

GROW- YOUR-OWN PROGRAMS

BUILD YOUR LOCAL TEACHER PIPELINE



TEACH KY

INSPIRING THE NEXT GENERATION OF KENTUCKY TEACHERS



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Introduction – Why “Grow-Your-Own” Programs are Vital

Recruiting new teachers to the profession is vital to address significant teacher shortages and help expand the diversity of the teacher workforce. Recruiting future teachers can begin early, and no one is better equipped to begin this process than educators themselves.

Once students are identified and recruited, a comprehensive school program employing the Teaching and Learning career pathway and Educators Rising, a Career and Technical Student Organization (CTSO), gives the student a solid foundation of career preparation. Students receive formalized training in the classroom, while participation in the CTSO supports student learning through development of leadership skills and positive personal attributes, and helps them learn to apply their skills in the real world. This document is a resource to help guide you through the process of establishing these Grow-Your-Own programs in your school/district.

More detailed information about the Grow-Your-Own program model can be found in the links below:

- [“The Grow-Your-Own Imperative,” *Educational Leadership*](#) (Brown, 2016)
- [“The Grow-Your-Own Game Plan,” *Educational Leadership*](#) (Brown, 2018)

Section 1 – Establishing a Teaching and Learning Pathway

Overview

The Teaching and Learning pathway is designed to introduce high school students to the field of education and lay a foundation allowing the student to transition into postsecondary studies. There are a total of four courses required for the pathway, as well as opportunities for students to earn dual credit and meet Kentucky Transition Readiness expectations.

Courses in the Teaching and Learning Pathway (CIP 13.0101.00)

To be considered a completer in the pathway, students must take **three required courses and one elective**. ([2022-2023 Teaching and Learning Pathway Program of Studies](#))

Required Core Classes:

- 331030 The Learning Community
- 331031 The Learner-Centered Classroom
- 331032 The Professional Educator

Elective Options:

- 331033 Collaborative Clinical Experience
- 331034 Principles of Career and Technical Education

Postsecondary Readiness

Kentucky is committed to producing high school graduates who are prepared to successfully enter the next chapter of life. Completing the Teaching and Learning pathway offers multiple options for students to demonstrate career readiness. To learn more about these requirements, visit KDE's [CTE, Accountability and Transition Readiness](#) webpage.

Option I - A grade of C or higher in 3 hours of KDE-approved CTE dual credit in the Teaching and Learning pathway. More information on dual credit opportunities is available in [Section 2](#).

OR

Option II - Receiving an industry certification approved by the Kentucky Workforce Innovation Board

1. [American Association of Family and Consumer Sciences Pre-PAC Education Fundamentals](#) – This assessment is taken once a student has completed his or her program of study in the Teaching and Learning Pathway. It is designed to:
 - Document exit-level achievement in rigorous secondary programs and lower division postsecondary courses;
 - Satisfy federal accountability reporting mandates required by Perkins V legislation;
 - Facilitate seamless articulation, placement and credit by exam within postsecondary institutions;
 - Validate competencies required for employment at the pre-professional and/or paraprofessional level; and
 - Provide an industry-recognized certification.

OR

2. [Educators Rising Micro-Credentials](#) – The Educators Rising Micro-Credentials are earned as the student progresses through his or her program of study. These may be taken in any order and are performance-based assessments that allow rising educators to showcase their growing skills. The five micro-credentials are:
 - Anti-Bias Instruction
 - Classroom Culture
 - Collaboration
 - Formative Assessment
 - Learner Engagement

Frequently Asked Questions

Q: What are the requirements to teach courses in this pathway?

A: All courses may be taught by any teacher with a Rank II and five years' experience, except the course Principles of Career and Technical Education. Schools with dual credit partnerships may have additional requirements for instructors per the college/university accreditation guidelines.

Q: How do I complete the Local Educator Assignment Data (LEAD) Report?

A: When identifying teachers in the Teaching and Learning career pathway for the LEAD Report, not every certification is listed due to the lengthy list of certifications eligible. Please submit the report with the error message. After submitting LEAD, the Certification Branch will manually clear each teacher after verifying that they meet the requirements.

