AAQEP Annual Report for 2024

Provider/Program Name:	University of Kentucky
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12-31-2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider, and the programs included in its AAQEP review. [OBJ]

Located in Lexington in the Bluegrass Region of Central Kentucky, the University of Kentucky (UK) is a public, research, land-grant institution of higher education. The flagship university, UK is one of eight public universities in the Commonwealth. The Carnegie Foundation classifies the university as RU/VH, a research university with very high research activity. Consistent with its land-grant mission, UK also holds Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification. UK's enrollment continues to grow with over 31,000 students that take advantage of over 400 academic programs offered at the undergraduate, graduate, and professional levels. UK is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award associate, baccalaureate, doctoral, masters, and educational specialist degrees and has had continuous accreditation since 1915. The University was reaffirmed in 2023.

UK was established in 1865 with funding from the federal Morrill Land-Grant College Act and private donations as the Agricultural

and Mechanical (A&M) College, a part of Kentucky University (now Transylvania University). Located at Ashland, the home of Kentucky statesman Henry Clay, and on the adjoining Woodlands estate, A&M opened its first classes in October 1866 with 190 students and 10 professors. In 1878, A&M separated from Kentucky University and moved to UK's present site on a 52-acre park and fairground donated by the City of Lexington. Three new buildings were constructed and dedicated in 1882. In 1908, A&M College achieved university status, and its name was changed to State University, Lexington, Kentucky. In 1916, the General Assembly renamed State University the University of Kentucky. From its original three buildings and 52 acres in 1882, today's campus is experiencing tremendous growth in classrooms and facilities, including construction of new residence halls, academic and research buildings, and renovation of the Student Center and athletic facilities. The campus now covers more than 918 acres; is home to more than 31,000 students and 14,500 employees including 2,633 full-time faculty; has more than 90 nationally ranked academic programs; and boasts an annual budget of more than $5.6 billion. UK benefits the region and Commonwealth by engaging in research, public service, and health care. Grant awards to university faculty for fiscal year 2022 totaled over $453 million, including $256 million from federal agencies. Mission Statement The University of Kentucky is a public land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the university plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being. The University of Kentucky:

● Facilitates learning, informed by scholarship and research.
● Expands knowledge through research, scholarship, and creative activity.
● Serves a global community by disseminating, sharing, and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

UK's strategic vision statement was adopted by the UK Board of Trustees on October 24, 2015. As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement. The five principles of the plan include: putting students first; taking care of our people; Inspiring ingenuity; ensuring greater trust, transparency, and accountability; and bringing together many people, one community. The strategic plan is meant to be a living plan that will be assessed throughout the coming years and will be modified as the environment changes.

The preparation of educators is an institution-wide endeavor. The Educator Preparation Unit (referred to as the Unit hereafter) at UK is housed within the College of Education, one of 17 colleges, the Graduate School, and University Libraries on UK's campus. The Unit consists of the College of Education (COE); the agricultural education program in the College of Agriculture, Food and Environment; art education and music education programs in the College of Fine Arts; the school social worker program in the College of Social Work; the school media librarian program in the College of Communication and Information; and the world languages program in the College of Arts and Sciences. Professional education programs in the College of Education are located

in the departments of Curriculum and Instruction; Early Childhood, Special Education, and Rehabilitation Counseling; Educational Leadership Studies; Educational Policy Studies and Evaluation; Educational, School, and Counseling Psychology; Kinesiology and Health Promotion; and STEM Education. The unit is defined as the College of Education and the preparation programs in the five additional colleges. The dean of the College of Education serves as the unit head. Unit programs are governed by program faculties, each comprised of a broad representation of professionals, including education faculty, university faculty from content areas, practitioners from schools and agencies, and candidates. To ensure collaboration and communication across programs, chairs of the program faculties are organized into the Program Faculty Chairs Group which meets monthly during the academic year.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://epp.education.uky.edu/dd/

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending 08/24)	**Number of Completers** in most recently completed academic year (12 months ending 08/24)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Education in Elementary Education	Elementary Education, P-5 (KEL)	187	87
Bachelor of Science in Education in Interdisciplinary Early Childhood Education	Interdisciplinary Early Childhood Education, B-P (KIE)	9	5

