe exemplary teaching by others in their school or district.

Our point in relating these comments about KTIP is not to detract from the program or the issue of the teacher educator’s role on committees, but rather to note that our interviewees saw ways to alter the program, thereby helping teacher educators do a better job. It is noteworthy to us that virtually all our interviewees spoke positively about Kentucky’s attempt to provide a credible induction program to its novice teachers. Indeed, several interviewees spoke with some passion about the improvement they had seen from beginning to end of that first year among a great many interns, improvement that may have taken years or may never have been attained save through the intervention of KTIP committee members.

Theme 5: Other problems with teacher educators, and differences between full-time faculty and part timers in terms of availability and performance...

Our final category of interviewee comments and concerns reflects some of the general problems involving teacher educators that gave rise to this paper. At least a few of our interviewees noted that many teacher educators are spread too thin, particularly the part-timers who handle a great many interns. The point here is akin to the one we made in Section III; there are too few teacher educators spread across too many interns. Some interviewees cited experience with having teacher educators cancel KTIP meetings because they were too busy and could not get away from other commitments. Others simply stated that scheduling committee meetings around a teacher educator's schedule could be difficult. Non-teacher educators complained that teacher educator visits were too limited and "contrived" to be of much benefit to the intern or the committee. One interviewee noted that she had seen interns break the flow of regular lesson delivery in classes to do "a dog and pony show" for the teacher educator. According to this individual, the resource teacher gets a better sense of an intern's day-in, day-out performance of fundamental teaching tasks than can someone from the university/college. And in an interesting reversal of the earlier point about the teacher educator being a useful outsider to have as part of the process, at least a couple of non-teacher educators interviewees suggested that the off-site nature of the teacher educator—which keeps that individual from seeing the intern in action every day—should render his/her ratings weighted *lower* in the KTIP evaluation than those of the other committee members.

Our interviewees talked less about the functional differences between regular full-time faculty members and part timers than expected. Several stated their belief that regular faculty members can be “out of touch” with classroom needs and problems, and that retired teachers actually bring lots of practical experience to the KTIP committee. As one interviewee put it, interns get caught in a conflict between the theoretically-informed suggestions they hear from university/college faculty and the practical advice they get from other committee members. Another noted that interns and others at the schools quietly hear and process the theories they hear from some teacher educators, then ignore that advice in favor of input they deem to be more practical. On the other hand, a few interviewees criticized part-time teacher educators—i.e., former classroom teachers, as being “too soft” on interns, and generally lacking in the provision of good feedback to interns. One principal offered a different critique of retired educators. These individuals, she argued, often bring with them outdated pedagogies and lacked understanding of important features of Kentucky school improvement efforts, such as utilizing assessment results in planning, and many are unfamiliar with the most up-to-date school, district, and state programs.

It is hard to know how to parse this debate. Should university/college faculty be criticized for bringing abstract and difficult to implement theories to teachers in schools, or should teachers and principals be faulted for ignoring the concepts and research information brought to them by academicians? Moreover, our study was not designed to sort out fully the differences in approach and orientation between regular IHE faculty members and the part-timers hired to meet the grave need for additional teacher educators. We merely raise this as a concern of numerous interviewees in our pool, and

to suggest that this would be a fruitful avenue for future research on KTIP in particular and induction in general. This issue also hints at a larger concern about induction that we will only mention in brief here. Namely, while an induction experience such as KTIP does provide interns with a chance to learn norms and behaviors of school life from veteran teachers, it also provides an opportunity for pernicious or counterproductive ways of thinking and acting as a teacher to be passed along as well. In general, we know too little about what novice teachers actually learn from any source during their first years in teaching to adequately address this issue.

V. Possibilities for the Future: Policy Options

Our intention for this white paper has been to provide background on induction and KTIP; a portrait of teacher educators on KTIP committees provided through very basic statistics; and perceptions about the teacher educator's role from teacher educators and other members of KTIP committees. Although this approach, we believe, lays out much fodder for thought and consideration among policymakers, no obvious solutions to the problems associated with teacher educators present themselves. It is possible, though, to think through various policy approaches that might be pursued in both the short and long term with regard to teacher educators and KTIP, and to specify the advantages and disadvantages to each approach. These final pages of the paper, therefore, will include our vision of several alternative policy paths that could be pursued by decision makers. We will do our best to sketch the positive and negative effects that might result from adoption of any of these routes, although it is impossible to predict all the consequences

of such decisions. Nor do we claim that we have exhausted the policy options that might be considered, but at least they represent the possibilities that presented themselves to us as we pursued this project, and as we discussed with our interviewees how the teacher educator role in KTIP might be profitably altered.