Q: Will this be tracked through the Technical Education Database System (TEDS)? Do I need to request it as a new pathway in TEDS?

A: Yes, it will be tracked through TEDS. If a school wishes to offer the Teaching and Learning pathway, they will need to work with their school-level TEDS coordinator to have it added for the upcoming school year. The window for making requests for the upcoming school year is Feb. 1 - Sept. 1.

Q: Does the student need to complete field experiences in our school with their peers or any school in the district?

A: Students may complete their field experiences at any school. We hope that students will have a variety of experiences that include different grade levels, disciplines, settings, etc.

Q: What are the Requirements to be Perkins eligible?

Programs of study shall meet the following indicators:

1. Be of sufficient size, which offer a sequence of four or more earned technical credits.
2. Have a postsecondary connection through dual enrollment, dual credit, current agreement for a program of study or current local articulation agreement approved by the lead administrators of KDE and postsecondary institutions or leads to KDE-approved industry recognized certifications.
3. Have an active advisory panel.
4. Have a certified and appropriately endorsed teacher.
5. Have a co-curricular career and technical student organization (CTSO) that provides students the opportunity to engage in leadership development activities.
6. Be supported by current labor market data.

Section 2 – Dual Credit

Several institutions of higher education throughout the Commonwealth have established dual credit agreements with school districts, which gives students the opportunity to complete their pathway and earn college credit toward an education degree.

Scholarship Opportunity for Dual Credit

The Work Ready Kentucky Dual Credit Scholarship is available to students who qualify. For details, go to [KHEAA Work Ready Dual Credit Scholarship](#).

Dual Credit Policy

The Council on Postsecondary Education has established appropriate dual credit and dual enrollment protocol, which can be reviewed in the [Dual Credit Policy](#) for Kentucky public and participating postsecondary institutions and secondary schools.

Partnering Institutions of Higher Education

The following institutions offer dual credit opportunities for courses in the Teaching and Learning pathway. Not all providers have courses that align with every course in the pathway.

For Schools using Perkins funding for the Teaching and Learning pathway

To be Perkins eligible, secondary schools must have courses available to all students in the program. Because dual credit courses are not available to all students, Teaching and Learning pathway courses need to be available for those students who are not eligible for admission to a university.

Dual Credit Partners

Institution of Higher Education	Contact Information	Aligns with 331030 The Learning Community	Aligns with 331031 The Learner-Centered Classroom	Aligns with 331032 The Professional Educator	Aligns with 331033 Collab Clin. Exp. or Elective
Alice Lloyd College*	Katrina Slone	Education 200 Educational Foundations	Education 220 Introduction to Education	Education 211 Diversity in Education	n/a
Asbury University	Sharon Bixler Kim Brockman	ED 200 Intro to Education	ED 230 Human Growth & Development	ED 220 Technology for Education	n/a
Campbellsville University	Robin Magruder Lisa Kirtley	ED 220 Intro to Teaching	ED 300 Human Development & Learning	ED 325 Teaching Diverse Learners	ED 310 Instructional Technology
Eastern Kentucky University	Nicola Mason Kevin Hub	EDF 203 Educational Foundations	EDC 106 Culturally Responsive Perspectives OR SED 104 Special Edu. Intro	EDF 204 Emerging Instructional Technologies	CED 100 Intro to Educational Profession
Kentucky Christian University	Lisa Conn Calvin Lindell	EDF 102 Intro to Education	EDF 253 Developmental Edu. Psych	EDF 203 Diversity in the Classroom	EDF 210 Sophomore Practicum II
Kentucky Community and Technical College System (KCTCS)	Contact your local KCTCS campus for specific courses available at their campus.				
Lindsey Wilson College*	Jennifer Antoniotti-Neal	EDUC 2123 The Teaching Profession	EDUC 2713 Intro to Education Technology	n/a	n/a

* Not approved for use with the KY Work Ready Dual Credit Scholarship.