Bachelor of Science in Education in Special Education	Learning and Behavior Disorders, P-12 (KLB) and Moderate to Severe Disabilities, P-12 (KMS)	40	9
Bachelor of Science in Education in Kinesiology	Physical Education, P-12 (KPE)	12	4
Bachelor of Science in Education in Health Promotion	Health Education, P-12 (KHE)	8	4
Bachelor of Arts in Education in Middle School Education	Middle School English, 5-9 (KG30)	15	6
Bachelor of Arts in Education in Middle School Education	Middle School Mathematics, 5-9 (KG71)	9	10
Bachelor of Arts in Education in Middle School Education	Middle School Science, 5-9 (KG50)	6	5
Bachelor of Arts in Education in Middle School Education	Middle School Social Studies, 5-9 (KG20)	10	5
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Mathematics)	Secondary Mathematics, 8-12 (KMA)	9	3
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Biology)	Secondary Biology, 8-12 (KBI)	1	1
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Chemistry)	Secondary Chemistry, 8-12 (KCH)	0	0
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Physics)	Secondary Physics, 8-12 (KPH)	0	0
Bachelor of Science in Education in Science, Technology, Engineering, and Mathematics (STEM) Education (Earth Science)	Secondary Earth Science, 8-12 (KEA)	1	0
Bachelor of Arts in Art Education	Art Education, P-12 (KAR)	5	4

Bachelor of Music in Music Education	Intergrated Music Education, P-12 (KMU)	52	26
Bachelor of Science in Career and Technical Education	Agriculture Education, 5-12 (KAG)	40	20
Master of Arts in Secondary Education (English)	Secondary English Education, 8-12 (KEN)	16	11
Master of Arts in Secondary Education (Social Studies)	Secondary Social Studies Education, 8-12 (KSS)	27	13
Master of Arts in Teaching in Secondary STEM Education (Mathematics)	Secondary Mathematics, 8-12 (KMA)	2	0
Master of Arts in Teaching Secondary STEM Education (Biology)	Secondary Biology, 8-12 (KBI)	2	1
Master of Arts in Teaching in Secondary STEM Education (Chemistry)	Secondary Chemistry, 8-12 (KCH)	1	1
Master of Arts in Teaching in Secondary STEM Education (Physics)	Secondary Physics, 8-12 (KPH)	0	0
Master of Arts in Teaching in Secondary STEM Education (Earth Science)	Secondary Earth Science, 8-12 (KEA)	1	0
Master of Arts in Teaching World Languages (Language Options: French, Spanish, German, Latin, Russian, Chinese, Japanese)	French (KFR), Spanish (KSP), German (KGR), Latin (KLT), Russian (KRU), Chinese (KCN), Japanese (KJA). All certificates are P-12	2	1
Master of Science in Community and Leadership Development	Agriculture Education, 5-12 (KAG)	2	1
Non-Degree Graduate Special Education: Learning and Behavior Disorders	Learning and Behavior Disorders, P-12 (KLB)	2	1
Non-Degree Graduate Interdisciplinary Early Childhood Education	Interdisciplinary Early Childhood Education, B-P (KIE)	1	1
Non-Degree Graduate Visual Impairment Education	Visual Impairment, P-12 (KVI)	0	0