Option A: Make No Changes in KTIP Policies or the Teacher Educator

Role

This is obviously an option available to decision makers, and not one that should be taken lightly. We should deliberate seriously before changing longstanding programs and policies, given how difficult it is to accurately predict the long-term effects of those changes. Deciding not to change KTIP would cause the least disruption in terms of the operation of the program. The budget for KTIP would remain similar to what it has been over the past few years, and the individuals who work with the program, particularly KTIP coordinators in the eight public universities, who are in charge of assigning teacher educators to committees and hiring and paying them, and KTIP coordinators in the school districts, who help ensure that principals and resource teachers are assigned to committees, would remain in place and functioning as before. There would be no need for changes in the training regimen for KTIP, in the evaluation forms, or in the procedures by which Kentucky school personnel carry out the program.

On the other hand, allowing the program to stand unchanged guarantees that the problems with teacher educators will continue. As demonstrated in Section III, the numbers of interns are simply overwhelming based on the number of regular university/college faculty members trained to serve as teacher educators—at least as long

as universities/colleges use primarily faculty from the education departments. The EPSB and the General Assembly have long advocated more involvement in teacher preparation by arts and sciences faculty, but to date few institutions have made this kind of campus-wide commitment a priority. As long as the status quo continues, significant percentages of interns will work with retired teachers and principals (along with a few retired university faculty members), and some proportion of interns will have teacher educators who are carrying very large loads. This approach also will not address the various problems inherent in requiring a “one size fits all” internship.

Option B: Eliminate Teacher Educators from KTIP Committees

A second policy approach would be simply to eliminate teacher educators from the committee. A simplistic view might be that this would resolve the problems associated with assignments, i.e., the many retired teachers/administrators serving interns and the difficulties of scheduling KTIP committee meetings around a full-time faculty member’s schedule. It also might save the state the approximately \$1.1 million that teacher educator participation in KTIP costs on an annual basis. However, this approach would have numerous drawbacks that should be carefully considered:

- It would completely eliminate the presence on the committee of an “outsider”—in the judgment of many of our interviewees, a major function of the current committee configuration.
- This approach also would completely sever the relationship between preparation faculty and their graduates in the schools. As noted in our interviews, the feedback loop aspect of teacher educator participation on KTIP is already a major problem, although we

did note the salutary benefits to individual faculty members as they participate as teacher educators. Eliminating them altogether would likely cause many university/college faculty members who now spend some time each year in schools to drop that link altogether. Interns who come to teaching via alternative routes are probably most likely to suffer from this option, since the teacher educator serves as their link to research about current practice. It also could be argued, however, that the elimination of the teacher educator would enable teacher preparation faculty to devote more time to meaningful contact with student teachers, and perhaps expand relationships with local districts to include relevant research.

In our opinion, it might be feasible to pursue this policy option, but doing so without losing some of the positive features of teacher educator involvement would be difficult and might negate most or all of the cost savings cited above. For example, it might be possible to replace the teacher educator on the committee with a district office-based “instructional supervisor,” as per Barber’s suggestion in the early 1980s. This would retain an outsider on the committee, although not outside the district’s educational establishment. To do this, however, some portion of the cost of administering the current teacher educator program would have to be redirected to district offices to help cover their new costs of internship supervision. This leaves open the question of whether district-based instructional supervisors can be effective KTIP committee members, and leaves unaddressed the previously cited concerns about inflexibility in the current process.

Option C: Retain Teacher Educators as Committee Members but Modify Rules or Incentives

Another option would be to continue the practice of assigning teacher educators to KTIP committees, but to make a variety of changes in the program to address some of the difficulties that gave rise to this paper. For example, the EPSB might set an upper limit on the number of KTIP committees on which a teacher educator could serve. This would allow more individual attention to their interns, but the state also would have to find and train an additional number of teacher educators since such a change would have the effect of increasing the number of teacher educators needed. And given that some current faculty members presumably accept large numbers of interns to provide a significant income supplement, disallowing this practice might prompt some of these individuals to drop from the program. Both of these possibilities might necessitate the EPSB's increasing the financial incentive for participation of teacher educators on committees, although it is hard to know what incentive level might be necessary.

Another set of rule changes might help alleviate the burden on teacher educators and schools in other ways as well. If the number of required observations were reduced from three to two, this would presumably make university/college faculty participation in KTIP more attractive. An alternative here might be to allow KTIP committees to decide collectively what type of observation approach to take, or what type of division of labor committee members might make in terms of providing what the intern needs to become a proficient teacher. This might allow the teacher educator to play a different type of role than that of the other members, and might help reduce the number of visits necessary. For example, a teacher educator might spend the year providing email advice and

encouragement to the intern, rather than making regular observations. The use of virtual or digital devices, such as digital cameras in an intern's classroom, might also allow them to observe interns without having to spend valuable hours on the road. Some combination of changes along these lines might prompt a greater number of regular, full-time faculty members to become involved. Similarly, the EPSB could make funds available for action research projects that could be jointly pursued between teacher educators and interns, resulting in an array of benefits.