Institution of Higher Education	Contact Information	Aligns with 331030 The Learning Community	Aligns with 331031 The Learner-Centered Classroom	Aligns with 331032 The Professional Educator	Aligns with 331033 Collab Clin. Exp. or Elective
Morehead State University	Joel Pace Chris Beckham	EDF 207 Foundations of Education	EDF 211 Human Growth & Development	n/a	EDUC 240 Educator Preparation Field Experiences
Murray State University	Susanna Bloomdahl Ashley Bourke	EDU 180 Exploring the Teaching Profession	EDU 280 Educating for Human Development	EDU 222 Instructional Technology	CTE 210 Principles of Career & Technical Ed
Northern Kentucky University	Sara Runge Steve Crites	EDU 104 (1 hr.) Orientation EDU 305 (2 hr.) Intro to Education	EDU 300 Human Growth and Development	EDU 316 Racism and Sexism in Educational Institutions	EDU 592 Educational Capstone
University of the Cumberlands	Tabetha Housekeeper	EDUC 235 Basic Concepts Concerning Education	EDUC 233 Survey Individual with Exceptions	EDUC 237 Introduction to Effective Teaching Practices	EDUC 130 Technology in the P-12 Classroom
University of Louisville	Janet Spence Katie Niehaus	EDTP 201 The Teaching Profession	EDTP 107 Human Development and Learning	EDTP 215 Foundations of Instruction	n/a
Western Kentucky University	Jeanine Huss Susan Keeseey	EDU 250 Discover Teaching	EDU 260 Classroom Assessment	EDU 350 Student Diversity and Differentiation	EDU 360 Behavior and Classroom Management
University of Pikeville	Ashley Justice	n/a	EDU 203 Diversity in the Classroom	EDU 101 Education in America	n/a

Additional courses can be submitted for alignment review to John.Paise@education.ky.gov.

Section 3 - Starting Your Educators Rising Chapter

What is Educators Rising?

[Educators Rising](#) – a division of [PDK International](#) – is transforming how America develops aspiring teachers. High school students receive hands-on teaching experience to sustain their interest in the profession and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference – not only in the lives of their students, but also in the field of teaching more broadly. Learn more at educatorsrising.org.

Kentucky recognizes Educators Rising as the career and technical student organization (CTSO) complementing the Teaching and Learning pathway. The purpose of a CTSO is to enhance learning for students by helping them develop leadership and other transferable skills, provide service opportunities, network with other students and demonstrate learned skills through practical application.

Benefits

- Network with other Educators Rising members across the state and the nation
- Participate in competitive events such as state and national conferences where students can demonstrate the development of their teaching craft and gain statewide and national recognition
- Develop leadership skills through involvement in local chapter
- Serve in elected [national student leadership positions](#)
- Apply for available [scholarship opportunities](#)

Membership

Student members can participate in Educators Rising as ambassadors or officers, join the organization's national honor society, pursue its scholarship opportunities and attend or compete at its state and national conferences. The fee is \$10 for student members and teacher leader membership is free. Register your chapter on the [PDK Member Portal](#).

Student Recruitment

One of the challenging aspects of building a CTSO is that it is not compulsory for students to participate. Students have many choices when selecting their activities, so your recruitment efforts must be intentional. Read about specific strategies from the Association for Career and Technical Education in their publication "[Recruiting for your Career and Technical Student Organization.](#)"

Teacher Leader's Role

A CTSO should be driven by student leadership. A teacher leader should offer guidance and teach students how to manage, along with:

- Assisting students with their preparations for competition
- Offering suggestions for activities and service projects
- Providing instruction on how to organize, execute and manage events and service projects
- Assisting chapter officers and teaching organizational and leadership skills
- Teaching conflict resolution strategies
- Stepping in only when necessary

Student Retention

Keeping students engaged in activities sponsored by your Educators Rising chapter is essential to holding the student's interest. Some activities include:

- Regularly scheduled meetings with a specific agenda
- Encouraging students to accept leadership roles and taking on other responsibilities within the chapter
- Guest speakers (teachers within your own school and district are a rich resource)
- Service projects
- Preparing for competitions
- Attending state and national conferences

State Contacts

If you have questions or need support, please do not hesitate to contact us.

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Division of Educator Recruitment and Development
Office of Educator Licensure and Effectiveness

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