Alternative Certification in Special Education: Moderate to Severe Disabilities	Moderate to Severe Disabilities, P-12 (KMS)	0	0
Alternative Certification in STEM Math Education with Masters	Secondary Mathematics, 8-12 (KMA)	1	0
Alternative Certification in STEM Biology Education with Masters	Secondary Biology, 8-12 (KBI)	0	0
Alternative Certification in STEM Chemistry Education with Masters	Secondary Chemistry, 8-12 (KCH)	0	0
Alternative Certification in STEM Physics Education with Masters	Secondary Physics, 8-12 (KPH)	0	0
Alternative Certification in STEM Earth Science Education with Masters	Secondary Earth Science, 8-12 (KEA)	0	0
Alternative Certification in Visual Impairments	Visual Impairment, P-12 (KVI)	2	0
Alternative Certification in Teaching World Languages (Language Options: French, Spanish, German, Latin, Russian, Chinese, Japanese)	French (KFR), Spanish (KSP), German (KGR), Latin (KLT), Russian (KRU), Chinese (KCN), Japanese (KJA). All certificates are P-12	0	0
Total for programs that lead to initial credentials		463	215
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Arts in Special Education: Visual Impairment	Visual Impairment, P-12 (KVI)	21	1
Master in Instructional Computer Technology	Instructional Computer Technology, P-12	1	0
Master of Arts in Art Education (Teacher Leader)	Teacher Leader Endorsement (Art) P-12 (KTLE)	0	0
Master of Arts in Special Education (Teacher Leader)	Teacher Leader Endorsement (Special Education) P-12 (KTLE)	2	2
Master of Arts in Education -- Early Childhood Education (Teacher Leader)	Teacher Leader Endorsement (IECE) B-P (KTLE)	1	1

Master of Arts in STEM Education (Teacher Leader)	Teacher Leader Endorsement (STEM) 8-12 (KTLE)	0	0
Master of Arts in Teaching English as a Second Language	ESL Endorsement, P-12 (KE36)	0	0
Non-degree Teaching English as a Second Language	ESL Endorsement, P-12 (KE36)	0	0
Master of Arts in Education -- Literacy	Literacy Specialist, P-12 (KLS)	0	0
Master of Science in Library Science	School Media Librarian, P-12 (KML)	4	2
Total for programs that lead to additional/advanced credentials		29	6
*Programs that **lead to credentials for other school professionals or to no specific credential***			
Master of Arts in Education in Orientation and Mobility	Orientation and Mobility, P-12 (KOM)	3	3
Specialist in Education – School Psychology	School Psychology, P-12	11	5
Masters in Social Work	School Social Work, P-12	20	19
Non-degree School Superintendent	School Superintendent, P-12 (KST)	9	2
Specialist in Education in Educational Leadership	School Principal, P-12 (KP2)	14	9
Master of Arts in Education Leadership (Teacher Leader)	Teacher Leader Endorsement (Ed. Leadership) P-12 (KTLE)	2	0
Specialist in Education Leadership (Teacher Leader)	Teacher Leadership Endorsement (Ed. Leadership) P-12 (KTLE)	0	0
Total for additional programs		59	38
TOTAL enrollment and productivity for all programs		551	259
Unduplicated total of all program candidates and completers		518	248

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

We have added Alternative Certification programs in STEM Math and the Sciences. Those are reflected in the chart above. We also have two new Special Education programs that lead to an MAT as well as initial certification in either LBD or MSD. These programs will begin admitting students in the coming year.

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
518
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
248
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
283
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
Four Year completion rate: 76.2%   Six Year completion rate: 83.3%
E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
Generally, candidates have been successful on their first attempt with state licensure exams. The only area that fell below 80% was the Social Studies subtest of the Elementary Education exam (70.73%, n=41). The Elementary Education faculty is aware of

this concern and is working on strategies to address the areas of the exam where candidates are struggling. There are also two areas where candidates passing for the first time were at exactly 80%, Secondary Social Studies and Middle School Mathematics. However, in both cases the n was low (Secondary Social Studies n=10, Middle School Math n=5).

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

- Overall, the response rate for the Completer Survey was low with 61 respondents. The results showed 84% of respondents said they were 'satisfied' or 'highly satisfied' with their instructors and 76% of respondents said they were 'satisfied' or 'highly satisfied' with their department or program and with the College of Education. However, approximately 25% of respondents stated that they did not learn 'Confidence in Designing Instruction That Engages Students in Disciplinary Literacy'. We are planning on adjusting survey distribution efforts in the coming year.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