Option D: Eliminate Teacher Educators from Committees but Assign Them Another KTIP Role

A variation on Option C would be to take teacher educators off regular committee membership but assign them other duties associated with the internship program. Numerous such ideas surfaced in our interviews. One involved the use of teacher educators only in analyzing and providing feedback on intern portfolios. These documents might need to be altered in some fashion if they became part of a learning process that involved periodic interaction between interns and teacher educators, but we detected enough skepticism about the current portfolio approach to suggest that this might be welcomed. For example, interns could utilize software tools, such as LiveText, to create electronic portfolio entries over the course of the internship year, and teacher educators could access those at the sites where they were posted to provide commentary and critique of the work. Teacher educators also could provide feedback to committees based on review of an intern's videotaped lessons. A different version of this might be to work on online modules during the year, involving such things as lesson planning in light

of analysis of student work. Teacher educators could then provide online exchanges with interns about these exercises. In other words, Kentucky could develop a virtual method for teacher educators to interact with new teachers—a process that could succeed thanks to KETS in the schools and the EPSB/institutional technology infrastructure.

Given the small percentage of interns who are unsuccessful, a variation on this option might be to enlist a teacher educator from either a district or university pool for struggling interns only. Interns would initially be supported and assessed by the principal and mentor. If they are judged to be making adequate progress early in the KTIP process, they would continue without a teacher educator, but if not then a teacher educator who specializes in their identified needs would be assigned to the committee.

Another approach that would not utilize virtual methods might be to have interns from a district meet together two or three times per year under the leadership of a teacher educator to have a structured discussion of their experiences. One variation might be to have interns enroll in a graduate level seminar at the institution and create the portfolio for academic credit and/or professional development. Not only would this demonstrate Kentucky's commitment to continued professional growth, but it also would provide a professional network within which interns could exchange ideas and concerns. The possibilities here are really only limited by our lack of imagination.

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APPENDIX

University of Kentucky Regional KTIP Center: Description of Responsibilities

Coordinate Training Effort (Summer, fall, spring):

- Arrange training site(s).
- Secure trainers.
- Set up on-line registration site.
- Monitor on-line registrations.
- Create and maintain database of participants.
- Send confirmation letters and material to registrants.
- Respond to inquiries about training.
- Prepare participant roster.
- Prepare training certificates.
- Copy any training material.
- Pay trainers for training sessions/prep days after each training session.
- Modify database after training to reflect attendance.
- Prepare and send EPSB training reports.
- Prepare and send email participant roster to EPSB after each training session.
- Send original (paper copy) signed roster to EPSB after each training session.
- Copy and file training participant evaluations; send originals to EPSB.

Coordinate Assignment of Teacher Educators for Schools in Region:

- Order printed materials for distribution to training participants and interns.
- Assemble material for distribution.
- Recruit new teacher educators and make committee assignments.
- Send email and fax to district coordinators requesting list of interns beginning of each intern cycle (August and January).
- Create database for newly hired interns.
- As information is received for the district coordinators, enter information regarding committee assignments into database.
- Update database information periodically throughout the year.
- Send intern materials packets to district coordinators for distribution.
- Mail, e-mail or fax roster of teacher educator assignments to district coordinators.
- Notify teacher educators of assignments via mail and email.
- Interact with district coordinators about program implementation issues.
- Respond to inquiries about program implementation issues.

- Record teacher educator visits in database at the end of each observation/visitation cycle.
- Prepare payroll authorizations for payment of teacher educators for observations and committee meetings at the end of each semester and send payments.

Address Budgetary and other Administrative Matters:

- Balance monthly ledger sheets.
- Submit Quarterly budget reports and invoices to EPSB.
- Process payments from EPSB for program operation.
- Prepare and send estimated budget to EPSB for program operation for next year.
- Prepare estimated 4th quarter report to close out KTIP funds for fiscal year.
- Coordinate tuition waiver program for qualified resource teachers including responding to inquiries, facilitating the application process and working with associated budgetary considerations with the registrar's office.

Provide Oversight for Program Operation:

- Supervise all aspects of program implementation for region.
- Serve as liaison between districts, University and EPSB regarding program implementation issues.
- Support, guide and assist teacher educators in carrying out their role on KTIP committees.
- Maintain regional website.
- Monitor training sessions.
- Collect, analyze and report evaluation information for EPSB about training issues and program operation that inform policy decisions.
- Assist EPSB staff as needed with various aspects of program implementation, evaluation, research and development.