We are planning on doing focus groups with employers in the coming year. We did not collect any data from employers this past year.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Neither the university nor the college has systematically tracked this in the past. However, we are currently in the process of hiring a new Director of Accreditation for the college, who will spearhead this effort going forward. We should have a system in place by the Fall of 2025 to be able to reliably report on this in the future.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Unit Wide Assessment 1: D+D (Initial)	Rubric score of 2 or higher	100% of candidates met this expectation (STEM Plus/MATH; MIC Social Studies; SPED Undergrad; MIC English; KHP HETE; PE; Elementary Ed)
Unit Wide Assessment 2: Deliver (Initial)	Rubric score of 2 or higher	99% of candidates scored a 2 or higher. (PE; Music Ed; KHP HETE; Elementary Ed)
Candidate Preservice Assessment of Student Teaching (CPAST) (Initial)	Meets expectations on rubric for all areas on final assessment	174 Responses: A. Focus for Learning, 98% B. Materials and Resources, 100% C. Assessment of P-12 Learning, 98% D. Differentiated Methods, 99% E. Learning Target and Directions, 98% F. Critical Thinking, 99% G. Checking for Understanding and Adjusting Instruction through Formative Assessment, 98% H. Digital Tools and Resources, 100% I. Safe and Respectful Learning Environment, 98% J. Data-Guided Instruction, 94% K. Feedback to Learners, 98% L. Assessment Techniques, 98% M. Connections to Research, 93%

		N. Participates in Professional Development (PD), 93% O. Effective Communication with Families, 91% P. Demonstrates Punctuality, 98% Q. Meets Deadlines and Obligations, 98% R. Preparation, 98% S. Collaboration, 99% T. Advocacy to Meet the Needs of Learners or for the Teaching Profession, 96% U. Responds Positively to Feedback/Criticism, 100%
Praxis II: PLT – Pedagogical Knowledge	Minimum individual test score; first time pass rate of at least 80% (state criteria)	Most candidates met this expectation on their first attempt. No areas fell below the 80% threshold.
Praxis II: Content Exam – Content Knowledge	Minimum individual test score; first time pass rate of at least 80% (state criteria)	Most candidates meet this expectation. The only area that fell below 80% was the Elementary Social Studies Subtest (70.73%, n=41)
Unit Wide Assessment 1: Diagnose+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Unit Wide Assessment 2: Design+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Unit Wide Assessment 3: Deliver+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Praxis II: Content Exam – Content Knowledge (some endorsement/advanced programs)	Minimum individual test score; first time pass rate of at least 80% (state criteria)	All candidates met this expectation on their first attempt

Leadership Exam (some leadership programs)	Minimum individual test score; first time pass rate of at least 80% (state criteria)	All candidates met this expectation on their first attempt
Stakeholder Surveys – Completer Survey, Employer Survey, Alumni Survey	80% of respondents select a 3 or higher on the 5-pt Likert scale	76% of Completer Survey respondents said they were 'satisfied' or 'highly satisfied' with their department or program and with the College of Education. However, 84% of respondents said they were 'satisfied' or 'highly satisfied' with their instructors. In 2023-2024, focus groups were held to receive alumni feedback.
Academic Indicators – GPA	Minimum 2.75 GPA undergraduate Minimum 3.0 GPA graduate	All candidates met this expectation.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Unit Wide Assessment 1: D+D (Initial)	Rubric score of 2 or higher	100% of candidates met this expectation (STEM Plus/MATH; MIC Social Studies; SPED Undergrad; MIC English; KHP HETE; PE; Elementary Ed)
Unit Wide Assessment 2: Deliver (Initial)	Rubric score of 2 or higher	99% of candidates scored a 2 or higher. (PE; Music Ed; KHP HETE; Elementary Ed)
Candidate Preservice Assessment of Student Teaching (CPAST) (Initial)	Meets expectations on rubric for all areas on final assessment	174 Responses A. Focus for Learning, is 98% B. Materials and Resources, is 100% C. Assessment of P-12 Learning, 98%

		D. Differentiated Methods, 99% E. Learning Target and Directions, 98% F. Critical Thinking, 99% G. Checking for Understanding and Adjusting Instruction through Formative Assessment, 98% H. Digital Tools and Resources, 100% I. Safe and Respectful Learning Environment, 98% J. Data-Guided Instruction, 94% K. Feedback to Learners, 98% L. Assessment Techniques, 98% M. Connections to Research, 93% N. Participates in Professional Development (PD), 93% O. Effective Communication with Families, 91% P. Demonstrates Punctuality, 98% Q. Meets Deadlines and Obligations, 98% R. Preparation, 98% S. Collaboration, 99% T. Advocacy to Meet the Needs of Learners or for the Teaching Profession, 96% U. Responds Positively to Feedback/Criticism, 100%
New Teacher Survey	80% of respondents select a 3 or higher on a 5-pt Likert scale	All candidates met this expectation.

Unit Wide Assessment 1: Diagnose+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Unit Wide Assessment 2: Design+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Unit Wide Assessment 3: Deliver+ (Advanced)	Rubric score of 2 or higher	We are continuing to revise Advanced UWAs and collect first year data.
Stakeholder Surveys—Completer Survey, Employer Survey, Alumni Survey	80% of respondents select a 3 or higher on the 5-pt Likert scale	76% of Completer Survey respondents said they were 'satisfied' or 'highly satisfied' with their department or program and with the College of Education. However, 84% of respondents said they were 'satisfied' or 'highly satisfied' with their instructors. In 2023-2024, focus groups were held to receive alumni feedback.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

We have gone through a series of transitions in leadership and are still acclimating to our new leadership structure. As part of that process, we have altered the format of our monthly Program Faculty Chair meetings. In the past, these meetings have largely been informational in nature. However, we are working to allow more time for program faculty chairs to discuss different projects or innovations that they are working on in their individual programs as well as asking other programs how they handle challenges. We have hopes that this new format will allow for better communication both within programs and across programs and will encourage more cooperative work and innovative thinking across programs.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2024-25 year	Standard 1e: In our QAR, we identified classroom management as an area of concern for our unit.
Actions	We will spend the next year digging deeper into this issue in order to discover what strategies individual programs are using and where gaps may be addressed.
Expected outcomes	We would like to develop a more across-the-unit strategy that can be deployed to improve general classroom management skills for all of our candidates.
Reflections or comments	
	Standard 2
Goals for the 2024-25 year	
Actions	
Expected outcomes	
Reflections or comments	
	Standard 3

Goals for the 2024-25 year	Standard 3d: We would like to fully build and implement a singular system for collection and analyses of data from programs via AirTable.
Actions	Faculty and staff will receive the necessary training on AirTable and the unit will build the necessary instruments and systems for collection and analyses of data.
Expected outcomes	Obtain a singular system for the unit for the purpose of collecting and analyzing data going forward.
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	
Actions	
Expected outcomes	
Reflections or comments	

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

n/a

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We are currently in the process of developing undergraduate initial programs in Secondary Social Studies and English, as well as a graduate level initial program in Art Educaton.

The Kentucky State Legislature approved a regular stipend for student teachers as a means of additional support for developing teachers. This stipend from the state is only for in-state candidates, but the college has committed to matching the state stipend for any of our out of state candidates as well.

The Southern Regional Education Board wants to partner with us to help address teacher shortages in our service area, especially in rural areas. This will involve various kinds of "grow your own" strategies.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The Education Professional Standards Board (EPSB) is considering adopting the 7000 series of Elementary Education Praxis II content exams to replace the current 5000 series.

In the last year, the EPSB has also required an additional literacy exam (5205) for all elementary education candidates in order to meet a state legislature mandate of addressing literacy shortfalls in schools. This exam will no longer be required if the EPSB approves the 7000 series for Elementary Education.

The state legislature also passed a bill related to numeracy education that requires the Office of Educator Licensure and Effectiveness (OELE) to develop or adopt a statewide observation instrument to be used at the elementary and middle levels during a math lesson in either practicum or student teaching.

The Kentucky Association for Colleges of Teacher Education (KACTE) is currently collaborating with OELE on various revisions to the student teaching regulation currently in effect. These revisions could allow for one student teaching placement (instead of the currently required two) as well as allowing cooperating teachers to only have two years of experience in order to qualify as cooperating teachers (as opposed to the currently required three). EPPs across the state will still be allowed to require more if they choose, but that will be at their discretion rather than being required by the EPSB/OELE.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christopher Reese, Director of Educator Preparation	Dr. Danelle Stevens-Watkins, Acting Dean, College of Education

Date sent to AAQEP:	12/20/2024